

Awareness of professors on the impact of cultural capital in student's academic performance at the bachelor's degree program in foreign languages with emphasis in English at Universidad Industrial de Santander

Cultural capital impact on academic performance at Universidad Industrial de Santander (UIS), a professors' perspective.

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Degree thesis for the title of bachelor's in foreign languages with emphasis in English.

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Dedication

This work is dedicated to my family and friends who have supported me throughout my career and more importantly my life. Thanks to all the people, who in some way, contributed and helped in this work and that in all sincerity served to contribute to the academic community.

Acknowledgments

Special thanks to my director who has supervised, accompanied and has been of significant help for the revision and completion of this work. I would also like to thank him since he was in the first instance the motivation to start this work and the one who motivated me to investigate more about cultural capital.

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Resumen

Título: Concientización de los profesores sobre el impacto del capital cultural en el rendimiento académico de los estudiantes del programa de licenciatura en lenguas extranjeras con énfasis en inglés de la Universidad Industrial de Santander. ¹

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Palabras clave: *Capital Cultural, Desempeño Academico, Ventajas, Dseigualdad, Conciencia*

En la actualidad, el manejo del inglés ya no es un requisito, se considera una necesidad. Es por esta razón que muchos jóvenes se interesan por el idioma, y algunos se apasionan más por enseñarlo, por lo que deciden tomar una carrera como la licenciatura en lenguas extranjeras con énfasis en inglés de la Universidad Industrial de Santander. Sin embargo, los estudiantes no desconocen que no solo la motivación es relevante al momento de aprender, sino que hay más factores que intervienen en este proceso, en este caso el capital cultural. En esta investigación, el foco de estudio será el capital cultural, concepto definido por Bourdieu (1973), como "la cantidad de conocimientos que posee un sujeto en función de su situación o clase social, conocimientos que pueden ser heredados o adquiridos en función de su contexto". Con base en este concepto y sus componentes, esta investigación pretende evaluar en qué medida algunos profesores del programa de licenciatura en lenguas extranjeras con énfasis en inglés son conscientes del capital cultural que afecta el rendimiento académico de sus estudiantes.

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Abstract

Title: Awareness of professors on the impact of cultural capital in student's academic performance at the bachelor's degree program in foreign languages with emphasis in English at Universidad Industrial de Santander³

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Keywords: *Cultural capital, Academic performance, Advantages, Inequality, Awareness*

Nowadays, the ability to handle English is no longer a requirement, it is considered a necessity. It is for this reason that many young people are interested in the language, and some are more passionate about teaching it, so they decide to take a career as the bachelor's degree in foreign languages with emphasis in English at the Universidad Industrial de Santander. Yet, students are not unaware that not only motivation is relevant at the time of learning but there are also more factors that take part in this process, in this case cultural capital. In this research, the focus of study will be the cultural capital, a concept defined by Bourdieu (1973), as "the amount of knowledge that a subject has depending on his social situation or class, knowledge that can be inherited or acquired depending on his context". Based on this concept and its components, this research aims to assess the extent to which some professors of the bachelor's degree in foreign languages with emphasis in English program are aware of the cultural capital affecting the academic performance of their students.

³ Degree work

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1. Introduction

1.1 Problem Statement

The interest in carrying out research regarding Cultural Capital arose from the theories proposed by Pierre Bourdieu for such theories provide the necessary context based on the reality of the individual and his/her particularities. Bourdieu describes Cultural capital as a form based on cultural resources and knowledge. Just as economic capital can be invested, accumulated, and converted into various forms of wealth, cultural capital can be acquired, cultivated, and used strategically to gain social and cultural advantages. That affects the reality of each person, making the qualities of each person significant and filling them with meaning, providing with that a potential impact on their daily activities including in this case, academic life. (Bourdieu, 1986.). Additionally, the existence of the unequal distribution of cultural capital in contemporary societies perpetuates social stratification and hinders upward mobility among individuals from disadvantaged backgrounds (Bourdieu, 1986; DiMaggio, 1982).

The concept of cultural capital has been critiqued for its potential to reinforce existing power structures and perpetuate social inequalities as it tends to favor individuals from privileged backgrounds, while marginalizing those with limited access to cultural resources (Bourdieu, 1986; Savage, Bagnall, & Longhurst, 2001). Evidence of variable academic performance may prove that there is a gap between students with higher cultural capital versus students whose cultural capital may be perceived as low. For that reason, the need of finding the number of teachers aware of the ways that affect the academic life of an individual may allow to affirm that this phenomenon is perceived by teachers to impact academic life through the abstract meaning of an "improvement" in the academic students' performance

This project is to be developed at Universidad Industrial de Santander in Bucaramanga, Santander (Colombia). This project's scope is to measure locally the awareness of professors from the Universidad Industrial de Santander and more specifically from the languages school. From that point on, more professors from other schools and more widely from other colleges start to quantify the number of professors that perceived cultural capital affecting students' academic performance. As mentioned before, understanding that professors with an elevated level of cultural capital may transfer to his/her students the cultural capital he/she already have, as an author mentioned: "The personal experiences and perspectives of bilingual teachers have an impact on instruction and in student outcomes in dual language classrooms because they provide valuable cultural world views." Martinez. 2018. Reaffirming the impact of cultural capital affecting academic performance and varying depending on the professor's cultural capital

At Universidad Industrial de Santander (UIS), there is a potential need to analyze the number of professors that are aware of the impact of cultural capital on academic performance. Also, the study aims at researching what are the reasons that drove professors to know about the concept of cultural capital and its potential impact on their classrooms, and more specifically their students. The limits of this project may be the time availability of the Universidad Industrial de Santander (UIS) professors, their awareness of cultural capital and its knowledge about the concept and the potential affection in their students' academic performance because they may not know about this directly. Supporting the hypothesis of this research, an author concluded: "Studies revealed that teachers of color tend to be more effective teachers of culturally and linguistically diverse students" Martinez. 2018. Generating a potential variation on the cultural capital affecting academic performance and the importance of its awareness.

1.2 Research question

The research question that guides this study is: To what extent are UIS professors aware of the impact of cultural capital in student's academic performance at the bachelor's degree program in foreign languages with emphasis in English at Universidad Industrial de Santander?

1.3 Justification

Personal experience as part of the bachelor's degree in foreign languages with an emphasis in English at Universidad Industrial de Santander drove me to attempt to dive deeper into the area of cultural capital. Some professors mentioned the term, and it sparked my curiosity to continue to do research around it. After further study of concepts and theory regarding this area, I was engaged with the topic, working with this theoretical framework for more than 3 semesters in subjects from the penum such as fundamentals research, qualitative research and the closest one, quantitative research. It has also been noticed how some students maintain a high academic level, and just highlight greater ease for learning and understanding; au contraire, some other students who do not seem to present the same advantages for academic performance resulting in unfavorable academic outcomes.

It is understood that differences in students' cultural capital may be due to multiple variables such economic, social, psychological, neuronal, academic, among others. Nonetheless, "Cultural Capital" has been incredibly significant since it groups some aspects in the social context of the student, helping "the individuals to possess and utilize to gain social advantages and navigate within a given society" (Bourdieu, 1986). Therefore, this study aims to research and find the percentage of professors from the bachelor's degree program in foreign languages with emphasis in English at UIS that are aware of how the student's cultural capital can affect their academic performance.

Its relevance is the early quantification to generate an action plan or campaign that leads to motivating the academic community to improve the teaching and learning process by raising awareness of this phenomenon in the classroom. Besides, educators can contribute to the academic community to improve results impacting not only locally, but with a much greater potential impact. It is also important to contribute to the academic community by providing some affirmation about the gap inside the classrooms as concluded by an author: “The research also revealed how the lack of cultural capital caused these students to commence the EFL programme at a distinct disadvantage because their English skills were noticeably lower.” Assulaimani, T., & Haitham, A. A. (2021).

1.4 Objectives

1.4.1 General objective

To determine the extent to which professors from undergraduate program in foreign languages with emphasis in English at UIS are aware of how student's cultural capital affect their academic performance.

1.4.2 Specific objectives

To explore what percentage and to the extent of awareness professors have about of cultural capital.

To quantify what number of professors have reflected or claim to be aware that their students' cultural capital may affect their academic performance.

To establish the perceptions of professors of the program regarding cultural capital and how this potential relation may affect their students' academic performance.

2. Theoretical framework

2.1 Background

A bibliographic review was conducted to produce a solid theoretical framework and to have some background information supporting this research. The number of sources was 20, including articles, studies, and other bibliographic reviews. Finally, some categories were created to classify the sources into groups and analyze the information in a more suitable way.

Describing the information, a type of discussion was proposed that presents the different analyzed authors' point of view in question and how they have certain similarities and differences. The categories obtained were six, that were divided into the following categories:

Chart 1

Number of sources and percentages related in each category

Number of sources and percentages related in each category		
#	%	Name of the category
2	10%	"2.1 English understood as cultural capital by the author or findings"
5	25%	"2.1.2 Cultural capital contrasted with the academic performance"
1	5%	"2.1.3 Cultural capital as a crucial factor affecting student' outcomes in an official test"
6	30%	"2.1.4 Challenges, competences, and strategies in relation to cultural capital and EFL learner's outcomes"
5	25%	"2.1.5 Background information documents related to cultural capital."
1	5%	"2.1.6 Negative relation between cultural capital and student's academic performance"

2.1.1 English understood as cultural capital by the author or findings

First, it was claimed that having a second language such as English was considered cultural capital. “If there is an association of English language with symbolic values, and it can be interpreted as a form of cultural capital” (Malik, A. H., and Mohamed, A. E. A. A. 2014). Due to this study, the results obtained provided a wider field of discussion proposing that the English language produced inconsistency in our society also perceived as inequality. But this first inconsistency proposed and defined as inequality would be criticized by the author Azhar, A. in 2020. Who proved that, in a study conducted recently, such variation would have a positive impact on the language, improving the cultural capital and giving the opportunity for better living conditions.

2.1.2 Cultural capital contrasted in with the academic performance

There are at least five good examples of cultural capital influencing students' achievements. The oldest reference was from 2009, the author Tina Wildhagen argues that cultural capital directly affects grades and standardized test scores. In the same vein, Lie Andersen and Nordli Hansen (2012) applied Bourdieu's theory in their study, concluding that student performance occurred at different weights opening the discussion on how strong these implications of cultural capital are on student outcomes. Eight years later from the previous document, in 2020, some authors reaffirmed that all three forms of cultural capital proposed by Bourdieu exist and that "encouraging reading habits is important for increasing cultural capital, something that will have a direct impact on student achievement." (Lukić et al, 2020)

Additionally, there are two documents that refer to the same contrast. One of them after qualitative research brought out conclusions that give us a possible answer for some questions,

because depending on the cultural capital present in their families, they will have an “advantage in relation to the experiences of the program studies” (Assulaimani, T., & Althubaiti, H. 2021); While families with a first-generation students had a disadvantage due the low quantity of cultural capital. Finally, one author agrees with a positive impact and stated that “now a days the technological sources showed a positive impact in studying English as cultural capital does.” (Diouani, A. E. in 2021). Concluding that many factors may affect the student’s academic performance base on its cultural capital and even by their family’s cultural capital.

2.1.3 Cultural capital as a crucial factor affecting student’ outcomes in an official test

The importance of official exams in our society is higher compared to the results in schools or universities because they provide students with opportunities, such as getting into university or getting scholarships. An analysis conducted in 2020 confirming the influence of cultural capital on the learning process of students pointed out three variables that affect cultural capital: students' literacy, parents' cultural capital and depending on students' aspirations, they may have a better performance depending on their interests (C.Y. Tan. 2020). This category proposed was important because it shows the potential of cultural capital affecting academic performance in different test types. A relevant item to highlight is that as Malik and Mohamed claimed, 2014, there is an inconsistency, and following their assertion, the study conducted with ASPIRE and PISA results confirmed that the variation of cultural capital in students is defined as inequality, producing a gap inside the classroom and potentially in official tests.

There is also an urgent need to deal with the information that is provided by those tests, because they included a socioeconomic description of the students that could be a key feature that allow us to determine the impact of cultural capital, and by doing that, start thinking in new strategies to improve the effectiveness of cultural capital into student’s academic performance.

2.1.4 Challenges, competences, and strategies in relation to cultural capital and English foreign language learner's outcomes

The amount of information related to the competences and challenges that English foreign language (EFL) learners faced is big. The older related source found was in 2015 by the author Yoon, B. Which contributing to such discussion concluded that teachers should pay more attention to their students with the purpose of engaging them during the learning process, having in mind the literacy used and the cultural capital of each student. According to Amel Sadeghi, N and Zareian, G. there is a relation like the comparison between our variables, they found that “it does exist a relationship between the cultural capital and the fluid intelligence, so the higher cultural capital the higher fluid intelligence.” (Amel Sadeghi, N, Zareian, G. 2017).

Later, the experiences of English foreign language (EFL) students will be described in more detail. Showing that in the results obtained, the use of media was relevant to the student learning process, describing it as the main factor in learning culture (Marwa. 2018). This work provided more context on the strategies established in the classroom, it relates to another author even from a different category from the finding made by each study, creating connections between the literature and the authors. Some years later, Puspa et al, will mention on communicative competencies stating that "sharing ideas and real-life issues helped students' competencies, the most important tool was grammar when they speak" (Puspa, Imamyartha, D., Asjhari, E. S. S. S., & Hudori, R. F. A. 2020).

A relevant variable that emerged was the importance of technology, more precisely the digital culture and the technological culture. There are two sources that criticized the teacher's role related to the two variables mentioned. In one hand, this report proposed a “need of developing cognitive, metacognitive and social strategies having in mind the use of critical thinking.”

(Fajaryani, Nunung, et al. 2021). On the other hand, another study by Toneeto and Pischetola mentioned the “obligation of teachers developing innovate practices encouraging students using the technologies in an appropriate way.” (Tonetto Riedner, D., & Pischetola, M. 2021). Creating with that a discussion of the relevance of technology to the academic field.

2.1.5 Background information documents related to cultural capital

It is necessary to have a clear idea about cultural capital related to other variables, and to have a clearer context about what was happening inside the classrooms. All references used in this category correspond to time periods defined between 2015-2019 respectively. Feriz et al proposed the following: "there is a significant relationship between language and culture as it is the former that builds the latter. " (Sharifi Feriz, Motallebzadeh, K., & Bemani Naeini, M. 2017). Following that idea, two years earlier, a study conducted by Zabetipour, & Baghi analyzed the relationship between cultural identity and years of experience of English foreign language (EFL) teachers. Obtaining the conclusion that "contrary to what was expected, learning a second language does not entail a change in cultural identity, but rather the subject can handle both cultures at the same time." (Zabetipour, & Baghi, B. A. 2015). These two results provide a better and solid perception about EFL and culture, achieving the goal of the category.

At least two of the five authors will affirm that the findings obtained relate to variables such as interest rates, attitudes, and students' reactions towards the class. Supporting this statement, an investigation by Vieluf, & Göbel concludes that “it is important to engage the students in early stages and support the critical thinking” (Vieluf, & Göbel, K. 2019). With a year of difference, a literature review was lead with the aims of found relations between variable during English language acquisition. The result obtained in that study will propose an early approach to the importance of engaging students, mentioned by the previous author, and about “the understanding

of the students' necessities and likes before the planning. Additionally, remark on the importance of cultural elements over the EFL acquisition" (Francis Ward, A. 2018). Highlighting the importance of interests and likes from the students towards the class.

The concept of first-in-family students was mentioned in the second category, used by the authors Assulaimani, T. and Althubaiti, H. in 2021. O'Shea, S. mention this concept of first-in-family students and explored the relation with cultural capital. The conclusions were that "first-in-family students do not have the required cultural capital. Due to that, there is a propose by the universities to give students forms of cultural capital, helping them with the transition." (O'Shea, S. 2016). With that said, there is a co-relation between these two authors standing that those students who are the first family member in achieve a higher education, need a way to increase their cultural capital to reach their partner's abilities. Creating with that a condition, that if you are a first-in-family student, you will not have the need cultural capital. Affirming the relation and again the variation perceived or understood as inequality, producing with that a gap between students.

2.1.6 Negative relation between cultural capital and student's academic performance

The last category is potentially one of the most interesting references, because it is the only one used in this literature review that contradicts other categories. This 2021 document investigated the relation between cultural capital and linguistic performance. In this review, we associated the linguistic performance proposed in the source with academic performance; The population were 113 students from government schools in Assam, an Indian state. After applying the cultural capital scale and a linguistic test the results obtained probed that "a student with a high scale of cultural capital have less linguistic performance than a student with less cultural capital

average.” (Rao, V. Chandra & Mali, Bimrisha. 2021). Contradicting most previously authors that proposed a positive relation between cultural capital and student’s academic performance.

Some of the authors previously mention that the different knowledge present in the cultural capital of each subject, which can be acquired or inherited, can create social inequality, or produce advantages for one group over others. Next, the analysis concludes, from the research works analyzed, that the relationship between cultural capital and learner behavior in English foreign language (EFL) learning is potentially evident and direct, with the former having an enormous influence on the latter, with a positive impact in most of the cases investigated. Finally, the link between the literature review and my research topic is the previous research necessary to conduct a proper investigation and the same main topic, academic performance affected by cultural capital, but this time collecting the perception of professors from the bachelor's degree program in foreign languages with emphasis in English at Universidad Industrial de Santander.

2.1.7 Conclusions

It was stated that the use of technology is an advantage in English foreign language (EFL) student’s outcomes and learning process. This helps students develop critical thinking and new skills, bearing in mind that the teacher’s role is to guide and encourage students to use those tools appropriately. About the background information recollected, it is remarkable that the subject’s culture has an impact on their learning process and being the first-in-family student its heavily related with low cultural capital. Also, there is a potential advantage in the data collection method proposed by the different official tests, about the socioeconomic description of the students. This provides the opportunity to compare the socioeconomic status of the students and establish a relationship with cultural capital, allowing teachers or governments to develop strategies to improve student’s cultural capital with the purpose of having a positive impact on student’s

outcomes. Opposite to this, there is a potential problem with cultural capital in relation to English foreign language (EFL) learner's academic performance. Some authors mentioned that the different knowledge present in each subject's cultural capital, which could be acquired or inherited, may create social inequality, or produce advantages from one group over others. Finally, the analysis concludes, based on the research works analyzed, the relationship between cultural capital and the student's behavior when learning English foreign language (EFL) is potentially evident and direct, with the first being an enormous influence on the second, with a positive impact on most of the cases investigated.

2.2 Theoretical bases

The most relevant concept of the current research is cultural capital. Cultural capital belongs to the sociological field and was well-known due to Pierre Bourdieu who used this concept for the first time in the book "La Reproduction," 1973. Bourdieu used this term to refer to the amount of knowledge a subject has depending on its social class, this quantity of information could be inherited or acquired through socialization. Bourdieu and Passeron (1983) posited that "depending on your cultural capital, the value owned by the subject produces a bigger impact on the cultural symbolic market". Concluding that, you will have more weight-related cultural capital, whether you are from a higher social class.

Later, Bourdieu (1983) will potentially define more precisely the concept as the abilities, advantages, education, and knowledge a person has that gives proportionally direct a higher status inside society (p. 131-164). This project uses Pierre Bourdieu's theory as its theoretical framework, and a characteristic that we will see more in-depth later in the discussion part is that: a high percentage of documents analyzed used Pierre Bourdieu's theory to define the concept of cultural capital proposed by the author in 1983.

It is also necessary to approach the definition of awareness. Awareness is defined by the Cambridge Dictionary as: “knowledge that something exists or understanding of a situation or subject at the present time based on information or experience” (Cambridge Dictionary, 2023, first definition). And is used in this investigation to highlight the knowledge that the participants have on the situation based on their individual experiences.

3. Methodological design

3.1 Type of investigation

The study will be carried out following a mixed methodology. “It is claimed that MMR enables a more comprehensive and complete understanding of phenomena to be obtained than single methods approaches and answers complex research questions more meaningfully, combining particularity with generality, ‘patterned regularity’ with ‘contextual complexity,’ insider and outsider perspectives” Cohen, et al (2017). Being the most suitable option for this research.

The sampling that is going to be used is convenient sampling, the reason is the disponibility of the sample and the participants time availability. Describing convenience sampling Cohen mentioned that “It involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained of those who happen to be available and accessible at the time. Cohen, et al (2017).

3.2 Hypothesis and variables

There are three hypotheses that are going to be proposed for this research:

3.2.1 More than 60% of the sample is aware of the impact cultural capital has on their students.

3.2.2 The majority of the professors are aware of the impact their student's cultural capital has on their academic performance.

3.3.3 There are at least 2 professors that do not know about cultural capital or the impact it has on students' academic performance.

3.3 Population and sampling

The population for this investigation is a group of fifteen English-speaking professors from the bachelor's degree program in foreign languages with emphasis in English at Universidad Industrial de Santander. In this study, we understand that our participants are “unique examples of real people in real situations” (Cohen et al. 2018:376) thus, they a good example of teachers that have lived, witnessed or experienced cultural capital affecting student’s academic performance. For that reason, they answer a brief survey that shows their awareness of cultural capital and after that, some participants will be asked to talk about their experience with questions previously created. The number of participants involved in the interviews was 5 due to the time availability from the participants and the low participation and responses from the potential sample.

3.4 Data collection instruments

The data collection instrument is a survey consisting of 3 sections. The first section is the informed consent where the risks, benefits and other details related to the data collection instrument itself and more specifically to the research are invited and briefly explained, ending with the participant's email and the affirmation of having this section clear. The second part is the sociodemographic information, which consists of seven multiple choice questions that will give us a better description of the participants present in this research. The third and most representative part is the content of the survey, consisting of thirteen questions that are the body of this research and are multiple choice questions and scales related to the different phenomena and opinions that

the participants may have about the cultural capital affecting the academic performance of their students.

Also, a semi-structured interview was done to elaborate and explain more in the responses of the participants that have already answered the survey. The data was collected in a drive folder and managed into the different documents to separate and analyze later.

3.5 Resources and analysis techniques

First, a survey is going to be applied to the participants, after that the answers are going to be analyzed, some participants will be requested for a semi structured interview, and it will be recorded in audio to be transcribed later. After this transcription, a categorization proposed by the researcher is going to be carried out, and after that some subcategories will be created that describe the effect or phenomena inside each category. Those subcategories called codes (Annex 1) will be analyzed and examined in the words the participants may use, those codes will be separate and will be contrasted and analyzed in the phrases and sentences that the participants answer. Memos (Annex 2) will be created to describe and organize the findings into the results.

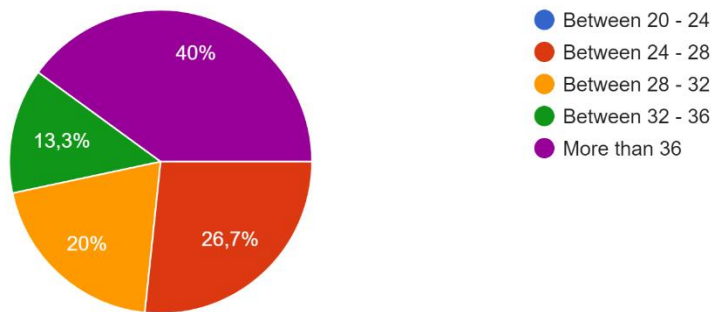
4. Results

The results are divided into two the quantitative and the qualitative parts. First the quantitative part with the analysis of the demographics of the participants and the responses in the survey, the statistics are organized in graphs to facilitate the visual analysis of the data to allow drawing conclusions. Evidence will shed some light regarding professors' awareness on how cultural capital affects the learning processes of their students.

Figure 1

What is your age?

What is your age?
15 respuestas

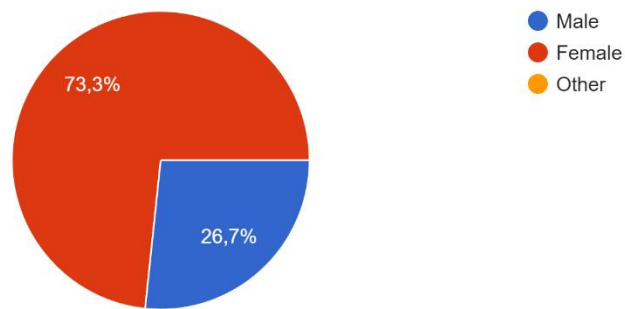


From the sample of fifteen professors that took part in the survey. 40% (6) of the participants were over 36 years old, 13.3% (2) between 32 and 36, 20% (3) of the participants were between 28 and 32. Finally 26.7% (4) of the participants were between 24 and 28 years old, being the participants with the lowest age interviewed. With this we can determine that the sample has an experience that will allow them to give a more appropriate perception of the phenomena that have taken place in their classrooms, and later the years of experience they had teaching at the university level.

Figure 2

What is your gender?

What is your gender?
15 respuestas

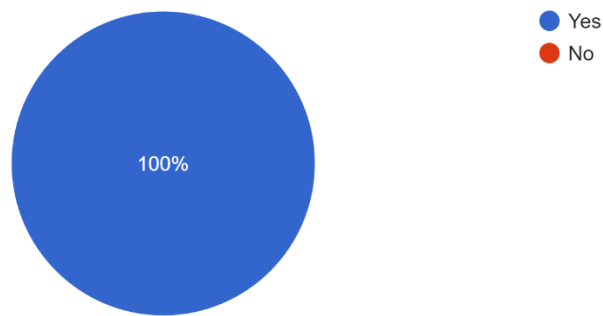


Describing the sample, 73.3% (11) of the participants were female and 26.7% (4) were male. Participation on the part of the teachers was one of the most interesting points to be addressed in this research, since the number of participants who were potentially able to participate exceeded the number of participants. It is relevant to mention that one of the major problems during the recruitment of participants was the availability and willingness of the potential participants in the survey, despite all that and with the results obtained, it can be affirmed that in this research a greater number of female professors had the intention or willingness to participate.

Figure 3

Do you live in the Bucaramanga metropolitan area?

Do you live in the Bucaramanga metropolitan area?
15 respuestas

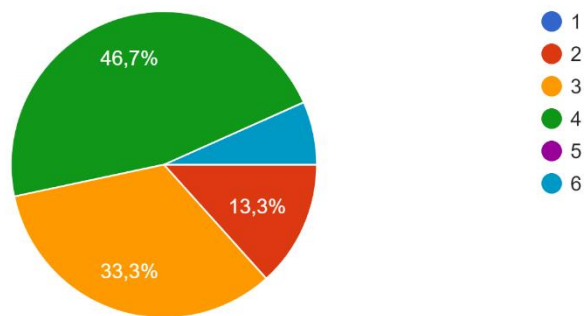


100% (15) of the participants affirm that they live in Bucaramanga, the city where the university where the investigation was carried out is located. An interesting fact is that all participants live in Bucaramanga, which is a city in Colombia, something that if analyzed could potentially limit the results. In the theoretical framework, we found that in a paper that denied the relationship between cultural capital and academic performance, the fact that the study was conducted in a small location and in a rural setting was criticized, again affecting the quality of the results. It should be noted that this study sought to review the perceptions of UIS professors in the bachelor's degree program in foreign languages with an emphasis on English.

Figure 4

What is your socioeconomic stratum?

What is your socioeconomic stratum?
15 respuestas

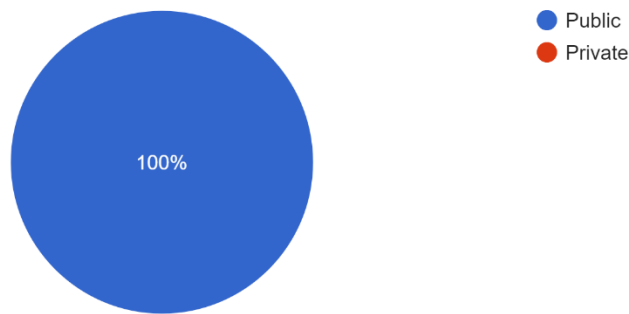


The socioeconomic stratum was divided in the following order by the number of participants in that stratum: 46.7% (7) of the participants have 4 as their stratum, 33.3% (5) of the participants are in stratum 3, 13.3% (2) of the participants are in stratum 2 and finally 6.7% (1) of the participants is in stratum 6. As it has been demonstrated in the theoretical framework, in a certain way the background and economic resources that families and individuals present will have a significant impact on the results of their students, that is why quantifying and reviewing the socioeconomic status of the teachers who present their perception in this research is of vital importance to have a much clearer picture and if necessary analyzed for future research or analysis of the data.

Figure 5

What type of university did you attend?

What type of university did you attend?
15 respuestas

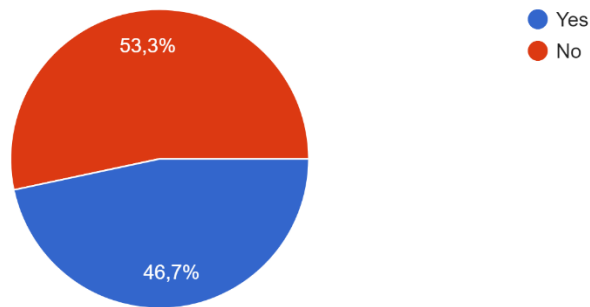


100% (15) of the participants attended public university. A fact that again becomes relevant is the fact that all the professors who presented their perceptions in this research attended public universities, thus generating a possible impact on the results. However, it should be noted that in order to be a possible candidate in this research it was not necessary to be from a public university; on the contrary, the only requirement was to be working as an active teacher in the bachelor's degree program in foreign languages with emphasis in English at the Industrial University of Santander.

Figure 6

Did you attend an English course or institution that taught English?

Did you attend an English course or institution that taught English?
15 respuestas

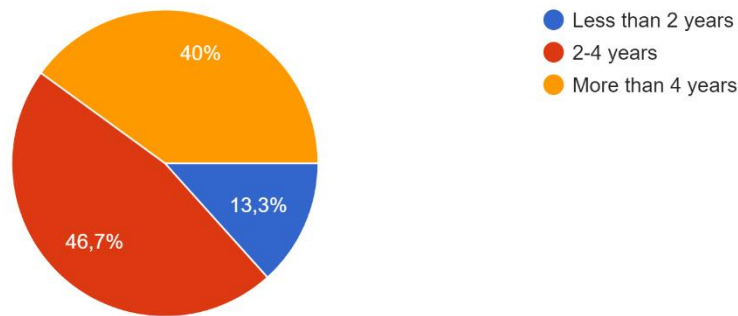


More than the half or 53.3% (8) of the sample attend to an English course or institution that taught English, while the 46.7% (7) remaining did not. It is very noticeable to take up the fact that the resources and opportunities participants had in the past significantly affect our value as individuals. Bourdieu (1973). With that said, the fact that they have noticed the impact of the background and the different moments during their lives, provide this study with potentially more realistic results that simulate the reality not only of the participants but also of the students they have had during their time as professors.

Figure 7

How long have been teaching at university level?

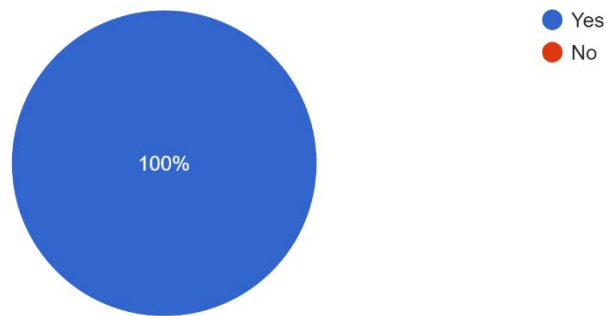
How long have you been teaching at university level?
15 respuestas



46.7% (7) of the participants have been teaching at university level from 2 to 4 years, followed by 40% (6) of participants that have been teaching for more than 4 years and the remaining 13.3% (2) have been teaching in university level for less than 2 years. The relevance of the amount of time spent teaching at the university level significantly affects the validity of the participants' responses. This generates a more reliable and secure data analysis that reaffirms the study's reliability and provides us with more questions about how this perception varies over time.

Figure 8*Do you like English?*

Do you like English?
15 respuestas

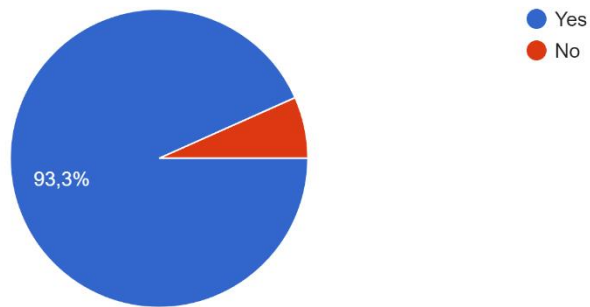


All the participants affirmed having an interest for the English language, reinforcing the idea that having a taste for a specific language can aid, as in this case, to the academic and professional development of the subjects. It is important to highlight the fact that having an affinity or taste for a particular language shows us a little more about the interests presented by the participants and even more the fact that they constantly use the language in their work and for different activities, remembering that one of the categories in the theoretical framework was that English can be considered cultural capital by several authors and in the daily life of the individuals.

Figure 9

Do you like teaching English?

Do you like teaching English?
15 respuestas

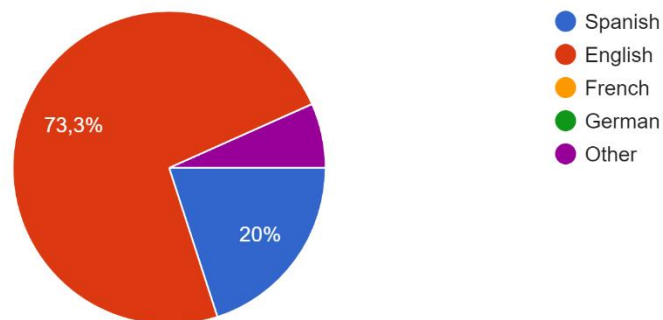


This question of the interview shows the panorama and the personal preference of the participants, mentioning that 93% (14) of them like teaching English, and obtaining that the 6.7% (1) remaining answers negatively to the same question. It is necessary to ask if the teaching process is to their liking, in order to understand a little more the commitment they have not only to the language itself but to the teaching and application of different topics inside their subjects.

Figure 10

What do you think is your student's favorite language?

What do you think is your students' favorite language?
15 respuestas

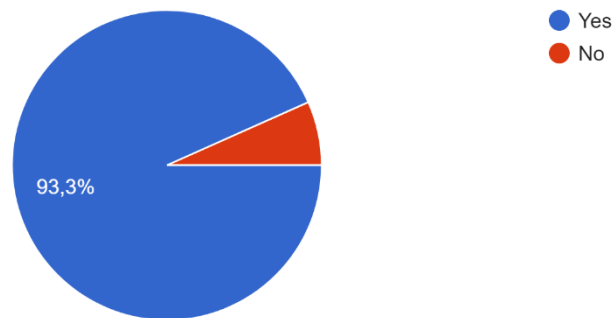


To have a more complete picture of the students and their opinions or the environment within the classrooms, the participants were asked about their students' favorite language, concluding with 73% (11) choosing English, followed by 20% (3) with Spanish and finally 6.7% (1) indicating that their favorite language is another one. It is worth noting that the other language options were German and French. It is remarkably interesting to see how professors perceive that most of their students have English as their favorite language, it is necessary to emphasize that these are perceptions of people who have had contact with the students, but it is still a biased opinion or influenced in a certain way. Nevertheless, we can begin to infer that this interest in a different language can potentially not only be one of the reasons that drives students but also a tool that they use to their advantage in their different academic, professional, and even personal activities.

Figure 11

Do you think students like English?

Do you think students like English?
15 respuestas



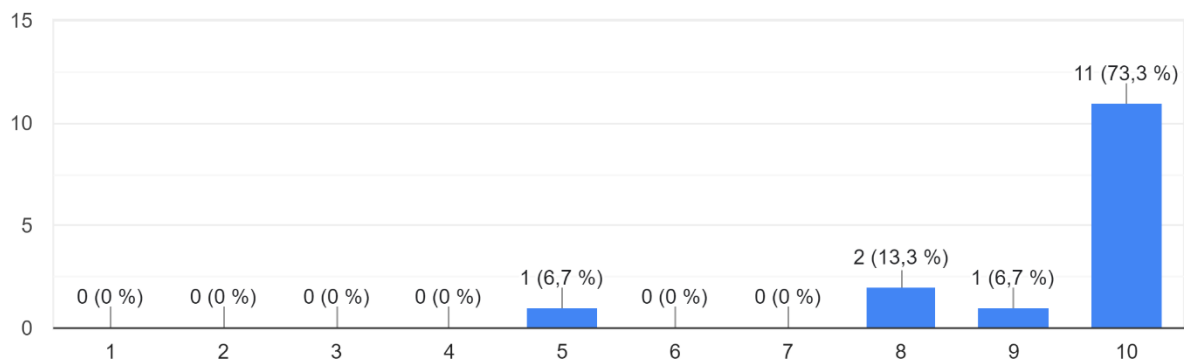
Additionally, the participants were asked if they thought their students liked English, resulting in 93.3% (14) affirming that they liked English and 6.7% (1) denying this liking. To support and reaffirm this liking for English, the participants were asked directly if they thought their students liked English, only one participant voted no, and this allows us to return to the previous discussion where this affinity for another language can become a relationship between student and teacher that can generate an improvement in their cultural capital.

Figure 12

On a scale of 1 to 10, 1 being little and 10 being a lot, how important do you consider English to be in the students' life?

On a scale of 1 to 10, 1 being little and 10 being a lot, how important do you consider English to be in the students' life?

15 respuestas



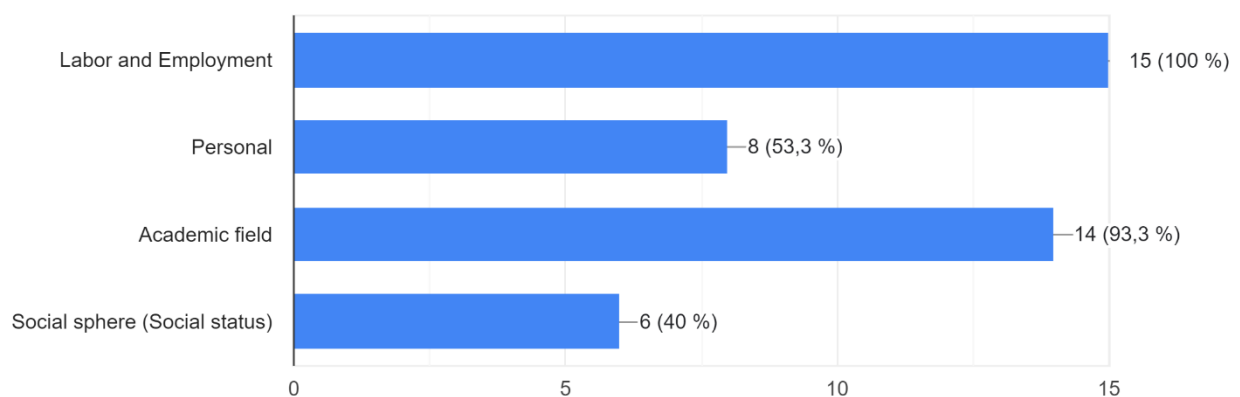
In the next question, participants were asked to rate from 1 being very little to 10 being a lot, how important they considered English to be in their students' lives.

73.3% (11) of the participants affirmed that English is particularly important in their lives, answering 10, reinforcing the idea of the impact that learning a language has on their cultural capital. Subsequently, 6.7% (1) responded that it was almost the most important, giving a score of 9. Following this, 13.3% (2) responded that an 8 is a good rating on the scale for the importance of English in the lives of students. Finally, 6.7% (1) of the participants think that neither a little nor a lot is the importance of English in their students' lives, with 5 being the scale they use for this question. It is crucial to highlight that most of the participants chose to answer that English is particularly important in their students' lives, because it can potentially be a great tool that allows them to access many more academic and professional resources.

Figure 13

In which of the following areas does learning a foreign language have relevance for your students? You can check more than one answer

In which of the following areas does learning a foreign language have relevance for your students?
You can check more than one answer.
15 respuestas



In the next question the participants had to choose one or more areas where knowing a second language had relevance for their students. The choices were in work and employment, personally, academic field and finally social spheres or social status.

The results were that 100% (15) of the participants chose work and employment as areas where knowing English was truly relevant. Only 53.3% (8) of the participants placed that in the personal sphere knowing a foreign language was relevant. 93.3% (14) of the participants placed the academic field as one of the areas where knowing a foreign language is relevant. Finally, 40% (6) of the participants placed social status as one of the areas where knowing a foreign language is important. at this point we can already begin to quantify that all teachers select that knowing a foreign language, presumably English, can have relevance in the academic and work environment,

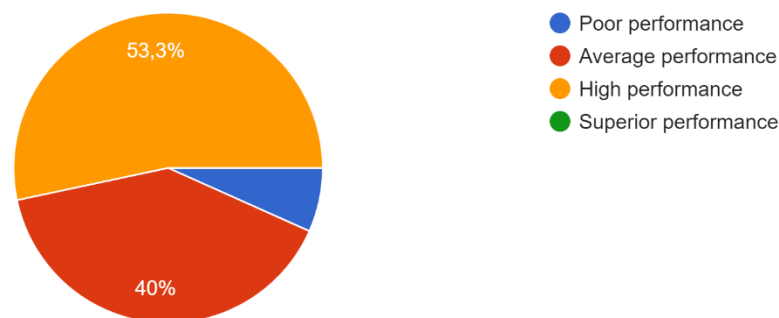
that said we can with these results affirm that most if not all teachers are aware that in some way languages can affect positively the academic performance of their students, that said it is necessary to reaffirm this perception since the participants were not directly surveyed with a question about cultural capital.

Figure 14

On average, which of the following do you believe reflects the academic performance of the majority of your students?

On average, which of the following do you believe reflects the academic performance of the majority of your students?

15 respuestas



The participants were asked what they believe their students' academic performance is within four options which are superior, high, average, and low.

53.3% (8) stated that their students were performing at a high level. 40% (6) thought they had average performance. On the other hand, 6.7% (1) thought that their students had a low performance. Knowing the typical performance of the students of the participants can give us an idea of the level or variety of the cultural capital phenomenon affecting their academic

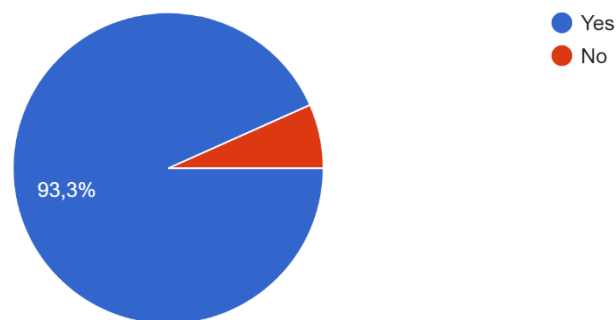
performance, as we can see, the vast majority of the participants categorize their students in two categories, average and high performance.

Figure 15

Have you noticed an impact on your students' academic performance caused by knowing a second language?

Have you noticed an impact on your students' academic performance caused by knowing a second language?

15 respuestas



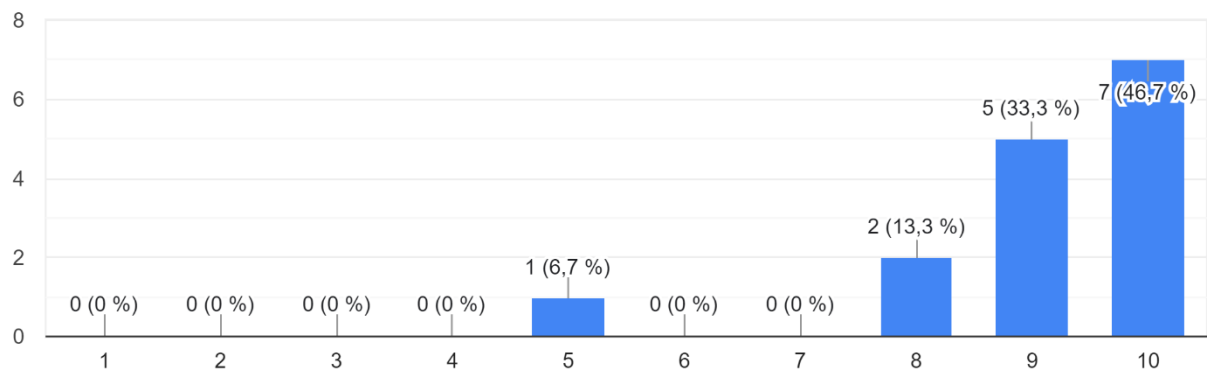
In this question, 93.3% (14) of the participants stated that they have noticed an impact on their students' academic performance caused by the knowledge of a second language. Conversely, 6.7% (1) of the participants denied having noticed such interaction. 93.3% of the participants in this research affirmed that knowing a second language had an impact on their academic performance, with this it is possible to affirm that the majority of teachers are aware of the impact of cultural capital on the academic performance of their students, affirming the first and second hypotheses. This consequently negates the third hypothesis that at least two teachers were unaware of the impact of cultural capital on students' academic performance.

Figure 16

On a scale of 1 to 10, with 1 being little and 10 being a lot. How would you rate the impact of knowing a foreign language on your students' lives?

On a scale of 1 to 10, with 1 being little and 10 being a lot. How would you rate the impact of knowing a foreign language on your students' lives?

15 respuestas



In the next question, participants were asked to rate, from 1 being very little to 10 being a lot, the impact of knowing a foreign language on students' lives.

46.7% (7) of the participants rated the impact of knowing a foreign language on their students' lives as a 10. 33.3% (5) of the participants stated that 9 is an adequate rating for the same interaction. 13.3% (2) of the participants selected 8 as the impact that knowing a foreign language has on the lives of their students. And with the least possible response, 6.7% (1) of the participants rated 5 as the impact mentioned above. Again, to verify that it is not just the fallacy of English as a second language, participants were asked about the impact that another language would have. The results continue to be favorable since most of the results favored a rating higher than 8,

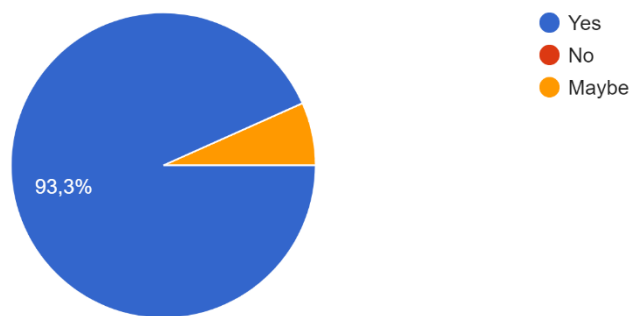
reminding that not only English is important in the lives of individuals, but also other languages can be cultural capital.

Figure 17

Do you believe that possessing different skills or knowledge of various subjects gives you an advantage in the academic performance of your students?

Do you believe that possessing different skills or knowledge of various subjects gives you an advantage in the academic performance of your students?

15 respuestas



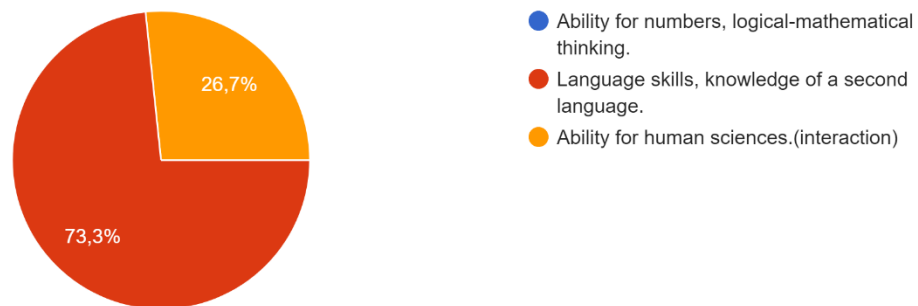
93.3% (14) of the participants stated that having different skills or knowledge of various subjects gives them an advantage in the academic performance of their students. Additionally, 6.7% (1) responded maybe as a response. There were no participants who selected no as an answer. In addition, participants not only perceive and share their understanding but go further by exploring that differences in the cultural capital of their students or in the knowledge they possess create a gap that limits or generates inequity among students.

Figure 18

Which of the following skills has had the greatest impact on the academic performance of your students? Check the option to which you feel most closely related

Which of the following skills has had the greatest impact on the academic performance of your students? check the option to which you feel most closely related

15 respuestas



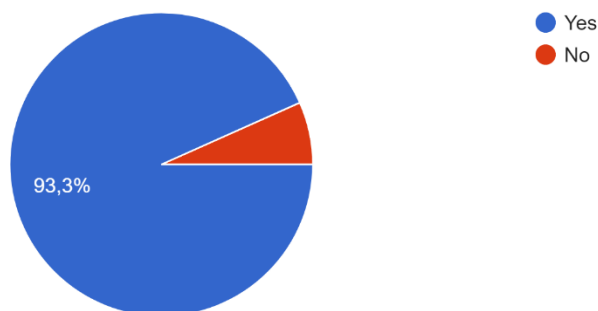
The following question is intended to give us a much more detailed perspective of participants' perceptions of what they think has the greatest impact on their students' academic performance. 73.3% (11) chose linguistic knowledge, knowledge of a second language as the option with which they feel most connected. While 26.7% (4) selected the ability for human sciences as the most successful option. None of the participants chose numerical ability or logico-mathematical thinking, a potentially interesting fact for this research. In this question, it can be inferred that the cultural capital that teachers detect is possibly related to language skills or knowledge of a second language, which is why 73.3% (11) affirm that this affinity for languages or knowledge of a second language has an impact on the academic performance of their students, as well as skills in human sciences such as interaction or communication skills with 26.7% (4).

Figure 19

Do you consider that a student has ever had an academic advantage over others? Note that this advantage may be evidenced as an affinity for a certain subject or skills that he/she has more perfected

Do you consider that a student has ever had an academic advantage over others? Note that this advantage may be evidenced as an affinity for a certain subject or skill that he/she has more perfected.

15 respuestas

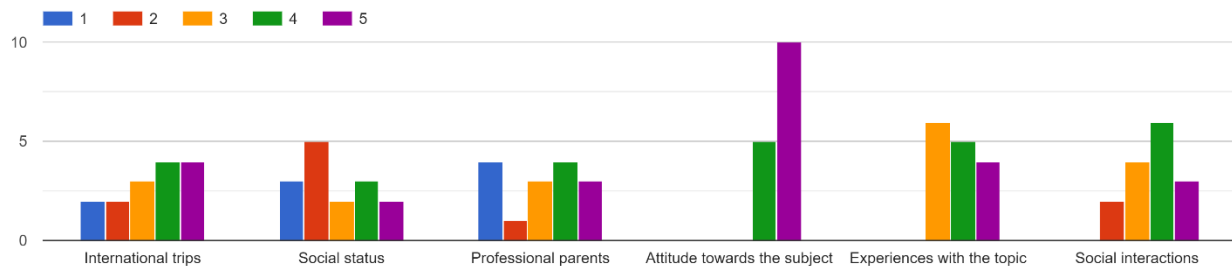


93.3% (14) of the participants stated that they considered that some of their students had an advantage over others, while 6.7% (1) of the participants denied such a phenomenon. It is important to note that this advantage could also be evidenced by an affinity for a certain subject or skill that he or she has perfected. Finally, participants reaffirm the impact cultural capital somehow has on their students' academic performance by identifying advantages evidenced through affinity with a skill or knowledge of a second language. This question reaffirms the results and allows us to solve the stated objectives.

Figure 20

Asses the listed items you consider affect students' academic performance from one to five with one being the item with less impact and five the one with the most

Assess the listed items you consider affect students' academic performance from one to five with one being the item with less impact and five the one with the most.



In the last question, participants were asked to evaluate a list of items that they felt affected students' academic performance, rating these from one to five, with one being the item with the least impact and five being the item that has the most impact. The items and their results were as follows:

The first item was international trips, 13.4% (2) participants rated this item as a 1. 13.4% (2) rated this item as a 2. 20.1% (3) of the participants rated this item with a 3. 26.8% (4) of the participants opted for a 4 on this item. Finally, the number of participants who placed this item as a 5 was 26.8% (4).

The second item was social status, 20.1% (3) of the participants rated this item as a 1. 33.5% (5) of the participants rated this item as a 2. 13.4% (2) of the participants thought that a 3 was the appropriate rating for this item. 20.1% (3) of the participants rated the impact on academic performance as a 4. Finally, 13.4% (2) of the participants placed 5 as a rating for this item.

The third item was professional parents, 26.8% (4) of the participants rated this item with a 1. 6.7% (1) opted for a 2 as a rating. 20.1% (3) of the participants considered 3 to be the appropriate score. 26.8% (4) of the participants gave this item a score of 4. Finally, 20.1% (3) of the participants rated this item as a 5.

The fourth item was attitude towards the subject, no participant rated this item as 1, 2 or 3. On the other hand, 33.5% (5) of the participants rated this item as a 4. With the highest number of selections, 67% (10) of the participants rated this item with a 5 being the item with the most selections.

The fifth item was experiences with the topic, no participant rated this item with a 1 or 2. 40.2% (6) of the participants rated this item with a 3. 33.5% (5) of the participants gave this item a 4. Finally 26.8% (4) gave this item a score of 5.

The sixth and last item was social interactions, no participant used a 1 as a score. 26.8% (4) of the participants opted for a 3. 40.2% (6) considered 4 to be the appropriate score. Finally, 20.1% (3) of the participants gave social interactions a score of 5.

With these results it can be notice that the most notorious answers were that attitudes towards the subject are one of the most common aspects perceived by the professors, affecting their academic performance, and the least important is to have professional parents, because most of them identify this category or item not as relevant as the other aspects or items may be. With these results, we can understand that teachers are aware of the impact of cultural capital and indirectly identify a gap created by the difference in knowledge that can also be a difference in cultural capital in their students. Apart from that, they recognize that there are more factors that have importance and that are limited by the answers presented in this research, since as experience explains it is difficult to determine all the factors behind an individual and his or her background.

In the following part of the document the qualitative part will be analyzed and described in the categories proposed by the researcher:

4.1 English Learning Relevance

Participants stated that the relevance of learning English provides their students with the possibility of accessing a larger number of resources. Also, it improves the probability of going abroad or finding a postgraduate program. For the participants, English provides more options to either find a job or better job opportunities because nowadays most of the programs use English. Some of them mentioned that because of the program that is asked for in this interview the relevance of English is one valuable tool for their academic and professional development not exclusively as teachers. One participant mentioned that the value of English in the student's lives is part of their motivation to choose the program to study the bachelor's degree in foreign languages, concluding that they give a lot of importance to English because they interact and use it beyond the classroom.

4.2 Student's academic performance participant's perception

One of the participants mentioned that part of their motivation to be studying the program was *"also the way they value English in their lives,"* affirming that the motivation is not the only factor involved in the process of choosing a program; an additional goal for students in general is having good academic performance. Besides, interviews showed that for one participant, the amount of responsibility or the obligation of good academic outcomes, is a description used for commitment; it supports that commitment is a potential crucial factor for the improvement of the cognitive skills and development of the students in their academic lives, which in turn, might provoke a positive impact in their academic performance. Another participant stated that nowadays the academic level has lowered due to external factors like the flexibility with the students and that

“students complain more in comparison with other years;” it evidences that discipline and rigour, according to this participant, may be key to students’ successful academic performance.

Additionally, one participant also mentioned commitment as a crucial factor that can improve or encourage students to search for more information or *“develop their understanding.”* On the other hand, a different participant stated that depending on the job that the student is going to do at the end of the program, they may have a better result since program is thought for preparing teachers instead of other alternative or occupations. Finally, students background is crucial to consider when analyzing academic performance, one participant mentioned that *“it is not the same a student who has everything at home, that they have a very organize family or that they can just concentrate in the different tasks that they have at the university. Some students that they are not worried for getting money to survive, they have everything at home, everything that they need. It is different from those students who have, sometimes, they have to get a job, work, and study at the same time.”* Such a view supports that there are many a factor that can have an impact on the students' academic performance, supporting that this might be a gap in students’ cultural capital which would be discussed later in this study.

4.3 English understood as cultural capital and affecting academic performance

Participants manifested the relevance of English as a foreign language, and that nowadays, it is recognized as a global language. It is essential to stress that participants immediately made a connection between English and their fields of study or classes they have taught. One of the participants mentioned that he had one student that went to Brazil thinking he was going to use Portuguese, but he used English during academic or non-academic scenarios. The reason behind this was that its teachers used English to teach their classes and he added: *“and now that he is working, he is using English.”* It reaffirms the role of English not only in the participants life but

in their students' realities. Besides, another participant stated that *“the knowledge that is produced worldwide is published in English. I think there is a connection between what students can get in their development and the access they have to information.”* Which, again, reaffirms the relevance of English in the world, and the powerful tool that it can be as a global language.

Accessing several sources of information seems to be acknowledged as a critical benefit of speaking English, a participant stated that academic English might be important for both accessing and publishing scientific information: *“specifically when their students can handle academic English at an advanced level they can get more information available in the academic world”* English thus provides students with various tools such as the advantage of accessing a larger amount of academic sources and also the specific capacity of having more detailed descriptions or information that cannot be obtained timely in Spanish. Additionally, another participant mentioned that it is not just academic resources, but the amount of information and data that they have access to can be *“millions and millions of resources,”* generating not only a flow of knowledge but a potential advantage given their command of the English language. Learning English can even continue to be further developed in the professional or academic field and may help future professionals as acknowledged by another participant : *“right now companies education systems asks for interdisciplinary professionals that can teach in English and in Spanish so if you know about stem, you know about science if you know about history arts, culture, and additionally to that you can speak English that is a plus any educative institution would like to hire and you have way more advantages that monolingual professionals”*.

To sum up, English is understood as cultural capital and the background information as well as knowledge that is immersed and integrated in the language, such as culture, other points of view and opinions not only broaden the individual's perspective on several academic matter,

but also provide a more critical insight on academic and non-academic related subjects. It is important to highlight that there are many internal and external factors that affect students' cultural capital. Some of the participants mentioned unique features or factors such as economic background perceived as bilingual schools, knowledge about arts culture, creativity, communicative skills, and language skills.

4.4 Different knowledge affecting academic performance

Having a wide range of knowledge about several areas might also serve as a premise for students elevated cultural capital. Respondents acknowledged that: "*students have to overcome a lot of things to get along, or to achieve a goal during the program at the university, but what I have noticed is that most of the students use the language outside the university. It is not only because they want to pass a subject that they don't want to fail, but because they want to go ahead in other fields.*" It supports the idea that the capacity of understanding and dealing with more information from several areas not only provides students with a potential positive tool that fosters their comprehension of different topics, but also facilitate continuous improvement of their knowledge in several different fields. Students with wider varied general knowledge might be perceived at an advantage over others who lack varied knowledge in different subject areas.

A participant stated that due to the participation of the students in different activities such as academic, local, or international events, they obtain valuable information that is carried most of the time in different languages. This can be developed into the idea that knowing different points of view provides a broader perspective that allows one to have a better and more critical idea of the subject. Another participant stated that "*students took advantage of their knowledge regarding technology, they have to communicate with others, so yes, it has a positive impact on their*

academic performance, yes.” Overall, accessing not only to a wider range of information in several areas but also views may potentially result in a positive impact on academic performance.

4.5 Cultural capital equals inequality

One of the participants mentioned that in general terms the level of English of the students was particularly good in comparison with other universities. It leads to infer that the gap of cultural capital is not only in the classroom, but might extend to the institutions, in this case, universities of private and public character due to the diversity of the population. It presents, in some way, a great topic of debate that will allow future analysis of how to boost or improve the cultural capital in higher education to even the results in the academic performance of students.

Another participant mentioned that university assignments force students to develop critical thinking and result in positive academic performance. Students' critical skills will later aid in their professional life. It is worth highlighting the fact that another participant mentioned the relevant role that institutions play in the development of the individual and closing the inequality gap. The same participant further said: *“The gap between prestigious private schools and public schools in Colombia is really, really big.”* It shows that professors' perception of such phenomena is bigger than expected and cannot be analyzed only in the classrooms given the varying nature of cultural capital in each individual and institution.

Another participant contributes to this category by saying that students are increasingly entering with a better level of English over the time. English level can be perceived as cultural capital, and this again raises the question of what is happening with cultural capital over time and how this is being reflected not only in the classroom but in society. It is also of utmost importance to begin to review the role of the technological tools available today because the participant mentioned that academic performance has changed positively over time, which generates in a

certain way a connection with new variables exploring new factors that may have a higher importance than what we are currently giving. In the theoretical framework, one document from 2021 stated that: “obligation of teachers developing innovate practices encouraging students using the technologies in an appropriate way.” (Tonetto Riedner, D., & Pischetola, M. 2021). Presenting a discussion of the relevance of technology to the academic field and more now a days that the different AI are free, and students can use them.

Additionally, one participant affirmed that students with more knowledge in different subjects or topics may perform better than other students because of the amount of cultural capital provided by their family or the varied factors that can interfere. It is valid to mention that the participant did not mention cultural capital at any moment but expressed that some of their students have previous knowledge that helps them. the participant stated: *“I believe and understand and recognize that students have lots of things to teach us, even as professors at the university.”* This evidences that even teachers can learn from their students in an indirect and genuine way produced by their cultural capital. Cultural capital affects not only students but also teachers, which would consecutively mean that teachers also have a cultural capital gap among them.

There is a connection between categories implies the relationship between cultural capital and advantages inside the classroom, meaning that cultural capital may be understood as inequality (Tan, C.Y. 2020). In addition, the role of the institutions that are mentioned by the participants can be analyzed from the perspective of having access to more resources due to the size of the universities, affirming again that having access to a large amount of information is potentially related and interpreted as a form of cultural capital (Malik, A. H.,2014. Mohamed, A. E. A.2014). Producing a gap or inequality not only in the students, or in the classrooms, but potentially at an institutional level because of cultural capital.

5. Conclusions

As defined, cultural capital relates to “the skills, advantages, education and knowledge that a person possesses, and which directly confer a proportionally higher status in society.” Bourdieu (1983). Professors’ perception evidenced their beliefs that cultural capital affects their students’ academic performance firstly due to students’ previous knowledge on general areas or their program specifically and individual experiences. Such students are believed to have a certain advantage over others who might not have had the same opportunities which also results in a slower development of academic skills in relationship to their peers with have a higher cultural capital, validating the idea of a gap as a result of the different amount of cultural capital in the individuals.

It is possible to relate the advantage in the labor field with the opportunity for better living conditions proposed by an author (Azhar, A. in 2020). Because most of the participants have described some of the possibilities in the academic and labor fields. Some of them mentioned that finding a postgraduate program or going abroad to find a job might sometimes be a better option. Additionally, the possibility to access a large amount of information is potentially related and interpreted as a form of cultural capital (Malik, A. H., 2014. Mohamed, A. E. A. 2014). Analyzing the results obtained in the interviews, the participants perceived this phenomenon as an advantage, allowing students accessing more information produced by knowing English, something that may be crucial to their students' academic performance, due to the fact that knowing English produced a potential positive impact on the students' academic performance. Commitment is also believed to play a critical role in students' academic achievement. The commitment that students have to their subjects, or their obligations might have a positive impact on their outcomes. Related to this, the participants responses reflect that discipline and rigour, may be key to students’ successful

academic performance. It can be elaborate that habits can increase or affect cultural capital, for that reason and related with the results of this research we can contrast it with the theory proposed by Lukić in 2020 that said: “encouraging reading habits is important to increase cultural capital, something that will directly impact student’s achievements.” (Lukić et al, 2020). Encouraging students to improve or create new habits that reflect a positive impact on their outcomes.

In the same vein, English also places a significant role as advantage into students’ academic performance. It is possible to be contrasted the results obtained into the participants responses with one variable presented by the author Tan, C. Y in 2020 that described a student's aspirations as a crucial factor affecting cultural capital. With that said, we can relate that, depending on the obligations and interests of the students that are in contact with the language, it provides them with some advantages in the academic field over students or people not in touch with the language. Something that can be better developed and investigated in future research about participants that have no obligations but are in touch with the language. Leading again as develop in the results part, to potentially describe cultural capital as inequality not only inside the classrooms but in a bigger scale.

A pattern recognized in the participants' speech is the relevance of knowledge about different topics or fields. The participants also mentioned that this knowledge generated advantages over the other who do not possess it. Similar to the conclusions obtained in the study conducted on the results of ASPIRE and PISA, where the author mentioned that cultural capital is understood as inequality (Tan, C.Y. 2020). In that document the author mentioned that there are many factors that can contribute or affect cultural capital provoking inequality in the results of these tests. With that stated, we can identify a relation between this advantage provided by the amount of knowledge, and the inequality identified in the study of the ASPIRE and PISA results.

Resulting that for future research, the relevance of the socioeconomic description and several factors described in the results apart from this document may exist lots of factors affecting the academic performance of individuals.

This research identified the perception of some professors on the cultural capital affecting the academic performance of their students. Even know participants are not explicitly aware of cultural capital, their responses reflect their beliefs align with theory regarding cultural capital components. Professors are unknowingly contributing to students' cultural capital even though they have no formal training on what the concept is, or how to elevate students' cultural capital. The research question was answered by interpreting that all the participants of the qualitative part mentioned in some way the presence of a previous knowledge or different from the one taught to the students, it can be said that of the 5 participants interviewed 100% know that cultural capital affects their students without knowing the theoretical concept. Likewise, the quantitative part of this study shows that 93% (14) of the participants are aware of cultural capital affecting their student's academic performance. Again, even though they do not mention cultural capital explicitly. They are, indeed, aware of cultural capital and its importance on students' academic success, yet they were not purposefully doing so, but elevating cultural capital is embedded in their daily teaching.

Au contraire, there is a paper in the literature review that states that there is no or insignificant impact of cultural capital. It is interesting because: "a student with a high scale of cultural capital has less linguistic performance than a student with less cultural capital average." (Rao, V. Chandra & Mali, Bimrisha. 2021). Contradicting most participants that mentioned the importance of cultural capital on their students' academic performance, and not only perceiving this by a second language such English but more into different knowledge from different fields.

We can elaborate more into the fact that the document is placed in a rural setting and said by the authors: “Our alternate hypothesis suggests that cultural competence has almost no effect on linguistic performance in rural settings” (Rao, V. Chandra & Mali, Bimrisha. 2021). With this we can interfere that Universidad Industrial de Santander has an urban setting and can affect the results of this research and it is also valid to mention that all the participants in the quantitative and qualitative parts are from urban areas. That said, it is possible to identify a pattern that determines that in urban settings cultural capital may have a greater impact than in rural settings. This leads us to the conclusion that it is necessary to highlight or identify these demographic phenomena that directly affect the results of the studies and consequently the perception of the participants on the academic performance of their students. Thus, generating more questions for future research about how the different variables interact with cultural capital and the individuals who possess it.

It is also important to highlight that our participants identified a latent inequality gap present not only in students’ cultural capital but also their colleagues and even institutions. This gap is also related to language skills, the capacity to access more resources and many more factors that intervene affecting cultural capital and were mentioned in this document. This provides the researcher and reader with more questions. For future research, there are more than three factors such as socioeconomical information, environmental setting, commitment, and sociodemographic background. That in future research can be developed in more detail. Finally, it is important to mention that as a result of this research it can be stated that the information provided in this document might provide a current state of the awareness of some teaching staff at the bachelor's degree program in foreign languages with emphasis in English at Universidad Industrial de Santander.

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ANNEXES

Annexes (1)

Question #3 .DOCX ☆ 📁

Archivo Editar Ver Insertar Formato Herramientas Ayuda

Menús 75% Texto normal Calibri 11 B I U A

Edición

Compartir

Duvan Orlando Herrera Leon
2191873

Universidad Industrial de Santander

Individual interview guide. (Semi-structured)
Awareness of professors on the impact of cultural capital in student's academic performance at the bachelor's degree program in foreign languages with emphasis in English at Universidad Industrial de Santander

3. Have you noticed an impact on your students' academic performance produced by knowing English? Yes/No Why?

#1 P: Okay, like production? Academic production?
D: In general professor

P: I think is a big impact, yes and everybody notices that because, in fact many students participated in local and international events, academic events. But of course they are not everyone, but a very good number of students that participate in academic events at the university, in Colombia and even outside, aboard different countries.

#2 P: Yes, okay those students who were very good at English I think that got some of the best scores or best academic performances in my subject. Especially regarding writing. Also, when they have to perform a presentation, when they have to make lesson plans; the quality of their work is high, it's really good. I feel really proud of them.

#3 P: Yes because...when they know english and when they can specifically handle academic english at a very high level or advanced level they can get to have more information that is available in the academic world. (short internet crash that we say that English is the language of science soooo... I think that students are able to have more access to information if they know english and I see that knowing English for them is also a window for the english speaking world and other in terms of academics if they want to go abroad for a masters degree if they want to certify their english if they want to publish what they have investigated they have more chances to be read in english that if they publish in spanish that is part of the academic game I am not necessarily in accordance or

Duvan Herrera
9:17 Hoy
Capacity to understand and deal with more information

Duvan Herrera
9:13 Hoy
English understood as cultural capital

Duvan Herrera
9:14 Hoy
Access to more resources

Annexes (2)

MEMO #1 - 4 English Learning Relevance ☆ 📁 Guardado en Drive

Archivo Editar Ver Insertar Formato Herramientas Extensiones Ayuda

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Edición

Compartir

MEMO 1

Date: November ,2023

Category: English Learning Relevance

Codes: Access to more resources, Better job opportunities.

Findings summary:

Participants state that the relevance of learning English provides their students with the possibility of accessing a larger amount of resources. Also, it improves the probability of going abroad or finding a postgraduate program. For the participants, English provides more options to find a job or sometimes to have better job opportunities because nowadays most of the programs use English. Some of them mention that because of the program that is asked for in this interview the relevance of English is one important tool for their academic and professional development not exclusively as teachers. One participant mentioned that the value of English in the student's lives is part of their motivation to choose the program to study the bachelor degree in foreign languages, concluding that they give a lot of importance to English because they interact and use it not only inside the classroom

Discussion:

It is possible to relate the advantage in the labor field with the opportunity for better living conditions proposed by an author (Ashar, A. in 2020). Also, the possibility to access a large amount of information is potentially related and interpreted as a form of cultural capital (Malik, A. H. 2014, Mohamed, A. E. A. 2014). Relating the theory with the results obtained in the interviews:

Universidad
Industrial de
Santander



INFORMED CONSENT DOCUMENT: Awareness of professors on the impact of cultural capital in student's academic performance at the bachelor's degree program in foreign languages with emphasis in English at Universidad Industrial de Santander

I. INFORMATION

You have been invited to participate in the investigation project: Awareness of professors on the impact of cultural capital in student's academic performance at the bachelor's degree program in foreign languages with emphasis in English at Universidad Industrial de Santander. Your goal is to understand how the student's cultural capital may affect their academic performance. You have been selected because you are the target group for this study.

The researcher responsible for this study are:

Duvan Orlando Herrera Leon

from the Faculty of Human Sciences of the Universidad Industrial de Santander.

To decide to participate in this research, it is essential that you consider the following information. Feel free to ask any questions that are not clear to you:

Participation: Your participation will consist of taking part in a survey. The survey will last about 5-10 minutes and will encompass several questions about factors and lived experiences related to cultural capital.

Risks: This interview poses no risk to the participants or researcher.

Benefits: You will not receive any direct financial benefit for participating in this study. However, your participation will generate information to generate an action plan that will allow the academic and student community to develop their academic activities better.

Voluntariness: You declare that you are aware of this research and have authorized your participation. In addition, you will be free to answer the questions you wish, as well as to stop your participation at any time. This will not imply any prejudice to you.

Confidentiality: All your opinions will be kept confidential and held in reserve. In the presentations and publications of this research, your name will not be associated with any opinion. Only the researcher, in this case

Duvan Orlando Herrera Leon

Knowledge of the results: You have the right to know the results of this research. For this purpose, you can ask for a copy of the outcome of this research that will be sent to you virtually.

Contact information: If you require more information, or communicate for any reason related to this research, you can contact Duvan Orlando Herrera Leon.

Duvan Orlando Herrera Leon

Address: Faculty of Human Sciences, Universidad Industrial de Santander.

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