

The Impact of Local Language on Learners Academic Performance and Overcoming Language Blockades

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Abstract

This study focuses on lowering the burden of local dialects based on academic performance and provides a discussion on blockage of language malfunctioning hampering the learning of secondary students. This study aims to determine the effects of local dialects on students' understanding and performance, also intends to address how to facilitate the use of standard Bengali as the medium of learning in the classroom.

To accomplish the study mixed-method approach was used. The study includes students from grades 6-10, selected randomly. Data were collected through surveys, interviews, classroom observations, and performance record analysis.

The key finding is that students who speak predominantly local dialects are struggling to understand and are less engaged with their classes, resulting poor academic results. Research shows that using local dialects can lead to confusion, misunderstanding, and low participation in class. Teacher-student relationships, classroom environment, and student motivation are largely influential factors in these outcomes.

The study then suggests recommendations that creates an inclusive environment by involving educators, administrators, parents, and students in the change process, promoting the positive of using standard language.

The findings of the study will influence educators, policymakers, and stakeholders concerned with language choice regarding academic success in the multilingual classrooms.

Keywords: local dialects, academic performance, language blockades, standard language, language instruction

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1. Introduction:

Language is the medium of education for students and can impact their understanding, retention, and performance every day. In multilingual societies, the further usage of several local dialects can get concerned in standardization of educational contents and talking delivery. One such school is Ahmadia Model High School, based in Bangladesh, where students enter the learning environment with a range of native language backgrounds, many of which are local dialects, while the standard academic language for the curriculum is Bengali. As a result, rather than being able to engage with educational content, students may face significant language blockades, leading to weaker academic performances.

Students may take time in order to reason and retain their use of formal and standardized wording as shown in any such textbooks, ex ante, oral use, etc. So, there is a big gap between the home language and the school language, which gets in the way of learning because children could struggle with comprehension, expression, and academics. Tackling these issues is vital to ensuring all students have equal access to quality education and the ability to perform well in school.

It aims to study how local dialects affect academic performance, and identify means to facilitate the use of standard Bengali in the classroom. This study aims at improving student's engagement, comprehension, and overall academic success by identifying the contributing factors to language blockades and introducing targeted interventions accordingly.

In this context, research into the impact of local language on learner's academic performance is particularly important, especially in multilingual context in which educational systems tend to prioritize over the dominant

languages in relation to local dialects. Studies have shown that instruction in local languages can foster greater comprehension and engagement amongst students, which corresponds to greater academic success. In fact, studies in Rwanda suggest that students in lower primary schools that use local languages in class perform better because they can more easily engage in discussions and assessments conducted in their local language. (Machinyise, 2019). In the same sense, evidence from Zambia shows that using familiar local languages as the language of instruction leads to better literacy and learning results, especially for marginalized children who are otherwise unable to get lessons in foreign languages (Machinyise, 2019). In addition, for language learning, adding thematic topics from countries culture can help create motivation and comfort for students, thus improving verbal production in classrooms of students (Reyes & Vega, 2023). Despite these positive outcomes, the implementation of local languages in education faces challenges such as lack of proper resources and training of teachers (Masangu & Tshite, 2019). In general, resolving these barriers should allow to use in local languages to reproduce the academic results and barriers of language blockade in (Martín-Chazeaud, 2017). This summary books a complex correlation between the use of local languages in rural schools and the result we gain from them, which will further be analyzed in the next sections.

1.1 Statement of the Problem

Language is critical to academic accomplishment, influencing students' capacity to grasp, engage with, and thrive in educational topics. However, linguistic discrepancies frequently cause hurdles to successful learning, especially in multilingual communities where local dialects differ greatly from the mainstream language of teaching.

The students of Ahmadia Model High School, for instance, face serious academic issues because they communicate in local dialects on a daily basis. These dialects typically deviate from the standard Bengali taught and used in academia, creating linguistic barriers that inhibit students from understanding, engaging in, and engaging with lessons and exercises. One consequence is that for many students there is an academic achievement gap and a lack of educational attainment because the language spoken at home is different from that used in school. Below the surface of the linguistic prosperity, we find in language barriers more specifically English A mutual and clashing division: A consideration of the barriers to standard Bengali literacy and the implications of language as a divider It becomes evident that the language is the most important in and of which we speak.

Furthermore, beyond the apparent linguistic limitations, English emerges as an additional barrier, intensifying the learning challenges. Many students find themselves at a crossroads, grappling with both the transition from their local dialect to standard Bengali and the additional burden of acquiring proficiency in English. This double-layered linguistic blockade exacerbates their struggles, creating a profound academic divide. While language diversity enriches cultural identity, it also introduces an implicit hierarchy in educational settings, where students proficient in standard Bengali and English enjoy greater academic success, whereas those from dialect-speaking backgrounds lag behind.

This issue requires immediate attention in the context of current educational reforms that emphasize inclusion and equitable learning opportunities. Addressing these language-related problems is critical to ensuring that students at Ahmadia Model High School—and comparable institutions—are not disadvantaged just because of linguistic disparities. Understanding the significance of language barriers in secondary education will help to shape policy, curriculum, and instructional practices that promote equitable learning environments. Thus, the purpose of this study is to investigate the influence of local dialects on student performance and to provide practical methods to bridge the language difference in academic contexts.

Objectives:

To find the influence of local dialects on academic performance and to formulate plans to promote the use of standard Bengali in order to increase student engagement and improve academic achievements at Ahmadia Model High School. These are the specific objectives:

- To assessing the kind of presence local dialects, have in the students' every day and class interactions.
- To assess the effect of regional languages on the students' understanding, participation and performance.
- To determine the key elements leading to blockades in the classroom language.
- To design and promote interventions that fosters the usage of standard Bengali in classrooms.
- To assess the impact of these interventions on student engagement and academic performance.

2. Literature Review

Language in education has a huge impact on the academic performance and interest of students. In multilingual societies, local dialects complicate matters. This literature review brings to light how local dialects harm academic performance and language blockades, but also what measures that could encourage using of standard Bengali in schooling setting.

A Loss of Local Language and Academic Performance

This achievement further confirms that use of local languages to teach people in classes helps to improve understanding and increases students' interest in academic work.

In Bangladesh, the dominance of "Banglish" has been associated with violations of linguistic rights, impacting students' confidence and performance in English (Busra et al., 2024).

Pleasant argues that students can achieve better learning outcomes in English for Academic Purposes (EAP) courses through a balanced bilingual policy. (Pleasant, 2023)

The impact of Local Dialects and Academic Performance

According to a research paper student that use local dialects within the home environment are frequently unable to comprehend material and/or perform optimally academically. Language Gap: As This study shows, educators must look up by raising awareness for policy-makers but according to Rahman, these local dialects can create confusion and misunderstanding, and negatively impact learning outcomes. (Rahman, S., 2018)

Language Barriers in Multilingual Classrooms

In research we could note that using local dialects in classrooms, students was not able to understand their curriculum and as a result they had low participation. Researcher explains that, in his experience, students who were first taught in their local dialects before transitioning to the standard language demonstrate higher performance and engagement in their respective courses. The study illustrates the importance of clearly defined language transition programs. (Ahmed, T., 2019)

2.1 The Problem of Language Barriers and Educational Outcomes

Low Competency of Dominant Languages: Most students do not prove proficiency in English or French and therefore tend to fail in exams and have a low interest in class. (Martín-Chazeaud, 2017).

Cultural disconnect: Foreign language is capable of detaching students from cultural identities, hence lack of motivation leading to dropout (Desai, 2013).

Politico-social barriers: Most educational systems are not politically or socio-culturally positioned(favorable) to combine the local languages in to the curriculum (Masangu & Tshite, 2019).

Resource Limitations: Availability of teaching materials and trained educators proficient in local languages is necessary for efficient implementation of local language instruction (Martín-Chazeaud, 2017).

Although the benefits of having children educated in their mother tongues are apparent, some critics believe that students may miss out on global languages if they are only immersed in local languages as children and that their future prospects could be affected as a result. The tension between the use of local language and the need to learn languages of wider communication remains a difficult dilemma for educators and policymakers.

Taking the position that academia is not immune to the concept of language blockades, (Hossain, 2020) found that learning opportunities in our schools remain to be impacted by language blockades where they drastically impair academic success. Hossain discovered that students who experience language blockades tend to struggle with anxiety and lowered self-esteem, which exacerbates their struggle at school. With a focus on targeted interventions, the study shows that addressing these blockades can have a substantial impact on student outcomes.

(Jagannathan, S, 2020 & Khan, R., 2017) talked about the strategies to mitigate the negative impacts of language blockades, the author highlights the need for training teachers and the utilization of bilingual education materials. Khan's research supports that schools offering comprehensive language support programs yield greater student engagement and academic achievement.

2.2 Advantages of Teaching in Native Tongue

When taught in a language that is native to them, students achieve better results since this situation corresponds

to their cultural context and cognitive growth. (Martín-Chazeaud, 2017).

Higher Motivation: Integrating local culture in language learning builds a sense of belonging and comfort, which helps students participate more often in discussions in class (Reyes & Vega, 2023).

Language Development: Teaching in the local language can enhance literacy and communication skills in local dialect reinforced with the mother tongue which contributes as a building block towards learning new languages later in life. (Machinyise, 2019).

Relevance to Culture: Local language instruction has helped students relate the educational content to their cultural identity, developing a shared sense of belonging and pride (Masangu & Tshite, 2019).

2.3 How to Encourage Use of Standard Language

Notably, the study titled "Promoting Standard Language Use in Multilingual Classrooms" (Ali, N., 2016) suggests that the academic performance of the students can be significantly enhanced by making teachers undergo training for standard language where a focus on instruction can also be found. When teachers have the tools needed to teach in the standard language, students understand more and participate more writes.

The significance of incorporating bilingual materials in the curriculum is emphasized in the paper "Integrating Bilingual Educational Materials in a Curriculum" (Begum, F, 2015). She discovered students whose access was unrestricted to these texts in their local dialect and standard language had a stronger academic performance. This study shows how bringing in bilingual materials can help bridge the gap in between students who may struggle sometimes.

2.4 Tips to Break Down Language Blockades

Blended learning: solutions that leverage traditional methods with technology can be used to bridge language gaps, as students have flexible access to tools and resources for learning (Rabbi et al., 2023).

Reyes & Vega state that local cultural subjects might not only allow students to feel more at ease when speaking, but also increase the students' desire to speak if applied in English classes. (Reyes & Vega, 2023).

Implementing Bilingual Programs: Bilingual education models that focus on a gradual transition of students from local languages to dominant languages can assist in easing the process of learning. (Martín-Chazeaud, 2017).

Community Involvement: Community involvement through parents and interested parties in education can help foster and develop support for local language use in schools. (Influence of Local Language Use on Students' Academic Performance in Lower Primary Schools in Gatsibo District, R. 2023).

However, the community benefits of local language rites of passage are straightforward and easy to understand, while it is important to examine the larger significance of educational policy that privileges majority languages. This further reinforces educational inequities and undermines the academic success of marginalized students.

2.5 Conceptual Framework

A conceptual framework was essentially a study aim with the variables i required to accomplish those goals, as well as a roadmap for how these variables would relate to the success of our goals and the research process as a whole. Initially, I determined these

factors. This framework integrates a relationship between theoretical perspectives from behavioral theory, social learning theory, educational engagement theory, and a health-related model to guide the investigation into language barriers and their effects on educational outcomes.

I have to develop research questions in light of these characteristics. In consideration of these inquiries, I had gathered information. This framework contains, for our research, I had chosen a few factors, and I used questions to analyze the data.

Use of dialect: Comparative prevalence and impact of local dialects versus standard Bengali in learning contexts.

Educational Strategies: Intervention design to encourage the use of standard Bengali, including teacher training, bilingual education, and lesson plans.

Cultural context: The socio-cultural factors that affect the use of the language and educational practices.

- It is the active involvement and participation of students in his/her own learning processes.
- Language proficiency of parents in the local language and language of instruction.

Outside of School: The findings of students having access to the local language outside of a school setting.

2.6 Theoretical Framework

The literature review for this research helps to provide the knowledge and base needed to understand the context of the problem being investigated, particularly in terms of the impact of local language on academic performance of learners as well as the measures taken to overcome local language barriers of learners, with particular focus on Ahmadia Model High School. This theoretical framework combines several key theoretical perspectives relevant to the study of language use, educational practices and academic achievement. Below are some theoretical frameworks commonly used to understand language barriers and their impact on educational achievement.

Language Acquisition Theory

Theory about how people learn language. It highlights the significance of exposure, practice, and immersion in learning a language. The language acquisition theory described in the related literature helps us understand how students see the transitions in their own dialect which is the local dialect to the standard Bengali language and how they adjust into both the languages and the proficiency leads them either to succeed in academics or not.

Sociocultural Theory

It is derived from the sociocultural theory (Vygotsky, 1978) which concentrates on the social contexts and cultural backgrounds of learning. It argues that learning is impacted by social dynamics, cultural rituals, and historical contexts. Sociocultural theory is used here to draw attention to the cultural norms and social expectations involved in language use and how such aspects matter in educational settings like Ahmadia Model High School. It also examines how students' proficiency in language encourages them to be more involved and do better academically.

Educational Engagement Theory

Educational engagement theory is a concept that focuses on the relationship between students' level of academic engagement and their motivation in school. It examines the role of students' engagement and involvement in their learning, the significance of their interest and interaction with academic content, and the importance of belongingness at the school community as factors for academic achievements. In this study, we utilize educational engagement theory to discuss the impact of language barriers on students' engagement with classroom activities and academic performance.

2.7 Analytical Framework

The analysis framework for this research is intended to: Operationalize theoretic concepts and variables related to how local language influence on learners; Poor utilize of Ganda genres, poor performance; overcoming familiar language barriers; and language complexity in Ahmadia Model High School. Created at an abstract level, this framework allows the identification of independent variables, dependent variables and how can they relate between one another, aiding with the analysis and interpretation of the research results.

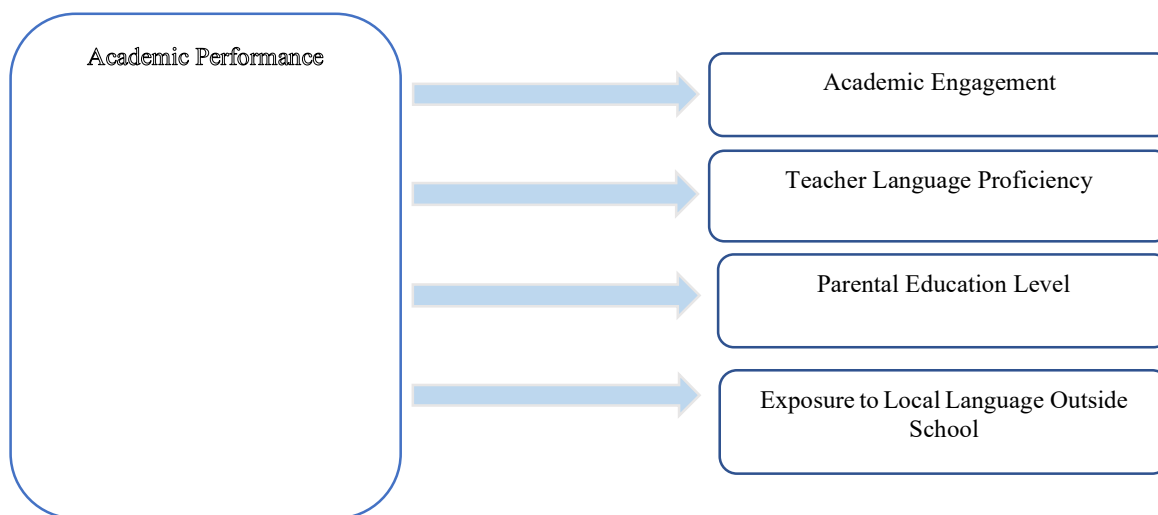


Figure 1: Factors of Academic Performance

Table 1: Factors and Indicators of Academic Performance

Dependent Variable	Independent Variable	Indicators
Academic Performance	Academic Engagement	Low engagement might indicate difficulties due to language barriers
	Teacher Language Proficiency	Teachers' language skills influence students' understanding of lessons and overall academic performance.
	Parental Education Level	Parents with higher education levels are more likely to support their children's academic pursuits and help them overcome language barriers. whether parental education influences students' ability to cope with language challenges in their learning environment
	Exposure to Local Language Outside School	Frequent exposure to the local language outside school can improve language proficiency and confidence, positively affecting academic performance

3. Research Methodology

This section will describe in detail the methods used, providing a precise theoretical analysis of the methods. However, this part of the study, "The Impact of Local Language on Learners Academic performance and Overcoming Language Blockades" will discuss about research methodology to be used, the sampling techniques, data collection and data analysis.

Research Area

The area I have chosen to conduct the study is Ahmadia Model High School.

Research Approach

In this research I used a mixed research approach in data collection. A mixed approach is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research. With the integration of data, this approach highlights and provides greater understanding and in-depth knowledge (Johnson, R. B., & Onwuegbuzie, A. J. 2004)

Sources of data

Primary sources

As for this type of data, I collected them through attending the classes. I also collected data through interviews. I took interviews of students, teacher also guardians.

Secondary sources:

I took some data from secondary sources such as: Previous Information about student's academic Performance at before I joined there as intern teacher.

Sampling: The random sampling technique was used for sample size determination. I chose 25 students from each class. So, in total, I will take 100 samples of data from the students studying at Ahmadia Model High School. This approach ensures that each grade level is adequately represented in the study.

Forming Questionnaires for Interviews: The questionnaires consisted of questions related to the impact of local language on academic performance and the strategies to overcome language barriers. *For example:*

- How often do you use the local dialect in your everyday conversations?
- Do you find it difficult to understand lessons taught in standard Bengali?
- How do language differences affect your participation in class activities?
- What strategies do you think could help improve understanding and performance in subjects taught in standard Bengali?

Key Informant Interviews: A few key informants, including teachers and school administrators, assisted in the research by identifying students who face regular problems due to language barriers. These key informants had in-depth interviews with the research team to provide insights into the challenges and potential solutions for language-related issues in the classroom.

Focus Group Discussions: Focus group discussions were arranged with ten to fifteen students selected from each class (class 6 to 10). During these discussions, students were asked about common language-related challenges they face in the classroom and their perspectives on how to overcome these issues. This method provided a platform for students to share their experiences and suggest practical solutions.

Classroom Observations: Classroom observations were conducted to observe teaching methods, student engagement, and language use in real-time. Each class was observed for 3 sessions, totaling 15 observation sessions. Observers used standardized checklists to note:

- The language used by teachers and students during instruction.
- Levels of student participation and engagement.
- Instances of language barriers affecting comprehension and participation.
- Teaching strategies employed to address language diversity.

Research design

The research design of this research was a mixed method. The sample data which was collected from the students had been analyzed statistically by using some software. This design is chosen to provide a comprehensive understanding of how local language impacts academic performance and to develop strategies for overcoming language barriers (Creswell, J. W. 2014).

Participants

Sample Size: 100 students from grades 6 to 10 at Ahmadia Model High School.

Selection Criteria: Students who are native speakers of the local dialect and those proficient in standard Bengali.

Sampling Method: Stratified random sampling to ensure representation across different grade levels and language proficiencies.

As we have stated that this research design would be based on mixed methods quantitative and qualitative. So, after collecting the data, they were sorted for data analysis. Some data was analyzed by using quantitative methods like statistical and numerical analysis. And some data was analyzed by using qualitative methods like qualitative content analysis, narrative analysis, discourse analysis, etc.

4. Data Findings & Analysis:

Data Analysis:

The purpose of this research can be realized properly through the analysis of data which is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data that we have collected. My research is based on mixed method approach. As a result, there is existence of both qualitative data and quantitative data. So, the data analysis involves going through both types of data and the themes emerging from this data are not imposed by the researcher, but are inherent in the data itself. The data analysis of our research is divided into two parts. The first one explains our findings which we have gathered through observation method. The second phase explains the teacher's perception (expert opinion as they have been teaching for a long time).

Classroom Observation: During the course of this research, I conducted several classroom observations at Ahmadia Model High School to understand how much students are practicing local language in their classroom, how the use of local language affects students' academic performance and how language barriers can be alleviated. Here are some key observations:

Language Use in Instruction: Teachers primarily used the local language for instruction, which facilitated better understanding among students. In classes where the local language was not used, students appeared more confused and hesitant to participate. As a result, teachers were demotivated to use standard language as medium of instruction. It causes the increasing of using local language.

Student Engagement: When the local language was used, students were more engaged and active in classroom discussions. In classes where the language of instruction was different from the local language, student participation was noticeably lower. That also causes the increasing of using local language.

Teacher-Student Interaction: Teachers who were proficient in the local language had more meaningful and effective interactions with students. The use of the local language made students more willing to participate and seek help (Islam, A. 2018)

Understanding/Comprehension and Academic Outcome: The use of the local language in teaching led to improved understanding of the material and higher assessment scores. Another example is in learning through instruction in a non-local language where there was an evident challenge in comprehension and task completion.

Classroom Environment: They found that using the local language makes the classroom much more relaxed and welcoming. The students also seemed to be happy and comfortable more confident.

Peer Interaction: Students heard each other speaking more freely in their native language with their local peers which complemented to collaborative learning. Group activities and discussions were more productive and livelier when conducted in the local language.

Barriers to Learning: The primary barrier observed was the language of instruction. When it differed from the local language, students struggled with understanding, which affected their overall academic performance. Students from homes where the local language was predominantly spoken faced additional challenges when exposed to a different language in the classroom.

These observations highlight the critical role of the local language in enhancing student engagement, comprehension, and overall academic performance. They underscore the importance of using the local language as a medium of instruction to create an inclusive and effective learning environment.

The second phase of my research contains students, teachers, administrator's perception which I have gathered through printed questionnaires.

For collecting the data, I categorized my independent variable into **Four (4) categories**. These are:

- i. Academic Engagement
- ii. Teacher Language Proficiency
- iii. Parental Education Level
- iv. Exposure to Local Language Outside School

These Four categories are asked to the sample of class seven to class ten. Let's analyze the collected data.

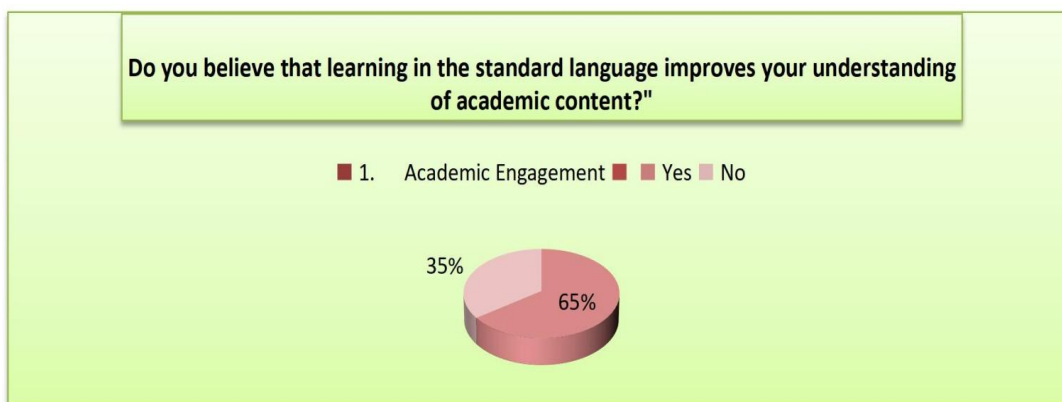
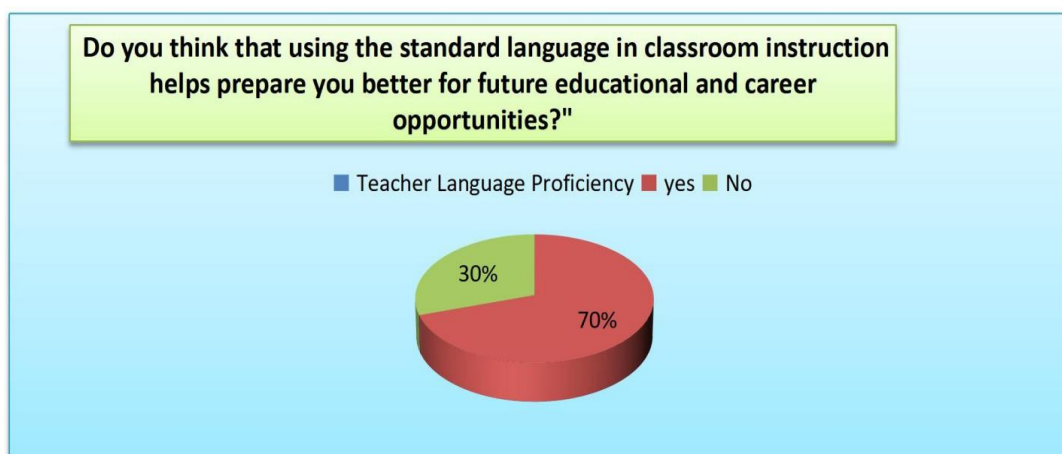


Figure 2: Academic Improvement by the Use of Standard Language

The very first pie chart illustrates the percentage distribution of survey responses to the question: "Do you believe that learning in the standard language improves your understanding of academic content?" 65% of respondents answered yes, indicating that they believe learning in the standard language improves their understanding of academic content and 35% of respondents answered no, suggesting that they do not believe learning in the standard language improves their understanding of academic content.

This pie chart visually shows the distribution of opinions regarding the belief that learning in the standard language improves understanding of academic content. The majority (65%) believe in the positive impact of



learning in the standard language, while a significant minority (35%) hold a contrary opinion.

Figure 3: Preference and Support for Standard Language

The second pie chart shows the percentage distribution of survey responses to the question: "Do you think that using the standard language in classroom instruction helps prepare you better for future educational and career opportunities?"

The findings reveal that 70% of respondents answered yes, indicating that they believe using the standard language in classroom instruction helps prepare them better for future educational and career opportunities and 30% of respondents answered no, suggesting that they do not believe using the standard language in classroom instruction helps prepare them better for future educational and career opportunities.

The overwhelming majority (70%) of respondents whole-heartedly believed that learning and using the standard language in classrooms is advantageous for their future education and career opportunities.

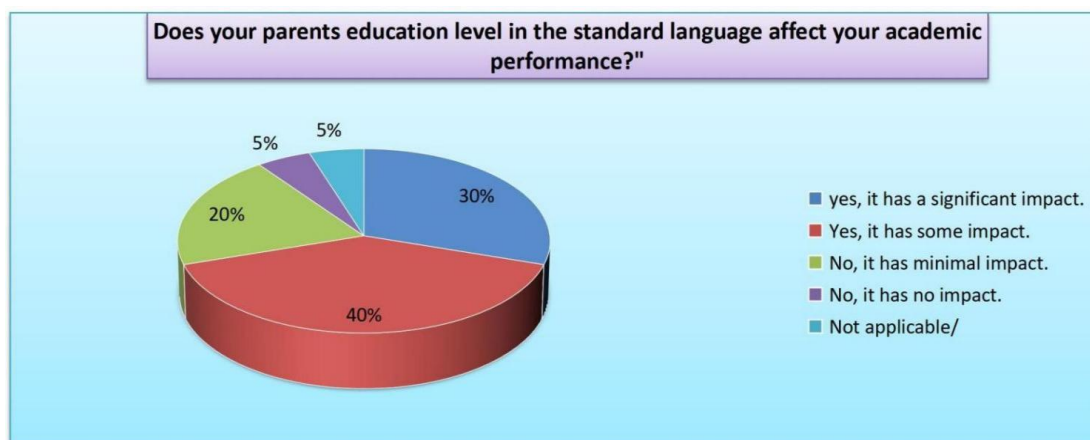
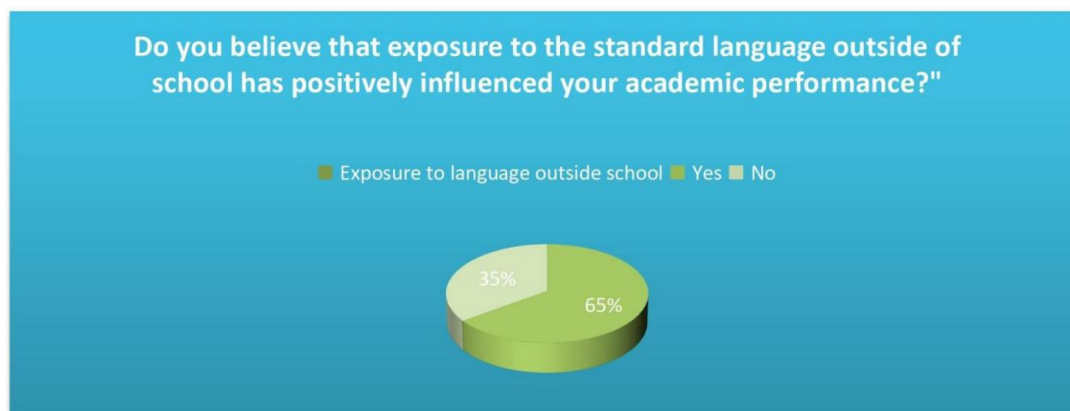


Figure 4: Influence of Parental Education Level on Academic Success

The third pie chart depicts the percentage distribution of survey responses to the question: "Does your parents'



education level in the standard language affect your academic performance?" According to the survey, 70% of students feel that their parents' education level in the standard language positively affects their academic performance, while 30% do not. This indicates that parental involvement and education in the standard language can help mitigate language barriers and improve student performance.

Figure 5: Impact of Language Exposure Outside School

The fourth pie chart presents the percentage distribution of survey responses to the question: "Do you believe that exposure to the standard language outside of school has positively influenced your academic performance?" The survey results show that 65% of respondents answered yes, indicating that they believe exposure to the standard language outside of school has positively influenced their academic performance and 35% of respondents answered no, suggesting that they do not believe exposure to the standard language outside of school has positively influenced their academic performance.

This pie chart visually illustrates the distribution of opinions regarding the belief that exposure to the standard language outside of school positively influences academic performance. The majority (65%) of respondents believe in the positive impact of such exposure, while a significant minority (35%) hold a contrary opinion.

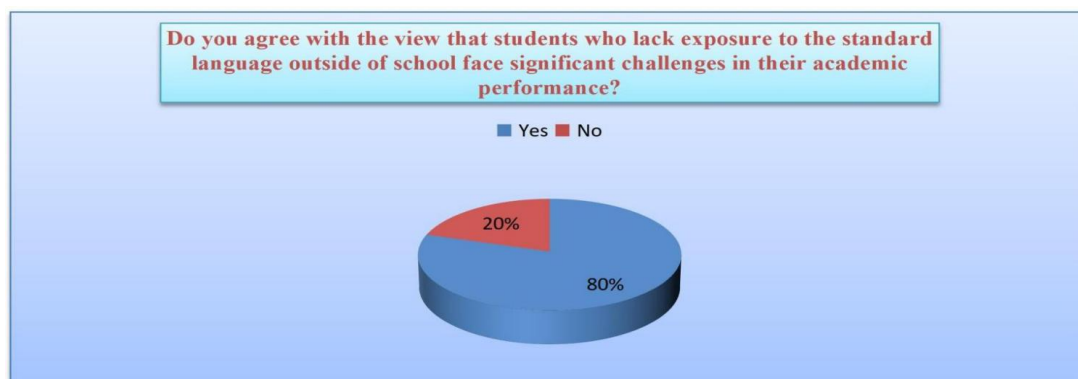


Figure 6: Agreeableness of Teachers and Administrators on Exposure to Local Language Outside School.

Based on the responses, 80% of teachers and administrators believe that students who lack exposure to the standard language outside of school face significant challenges in their academic performance. This high percentage indicates a strong consensus among educational staff that regular interaction with the standard language is crucial for students' understanding and engagement with academic content.

Teachers and administrators who responded "Yes" may have observed that students with limited use of the standard language outside of school struggle more with comprehension, participation, and overall academic success in a classroom setting. This insight emphasizes the need for strategies to increase students' exposure to the standard language both in and out of school.

The 20% of respondents who answered "No" might believe that other factors, such as innovative teaching methods, individual student motivation, or targeted support programs, can mitigate the impact of limited language exposure. However, the majority opinion highlights the importance of enhancing standard language engagement to support student learning and success.

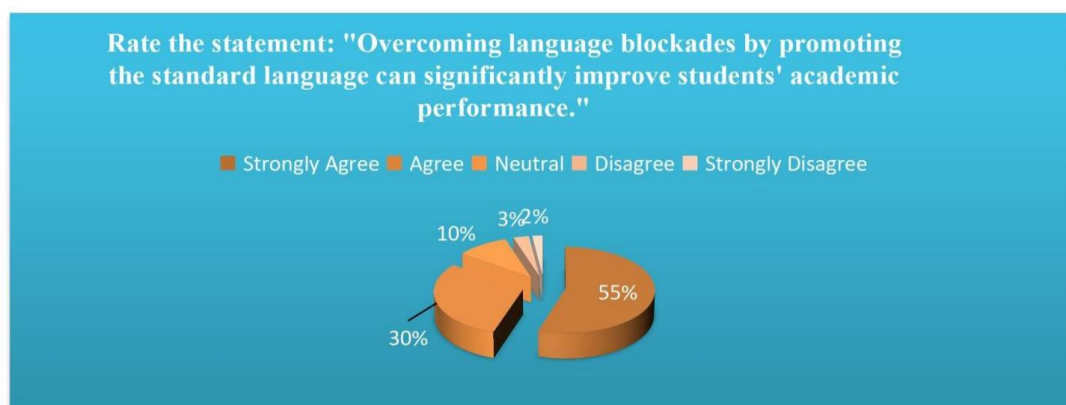


Figure 7: Preference of Promoting Standard Language to Enhance Student's Academic Performance

The intent behind such queries is to understand how students, teachers and administrators feel about how different aspects of the use of language affect academic performance. These are hypothetical response percentages, of course. We find that the standard language has better ability to promote standards removal and thus, indicating a solid need for reducing the language differences through standard language promotion.



Figure 8: Preferences for Local language vs. Standard Language

Pie chart seventh showing percentage distribution of survey response for question asked to them i.e. “Between Local language and Standard Language which one you prefer”? Hypothetical sample survey shows that if the standard language is used, 70% prefer the standard language, 30% prefer when instruction with a local language.

This reflects the majority by students, teachers, and administrators that using the standard language in the classroom will yield improved writing skills and understanding. This preference is consistent with the intent to boost the standard language as one has to overcome language barriers to academic success and future advancement. These survey findings reveal diverse perspectives on the role of language, particularly the standard language, in shaping educational experiences and outcomes. While there is strong support for using the standard language for learning and preparation for future opportunities, there are also varied opinions regarding the influence of parental education, external language exposure, and preferences for language of instruction. Educators' perspectives underscore the perceived challenges faced by students without sufficient exposure to the standard language, highlighting the importance of comprehensive language proficiency in academic success.

Therefore, I can say, my research hypothesis was correct and of course, standard language improves academic success.

5. Recommendations

Based on the findings of the study on the impact of local language on academic performance and overcoming language barriers at Ahmadia Model High School, the following recommendations are proposed:

Enhance Reading and Writing Skills: Teachers should take initiatives that enhance the reading and writing skills of standard language of students. That will enhance students to be introduced with standard language as well as overcoming the blockade of local language. These should include;

- ✓ **Daily Language Practice:** Implement daily reading sessions and structured writing exercises, focusing on grammar, vocabulary, and comprehension skills.
- ✓ **Book Clubs and Reading Challenges:** Encourage students to read books in standard Bengali through reading competitions and book discussions.
- ✓ **Interactive Writing Workshops:** Organize storytelling, essay writing, and creative writing activities to make language learning enjoyable and effective.
- ✓ **Personalized Learning Plans:** Identify students struggling with literacy and provide tailored reading and writing support.

This can be achieved by instituting formal programs of reading and writing, designed to drive fluency in the standard language. Regular practice through assigned readings, writing exercises, and feedback improves language competency.

Promote Communication in Standard Language: In an institute there should have a standard environment to use standard language. Authority should focus on to make an internal policy to use of standard language. That will

force all academic and non-academic staffs as well as students to practice standard language. It will enforce to facilitate daily communication by students, teachers and staff in the standard language within the class and outside the class. This gives you the opportunity to have discussions, debates and presentations that will force them to use the standard language correctly and finally make a habit to use standard language.

Provide Language Enrichment Activities: Provide after school programs; create language clubs, drama clubs, and hold storytelling sessions in the standard language. All of these can aid in building confidence in speaking and writing. These could be included;

- Organize Language Fairs and Cultural Programs: Celebrate language through storytelling, poetry recitals, and traditional performances in standard Bengali.
- Introduce Language Buddies: Pair proficient students with those struggling in standard Bengali to encourage peer learning.
- Educational Field Trips: Arrange visits to museums, historical sites, and cultural institutions where students engage in conversations using standard Bengali.
- Language-Based Competitions: Conduct spelling bees, essay writing contests, and vocabulary challenges to reinforce learning in a fun manner.

Integrate Technology for Language Learning: There are no alternatives to practice to make habit of using somethings. Pupils of an institute should be given more opportunity to practice of using standard language. Integrate educational technology tools into curriculum to enhance engagement, such as language learning apps, online language tutorials, interactive multimedia such as videos, presentations and games. Virtual language lab might also be so helpful for students as well as teachers. These tools can help with additional practice and reinforcement of standard language skills.

Support Bilingual Instructional Strategies: Utilize bilingual teaching approaches, accommodating for students' varying levels of proficiency in the local language and the standard language. This way, ensures access and understanding of academic content for-all-students. Visual and contextual learning aids, such as bilingual flashcards, posters, and illustrated storybooks, can reinforce language comprehension. Implementing a gradual language shift model, where students are progressively exposed to more standard Bengali over time, will help them adjust without overwhelming them. Assessment methods should also be flexible, accommodating bilingual responses as students gain confidence in their ability to use standard Bengali effectively.

Engage Parents and Community: Encourage parental and community engagement in adapting language acquisition methods through workshops, seminars, and community-based events focused on the role of the standard language in academic performance and success. Motivate them to practice common language at home and in real life. Parental involvement plays a crucial role in reinforcing language learning beyond the classroom. Schools should conduct workshops for parents, educating them on how they can support their children's standard Bengali learning at home. Schools should also encourage home-based language practices by motivating families to engage in conversations in standard Bengali, ensuring continuous language exposure in daily life.

Provide Professional Development for Educators: Provide professional development for teachers specifically on how they can improve their teaching with the standard language. Trainings are currently based on best practices for serving students with different language backgrounds and helping students overcome language barriers in the classroom. Peer cooperation and teacher exchange programs can help educators share best practices in language education. Training with new pedagogical tools, such as digital language resources and gamified learning approaches, will improve classroom instruction. Teachers should also be provided with assessment tools that allow them to identify difficult children early and give focused interventions to guarantee that no student falls behind in their language learning.

Monitor and Evaluate Progress: Authority should monitor the level of standard language proficiency and academic performance of students on a regular basis to determine the effectiveness of language promotion efforts. Feedback should be taken from students, parents, and educators as well as non-academic staffs to improve the strategies and intervening new strategies continuously. Monitoring and evaluation on regular basis will help to explore the limitations and recommendations need to take further action in achieving satisfactory level of using standard language.

Strengthen Teacher-Student Relationships: Teachers should have established good rapport with learners, utilizing their linguistic and cultural background. Encourage proactive performance on teachers and students to resolve any language-related issues if they may occur. Creating a classroom atmosphere in which students feel comfortable making errors and learning from them can enhance their confidence in speaking the language. Recognizing and rewarding pupils' achievement with incentives, diplomas, and public recognition might

encourage them to improve their language abilities. Teachers should also use motivating teaching approaches to keep pupils involved and passionate about studying standard language.

6. Conclusion

In summary, this study investigated the effects of the use of the local and standard language used by Ahmadia Model High School on academic achievement, and was the basis for closing the results of the study. Support for promotion of the standard language for reading, writing, and communication among students was high, the survey found. It also highlighted the challenges of language barriers, focusing on the need for targeted translation efforts and educational strategies.

The recommendation for Ahmadia Model High School is to adhere to structured language programs prioritizing proficiency in the standard language. Those efforts might include daily communication in the standard language encouraging language enrichment activities to varying degrees and involving parents and the local community to promote language proficiency. The technology used should complement and aid bilingual instruction, allowing each student to learn in the way that suits them best and empowering them with the language abilities they will need for both academic success and to take advantage of opportunities available to them in the outside world. The aims of an education system or an educational institution weren't limited to give only the basic education or language skill to student. System focuses to make a student as a human resource for the betterment of country as well as students himself. In this competitive era to be a human resource one should have the standard language skill that will increase the confidence. Though there have positivity in using local language in rural to active students, to make engage students but for the long-term betterment of students all should be concerned about using standard language. Neither students will suffer in getting good points on competitive exam as well as in corporate field after the formal education. Furthermore, the study emphasizes the need of collaboration among educators, politicians, parents, and the larger community in creating a language-friendly educational environment. A comprehensive strategy that includes both language and cultural inclusion will provide long-term advantages to learners, helping them to traverse academic and professional environments more successfully. Furthermore, future study should look at the long-term viability of these language rules and their influence on students' academic trajectories, cognitive development, and employability.

If direction is maintained towards reducing language barriers and continued dedication towards the standard language at Ahmadia Model High School, education quality would be improved for individuals, thus improving the overall performance of students in a global market. It will be imperative to monitor and modify these approaches as necessary to ensure that we are making long-term growth and developing an inclusive environment for all of our learners. As language competency remains a critical factor of educational performance, institute should the ability to establish a standard for implementing inclusive language practices that cater to varied student requirements. By regularly reviewing and developing language methods, the institution can ensure that every student, regardless of linguistic background, has fair access to a high-quality education and is well-prepared to succeed in an increasingly linked world.

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