# School-Home Partnership for Enhancing Standard Bangla Language Acquisition of the Students at Primary Level in Bangladesh

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## ABSTRACT

The study focused on enhancing Standard Bangla Language (SBLA) acquisition of the students at the primary level through school-home partnership (SHP). The study was qualitative in nature. The data were collected from ten respondents, and the respondents were selected purposively. An interview schedule was developed as the data collection tool for the study. The data were analyzed by a thematic approach. The study revealed that School-Home partnership has become an important phenomenon in students' standard Bangla language achievements. The study found it as an important measure and established a relationship between School and Home with respect to students' SBLA. The study figured out several initiatives for enhancing SBLA through SHP. The study recommended that schools and home have to ensure a natural Standard Bangla Language (SBL) practicing environment, from where the students would acquire it.

**Keywords:** School-home partnership, standard Bangla, language acquisition

## Introduction

School-home partnerships involve a willing and intentional cooperation between the school and the family. An effective School-home partnership is a working relationship between teachers, families and students that leads to positive academic and social outcomes. Epstein and Janson (2004) showed that when schools have well-developed partnership programs, families become involved and students become more positive about school and learning, studies found improvement in students' attendance, behavior, homework completion, and report grade cards. Families and schools acknowledge their investment in children, work together to achieve common goals, and take equal responsibility for children's learning. While parents or guardians may be interested in developing their children's academic abilities, doing things such as

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attending parent-teacher conferences, regularly revising school work or volunteering for school activities are merely a one-way support for the school. But school-home partnership requires a two-way support system in which parents and teachers have an open vein of communication to further develop children's skills. So, two-way support system is more effective in achieving language skills through academic and social communication. Moreover, teachers can involve students and their families to share their personal experiences from home. This enables teachers to gain a better understanding of students' social situations and their parents' viewpoints and to craft more targeted learning activities. In addition, schools can support parents in engaging with their children's learning activities. However, such a relationship ultimately empowers families to determine their level of involvement in their children's education. Teachers can build on it instead of forcing schools to impose regimental rules of engagement for parents.

Language acquisition is the process of learning and understanding a language by a child or adult. It is believed that humans acquire language easier as a child than as an adult. Usually, children acquire the local language from his/her environment. However, this study focused on the standard Bangla language acquisition of primary school students in Bangladesh. Standard Bangla is defined as the version that is held up by the prescriptive grammarians and language purists as correct in written and spoken forms. The study attempted to find out the process of how students can acquire standard Bangla from a very early age.

## Research Questions

The specific questions of the study are:

1.  Why is school-home partnership required for students' standard Bangla language acquisition at primary grade?

2.  How does school-home partnership ensure an effective standard Bangla language acquisition environment for the students?

## Literature Review

The National Education Policy (2010) of Bangladesh urged to ensure efficient and correct teaching of the Bangla language (Goal no. 27). In the revised and redefined aim, objectives and terminal competencies of primary education NCTB (2017) urged to assist in developing the child's intellectual capability and power for expressing himself/herself through language and communication skills (objective no. 4), and in Terminal Competencies (TC) it was also urged- to help the students to acquire the basic skills of Bangla language and to use these skills efficiently in all walks of life (TC. no. 4.1). However, after going to school students start learning and acquiring standard Bangla Language (SBL) with the assistance of teachers in the classroom. Generally, a child's language education begins at home, takes shape in the school, and progresses in the social environment. So, a proper language education depends on

these elements working together in harmony, mentioning the school and parents' partnership (Vural, 2004). Rintaningrum (2018) showed that parents have very significant responsibilities for their children's education, and schools are not the only factor in success but the partnership of school-home would play an effective role towards the result of children. In case of language education Sudartinah (2008) argued that parental involvement significantly improves children's first language acquisition and communication skills. Caloi and Torregrossa (2021) showed the notions of consistency and continuity of language experience over time in school-home situations focused and emphasized language expertise than input volume. Usually, children imitate the pronunciation and appear to joy mimicking the pronunciation which they hear from their surroundings.

Gonzalez, D. H. and Quilter (2002) showed how an effective attitude had a positive relationship with all forms of parental involvement. They demonstrated the advantages of parental participation for groups with different racial and socioeconomic backgrounds. When parents were involved, students were more likely to adopt a learning style that encouraged them to seek out difficult assignments, persevere through obstacles in their academic careers, and feel satisfied with their schoolwork. Dauber and Epstein (1993) revealed that the educated parents of primary and secondary level students parents are more involved at school and at home than the uneducated parents.

According to Dauber and Epstein (1993), the parents of primary level students are more involved than the parents of secondary level students; the parents' reports mentioned primary-school teachers do more and effective work to involve parents in their children's education at school (=-.13); at home on homework (= -.14); on reading activities at home (=-.08); and on all types of partnership (=-.16) in a certain scale. Chávez-Reyes (2010) recommended that to increase the academic success of children and English language learners (ELLs) families; it is considered a parent participation program with the school. Forey, Besser and Sampson (2016) conducted a study on Hong Kong schools' parents. 500 parents of children from the three schools were selected and a response rate of 85.00 percent. A total of 95.00 percent of the respondents agreed that parental involvement was essential for their children's English literacy development, and 41.50 percent of them strongly agreed. A total of 72.20 percent reported that they carry out some kind of English learning practice(s) at home. Among them 88.20 percent read vocabulary in English, 79.60 percent watched English video programs at least once a week, and 69.50 percent of respondents reported that they read English stories with their children.

Brinn (2020) examined the crucial factors of partnership are trust between parents-students, teachers-students; frank soul and responsive sharing of value, knowledge and ideas; honest self-reflection on both sides. Stewart, Skinner, Hou and Kelly (2022) described that school-home partnerships have frequently been noted as a significant factor in improving the educational success of their children. Additionally, they carried out a coordinated effort

among families, schools, and communities in the process of language learning. Chamberlin (2012) showed that read-aloud strategies, such as encouraging two-way, open-ended question-and-answer interaction and engaging children in vibrant and enthusiastic discussions of the characters in a story, as well as the pictures and illustrations, significantly enhance children's vocabulary and language development, as well as their ability to recognize letters and sounds. Caloi and Torregrossa (2021) centered their attention on the concepts of constancy and continuity of language experience in school-home contexts. Brinn (2020) explained that school-home partnership has been enhanced by the generally recognized relationship between the effectiveness of the educational setting at home and favorable outcomes for the child. As a result, parental comprehension is subsumed behind that of the more experienced professional, and this knowledge continues into home learning practices. Alam and Ogawa (2023) showed that children's instruction at home rather than supporting activities in school had a bigger impact on accomplishment. They also found that the learning process was sped up when a learner's family members speak English at home and urge their children to do the same. Not only English but also all the Language are acquiring through this process. For this purpose, a natural setting of using standard form of language should be ensured in both school and home.

## Conceptual Framework

Epstein (2009) has mentioned six types of parental involvement in the process of students learning that are parenting, communicating, volunteering, learning at home, decision making and collaboration with communities. The conceptual framework has been developed for this research considering both school and home components. The school component involved with teachers, staffs, friends and environment. On the other hand, home component involved with parents, siblings, relatives and neighbors. Finally, the partnership between school and home that can enhance students' standard Bangla language acquisition process framework was developed which is given below:

## Methodology of the Study

### *Sample of the study*

The study followed a qualitative approach to understand in-depth phenomena. A total of ten respondents were selected purposively. The sampled ten respondents were as follows:

| Category | Sample | Institutions | Sampling |
| --- | --- | --- | --- |
| Teacher of Bangla | 2 | University of Dhaka | Purposive |
| Teacher of Linguistics | 2 | University of Dhaka | Purposive |
| Teacher of Language Education | 2 | Institute of Education and Research (IER), University of Dhaka | Purposive |

| Teacher | 2 | Borabo Government Primary School, Mohammadpur, Dhaka | Purposive |
| Parents | 2 | Borabo Government Primary School, Mohammadpur, Dhaka | Purposive |

### Data collection process

Setting contract with the participants over telephone communication, the interview was conducted at their convenient time and places. During interviews of the sampled participants, the respective interview schedule was used for data collection. The data was collected in written form, and in some cases the data was recorded by audio recorder with the permission of the participants.

### Data collection tools

The study followed interview schedule by using different open-ended questionnaire for data collection of the study.

### Data analysis

The data were analyzed thematically and all the data were displayed within the different themes. In the analysis of data zero manipulation and biasness was maintained.

### Ethical considerations

According to Kvale (1996), when conducting research, there are three ethical factors that must be considered as the participants' informed agreement to engage in the study, confidentiality, and repercussions. It is also necessary to express gratitude to all of the participants in the study for their valuable contributions and support. The purpose and the objectives of the study were described to the participants, and permission to conduct the study in their schools was obtained over the phone. The report did not include any of the respondents' personal information. Furthermore, respondents were promised that the information they would supply would be kept secure and anonymous and that the data they provided would only be used for this study. The name of the respondents was kept confidential for ethical reasons.

## Major Findings and Discussion

The research showed that the partnership of school and home could enhance students' acquiring SBL as well as learning. The major findings of the study are given below thematically:

### School-home partnership for standard Bangla language acquisition- Why?

The study revealed that the School-Home partnership (SHP) was a highly effective strategy for assisting on primary school students learning achievement. A child's first place of learning language is within the home environment. According to Stewart, M., Skinner, B., Hou, H., and Kelly, R. (2022), collaborations between school and family are frequently acknowledged as a key element in enhancing academic success of the students. Research has proven the importance of family involvement in developing children's language literacy skills. As school-home partnership requires a two-way support system so, children have academic success as well as language skills when family members and teachers are collectively involved and supportive of development. Besides, parents and teachers play important roles that can inspire students to acquire language through imitation, the respondents indicated. It was also explained by the teachers that the role of the school is to teach the SBL but the effectiveness of it depends on the practice at home. If teachers help students acquiring standard Bangla in school, but students use local language at home then it becomes conflicting in acquiring standard form of language. So, a natural environment of using standard form of Bangla must be ensured in both school and home from where students would acquire it. Parents at home and teachers in institutions considerably make an impact on the learning and acquiring of the language of students. Therefore, learning from both school and home should be compatible. Many people contend that there is a link between parental involvement and student achievement (Brooker, 2003). Students got the environment from the school. However, not only the school but also the home played an important role to enhance students' SBLA activities. SHP can make an environment for practicing SBL and achievement on other subjects.

### Favorable environment for SBLA

It has been discovered that the SHP can contribute more to students' SBLA than just school or just home can. The home and school collaboration facilitated student learning more perfectly rather than other ways. Participants argued that if SBL is practiced at home in accordance with school policy, students pick it up quickly. A respondent disagreed in this point of view and explained, "Sometimes the home does not seem to play enough of role in students' SBLA. The economic structure and profession of parents are different, and not so all students get a proper environment from their home. As a result, students have to acquire the SBL from school and textbooks". According to Brinn (2021), the chances of success are influenced by the learning environment at home. Students and their family members can practice SBL with their children at home by following the guidance of school teachers. The study found that encouraging students to read books at home and school could improve students' SBLA. School and home environments differ from one to another. Compared to the environment at home, the learning environment at school is more formal. Experts opined that our education system is school centered, and there is a linguistic distance between students' home and school. So, the argument emphasized on minimizing the gap between school and home ensuring a favorable environment at school and home.

*Activities of SHP*

School and home language skills are transferable to new languages and strengthen children's understanding of language use. So developing and maintaining the use of standard Bangla at school and home support the children's development of standard Bangla and should be encouraged. It is emphasized that in order to enhance students' SBLA, dialect or regional language should first be avoided, especially in formal settings. The family members and teachers should use standard form of Bangla in communication with their children. If the family members and the teachers of the elementary school communicate with children in the SBL, students will acquire it naturally. Moreover, the recommended of some examples of activities of school and home for enhancing student's standard Bangla language acquisition as- word games for expanding children's vocabulary, jokes, rhymes, storytelling, songs, tongue twisters etc. as well as developing four basic language skills. The respondents also added that arranging Bangla movie and drama enjoying for listening skill; reading aloud for developing reading skill and correct pronunciation; letter writing to family members or friends or teachers for developing writing skill; open-ended question-and-answer interaction or storytelling or delivering speech on vary familiar topic for developing speaking skill collectively and individually. However, the respondents also highlighted a few of psychological and physical obstacles to students' SBLA processes. Some of the physical barriers can be solved that are utterance, physical surgery, phonological disorders, and voice disorders. For these students providing necessity support, arranging special classes, expert teachers haired, practice school and home, use sign languages, two channel-based communication model and positive thinking from teachers and parents can solve these minor disorders. Alternative communication techniques can be used for those who are deft, blind, and dumb. According to the study, parents and teachers can plan weekly meetings at which time teachers can demonstrate how to have a conversation with kids.

*Community involvement in students' SBLA*

There is a direct relationship between the language acquisition and the environment in which the child lives and gains experience. This environment with all of its institutions and individuals, the home, the school, the neighbors become a part of children in unique ways because each one is a different individual. The language development is a social rather than individual process. Work since the Coleman Report has shown that non-school inputs account for most of the variation in student achievement (Ladd, 2012). The study has found that community involvement is one of the best ways to learn and acquire languages. Students have got learning easily from the community. However, the study found not only SHP but also the community should be engaged in ensuring SBLA with effectiveness and sustainability. A respondent gave an opinion on the context of SHP for enhancing standard Bangla language acquisition of the students at primary level in Bangladesh, *"Collaborative approach between school and home strengthen the learning process as well as the depth and range. Because home and community-based SBL learning are much more effective than bookish learning.* Moreover, SHP took community involvement into

account and said that parent and school cooperation enhances students' learning, which may be made effective and sustained through community-based learning. Students' education begins at home, is furthered in school, and is completed by society.

## Recommendations

- As school-home partnership is a two-way support system in students' achievement, so school-home partnership should be established for enhancing standard Bangla language of the students from early age in Bangladesh.

- Ensuring a natural environment of using standard Bangla language in every aspects of life. Especially teachers are required to use standard Bangla in the classroom, and parents at home are also required to use standard Bangla from where children would acquire it.

- Strengthening parent teacher association (PTA), and arranging parent-teacher meeting regularly so that parents and students can be aware of and get encouragement to the practice of SBL. School could arrange training for parents on use of standard Bangla language and communication skills with children.

- Bangladesh has no official state policy on SBL uses. If there is a state policy on SBL uses in the society, everyone will be aware of it, and utilize it. The government should develop a use of SBL policy so that students and other citizens in our country are aware of the benefits of practicing SBL in all aspects of life.

- In administrative matters, literature, class, and economic life standard Bangla language should be used.

## Conclusion

The objectives of the study were to find out the answers to two questions. The data helped to examine the necessity of SHP and explore some ways of effective SHP to the context of students SBLA. Students learn any subjects easily at home but schools offer a structured method for learning all subjects as well as SBL. The children acquire SBL from their parents, siblings, and neighbors at home besides from their instructors, classmates, and staff members at school. Students mimic the accents from home and school environment context. Students of physical and mental disabilities face some problem but the minor barriers can be solved by SHP. The school should also provide instructions to the parents and help to teach them how to communicate through SBL with their children from where children get a natural environment for acquiring SBL.

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