

Study of Language and Linguistics in Teacher Education Programmes

Implications for Teacher Development

KRUSHNA CHANDRA PATRA* AND TAPAN KUMAR BASANTIA**

ABSTRACT

A teacher education programme is pertinent to build the competencies and skills of teachers in language and linguistics. So, a study of language and linguistics in teacher education programmes was conducted on the following objectives: (i) to analyse the status of study of language and linguistics in the course structure for NCTE two-year B.Ed. programme, and (ii) to analyse the status of the study of language and linguistics in curriculum of B.Ed. programme of three universities, and RIE Bhubaneswar. The study was based on document analysis of language and linguistics components of two-year B.Ed. programme, and four-year Integrated B.A. B.Ed./B.Sc. B.Ed. programme based on Appendix-4 and Appendix-13 of NCTE, New Delhi. The documents studied were curriculum framework of two-year programme of NCTE, New Delhi and the course structure or its associated documents of two-year B.Ed. programme and a four-year integrated B.A. B.Ed./B.Sc. B.Ed. programme under three universities. The findings of the study indicated that course structure for NCTE two-year B.Ed. programme provides guidelines for inclusion of language in curriculum of B.Ed. programme of different universities and institutions of the country. It was also found that language components studied in B.Ed. programmes of the universities and institutions are largely based on the guidelines of course structure for NCTE two-year B.Ed. programme with some variations. The study has implications for strengthening the language and linguistics components in teacher education programmes in the context of teacher development.

Keywords: Language, linguistics, teacher education.

*Associate Professor, Tamralipta Mahavidyalaya, Medinipur-721636, West Bengal, India (E-mail: kcpatra_78orissa@rediffmail.com)

**Professor, Central University of Jharkhand, Kanke, Ranchi-835222, Jharkhand, India. (E-mail: tkbasantia@gmail.com, pkbasantia@gmail.com)

Introduction

The process of communication has been prevalent among the human beings since their appearance on the planet. Language is considered as one of the best gifts to mankind for performing their communication. Language is treated as one of the best inventions of the mankind. Prior to the invention of language, the means of communication was necessarily non-verbal and such communication has many limitations in comparison to use of language as a means of communication. Language not only differentiates men from other animals but also helps to form the culture and value system of the people. The 24 edition of Ethnologue lists a total of 7139 living languages worldwide (Ethnologue, 2021). Some of the well-spoken languages at the world level are English, Spanish, Portuguese, French, German, Italian, Russian, Japanese, Javanese, Vietnamese, Indonesian, Korean, Thai, Burmese, Mandarin, Yue Chinese, Arabic, Persian Turkish, Nigerian Pidgin, Korean, etc. The Census of India (2011) recorded 19569 mother-tongue names (from respondents) from all over India. The linguistic scrutiny, edit and rationalisation of these 19569 mothers-tongue names resulted in 1369 rationalised mother-tongues, and 1474 names which were treated as 'unclassified' and relegated to 'other' mother-tongue category. Some of the languages spoken by large number of people in Indian context are Hindi, Bengali, Marathi, Gujarati, Odia, Punjabi, Telugu, Tamil, Kannada, Malayalam, Konkani, Urdu, Santali, Assamese, Bodo, Manipuri, etc.

There are different theories behind the origin of languages. But it is clear from the theories of origin of languages that languages did not develop all of a sudden. The languages of the world have undergone a long process of evolution to reach their present forms. In general, the functions of language in the life of individual and for human civilisation are manifold. Language acts as the vehicle of thought, medium of expression, communication, social and moral development, means of developing, and grooming one's personality, etc. It acts as a base of education and culture. It has a significant role for the growth of human civilisation, understanding and peace, and many more.

The history of development of languages of the world indicates that almost all the languages of the world have originated as vocal languages and afterwards their written forms have come into existence. There are many languages which exist in this world and have no written forms. The speech-sounds combined into words,

words combined into sentences and sentences used to express ideas, and thoughts meaningfully in a particular context may be considered as a task of language. Though language learning is a cognitive process but development of skills of behaviour is prioritised more in language learning process. Promotion of four linguistic skills, i.e., listening, speaking, reading and writing remains the central point in any language learning. While listening and speaking are vocal in nature, reading and writing are graphic (symbolic or written) in nature. With the help of language learning, multi-dimensional behavioural changes like cognitive change, emotional change, social value attainment, etc., are achieved. Language plays a vital role for attaining different life skills like communication, cooperation, resilience, team spirit, critical thinking, creativity, collaboration, etc. Literature of a language is the artistic work (predominantly artistic written work) of the language that enhances the creative, intellectual and aesthetic sense in a language. The study of prose, poetry, drama, stories, essays, composition, grammar, etc., are the significant aspects of learning of a language and its literature.

Language is a system of sounds and symbols. The study of a language is called linguistics. Analysis of language meaning, language forms, language on contexts, etc., are involved in linguistics. It also includes the factors like social, cultural, historical, political, etc., that influence a language. The sound and meaning of the words used in a language is one of the most important considerations of linguistics aspect of a language. Historical and evolutionary linguistics, semiotics, literary criticism, translation and speech-language pathology, etc., are the subject areas considered under the scope of linguistics.

The scientific study of the sound system of any language may be categorised under two distinct disciplines, i.e., phonetics and phonology. The study of the speech sounds as physical objects is called phonetics, and the study of the processes through which languages organise sounds into different patterns is called phonology. The process of making speech sounds, making number of sounds used by a language, mechanism of sounds travelling through the air, sounds registration by the ears, techniques of measuring speech, etc., are studied in phonetics. The process of organising sounds to distinguish the different words, identifying the barriers constraining sequences of sounds, organising sounds into larger constituents, etc., are studied in phonology.

Need of Teacher Development in Language and Linguistics Area

Language is used as a medium of instruction by a teacher and medium of learning by a learner in an educational institution. No educational programme can be carried out without using a language because language is used as the medium of delivery of any educational programme. Beacco et al. (2015) mentioned that language proficiency across diverse knowledge domains is important for academic success in school and for social inclusion.

To make an educational system successful, the learners involved in the system must be proficient in the language(s) used in the system. If the learners pursuing an educational programme are well conversant and proficient in the language(s) used in the programme then they can successfully pursue the programme, and make the programme successful. The competency and proficiency of a learner in the language(s) used in their education plays the determining role for the success of their education. For enhancing the language competency and proficiency of a learner, the role of their teacher is quite significant in an educational setup. In this context, NCFTE (2009) remarks, "Language cuts across the entire school curriculum, and hence, the role of language as a medium and tool of communication assumes great importance. A teacher talks, explains, narrates, asks questions, illustrates, translates, guides, instructs, cautions, motivates, encourages and plays various other roles. All of these imply an appropriate and context-specific use of language. Concepts, constructs, examples are the building blocks of knowledge and all these are language-based. This makes the teacher's language proficiency and communication skills critical factors in school education, apart from a sound knowledge-base, pedagogical and other professional capacities" (pp. 36). A teacher having adequate competency, and skill of language and linguistics areas will be able to develop the language competency, and proficiency of their students up to a desirable level. Therefore, there is need of teacher development in language and linguistic areas. Language proficiency of a teacher is more important as they imparts most part of their teaching through language(s). Development of skills and competencies in language and linguistic area among teachers is required due to the following reasons.

Language as a Medium of Instruction: Education or teaching-learning is a communication process. Communication may

be categorised as two main types, i.e., verbal and non-verbal communication. The teacher and student interact with each other through a language which is called the medium of communication or instruction. Medium of instruction plays a vital role on the development of cognitive process of the learner too (Senapati et al., 2012).

Language as a Subject of Learning: The education of a child begins through a language when they listens to the language or learns to speak, read and write the language. In a multilingual country, a child is expected to learn more than one language. Even in a monolingual country, learning of more than one language is considered as an asset for the people of the country. English being an international language, is now studied in most countries of the globe along with the native language(s) of the countries. For better global understanding and exchange, some languages of one region of the world are studied in other regions of the world. Languages like Sanskrit, English, French, German, Persian, Arabic, etc., are also studied in many places besides their place of origin. Whether a child would learn one language or more than one language in a country depends on many factors, including linguistic composition and language policy of the country. In India different languages are taught at school stage as per the 'Three Language Formula' recommended by The Education Commission (1964–66). In many higher education institutions of India, large numbers of languages are offered as specialised branches of study. The primary concern of a language study is to develop four main skills, viz., listening, speaking, reading and writing in the language, which can be performed through the study of the literature, grammar, etc., related to the language. The listening and speaking skills of a language may be developed orally or without formal teaching of the language, but the development of reading and writing skills of a language generally require formal training and education of the language. Even for developing better competency in listening and speaking skills of a language, formal training and education based on the skills of the language is required. When the students learn different languages as their subjects of study and want to perform well, they need the assistance of the teacher for the purpose. Therefore, a teacher teaching a language as a subject to the learners must possess better competency and skills in the subject, in order to cater needs of the learners relating to the subject.

Language for Promoting Multilingualism: The English word 'multilingualism' originated from two Latin terms, viz., 'multi' meaning many and 'lingua' meaning language. Therefore, multilingualism is concerned with the use of many languages. A multilingual speaker possesses competency to use several languages. From a social point of view, multilingualism is referred to the coexistence of several languages in a society. Knowing more than one language helps a person communicate with a greater number of people having different socio-cultural backgrounds, which helps him or her in gaining knowledge and understanding of other's culture. Millions of people across the globe use more than one language for communication that promotes multilingualism. In a globalised, interconnected world, multilingualism is essential for effective communication, understanding of other cultures, and the development of global citizenship values (Stein-Smith, 2016). Cultural and linguistic heterogeneity is a common feature of many classrooms and educational institutions of the modern world. In many cases, it is found that in the same classroom, students of different language backgrounds study though they have a common medium of instruction in the classroom. So, a teacher having multilingual knowledge or knowledge regarding the languages of the students whom he or she teaches in the class can cater well to the learning needs of the students. Hence, a teacher should have sound knowledge at least in the languages which are used in the classroom or educational institution in which he or she is involved for teaching-learning.

Language Proficiency for Life Skills Attainment: The World Health Organisation defines life skills as the abilities for adaptive and positive behaviour, that enable individuals to deal effectively with the demands and challenges of everyday life (World Health Organisation, 1994). The use of language(s) in everyday life is inevitable for a person in order to be adaptive and positive in their behaviour, and in order to deal effectively with the challenges of their everyday life. Hence, language proficiency of a person promotes their life skills. When day-to-day communication takes place among people with the use of language(s), life skills like, collaboration, cooperation, resilience, teamwork, decision making, critical thinking, problem solving, self-awareness, coping with situation, etc., are achieved among them. Hence, it is established that a person having more proficiency in language possesses more life skills. A teacher having better language proficiency can help

develop the same among their students and a student having better language proficiency can be better in their life skills. Therefore, a teacher should possess adequate language proficiency in respect to promoting better life skills among their students. Language teaching experts have argued that life skills can be taught in combination with language skills in language learning contexts (Abdelhalim, 2015).

Understanding Base of a Language: Languages may be categorised as classical languages and modern languages. Languages with a large and ancient body of written literature, and an independent literary tradition are considered as classical languages. Chinese, Sanskrit, Arabic, Greek and Latin are a few examples of classical languages. Modern languages refer to the languages which are currently used for day-to-day communication. They are considered as living languages also. A living language is one that has at least one speaker for whom it is their first language. The most important criteria for a language to be considered as a modern language is the number of speakers who use the language. The top ten modern languages with highest number of speakers in the world are Mandarin, Spanish, English, Portuguese, Arabic, Hindi, Bengali, Russian, Japanese, and Javanese. Every language of the world has its base of creation. In order to know the base of a language, one should know the time of creation of the language, stages of its evolution, its users, and much more. The user of a language should understand the base of the language for better use for them as well as for the people in their surroundings. It is important from the point of view of teachers to understand the bases of languages(s) that they teach to the students because when the teacher understands the bases of languages(s), they can easily help their students to understand the base of the same language(s).

Understanding Culture and Education of a Society: Broadly, culture of an individual refers to the way of life or living of the individual in their society. Culture includes art, belief, custom, tradition, etc., of people in a society. Culture is not an inborn trait rather different elements of culture are learnt or acquired from the society. Education is an instrument used for modification of the behaviour of an individual. Education is not only used for change of the behaviour of the individual but also for cultural change and promotion. Every language is rooted in a culture. Further, a language is used to preserve, transmit and promote a

culture. Imami et al. (2021) mentioned that language is believed to function as an important instrument for expressing ethnic culture: beliefs, customs, rituals, and behaviours, which constitute the identity of a particular ethnic culture. Therefore, to understand the culture or different cultural elements of a particular society, one has to understand the language(s) related to culture of that society. Language has a significant role for carrying out activities relating to different channels of education, viz., formal education, informal education and non-formal education. The communication in different channels of education is carried out effectively through languages. Transmission of knowledge in any society is made through language(s) of the society. Without use of language in an education system, the teaching learning process of the education system may hardly be carried out effectively. Hence, to understand culture and education system of a society, knowledge of language(s) of the society is very much essential. If a teacher would have sound knowledge and competency in the language(s) used in a society then they can easily help their students to acquire the knowledge and competency in the same language(s), so that the students can effectively understand the culture and education of the society.

Understanding Linguistic Pattern of a Language: Every language has its own linguistic pattern. The phonemes, morphemes, syntax, etc., are the core linguistic components of any language. Fillmore and Snow (2000) expressed that each language has an inventory of phonemes that may differ from that of other languages. The nature of these linguistic components varies from language to language. For example, while composing a sentence, English language follows the Subject + Verb + Object (SVO) pattern, but Indian languages like Odia, Bengali, Hindi, etc., follow Subject + Object + Verb (SOV) pattern. In English, noun is classified under two heads, i.e., singular noun and plural noun to identify numbers or number of cases. While singular noun denotes 'one', plural noun denotes more than 'one', i.e., 'two' or more than 'two'. But, in Sanskrit, in order to identify numbers or number of cases, its noun is categorised under three heads, i.e., *Ekvachan* (denotes 'one'), *Dvivachan* (denotes 'two') and *Bahuvachan* (denotes more than 'two', i.e., three or more than three). A user of a language must understand the linguistic pattern of a language for the better use of the language. A teacher using a particular language must have sound mastery over the linguistic patterns of the language so that

they can help their students to develop proper competency in the linguistic patterns of the language. Teachers need knowledge about larger units of language use sentence and discourse structure that is fundamental to understanding the unique features of academic language (Fillmore and Snow, 2000).

Using Languages for Translation: Thousands of languages are there in the world and most of them have rich literature. Translation is very much required to access the literature of a language by another language. Translation helps the intelligentsia to study the vast literary works of many other languages by their own language(s). Literary translation is a form of bilingual rewriting of a literary work that includes a variety of processing techniques, ranging from comparative natural language to knowledge processing (Kazakova, 2015). The literary work *Gitanjali* by Rabindranath Tagore has been translated from Bengali language to many other languages. The person involved in translation should have knowledge on at least two languages because for translation minimum two languages are used. It is expected that a teacher should have mastery over more than one language and they should encourage his or her students to learn more languages. They should guide the students to study the different translated works. A teacher should guide students to translate the literary work of one language in other language(s). And for guiding the students for this translation, the teacher should have adequate knowledge and competency in different languages.

Exchange of Knowledge through Language: Sharing of knowledge is a language-based activity (Ahmad, 2018). Sharing of knowledge is not confined within the academic arena, but it happens in different spheres, viz., economy, polity, engineering, medicine, philosophy, etc. Knowledge sharing extends our horizon of knowledge, develops our thinking, facilitates our problem-solving capacities, and so on. A teacher takes the responsibility for sharing and exchanging of knowledge in educational endeavour. As language is the prime instrument of exchanging of knowledge, so a teacher must use a language effectively for the better exchange of knowledge. Further, the teacher should guide properly to their students to participate effectively in knowledge sharing process. Hence, a teacher should be familiar to the target language(s) that they uses for the exchange of knowledge. Beacco et al. (2015) mentioned that language has a central role in the discovery, identification and storage of new knowledge. Language allows knowledge to be transmitted over time

and to be subject to the sort of public discussion, and disputes that are essential to ensure its validity. Language makes it possible to disseminate knowledge through formal education and through popular formats outside educational institutions (e.g., directions for use, recipes, etc.). Language is important even when it is not the primary means of expression.

Teacher Education Programmes in the Context of Preparing Teachers in Language and Linguistics Areas

As language is used as a medium of instruction besides a subject of study, so every teacher should possess adequate skills and competencies in the language(s) that they uses in educational process or teaching learning process. Irrespective of their subject(s) of teaching, a teacher needs to have skills and competencies in the language(s) that they uses in educational process or teaching learning process because of many reasons. For example, to be an efficient communicator in a language, a teacher must have sufficient skills to use the language wisely and effectively. To evaluate the responses of the learners as well as to provide right feedback to them, appropriate use of language by the teacher is required. To ensure all round development of the learners, the personality of the teacher plays a dynamic role, and for shaping the personality of the teacher language plays a major role. Teacher is considered as an agent of socialisation of the pupils. For socialisation of the pupils, language of the teacher plays the vital role. Hence, a teacher must have sound knowledge in language and linguistics.

Teacher education programme plays a significant role for the teacher development. Through teacher education programme, skills, competencies, values, etc., of the teachers are developed in order to make them competent and committed for their professional and personal life. As the knowledge, competency, skill, etc., in language (that is used in teaching learning) are required for all teachers, so training and education in the language and linguistics should be prioritised in teacher education programme. Focusing on the inclusion of language-based education in teacher education programmes, NCF (2005) remarked “Language proficiency of the teacher needs to be enhanced, and the existing teacher education programmes do not recognise the centrality of language in the curriculum” (pp. 107). In order to develop the language proficiency of student-teachers, NCFTE (2009) suggested for one course on

language proficiency based on appropriate language that needs to be included in teacher education programmes. This should be the language in which the teacher would teach. Irrespective of stage specificity and subject specialisation, all teacher education programmes must focus on and accord high priority to the development of student-teacher's language competence and communication skills (pp. 36). The NEP (2020) gives importance on multidisciplinary nature of teacher education programme with special reference to language and linguistics. In this context, the policy remarked, "Faculty with training in areas of social sciences that are directly relevant to school education, e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development" (pp. 43).

Justification of the Study

Keeping in consideration the development of language and linguistics related skills, and competencies of the teachers at different levels of education (basic school education to further education), different levels of teacher education programmes (pre-service teacher education programmes) should give due weightage to the teaching-learning of language and linguistics in their curriculum, pedagogic practice, evaluation process, etc. The skills of effective use of language must be taught to the student-teachers (or would-be-teachers or prospective teachers or trainee teachers) during teacher education programmes. The in-service teachers need to be updated on different language and linguistic related skills, and competencies from time to time through language and linguistic oriented in-service teacher education programmes. The teacher education programmes having less weightage for learning of language and linguistics shall be modified or reoriented for appropriate inclusion of language and linguistics components in the programmes. Learning language and linguistics must be the prime concern for teacher preparation process.

The National Council for Teacher Education (NCTE), New Delhi is the organisation that provides recognition to pre-service teacher education programmes of India. Focusing on the recommendations of Justice Verma Commission Report (2012), NCTE revised its

norms and regulations for different teacher education programme across the country in 2014. The norms and regulations are called the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014. These norms and regulations are in operation presently in teacher education programmes in the country. There are 15 pre-service teacher education programmes which are in operation according to National Council for Teacher Education (Recognition Norms and Procedure) Regulation, 2014. Besides the 15 programmes, there are two other pre-service teacher education programmes which are also recognised by NCTE recently. They are: Four-year Integrated Teacher Education Programme (ITEP) (pre-primary to primary) and Four-year Integrated Teacher Education Programme (ITEP) (upper primary to secondary). These two programmes are based on NCTE Amendment Regulation (2019). How much place the study of language and linguistics has across curriculum of pre-service teacher education programmes needs proper evaluation and study, so that accordingly appropriate steps can be taken for better incorporation of language and linguistics across curriculum of the pre-service teacher education programmes? Based on these contexts, a study was designed to study the status of language and linguistics in teacher education programme (pre-service teacher education programmes). The study was delimited to Bachelor of Education (B.Ed.) programme. The study was set to achieve these objectives:

1. To analyse the status of the study of language and linguistics in the course structure for the NCTE two-year B.Ed. programme, and
2. To analyse the status of the study of language and linguistics in curriculum of B.Ed. programme of selected (three) universities and institutions.

Methodology of the Study

The study was a document analysis-cum-synthesis type of research. The study basically followed content analysis method to analyse the data of the study. The focus of the study was to study the status of language and linguistics components in teacher education programmes (pre-service teacher education programmes). In the country India, there are 17 NCTE approved teacher education programmes (pre-service teacher education programmes), and in all the teacher education programmes, the

study of language and linguistics components are found in one way or other. The study was confined or delimited to the study of language and linguistics components in Bachelor of Education programmes (two-year Bachelor of Education programme and four-year integrated B.A. B.Ed./B.Sc. B.Ed. programme) based on Appendix-4 and Appendix-13 of NCTE, New Delhi. The documents studied were 'Curriculum Framework: Two Year Programme' of NCTE, New Delhi, 'Two Year Bachelor of Education (B.Ed.) Programme with CBCS (Regulations and Courses of Study)' of Regional Institute of Education (NCERT), Bhubaneswar, 'Courses of Studies and Course Structure (Education Component) of four year integrated B.A. B.Ed./B.Sc. B.Ed. programmes' of Central University of South Bihar, Gaya (2016) and 'Regulation relating to Curriculum Structure, Examination Pattern, and Guideline for Two Year B. Ed. Programme' under the West Bengal University of Teachers' Training, Education Planning and Administration, Kolkata as sample documents of the study. Besides the 'Curriculum Framework: Two Year Programme' of NCTE, New Delhi, the documents from the aforesaid institutions were selected because the institutions represent diversity in teacher education setup: an institution under a National Council of Educational Research and Training, i.e., Regional Institute of Education, Bhubaneswar; one Central University, i.e., Central University of South Bihar, Gaya; and one State University, i.e., West Bengal University of Teachers' Training, Education Planning and Administration, Kolkata. Further, the institutions were selected considering the varieties of Bachelor of Education Programmes they offer, i.e., Two-year B.Ed. Programme and Four-Year Integrated B.A. B.Ed./B.Sc. B.Ed. Programme.

Data Analysis Procedure

In the study, the 'Curriculum Framework: Two Year B. Ed. Programme' of NCTE, New Delhi was analysed through the content analysis method to understand the language and linguistics components in the course structure for the NCTE Two-Year B.Ed. programme. Further, in the study, the 'Two Year Bachelor of Education (B.Ed.) Programme with CBCS (Regulations and Courses of Study)' of Regional Institute of Education (NCERT), Bhubaneswar, 'Courses of Studies and Course Structure (Education Component) of Four Year Integrated B.A. B.Ed./B.Sc. B.Ed. Programmes' of Central University of South Bihar, Gaya (2016),

and the 'Regulation relating to Curriculum Structure, Examination Pattern, and Guideline for Two Year B. Ed. Programme' under the West Bengal University of Teachers' Training, Education Planning and Administration, Kolkata were analysed in the light of the course structure for the NCTE two-year B.Ed. programme through the content analysis method to understand the language and linguistics components in the curriculum of B.Ed. programme of the universities and institutions.

Analysis of Results

The details of the analysis of results of the study are presented under the following heads.

(a) **Status of the study of language and linguistics in the course structure for the NCTE Two-Year B.Ed. Programme**

From the course structure for NCTE two-year B.Ed. programme as per above Table 1, it is observed that the study of language may be a component of 'Pedagogy of a School Subject—Part I' (Course 7a) and 'Pedagogy of a School Subject—Part II' (Course 7b) as language(s) studied as school subject(s). The study of language may also be considered as a significant component of 'school internship' (Semester 3) because the internship relating to the language constitutes a significant segment of school internship. Further, in optional course (Course 11), the study of language may be included as in this course an additional pedagogy course for a school subject other than that chosen for Course 7 (a and b) at the secondary level, or the same school subject at the higher secondary level may be added. The subjects to be chosen under the Course 7 (a and b) and Course 11 are optional or elective type in nature as the subjects under these courses are selected by the students as per their specialisation and interest, and regulation of the teacher education institutions in offering these courses. Besides these three courses, the core courses like 'Language across the Curriculum' (Course 4), 'Understanding Disciplines and Subjects' (Course 5) and 'Reading and Reflecting on Texts' (EPC 1) are indifferent ways related to the study of language and linguistics. While the course 'Language across the Curriculum' and the course 'Reading and Reflecting on Texts' are mostly related to the study of language and linguistics, the course 'Understanding Disciplines and Subjects' in some ways is related to study of language and linguistics.

Table 1: Course Structure for the NCTE Two-Year B.Ed. Programme

Semester 1			Semester 2		
Course No.	Course Name	Marks	Course No.	Course Name	Marks
Course 1	Childhood and Growing Up	100	Course 3	Learning and Teaching	100
Course 2	Contemporary India and Education	100	Course 7a	Pedagogy of a School Subject—Part I (1/2)	50
Course 4	Language across the Curriculum (1/2)	50	Course 8a	8a Knowledge and Curriculum—Part I (1/2)	50
Course 5	Understanding Disciplines and Subjects (1/2)	50	Course 9	9 Assessment for Learning	100
EPC 1	Reading and Reflecting on Texts (1/2)	50	Course EPC 2	Drama and Art in Education (1/2)	50
	Engagement with the Field: Tasks and Assignments for Courses 1,2,4 and 5			Engagement with the Field: Tasks and Assignments for Courses 3, 7a, 8a and 9	
Semester 3			Semester 4		
Course No.	Course Name	Marks	Course No.	Course Name	Marks
Course 7b	Pedagogy of a School Subject—Part II (1/2)	50	Course 6	Gender, School and Society (1/2)	50
	School Internship	250	Course 8b	Knowledge and Curriculum—Part II (1/2)	50
<p>Note: a) 1/2 indicates a half paper which is allocated both half the time of effective hours per week and also half the marks assigned to a full paper.</p> <p>b)*Optional courses can be from among the following—Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, etc., and can also be an Additional Pedagogy Course** (for a school subject other than that chosen for Course 7 (a and b) at the secondary level or the same school subject at the higher secondary level).</p> <p>**Teacher education institutes and university departments can make arrangements to offer an additional pedagogy course for; (i) a second school subject at the secondary level for interested student-teachers who have undertaken adequate number of courses in that subject during their graduation or, (ii) the same school subject as in Course 7 but at the higher secondary level for student-teachers with a post-graduate degree in that subject.</p>			Course 10	Creating an Inclusive School (1/2)	50
			Course 11	Optional Course* (1/2) 50 marks	50
			Course EPC 3	Critical Understanding of ICT (1/2)	50
			Course EPC 4	Understanding the Self (1/2)	50
				Engagement with the Field: Tasks and Assignments for Courses 6, 8b, 10 and 11	

Source: Curriculum Framework: Two-Year B.Ed. Programme (National Council for Teacher Education, New Delhi)

The language and linguistics aspects in the course structure for the NCTE two-year B.Ed. programme may be improved by bringing necessary change or modification in the course structure and contents under the different courses of the structure. For example, in the course 'Understanding Disciplines and Subjects' contents relating to the study of different disciplines and subjects may be included. While including the contents relating to the study of different disciplines and subjects in the course 'Understanding Disciplines and Subjects', the contents of language and linguistics are expected to be included in the course as language and linguistics are considered under disciplines and subjects. Besides the aforesaid courses, in other courses under this course structure of NCTE, the study of language and linguistics may be included directly or indirectly keeping in consideration the nature of the courses, and the demand for study of language and linguistics under the courses in the programme. Additional courses relating to language and linguistics may also be included in the course structure for better facilitation of the study of language and linguistics in this programme.

(b) **Status of the study of language and linguistics in curriculum of B.Ed. programme of selected (three) universities and institutions**

In this section the status of study of language and linguistics in curriculum of B.Ed. programme of three universities and institutions is discussed below.

i. *Status of Study of Language and Linguistics in Curriculum of B. Ed. Programme, Regional Institute of Education (RIE), Bhubaneswar*

The Regional Institute of Education, Bhubaneswar is a constituent unit of National Council of Educational Research and Training, New Delhi, and is affiliated to Utkal University, Bhubaneswar. From the course structure and semester-wise distribution of courses of two-year B. Ed. Programme, Regional Institute of Education, Bhubaneswar as given in above Table 2, it is observed that language is studied as an elective subject under 'Pedagogy of School Subject-1—Part I' (CPS 2) and 'Pedagogy of School Subject-1—Part II' (CPS 2). Besides these, the study of language is considered as a significant component of the courses like 'School Exposure' (EF 1), 'School Exposure (Multicultural Placement)' (EF 1) and 'School Internship' (EF 3) as these courses take into consideration

Table 2: Course Structure and Semester-wise Distribution of Courses with CBCS of Two-Years B. Ed. Programme, Regional Institute of Education, Bhubaneswar

Semester I: (18 Weeks—16 weeks for teaching + 2 weeks School Exposure)				Semester II: (18 Weeks—15 weeks for teaching + 3 week School Attachment Programme)			
Course and Paper	Total Marks	Internal (Formative)	External (Summative)	Course and Paper	Total Marks	Internal (Formative)	External (Summative)
PE 1: Basics in Education	100	30	70	PE 3: Learning and Teaching	100	30	70
PE2: Childhood and Growing up	100	30	70	PE 4: Assessing Learning	100	30	70
CPS 1: Language across the Curriculum	50	50		PE 5: Creating an Inclusive Classroom	50	15	35
CPS 2: Pedagogy of School Subject-1— Part I: Language (Odia/Hindi/Bengali/English); Mathematics; Biological Science	100	30	70	CPS 2: Pedagogy of School Subject-1— Part II: Language (Odia/Hindi/Bengali/English); Mathematics; Biological Science	100	30	70
CPS 3: Pedagogy of School Subject-2— Part I: Social Science; Physical Science	100	30	70	CPS 3: Pedagogy of School Subject-2— Part II: Social Science; Physical Science	100	30	70
EPC-1: Learning to Function as a Teacher	50	50		EPC 3: Reading and Reflecting on Texts	50	50	
EPC-2: Understanding ICT and its Application	50	50		EF 1: School Exposure (Multicultural Placement)	50	50	
EF 1: School Exposure	Grade	Grade		Engagement with the Field: Tasks and Assignments for Courses PE 3, 4 and 5; CPS 2 and 3 and EPC 3.			
Engagement with the Field: Tasks and Assignments for Courses PE 1, 2; CPS 1, 2 and 3 and EPC 1 and 2.							
Total	550	270	280	Total	550	235	315

Semester III: (20 weeks— 16 weeks Internship + 4 Weeks EPC Courses)				Semester IV: (18 Weeks)			
Course and Paper	Total Marks	Internal (Formative)	External (Summative)	Course and Paper	Total Marks	Internal (Formative)	External (Summative)
PE 6: Knowledge and Curriculum	100	30	70	PE 7: Schooling, Socialisation and Identity	100	30	70
EPC 4: Arts in Education	50	50		PE 8: Vision for Indian Education	100	30	70
EPC 5: Library Resources	50	50		PE 9: Educational Planning, Management and Leadership	100	30	70
EF 3: School Internship (16 Weeks)	250	250		EPC 6: Understanding the Self		50	
				EPC 7: Health, Yoga and Physical Education	50	50	
				EPC 8: ICT Practicum			
				EF 4: Working with Community	Grade	Grade	
				Engagement with the Field: Tasks and Assignments for Courses PE 7, 8 and 9; EPC 6, 7 and 8; EF 4.			
Total	450	450		Total	450	170	280
Grand Total of All Semesters					2000	990	1010
PE—Perspectives in Education; CPS—Curriculum and Pedagogic Studies; EPC—Enhancing Professional Capacities							

Source: *Two Year Bachelor of Education (B.Ed.) Programme with CBCS (Regulations and Courses of Study)*, Regional Institute of Education (NCERT), Bhubaneswar

the school subjects in which language is a constituent part of them. Besides these courses, the courses like 'Language across the Curriculum' (CPS 1), and 'Reading and Reflecting on Texts' (EPC 3) are closely connected to the study of language and linguistics. These two courses are core type courses.

ii. *Status of Study of Language and Linguistics in Curriculum of Four Year Integrated B.A. B.Ed./ B.Sc. B.Ed. Programmes of Central University of South Bihar, Gaya*

The Central University of South Bihar offers four-year integrated B.A. B.Ed./B.Sc. B.Ed. programmes. These programmes are separately designated as four-year integrated B.A. B.Ed. programme and four-year integrated B.Sc. B.Ed. programme. The integrated B.A.

Table 3: Course Structure (Education Component) of Four Year Integrated B.A. B.Ed./B.Sc. B.Ed. Programmes of Central University of South Bihar, Gaya

Semester I: Education Courses (8 Credits)			Semester II: Education Courses (8 Credits)		
Course Code	Course Title	Credits	Course Code	Course Title	Credits
EDU 101	Language Proficiency	2	EDU 151	Language Proficiency	2
EDU 102	Holistic Education	2	EDU 152	Environmental Education	2
EDU 103	Indian Society, Education and Development	4	EDU 153	Cognitive Psychology	2
EDU 104	Fine Arts in Education [NC]	Non-Credit	EDU 154	Basics in Education	2
EDU 105	Performing Arts in Education [NC]	Non-Credit			
EDU 106	Physical Education and Yoga [NC]	Non-Credit			
Semester III: Education Courses (9 Credits)			Semester IV: Education Courses (9 Credits)		
Course Code	Course Title	Credits	Course Code	Course Title	Credits
EDU 201	Psychology of Learning and Learner	2	EDU 251	ICT in Education	4
EDU 202	Secondary Education in India	2	EDU 252	Assessment of Learning	2
EDU 203	Human Abilities and Measurement	2	EDU 253	Educational Statistics	2
EDU 204	Practicum in HAM	2	EDU 254	Community Awareness and Participation	1
EDU205	Yoga Education	1			

Semester V: Education Courses (10 Credits)			Semester VI: Education Courses (10 Credits)		
Course Code	Course Title	Credits	Course Code	Course Title	Credits
EDU 301	Curriculum Development	2	EDU 351	Pedagogy of Subjects—I	2
EDU 302	Pedagogy of Subjects—I	2	EDU 352	Pedagogy of Subjects—II	2
EDU 303	Pedagogy of Subjects—II	2	EDU 353	Practicum: School Observation	2
EDU 304	Education and Value Incultation	2	EDU 354	Micro Teaching	2
EDU305	Gender, School and Society	2	EDU 355	School Management	2
Semester VII: Education Courses (12 Credits)			Semester VIII: Education Courses (14 Credits)		
Course Code	Course Title	Credits	Course Code	Course Title	Credits
EDU 401	Human Development	4	EDU 451	School Experience Programme—II	8
EDU 402	School Experience Programme—I	8	EDU 452	Reflective Journal	2
			EDU 453	Inclusive Education	2
			EDU (454/455/456/457)	Elective Course EDU 454 Guidance and Counselling EDU455 Population Education EDU 456 Education of Children with Special need EDU 457 Distance Education and Open Learning	2

Source: *Courses of Studies and Course Structure (Education Component) of four-year integrated B.A. B.Ed./B.Sc. B.Ed. programmes of Central University of South Bihar, Gaya (2016)*

B.Ed. programme has two components: B.A. component (120 credits) and Education component (80 credits). Similarly, the integrated B.Sc. B.Ed. programme has two components: B.Sc. component (120 credits) and Education component (80 credits). The course structure of B.A. component is same with course structure of B.Sc. component but the course names, and course contents of are different as the nature and features of these two programmes differ thematically from each other. The course structure of Education component of B.A. B.Ed. programme is same with course structure of Education component of B.Sc. B.Ed. programme. Even many course names (and their contents) of both Education component are same. Only the pedagogy associated courses and their contents of Education component of B.A. B.Ed. Programme differ thematically from pedagogy associated courses and their contents of Education component of B.Sc. B.Ed. Programme. The course contents of Education component of B.A. B.Ed. programme differ from course contents of Education component of B.Sc. B.Ed. programme with respect to the courses like 'Pedagogy of Subjects—I' (EDU 302), 'Pedagogy of Subjects—II' (EDU 303), 'Pedagogy of Subjects—I' (EDU 351), 'Pedagogy of Subjects—II' (EDU 352), 'Practicum: School Observation' (EDU 353), 'Micro Teaching' (EDU 353), 'School Experience Programme—I' (EDU 402), and 'School Experience Programme—II' (EDU 451) as per the courses of studies and course structure (education component) of four year integrated B.A. B.Ed./B.Sc. B.Ed. programmes of Central University of South Bihar, Gaya.

From the courses of studies and course structure (education component) of four year integrated B.A. B.Ed./B.Sc. B.Ed. programmes of Central University of South Bihar based on above Table 3, it is observed that the study of language is an integral part of courses like 'Pedagogy of Subjects—I' (EDU 302) and 'Pedagogy of Subjects—I' (EDU 351) of four year integrated B.A. B.Ed. programme. All the student-teachers of the four year integrated B.A. B.Ed. programme have to opt a language subject (from English, Hindi, etc.) for both of these courses (EDU 302 and EDU 351). It is notable to mention here that for the courses 'Pedagogy of Subjects—II' (EDU 303) and 'Pedagogy of Subjects—II' (EDU 352) all the student teachers of four year integrated B.A. B.Ed. programme have to study the subject 'Social Science'. Further, the study of language is an elective part of the courses like 'Practicum: School Observation' (EDU 353), 'Micro Teaching' (EDU

353), 'School Experience Programme—I' (EDU 402) and 'School Experience Programme—II' (EDU 451) of four year integrated B.A. B.Ed. programme. In these courses, language is studied by the student-teachers of the programme as per their specialisation and the choice of courses, as offered to them in the programme. The language and linguistics related contents in one way or other are studied as core courses like 'Language Proficiency' (EDU 101), 'Language Proficiency' (EDU 151) and 'Reflective Journal' (EDU 452) in both four year integrated B.A. B.Ed. programme and four year integrated B.Sc. B.Ed. programme.

iii. Status of Study of Language and Linguistics in Curriculum of B. Ed. Programme of The West Bengal University of Teachers' Training, Education Planning and Administration, Kolkata

From the curriculum structure, examination pattern, and guideline for two year B. Ed. programme under the West Bengal University of Teachers' Training, Education Planning and Administration, Kolkata based on the above Table 4, it is observed that language is studied as an elective subject in 'Pedagogy of School Subject—Part-I' (1.2.7A) and 'Pedagogy of School Subject—Part-II' (1.3.7B). In both 'Pedagogy of School Subject—Part-I' (1.2.7A) and 'Pedagogy of School Subject—Part-II' (1.3.7B), four subjects are considered, i.e., Language, Social Science, Science and Mathematics. A student-teacher has to opt one of the aforesaid four subjects in 'Pedagogy of School Subject—Part-I' (1.2.7A) in second semester and continue with the study of same subject in 'Pedagogy of School Subject—Part-II' (1.3.7B) in third semester. Further, the study of language is considered as an elective part of the course 'School Internship' (Semester III) as school internship considers different school subjects where language is a school subject. The different aspects of language and linguistics are studied in inclusive manner in the courses like 'Language across the Curriculum' (course code: 1.1.4), 'Understanding Disciplines and Subjects' (course code: 1.1.5) and 'Reading and Reflecting on Texts' (course code: 1.1. EPC1). These three courses are core type courses which are studied by all student-teachers under the programme, irrespective of their area of specialisation.

The analysis of curriculum of B. Ed. programmes of these three universities and institutions indicates that language is studied in B. Ed. programmes of all the three universities and institutions as an elective subject (under Pedagogy of Subjects or School Subjects). Besides this, internship in teaching is conducted in all

Table 4: Curriculum Structure for Two Year B. Ed. Programme under the West Bengal University of Teachers' Training, Education Planning and Administration, Kolkata

Semester I: Full Mark 500 (Credits: 20)							
Theoretical				Practicum/Hands on Experience/ Students' Activity/ Seminar/Workshop, etc.			
Course Code	Course Name	Full Mark	Credits	Course Code	Course Name	Full Mark	Credits
1.1.1	Childhood and Growing Up 1st Half: Development and its Characteristics 2nd Half: Aspects of Development	50 50	2 2	1.1.1	Childhood and Growing Up	25	1
1.1.2	Contemporary India and Education 1st Half: Education in Post Independent India 2nd Half: Policy Framework for Education in India	50 50	2 2	1.1.2	Contemporary India and Education	25	1
1.1.4	Language across the Curriculum	50	2	1.1.4	Language across the Curriculum	50	2
1.1.5	Understanding Disciplines and Subjects	50	2	1.1.5	Understanding Disciplines and Subjects	50	2
1.1. EPC1	Reading and Reflecting on Texts	25	1	1.1. EPC1	Reading and Reflecting on Texts	25	1
Total		325	13	Total		175	7
Semester II: Full Mark 500 (Credits-20)							
Theoretical				Practicum/Hands on Experience/ Students' Activity/ Seminar/Workshop, etc.			
Course Code	Course Name	Full Mark	Credits	Course Code	Course Name	Full Mark	Credits
1.2.3	Learning and Teaching 1st Half: Learning 2nd Half: Teaching	50 50	2 2	1.2.3	Learning and Teaching	25	1
1.2.7A	Pedagogy of School Subject (Part-I)	50	2	1.2.7A	Pedagogy of School Subject (Part-I)	50	2

1.2.8A 1.2.9	Knowledge and Curriculum (Part-I) Assessment for Learning 1st Half: Assessment of the Learning Process 2nd Half: Assessment of the Learning System	50	2	1.2.8A 1.2.9	Knowledge and Curriculum (Part-I) Assessment for Learning	25	1
1.2EPC2	Drama and Art in Education	50	2	1.2EPC2	Drama and Art in Education	25	1
Total		325	13	Total		175	7
Semester III: Full Mark 500 (Credits-20)							
Practicum/Hands on Experience/ Students' Activity/ Seminar/ Workshop, etc.				Practicum/Hands on Experience/ Students' Activity/ Seminar/ Workshop, etc.			
Course Code	Course Name	Engagement with the Field Full Mark	Credits	Course Code	Course Name	Full Mark	Credits
1.3.7B	Pedagogy of School Subject (Part-II)	50	2	1.3.7B	Pedagogy of School Subject (Part-II)	25	1
	School Internship	350	14		Community-based Activities	75	3
Total		400	16	Total		100	4
Semester III: Full Mark 500 (Credits-20)							
Practicum/Hands on Experience/ Students' Activity/ Seminar/ Workshop, etc.				Practicum/Hands on Experience/ Students' Activity/ Seminar/ Workshop, etc.			
Course Code	Course Name	Engagement with the Field Full Mark	Credits	Course Code	Course Name	Full Mark	Credits
1.4.6	Gender, School and Society	50	2	1.4.6	Gender, School and Society	20	1
1.4.8B	Knowledge and Curriculum (Part-II)	50	2	1.4.8B	Knowledge and Curriculum (Part-II)	20	1
1.4.10	Creating an Inclusive School	50	2	1.4.10	Creating an Inclusive School	20	1
1.4.11	Optional Course*	50	2	1.4.11	Optional Course*	20	1
1.4EPC3	Critical Understanding of ICT	50	2	1.4EPC3	Critical Understanding of ICT	50	2
1.4EPC3	Yoga Education: Self-Understanding and Development	50	2	1.4EPC3	Yoga Education: Self-Understanding and Development	50	2
Total		300	12	Total		200	8
*Health and Physical Education/Peace and Value Education/ Guidance and Counselling/Work and Vocational Education/ Yoga Education/ Environmental and Population Education							

Source: Regulation relating to Curriculum Structure, Examination Pattern, and Guideline for Two Year B. Ed. Programme under the West Bengal University of Teachers' Training, Education Planning and Administration

the three universities and institutions with different nomenclatures (i.e., school exposure, school internship and school experience programme), and in the internship in teaching the learning of language (or pedagogy of language) constitutes a significant elective component. A course on micro teaching is studied in a university or institution and in this course, the pedagogy of language is studied as an elective component. For developing language and linguistics related competencies, and fluencies of all student-teachers of their respective B. Ed. programme, each university or institution has made an arrangement for the study of some specific courses for the student-teachers relating to language and linguistics. Such courses in one way or other facilitate the language and linguistics related competencies, and fluencies of their respective perspective teachers. The 'Language across the Curriculum' (CPS 1) and 'Reading and Reflecting on Texts' (EPC 3) courses of Curriculum of B. Ed. Programme of Regional Institute of Education, Bhubaneswar; the 'Language Proficiency' (EDU 101), 'Language Proficiency' (EDU 151) and 'Reflective Journal' (EDU 452) courses of four year integrated B.A. B.Ed./B.Sc. B.Ed. programmes of Central University of South Bihar, Gaya; and 'Language across the Curriculum' (Course Code: 1.1.4), 'Understanding Disciplines and Subjects' (Course Code: 1.1.5) and 'Reading and Reflecting on Texts' (Course Code: 1.1. EPC1) of B.Ed. Programme of West Bengal University of Teachers' Training, Education Planning and Administration, Kolkata are examples in this context. Besides these above-mentioned specified courses or course areas, all other courses of B.Ed. programme of the universities and institutions also promote the language and linguistics related competencies, and fluencies of their respective student-teachers.

The language and linguistics components in the curriculum of B.Ed. programmes of the universities and institutions may be improved by bringing necessary structural, and functional changes in the curriculum of the B.Ed. programmes of the universities and institutions. The universities and institutions may bring structural change in the curriculum of their B.Ed. programmes by incorporating good number of language and linguistics related courses in the curriculum of the B.Ed. Programmes, and functional change in in the curriculum of their B.Ed. programmes by incorporating quality language and linguistics related courses and activities in their B.Ed. programmes from the perspective of better facilitation of the study of language and linguistics in the programmes.

Implications and Suggestions for Strengthening Language and Linguistics Education Component in Teacher Education Programmes

It is noteworthy to mention that development of pedagogical competencies of student-teachers is the main concern of any kind of teacher education programme. As content competencies are inseparable parts of the pedagogical competencies, so in a teacher education programme, content competencies of the student-teachers are emphasised alongside their pedagogical competencies. For enhancing pedagogical competencies of the student-teachers, importance is given on study of pedagogy of school subjects in relation to their theoretical as well as practical components along with some other associated courses in any teacher education programme. Rigorous internship in school subjects along with their pedagogic practices including proper lesson planning is prioritised in any teacher education programme, in the context of improving pedagogical competencies of the student-teachers. But the teacher educators, policy makers and other stakeholders associated with a teacher education programme often forget that language is the prime vehicle by which the educational communication is carried out. Development of competency or proficiency among the student-teachers in targeted language(s) has a significant role in the way of development of their pedagogical competencies in any teacher education programme. Targeted language(s) here, refer(s) to language(s) that the student-teachers would use for educational communication purpose in their professional life. Therefore, in a teacher education programme emphasis should be given on development of competencies and proficiencies of a student-teacher in the language(s) that they would use it for educational communication purpose in their professional life. Hence, the development of language and linguistics related competencies and proficiencies of the student-teachers demands a key status in any teacher education programme. The following suggestive parameters may be helpful in strengthening language and linguistics related components in teacher education programmes.

Language Proficiency Education for All: 'Pedagogy of school subject' as a course is studied in most of the teacher education programmes in India irrespective of the levels of teacher education programmes like Bachelor of Education (B. Ed.), Diploma in Elementary Education (D. El. Ed.), etc., though the nomenclature

of the course changes programme to programme. Under this course, the pedagogy relating to different school subjects like language(s), Social Sciences, Sciences, Mathematics, etc., are studied. Under this course, generally a student-teachers has to choose pedagogy relating to one or two school subject(s) for study as per their area of specialisation or interest and regulations of the concerned teacher education programme. For example, a student-teacher may opt pedagogy of sciences and pedagogy of mathematics together in a teacher education programme. The student-teachers who do not take any language under the course pedagogy of school subject, they get little scope to develop their language proficiency from their respective programmes except the native-like proficiency that they possess. The native-like language proficiency of a teacher may not be sufficient for them to teach in classroom and it is found from the various research works that language proficiency of a teacher has direct impact on their confidence level in classroom teaching (Faez et al., 2021). Therefore, courses that facilitate the language and linguistics proficiency of the teachers shall be included as core or compulsory courses in teacher education programmes. Further, the content load of such courses shall be adequate enough for developing the appropriate language and linguistics competencies, and skills of the student-teachers.

Pedagogy of Language Specialisation should be Open for All the Student-teachers: Generally in our teacher education institutions, the pedagogy of language specialisation is offered to a limited number of students-teachers. The pedagogy of language specialisation is offered to limited number of student-teachers based on certain criteria. As a result, many of the student-teachers do not get opportunity and scope to study pedagogy of language as per their interest. Hence, the selection procedure of pedagogy of language specialisation should be liberalised so that good number of student-teachers can opt pedagogy of language specialisation. Even in Choice Based Credit System (CBCS) system as recommended by University Grants Commission (UGC), New Delhi to the education institutions of the country, flexibility in choosing a course of a discipline by students across different disciplines is encouraged.

Maximum Seats for Pedagogy of Language: On the basis of human resources and infrastructural facilities in our teacher

education institutions, the numbers of seats for different pedagogy of subjects (Pedagogy of Language, Pedagogy of Social Sciences, Pedagogy of Science, Pedagogy of Mathematics, etc.) are allocated in the teacher education programmes in the institutions. To attract more student-teachers to opt pedagogy of language, maximum seats for pedagogy of language may be allocated in teacher education programmes in the institutions. Subject bunching may be done to study another pedagogy subject along with pedagogy of language. For example, if a student-teacher wants to take pedagogy of history as a pedagogy subject, they have to take also pedagogy of language.

Content-cum-pedagogy Training on Language and Linguistics:

The language which would be chosen for classroom teaching (medium of instruction) by the student-teachers may be included in their teacher education curriculum as the core subject of learning. Content-cum-pedagogical training in the concerned language shall be given to all the student-teachers attaining the teacher education programme. NCTE and other quality monitoring bodies of teacher education like NCERT should take initiatives to suggest for incorporation language and linguistics as a core subjects in teacher education programme, and should guide the teacher education institutions for providing appropriate content-cum-pedagogical training in language and linguistics to the student-teachers.

Language Teacher Educators: The teacher educators working in teacher education institutions must have adequate language proficiencies irrespective of the subjects for which they are appointed to teach. For example, a teacher educator who is appointed to teach pedagogy of mathematics or pedagogy of sciences or pedagogy of social sciences, must have adequate language proficiency to teach the subject for which they are appointed as well as for performing other tasks. Further, adequate number of teacher educators having language and linguistics background shall be appointed in teacher education institutions.

Rigorous Language-based Internship: The aim of internship of any programme is to provide direct experiences relating to the programme to its participants. Teacher education programme is not an exception to it. The main aim of internship in teacher education programme is to provide the student-teachers of the programme the real classroom situation to apply their acquired skills. In a teacher education programme, internship provides ample opportunity to

the student-teachers to integrate their theoretical knowledge in practical endeavour. As every teacher uses language for teaching the subject(s) to their students, so language-based internship should be conducted for each and every student-teacher in the teacher education institutions.

Micro teaching on Language: Micro-teaching sessions are organised in teacher education programmes in order to develop the teaching skills of the student-teachers of the programmes. Micro-teaching classes are organised in different pedagogy of subjects in order to develop the teaching skills of student-teachers in those subjects in teacher education programmes. For the success of micro-teaching in a pedagogy of subject, the role of language and linguistics in the subject is inevitable. While conducting micro-teaching session in a pedagogy of subject, the language used in the micro-teaching session should also be assessed for better use of the language in the micro-teaching session. Further, micro-teaching sessions specially focusing on the promotion of language and linguistics for teaching of different subjects may be organised for better use of language and linguistics in teaching of the subjects.

Language Laboratory: For promotion and better use of any language, language laboratory plays a vital role. A language laboratory equipped with different gadgets and equipment helps the learners to learn a language effectively. Each and every teacher education institution must possess a well-equipped language laboratory where all the student-teachers of the institution can acquire the knowledge on language, and practice language skills irrespective of their opted pedagogy subject(s). This would help them to be efficient users of languages in their professional career and personal life too. Krishna (2021) stated that a good quality language laboratory should be made an imperative part of an academic institution. Learners of a language get a stand for practical training through the language laboratory.

Team Teaching: Team teaching provides opportunity for teachers to collaborate and harness their expert knowledge to enhance learning, and teaching (Sharndama and Ishaya Tsokjon, 2013). During the teacher education programme, the techniques of team teaching should be practiced. In team teaching a small group of teachers make a team and they teach together in a class. When a teacher educator having sound background in language and

linguistics becomes member of a team-teaching class of a teacher education programme then they can assist the other teacher educators of the team teaching class for better transaction of the targeted teaching-learning tasks to the target group of student-teachers. From this kind of practice even the student-teachers would get appropriate training regarding the formation of group along with a language and linguistic background teacher for team teaching in their professional life.

Role playing and Simulation: Role-playing and simulations are the best techniques for language development of the student-teachers. During a teacher education programme, these techniques must be practiced to develop communication skills of the student-teachers. Dialogues, debates, group discussion, etc., may also be useful for developing language skills of the student teachers. The student-teachers should also be encouraged to use these techniques in their professional life for maximum development of their students.

The different parameters or strategies for developing language and linguistics related skills and competencies of student-teachers should be determined on the basis of analysis of grass root level needs, i.e., the teacher educators as well as other concerned educational administrators should use different parameters or strategies developing the language and linguistics related skills, and competencies of student-teachers by analysing language and linguistics related needs of the student-teachers in teacher education programmes. The personnel or bodies responsible for framing curriculum for teacher education programme should give due weightage to the language and linguistics related contents as well as pedagogic perspectives in the curriculum which will be helpful for the development of language and linguistics skills and competencies of the student-teachers. Both theoretical and practical components of language and linguistics learning should be given due importance in the contents, and subjects meant for the development of language and linguistics related skills and competencies of the student-teachers in the teacher education programmes. As language and linguistics learning is not always confined within the four walls of a classroom only so this aspect needs to be kept in consideration while facilitating language and linguistic competencies of the student-teachers in teacher education programmes. While supervising class teaching

of the student-teachers in school internship programme, a language teacher of the concerned school and a language teacher educator along with the other supervisors may be deployed to observe the language proficiency of the student-teachers and suggest remedial measures to improve their language proficiency if required. Assessment of language and linguistics related competencies should be the important criterion for certification purpose in any teacher education programme. Special training in different aspects of language and linguistics may be organised for student-teachers of teacher education programme according to their requirement. Experts of language and linguistics may be invited to deliver special lectures on language and linguistics as per the institutional needs. Some specific strategies are suggested for student-teachers for developing their language and linguistic skills in below.

- The student-teachers would be asked to use language actively in real world context in which they want to develop their competencies and skills for creative works, express their feelings, perform their social communication and thinking, etc.
- They would be advised to view and present the different skills and competencies involved in listening, speaking, reading and writing aspects of a language in a variety of contexts.
- They would be engaged to read different texts from different historical periods and a variety of cultures.
- They would be engaged to analyse the literary and non-literary texts of the language that they want to develop their competencies.
- They would be motivated to explore a language through a variety of media and modes.
- They would be inspired to develop a lifelong interest in reading.
- They would be asked to apply linguistics, and literary concepts and skills in a variety of authentic contexts.
- The teacher education institutions may observe specific language day in a week. On that day only a specific language may be used for communication by the student-teachers.

For example, if Monday is fixed for English, all the student teachers would use only English on that day for communication.

- Different types of literary competitions may be organised for the student-teachers in regular intervals and the position holders in this context may be awarded.
- Language clubs may be formed by the student-teachers where different activities related to a specific language may be discussed.
- Group discussion and quiz may be organised by the student-teachers on the topics related to a language in which they want to develop their language and linguistics competencies.

Conclusion

Education or teaching-learning is a communication process and in this communication process language plays a vital role as the medium of the communication process. To make the educational communication successful, every teacher who plays the important role in the educational communication should possess appropriate competencies in language and linguistics areas used in the communication. The competencies relating to language and linguistics areas are not developed automatically; rather those are to be learnt. Teacher education programmes are the significant means for developing the multi-dimensional competencies and qualities of teachers. For developing the competencies relating to language and linguistics areas among the teachers, the role of teacher education programmes is quite important. Hence, in teacher education programmes, utmost importance should be given on developing the language and linguistics related skills and competencies of each, and every teacher as language, and linguistics related skills and competencies of a teacher help him or her to make his and her classroom communication successful.

Any class is an ipso facto language class as language plays a great role in the class. It may be Mathematics or Science or Social Science class or any other class. So, the student-teachers have to realise the importance of studying language and linguistics, and develop required competencies and skills relating to language and linguistics during the process of their education through teacher education programmes.

REFERENCES

- ABDELHALIM, S. M. 2015. Children Literature Based Program for Developing EFL Primary Pupils' Life Skills and Language Learning Strategies. *English Language Teaching*. 8(2). 178–195. <https://doi.org/10.5539/elt.v8n2p178>.
- AHMAD, F. 2018. Knowledge Sharing in a Non-native Language Context: Challenges and Strategies. *Journal of Information Science*. 44(2). 248–264. doi:10.1177/0165551510000000
- BEACCO, J. C., M. FLEMING, F. GOULLIER, E. THÜRMANN AND H. VOLLMER. 2015. *The Language Dimension in All Subjects: A Handbook for Curriculum Development and Teacher Training*. Council of Europe: Language Policy Unit.
- ETHNOLOGUE. 2021. Ethnologue—Languages of the World. <https://www.ethnologue.com/ethnoblog/gary-simons/welcome-24th-edition>.
- FAEZ, F., M. KARAS AND T. UCHIHARA. 2021. Connecting Language Proficiency to Teaching Ability: A Meta-analysis. *Language Teaching Research*. 25(5). 754–777. doi:10.1177/1362168819868667
- FILLMORE, L.W. AND C. SNOW. 2000. What Teachers Need to Know About Language. Clearinghouse on Languages and Linguistics, Department of Education, USA. <https://people.ucsc.edu/~ktellez/wong-fill-snow.html#5>
- GOVERNMENT OF INDIA. 1966. *The Education Commission 1964–66*. Department of Higher Education, New Delhi.
- . 2011. Census of India 2011—Language. Office of The Registrar General, New Delhi. https://www.censusindia.gov.in/2011Census/C-16_25062018_NEW.pdf.
- . 2012. Justice Verma Commission Report. Vision of Teacher Education in India-quality and Regulatory Perspective. Report of the High-Powered Commission of Teacher Education Constituted by the Honourable Supreme Court of India, (Vol.1). Ministry of Human Resource Development, Department of School Education and Literacy, New Delhi.
- . 2020. National Education Policy 2020. Ministry of Human Resource Development, New Delhi.
- IMAMI, T. R., F. MU'IN AND NASRULLAH. 2021. Linguistic and Cultural Problems in Translation. 2nd International Conference on Education, Language, Literature, and Arts (ICELLA 2021), Banjarmasin, Indonesia. <https://doi.org/10.2991/assehr.k.211021.024>
- KAZAKOVA, T. A. 2015. Strategies of Literary Translation. *Journal of Siberian Federal University, Humanities and Social Sciences*. 8(12). 2842–2847. <https://doi.org/10.17516/1997-1370-2015-8-12-2842-2847>
- KRISHNA, D. 2021. Importance of Language Laboratory in Developing Language Skills. *Journal Arbitrer*. 8(1). 101–106. <https://doi.org/10.25077/ar.8.1.101-106.2021>

- NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING. 2005. *National Curriculum Framework 2005*. NCERT, New Delhi.
- NATIONAL COUNCIL FOR TEACHER EDUCATION. 2009. *National Curriculum Framework for Teacher Education 2009*. National Council for Teacher Education, New Delhi.
- . 2014. NCTE Regulations 2014 Recognition Norms and Procedures. <https://ncte.gov.in/Website/ActandRegulation.aspx>
- . 2019. NCTE Amendment Regulation 2019. https://ncte.gov.in/Website/PDF/regulation/ITEP_2019.pdf on 19th October 2021.
- SENAPATI, P., N. PATTANIK AND M. DASH. 2012. Role of Medium of Instruction on the Development of Cognitive Processes. *Journal of Education and Practice*. 3(3). 60–68.
- SHARNDAMA, E. C. AND Y. ISHAYA TSOKJON. 2013. Using Team Teaching to Teach English for Academic Purposes in Large Classes: A Case for Nigerian Tertiary Institutions. *International Journal of English Language Teaching*. 1(1). 94–100. <https://doi.org/10.5430/ijelt.v1n1p94>
- STEIN-SMITH, K. 2016. The Role of Multilingualism in Effectively Addressing Global Issues: The Sustainable Development Goals and Beyond. *Theory and Practice in Language Studies*. 6(12). 2254–2259. <https://doi.org/10.17507/tpls.0612.03>
- WORLD HEALTH ORGANIZATION. 1994. *Life Skills Education for Children and Adolescents in Schools*. Geneva: World Health Organisation. <https://apps.who.int/iris/handle/10665/59117>