

PARENTAL INVOLVEMENT AND BOURDIEU'S CONCEPT OF CAPITAL: UNDERSTANDING ADOLESCENT LEARNERS' PERSPECTIVESyeda Zahida Rizvi¹, Huma Iqbal², Nayab Waqas Khan³**Original Article**

1. Lecturer, Department of Linguistics & Communications, University of Management & Technology, Lahore, Pakistan. Email: zahida.rizvi@umt.edu.pk
2. Lecturer, Department of Linguistics & Communications, University of Management & Technology, Lahore, Pakistan. Email: huma.iqbal@umt.edu.pk
3. Lecturer, Department of Linguistics & Communications, University of Management & Technology, Lahore, Pakistan. Email: nayab.waqas@umt.edu.pk

Abstract

A crucial aspect impacting adolescent learners' English language learning is parental involvement. This study investigates parental involvement in Pakistani adolescents' English learning concerning students' perspective through the lens of Bourdieu's (1986) concept of capital namely economic capital, cultural capital, and social capital. The paper utilized a questionnaire that was distributed among a sample of 150 Pakistani Secondary school students aged 13 to 16 years in Lahore for the study. The findings of the research survey data revealed that Pakistani parents demonstrate a positive involvement in adolescent English learning. It further indicates that parental engagement, support, and a positive attitude toward the English language in general, impact adolescent English learners favorably. Furthermore, Bourdieu's (1986) three parental capitals (economic, cultural, and social) were discovered to be transmitted to learners through various parental engagement strategies.

Keywords: Bourdieu's concept of capital, parental involvement, adolescent learners, English Learning

Introduction

Language is the voice that transmits information from one person to another for the purpose of exchanging information; it is the most important communication tool that humans have. Because there are so many different languages spoken throughout the world, it is critical to communicate with individuals in their native tongue. Charles the Great stated that "To have another language is to possess a second soul" (Schmidt, 2014, p.155). It means that learning another language not only provides a person with a completely new approach but also provides the learner with a perspective into the culture of the people who speak it that would

otherwise be unavailable. Individuals can converse with people from other nations and comprehend them more readily if they learn diverse languages. Therefore, language is a means of communication since it expresses a person's feelings, desires, and ideas. Although learning a second language has numerous advantages, parents have differing views on whether children need to learn a new language and when the optimum time is to do so. One of the primary prerequisites of early second language education, according to Kocaman (2015), is that the family be included in language training as a whole. This demonstrates how crucial it is for learners of a second language to have their families involved. He further states that effective

teaching requires collaboration with schools and communities, because students may acquire second languages both in and out of the classroom. Hence, they can greatly enhance their language skills by working with their parents at home. Because when parents are engaged in their children's second language learning process, the learners' academic accomplishment is at its greatest. Similarly, if parents are not interested in their children's language development, their educational achievement suffers. So parents may considerably improve their children's academic achievement by monitoring or participating in their child's language learning practice, placing a high value on school events, and limiting non-study activities. Therefore, the purpose of this study is to shed light on Pakistani adolescent English learners' perspectives about their parent's engagement in their English language learning at home drawing on Bourdieu's (1986) concept of capital. This study looks at how Pakistani adolescents perceive parental engagement and how their views toward parents or parental engagement are associated with parental involvement success.

Purpose of the study

The major goal of this study is to determine how Pakistani adolescent English learners perceive the impact of their parent's involvement in their English language learning from the perspective of Bourdieu's (1986) concept of capital. Therefore, the following research questions are addressed in this study:

1. How do Pakistani parents involve in their children's English language learning according to the adolescent learners?
2. How do Pakistani parents' economic capital, cultural capital, and social capital relate to these involvement opportunities perceived by adolescent learners?

Parental Involvement in Adolescent Learners' English Learning

The social environment, such as family, school, and community, has undeniably affected children's development, and their collaboration in education has lately grown in importance. L2 adolescent learners at school

require the most direction, incentive, and monitoring to enhance their language learning performance and compete with their peers. They, on the other hand, require opportunities to practice the second language that they acquire in a school outside of school. Various studies demonstrate that parental engagement has a substantial impact. For example, August and Hakuta (1997) said that parental involvement might be a significant source of support for adolescents and instructors. Previous research (e.g., Carter and Nunan, 2001; Waterman and Harry, 2008; Clark and Hawkins, 2010) has revealed that parental participation is important for academic attainment. Thus, parents have a significant impact on their children's educational achievements. Children's first instructors are their parents or other caretakers, and this responsibility continues long after they attend school (Kalaycı & Öz, 2018). The influence of parents on their children's growth and education is extremely important, and it has long been the subject of scientific empirical research (Hosseinpour, Sherkatolabbasi, & Yarahmadi, 2015). According to Pugh (1998) family is the most effective system for developing and maintaining their long-term progress, and parents may have a good influence on their children's learning. Rosenbusch, (1987) argues that the attitudes of parents regarding language and people have a significant impact on their children's attitudes toward learning another language and academic performance. Therefore, parents play a significant role in their children's second language learning. The engagement of parents in the English language has a significant influence on their children's ability to learn the language. Among the five fundamental elements that impact school performance outlined by Geldenhuys & Oosthuizen (2015) are (a) ensuring sustainable curriculums. (b) demanding objectives and timely feedback; (c) parental and community participation; (d) a safe and secure environment; and (e) college and experience. He also emphasized the significance of parental engagement in their child's achievement. Atta and Jamil (2012) assert that some parents in Pakistan actively participate in their children's educational activities to mitigate some of the disadvantages of their children's learning.

According to the authors, parental participation is extremely important to children's educational progress, which suggests that parental influence has a significant impact on kids' academic success and helps students enhance their foreign language acquisition. In another research, Burden (2020) explored the connection of home, classroom, and environment in student language development. The report provided a detailed picture of the connected control area. These are the most important factors to consider while influencing, learning, and growing learners.

In a study conducted by Lee (2018), the Taiwanese parents' involvement in their children's English language and literacy learning was explored, it was discovered that parents were very active in supporting their children's learning, but there were certain factors including their perceived language proficiency, financial resources, and available time which affected their level of involvement. Zhan (2006) demonstrated that when adolescents perceive their parents' high expectations for their educational aspirations, they are more interested in school, have better self-control, and pursue higher ambitions. He provided a correlation between children's academic achievement and their parents' engagement in and expectations for their children's school activities. In their study, Trusty, Plata, and Salazar (2003) found a robust link between parental influence and academic performance in their children. The study found that academic encouragement from parents had a greater favorable influence on teenagers than support from peers. According to Trusty et al., parental involvement and expectations play a role in adolescents' future educational achievements.

In conclusion, a second language learning environment may be quite helpful in learning a language. Many studies focusing on the linguistic components of English language learning in schools have been undertaken on second-language learning. It gave the impression that second language learning can only take place inside the confines of school/institute settings. According to several academics, the home environment influences second language learning. Because every culture differs, a person's first language

represents their culture, customs, religious background, and social background. A person's surroundings might be quite beneficial to learning a second language. It is not an exaggeration to suggest that a person's home environment may have a significant impact on their ability to learn a second language.

According to the studies cited above, there is a relationship between adolescents' overall academic success and their parental involvement. However, there appears to be a dearth of research that explicitly addresses the problem of parental involvement in Pakistani adolescents' second language learning. Hence, this study investigates parental involvement practices concerning English language learning from the perspective of Bourdieu's (1986) concept of capital, perceived by Pakistani adolescents. This study aims to learn about adolescent English learners' perceptions of their parents' attitudes and involvement in their children's studies, as well as to identify the transmission of parents' capital through parental involvement strategies.

Theoretical framework

The current study draws on Bourdieu's (1986) concept of capital as a theoretical framework to examine parental involvement in Pakistani adolescents' English language learning. There are three types of capital, according to Bourdieu (1986): economic capital, cultural capital, and social capital. They can take one of three forms: embodied, objectified, or institutionalized. According to him, economic capital refers to monetary assets such as income or property and exists in objectified form only. Cultural capital takes the shape of dispositions and aptitudes, such as knowledge of high culture and the use of formal language; cultural products, such as the owning of books and works of art; and institutionalized forms, such as certificates, degrees, or public accolades. Social capital is comprised of networks and relationships with persons of social standing, and it can be institutionalized through noble title systems or recognized as a member of certain social groupings in upper social strata (Jenkins, 1992, p. 85). Economic capital is a broad term that encompasses both financial and physical assets and property. It is favorably associated

with children's overall educational outcomes, including increased parental companionship and better family education, in several studies (Lu, 2005), increased access to higher education (Wang & Gao, 2007; Zheng, 2003), as well as good educational resources (Ding & Liang, 2010).

Cultural capital refers to a person's habits and dispositions that contribute to the preservation of a society's historical tradition (Bourdieu, 1986). Cultural capital provides adolescents with comparable cultural information and ideologies that they encounter and learn in educational activities, resulting in improved school performance (Bourdieu, 1973). Furthermore, the cultural background of a family may have a favorable influence on a student's educational performance.

The aggregate of all current or potential resources associated with the existence of a long-term network of relationships is referred to as social capital. Each member of a group is given a "credential" that gives them credit in various ways (Bourdieu, 1986). Moreover, parents' social capital can help them develop a family's connection with schools, other families, and other social groups or individuals (Lee & Bowen, 2006). According to Coleman (1988, 1990), students' educational success in families and schools may be influenced by such a close social network, both of which can enhance educational opportunities.

As parents make varied decisions about assisting their children in obtaining educational opportunities based on the resources or capitals at their disposal, this research uses Bourdieu's concept of capital to analyze parents' engagement in adolescents' English language learning.

Method

Research Design

The research followed a mixed-method approach. Both qualitative and quantitative methodologies were employed by the researchers. The data was organized, tabulated, and statistically analyzed in the form of frequency and percentages, before being reviewed and described subjectively. Subsequently, qualitative description is used to discuss the responses in depth.

Sample

150 Matric (9th and 10th Graders) students from two private secondary schools in Lahore participated in this study. The students were between the ages of 13 and 16 and all of the students were studying English subjects at their respective schools. Moreover, the researchers employed a simple random sampling procedure to choose sample students for the study's questionnaire survey.

Materials and Data Collection

A perceived parental involvement questionnaire with 15, 4-point scale questions were used to collect data. A consent letter was issued to the institutions as well as parents before data collection from adolescents, asking for their permission to collect data from the students. In addition, the questionnaire was distributed to 150 participants. The questionnaire asked about parents' attitudes and involvement in their children's English language learning.

Data Analysis Procedure

The data collected from the perceived parental involvement questionnaire was organized, tabulated quantitatively, and interpreted qualitatively in the form of frequency and percentage since the researchers only used close-ended questions. After collecting the responses of the questionnaire, using the documentation tool, the authors read all the responses from the questionnaire, noted down the responses and analyzed them one by one, and took notes. The qualitative description was used for the analysis of responses and quantitative data analysis was used for numerical results.

Results & Discussion

Perceived Parents' Involvement Questionnaire

Table 1 shows the question for each parental involvement strategy, the number of question items, percentage, and frequency for each scale. In the questionnaire, students were asked to rate the frequency of 15 different types of strategies used by their parents to assist them to learn English at home and outside of school.

Table 1. Percentage and Frequency of Perceived Parental Involvement Questionnaire

	Parents' involvement at home	Always		Sometimes		Never		Rarely	
		%	Freq	%	Freq	%	Freq	%	Freq
1	Parents appreciate me when I speak English at home	71.33 %	107	20%	30	null	null	8.66 %	13
2	Parents help me with my English homework	58%	87	28%	42	2%	03	12%	18
3	Parents buy some multimedia resources to help me improve my English (audiobook, songs, movies, etc.)	33.33 %	50	32%	42	20%	30	21%	32
4	Parents buy me written materials to improve my English (books, magazines, storybooks, etc.)	55.33 %	83	32%	48	6%	09	6.66 %	10
5	Parents take me to the libraries and bookstores to develop my interest in reading English books	26%	39	18%	28	24%	36	31%	47
6	Parents encourage me to watch English movies, animations, documentaries, programs	58%	87	30%	45	4%	6	8%	12
7	Parents help me in learning different vocabularies and words at home	41%	62	42%	63	8.66 %	13	8%	12
8	Parents encourage me to use social media platforms (Instagram, Facebook, etc.) to enhance my English language skills	35.33 %	53	20%	30	28%	43	16%	24
9	Parents speak English with me at home	14%	21	45.33 %	68	31.3 3%	47	9.33 %	14
10	Parents encourage me to speak English with my siblings	32%	48	43.33 %	65	10%	15	14.66 %	22
11	Parents spend time with me on my English language learning activities	25.33 %	38	30%	45	26.6 6%	40	18%	27
12	Parents enroll me in after-school programs to improve my English (tuition, language classes, etc.)	56.66 %	85	30%	45	6.66 %	10	6.66 %	10
13	Parents schedule meetings with my English teacher to learn about my performance in English	38%	57	42%	63	12%	18	8%	12
14	Parents search for different information on the internet on how to improve my English language skills and tell it to me	46%	69	28%	42	12.6 6%	19	13.33 %	20
15	Parents keep a record of my performance in English (report card, awards, certificate, other accolades, etc.)	65%	98	27.33 %	41	1.33 %	02	6%	09

Research question 1.

How do Pakistani parents involve in their children's English language learning according to the adolescent learners?

According to adolescent learners, Pakistani parents employ a variety of strategies to help their children learn English. Furthermore, the outcomes of this study show that parents play an active role in their children's English language learning. They are said to utilize a range of techniques at home to assist their children to learn English. The strategies listed in the questionnaire, as well as the responses, are examined in greater depth further down.

Among the 15 English language learning strategies mentioned in the questionnaire, "*appreciating when children speak English at home*" is the most frequent strategy adopted by Pakistani parents, according to the adolescent learners. Because 71.33% (107) of the students reported that their parents "always" compliment them when they speak English at homewhile 20% (30) parents "sometimes". Surprisingly, none of the 150 participants indicated "never" to the item "*Parents appreciate me when I speak English at home*". This demonstrates Pakistani parents' enthusiasm for their children learning and speaking English.

According to the learners, "*keeping a record of performance in English learning activities*" is the second most common strategy used by parents, as 65% (98) of the participants indicate that their parents "always" keep a record of their performance in English language learning activities, and 27.33% of the learners selected "sometimes," which is still a positive response as compared to the scales "rarely" (6%) and "never" (1.33%).

58% (87) of the learners rated "always" as the highest for two strategies: "*helping with English homework*" and "*encouraging to watch English programs*" because it is a direct way for the parents to know about children's

English language progress. Whereas, 28% of the learners for the first strategy and 30% for the latter one selected "sometimes." That again shows their parents' positive involvement in their English learning process. Additionally, the scale "never" received a low response for both the strategies (2% & 4%), which is also an indication that, at the very least, the majority of parents are using these strategies to assist their children in learning English.

The survey also revealed that many parents enroll their children in after-school programs to help them improve their English language skills. A total of 56.66% (85) participants responded that their parents "always" enroll them in such activities while 30% (45) said "sometimes". The responses for "never" and "rarely" were the same rate such as 6.66% (10).

Almost 55.33% (83) of the students responded to "always" and 32% (48) selected "sometimes" to state that their parents provide them with reading resources such as storybooks, magazines, and other such items to help them improve their English. In addition to that, the frequency of the scales "never" and "rarely" is quite low, i.e., 6% and 6.66%, indicating that many Pakistani parents employ this method frequently to make their children's English learning process go more smoothly.

As evident in the perceived questionnaire survey, "*searching on the internet for information on English language improvement*" is another common way for Pakistani parents to assist their children in improving their English. A total rate of 40% (69) for "always" and 28% (42) of participants for "sometimes" demonstrates that their parents are often in search of different activities to enhance their English language skills. Moreover, the relatively low percentages for "never" (12.66%) and "rarely" (13.66%) are

also a positive sign for Pakistani parents' involvement.

From the questionnaire survey, the researchers found out that "*helping students learn English vocabularies at home*" is another popular strategy for learning English by Pakistani parents.

As evidenced, 42% (62) of learners believed that their parents "always" assist them in learning vocabularies, while 42% (63) felt that their parents "sometimes" assist them in learning vocabularies, which shows a good attitude toward parental participation from the learners' perspective. Above all, the low responses received by the other two scales, "never" (8.66%) and "rarely" (8%) indicate that parents positively engage in English language learning activities.

The participants' responses about "*scheduling meetings with English teachers in school*" reveal that most parents use this strategy at least "sometimes" (42%) if not "always" (38%). Parents meet with English language instructors to discuss their children's English performance at school. However, some adolescents claimed that their parents "rarely" (8 percent) organize a meeting, while the scale "never" received 12% votes, which is a moderate percentage but indicates that some parents are not actively using this technique.

For the parental involvement strategy "*encouraging learners to use social media to improve English*", respondents revealed very different opinions. For instance, the highest-rated scale is "always" with 35.33% (53) responses while the scale "never" is the second-highest-rated scale for this strategy, with 28.66% (43) responses, demonstrating a negative attitude of some parents toward this strategy. Furthermore, 20% of the participants stated their parents "sometimes" encourage them, yet 16% "rarely" encourage them to use social media for learning English. The responses above suggest that parents have conflicting opinions about using social media

to improve their children's English language skills. Some parents see it as a positive thing, while others consider it as a negative.

An interesting finding from the questionnaire is that multimedia resources such as audiobooks, music, and other forms of tools are utilized less frequently by Pakistani parents than "purchasing reading materials," with 33.33% saying "always" and 32% saying "sometimes." However, 21.33% of students indicated they "rarely" buy such resources, while 20% stated they "never" buy them. However, the findings show that Pakistani parents have mixed opinions about purchasing multimedia tools to help their children develop their English language skills.

Another surprising finding from the questionnaire survey is that, although being a frequent technique of enhancing adolescent English learners' language abilities, the approach "*encouraging learners to speak English with siblings at home*" was placed 12th among the 15 strategies stated in the questionnaire. The top-ranking scale for this approach is "sometimes," which received 43.33% responses, while "always" received 32%, indicating that parents use this strategy less frequently than the other activities listed above. Furthermore, 14.66% of respondents claimed their parents "rarely" use this technique, and 10% said they "never" urge their children to speak English with their siblings.

As evident in the survey questionnaire that "taking children to libraries and bookstores" is not a popular strategy among Pakistani parents, with only 26% rating it "always" and 18.66% rating it "sometimes." On the other hand, "rarely" has had the highest response rate of 31.33%, implying that it is not common for Pakistani parents to plan visits to libraries and bookstores to assist their children to learn English by reading English books. 24% of the students said parents "never" took them to libraries or bookstores.

Despite overall positive parental involvement, some parents do not spend time with their children at home doing English learning activities. It is demonstrated by the findings of the questionnaire survey, which show that "never" is the second-highest-rated scale (26.66%), with "rarely" receiving 18% of the responses. However, we cannot say that all parents are not using this strategy because 30% of the participants believed that parents "sometimes" spend time with them and 25.33% rated "always," suggesting a slight positive parental engagement according to the adolescents.

Notably, "*speaking English with children at home*" is the least common strategy used by parents. Only 14% of the students stated they "always" employ this technique, while only 31.33% indicated they use English "sometimes." On the other hand, 45.33% of students said their parents "never" speak English with them at home, while 9.33% said "rarely."

In conclusion, the findings of the study demonstrate that, from the perspective of adolescent learners, Pakistani parents actively participate in their children's English language learning activities and employ a wide range of effective strategies to help them learn English at home. They pave the path for higher English performance by providing a conducive home environment for adolescents. However, although some parents might not place as much emphasis on certain techniques, many other parents do. As a result, it can be argued that, if not all, Pakistani parents use at least some strategies at home to help their children learn English.

Research Question 2:

How do Pakistani parents' economic capital, cultural capital, and social capital relate to these involvement opportunities perceived by adolescent learners?

Parents' Capitals

This study tends to explore parents' choice of different English learning strategies based on Bourdieu's (1986) concept of capital as perceived by adolescent learners. The findings of the study reveal that parents' economic capital, cultural capital, and social capital are notably associated with the frequency of parents' adoption of several English learning techniques. According to the results, offering English learning strategies to assist their children learn English is a way for parents to actualize their capital, and more significantly, these learning techniques allows parents to transmit their various types of capital to the next generation.

1. Parents' Economic Capital

Parents' economic capital works toward children's academic opportunities by following the strategies at home, at school, and inside the community. The results show that parents' economic capital is remarkably related to the two strategies such as "*buying written materials*" (always=55.33, sometimes=23%) and "*enrolling after-school program*" (always=56%, sometimes=30%). On the other hand, the techniques "*buying multimedia resources*" (always=33.33%, sometime=32%) and "*visiting libraries and bookstores*" (always=26%, sometimes=18%) are not significantly related to the parents' economic capital. Parents tend to use strategies 3 & 5 less frequently as compared to strategies 4 & 12. This reveals that Pakistani parents also try to use their economic capital to involve in their children's learning of English.

2. Parents' Cultural Capital

This capital has three forms: embodied, objectified, and institutionalized (Bourdieu, 1986). The researchers found out that parents employ cultural capital to assist their children have more opportunities to learn English. Moreover, the results also demonstrate that cultural capital is largely related to economic capital and social capital.

2.1. Embodied Cultural Capital

Pakistani parents show their embodied cultural capital through different strategies for instance item no 1, “*appreciating when they speak English at home*” (always=71.33%, sometimes=20%) is strongly related to the embodied cultural capital. Almost 71.33% of the parents always use this strategy to support their children’s English learning. Subsequently, items 2, 6 & 12, “*helping them with English homework*” (always=58%, sometimes=28%), “*encouraging to watch English programs*” (always=58%, sometimes=30%), and “*enrolling in after-school programs*” (always=56%, sometimes=23%) also display significant relation to this capital. The above three strategies are also often used by parents. However, two other strategies (8 & 10), “*encouraging them to use social media*” (always=35.33%, sometimes=30%) and “*encouraging them to speak English with siblings*” (always=32%, sometimes=43.33%) tend to show less adoption frequency as compared to aforementioned strategies but still, we see positive adoption of this strategy by some parents. The least adopted strategy “*speaking English with children*” (always=14%, sometimes=45% & never=31%) seems unpopular among the parents, resulting in a very low relation with the embodied cultural capital.

2.2. Objectified Cultural Capital

This type of cultural capital can be seen in an objectified state such as storybooks, magazines, multimedia resources, libraries, and bookstores. The most preferred strategy among the three types of objectified cultural capital strategies is “*providing them with reading materials*”. The responses for this item from the survey questionnaire show that almost 55.33% of parents always provide the learners with books, magazines, etc. whereas, 23% do it sometimes, which indicates a significant relationship with objectified cultural capital. Furthermore, the other two techniques (3 & 5) “*buying multimedia resources*”

(always=33.33%, sometimes=32%) and “*visiting libraries and bookstores*” (always=26%, sometimes=18%) relatively have less adoption frequency by the parents. However, the involvement can still be seen as positive in supporting their children’s English learning.

2.3. Institutional Cultural Capital

Pakistani parents transmit their institutional cultural capital through the two strategies (13 & 15) “*arranging meetings with English teachers at school*” and “*keeping a record of performance in English*”. Between the above two, the latter is the most frequent adopted technique by parents with 65% for “always” and 27.33% for “sometimes”. Hence, parents show how they put the English learning of their children on priority by keeping a record of all the awards, certificates, or any other accolades achieved by their children for their performance in English. Additionally, the ranking for the strategy “*arranging meetings with English teachers at school*” with 38% (always) and 42% (sometimes) reveals that most of the parents use this also to transfer their institutional cultural capital.

3. Social Capital

Parents’ social capital functions similarly in and out of the house by asking for assistance, sharing resources, and, in many circumstances, combining social and cultural capital. The majority of the time, social capital does not function by itself thus economic and cultural capital tends to interact with social capital. According to the findings of the study, many Pakistani parents’ transmission of social capital is evident from different strategies. For instance, the most preferred strategy related to social capital among parents is “*enrolling in after-school programs*” with a 58% rate for “always” and 30% for “sometimes”. This implies that when some parents find it difficult to plan some English learning activities at home, they adopt such strategies such as enrolling in after-school programs or private tutors, etc. In addition to that, “*searching for*

information on the internet" (always=46%, sometimes=28%) is another popular strategy among Pakistani parents to transmit their social capital. They search for different information related to improving their children's English learning and implement them at home to create a communicative environment for the learners. A surprising finding concerning two comparable strategies is that 41% of parents "always" and 42% "sometimes" assist their children learn new vocabulary at home, but they do not spend enough time doing other English learning activities at home (always=25.33%, sometime=30%). Almost 38% of the parents always and 42% interact with their children's English teachers to learn about their performance in English at school. Likewise, participants stated that their parents always (35.33%) or sometimes (20%) encourage them to utilize social media to enhance their English language abilities by forming their own English-speaking groups on social media.

To conclude, the findings revealed a substantial and favorable relationship between the 15 strategies and three capitals: economic, cultural, and social. These three capitals are so intertwined that they cannot function apart. Moreover, according to this study, parents transfer their capital to their children by employing various parental engagement strategies.

Conclusion

The current study examines how Bourdieu's three forms of parental capital, namely economic, cultural, and social capital, impact parents' attitudes and frequency when using common parental involvement strategies to assist their children with their English learning, as well as how these strategies stimulate parents' capital and transfer capital from parents to their children. Moreover, it adds a new perspective to the study of parents' roles in their children's English language learning. It seeks to study the relationship between parental involvement and resources they hold

from the perspective of Bourdieu's concept of capital, rather than merely examining the various parental roles descriptively. Above all, it examines parental engagement from the perspective of adolescent English learners, a subject that has received little attention in the Pakistani context. It's interesting to learn how Pakistani adolescent learners perceive their parents' engagement in their English language learning.

The results of the perceived questionnaire survey indicated that, without exception, parents employ a variety of strategies at home to support their children learn English. At home, parents have given a variety of English language learning strategies for their children, such as an appreciation for speaking English at home, keeping performance records, assisting with English homework, offering reading and multimedia materials, etc. In addition to that, among the English learning strategies, parents' appreciation for speaking English at home has been found to be the most frequently adopted parental engagement strategy while speaking English with children has been revealed to be the least. The results are also indicative of the importance of transmission of parents' capital, economic capital, cultural capital, and social capital, to their children through different English language learning strategies. Hence, the findings show that there is a significant relationship between the parental involvement strategies and Bourdieu's three parents' capital.

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