

## **HOME LANGUAGE AND SCHOOL LANGUAGE :-**

### **INTRODUCTION**

Language is primarily a means of communication. The signals used to transmit telegraphic messages etc., are all communication systems and they are interpreted in language. Language is used by human beings to communicate ideas, to transmit messages and to express emotions, desires and feelings. It is intimately related to human beings since it is the universal and exclusive characteristic of man alone. It is the product of the human mind and the vocal apparatus which the human being possesses. It is the most important. It is the tool which enables to make living, build home, and fashion life etc. It is the instrument which gives order and organization to thinking.

In countries where only one language is spoken, there is no problem for the child, because he has to develop proficiency only in one language. But, in a country like India where there is multiplicity of languages, there is the problem of intercommunication. This is the reason why in India normally a child knows two or three languages, from here, it's comes home and school language. Home language is the language spoken in the home. School language is the language spoken in the school. A child who starts school knowing only a home language that is different from the school language.

### **1.2. OBJECTIVES**

All parents want their children to learn foreign language like English country like India, even if they speak a different language at home. They know that speaking and reading foreign language (English) is key to success in school and at work place. But what's the best way for children with a different home language to learn foreign language like English? At what age should they start? Should children also keep on learning in their family's language? How can preschools and schools help?

#### **1.2.2 Language Use and Academic Achievement**

Academic performance depends not only on a students' ability to learn the material, but on their ability to understand spoken and written language is their ability to convey their knowledge both verbally and written, as well as their literacy skills such as reading, writing, and spelling. Kids start developing the precursor skills needed to read, write, and spell. If those skills are later developing or do not develop, students' performance will suffer.

Academic language is defined in general as the language that is used in schools that helps students acquire many systematic form of rule on context to use in a formative knowledge. The school language is findings indicate that students in urban secondary

school performed better than students at the rural school because of sharing of resources material available.

### **1.3 How can school help language better?**

Speech-language pathologists are highly trained in the areas of

1. Language development
2. Language comprehension
3. Expressive language (spoken and written)
4. Social Interactions

These areas underlie every topic in every class at every grade level; therefore, difficulty with language can result in poor academic performance. Remediating underlying concepts such as understanding vocabulary or grammatical concepts like plurals, verb and tenses will help a child's performance in the classroom.

This narrow conception of language as a subject is no longer tenable. Language as a subject is one dimension of the language of schooling which also includes language in other subjects. The languages of education perspective are even wider and it includes the importance of regional, minority and migrant languages.

First language acquisition is not dependent on intelligence or special ability for languages. Everyone acquires their native language fully and properly. What is true is that some people have a greater stylistic range and larger vocabulary in their native language but that is not connected with first language acquisition. You learn style in school when you learn how to write the standard of your language and you learn specialized words consciously after childhood.

There are certain phases in first language acquisition: one-word, two-word and multi word stages. Furthermore, in early childhood children make maximally simpler generalisations about language, e.g. that all verbs are weak. After a while they correct themselves (when they just hear the adult forms). Once they have acquired the latter, they remember them.

### **1.5 Difference between Language and Communication**

#### **1.5.1 Language**

1. Language is an abstract system and meaning governed by grammatical rules.
2. Language can be used by just one person.
3. Language is a method of communication.

4. Language gives more importance to signs and symbols.
5. A living language does not stay static; it changes every day.

### **1.5.2 Communication**

1. Communication is the exchange of information between two or more people by speech, sign, signal or behaviour.
2. Communication involves interaction between two or more people.
3. Communication is a vast area.
4. Communication gives more priority to the message.
5. The basic of communication does not change.

### **1.5 Seeking a solution language**

Academic language (school language) provides the basic building blocks and material for learning in school. Academic language can be organized into two main categories:

1. Specific content language and
2. General academic language.

Specific content language serves as the building blocks of learning, while general academic language serves as the mortar or glue of learning. Students who try to build knowledge without a firm grasp of general academic language may struggle to learn specific subject matter content. When teachers help their students build the formal academic language of school, then students can begin to bridge the gaps in their language, literacy, and achievement.

### **1.6 Children learn better in their mother or home language**

UNESCO has encouraged mother tongue (home language) instruction in primary education since 1953 and UNESCO highlights the advantages of mother tongue education right from the start: children are more likely to enroll and succeed in school, parents are more likely to communicate with teachers and participate in their children's learning, and children in mother tongue education tend to develop better thinking skills.

Firstly learning does not begin in school. Learning starts at home in the learners' home language. Although the start of school is a continuation of this learning, it also presents significant changes in the mode of education. But when learners start school in a language that is still new to them, it leads to a teacher approach and reinforces passiveness in classrooms. When learners speak or understand the language used to instruct them, they develop reading and writing skills faster and in a more meaningful way.

## **1.7 The importance of home languages in learning to read**

We all have at least one language that we understand and communicate best in, although some of us may have more! People use different labels for this language – like “mother tongue” or “home language” – but it is the language we learnt first. It’s the language we think and feel in, the one in which it is easiest for us to express ourselves and communicate with others.

From birth, children hear language around them. First they understand it and then they start to use it themselves. In fact, by the time they are five years old, children’s brilliant young brains have helped them learn how to think and communicate in their home language. They do still need plenty of opportunities to hear and use their language so that they know it well enough to learn increasingly difficult concepts and skills.

Mother tongue or home language programs that work alongside the second language academic program. The best of these offer the mother tongue lessons within the class day with native language speakers where the students can be supported with the vocabulary, concepts and learning which is proceeding in the classroom. This is supported additionally by intensive second language study, which again works both within the classroom and in small groups; no program can match the literacy of a child taught only in the mother tongue,

## **2.0 Conclusions**

Language is an essential part of our existence in society, as much as breathing is necessary for our survival. It ceaselessly marks its presence in every domain of our lives. The language used at home is an important determiner of students’ overall academic success. Fluency in the vernacular language does not impede academic success. It may, in fact, contribute to it. Language is not merely the medium of instruction at all levels of education; it is the medium of growth. It provides capacity for preservation and communication of intellectual life.

At higher level, language provides the medium of fresh and free thinking. In education it is supposed to communicate knowledge, and in general life it is the instrument to pick up information. We need language to learn, to retain and to recall our knowledge. It is the primary need of the child also a constituent element of civilization. It raised man from a savage state to the plane which he was capable of reaching. Man could not be civilized being except by language. An essential point in which man differs from animals is that man alone is the sole possessor of language. Culture is a product of the human mind and it is defined, propagated and sustained through language. The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties.

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