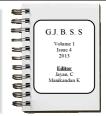Guru Journal of Behavioral and Social Sciences

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Divergence in Curricular-Weight Teacher-Efforts and Student-Difficulties in Secondary School ESL

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Abstract

The increasing importance of English as a global language, calls for an equally vigorous attempt to improving teaching and learning it in schools as a second language within and outside India. Highlighting the relevance of contextualising ESL learning by allowing for the needs of students and teachers in undertaking reforms to ESL learning, this paper investigated curricular weight, teacher efforts and student difficulty in teaching-learning of discourses and its features used in English textbooks at the secondary level in Kerala, India. Content analysis of high school ESL textbooks and teachers' handbooks, students' and teachers' reports on difficulties in learning and emphasis in teaching ESL revealed divergence in the three aspects of the ESL curriculum development and implementation. Implications are added.

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The ever expanding need for a global language for international communication is increasingly being carried out by English. Hence the teaching and learning of English as second language (ESL) has become an inescapable subject of specialization all over the world. Learning of English has become a must for new generation of learners for a better career and for being in touch with the world outside their immediate territory. For historical and economic reasons, English was adopted as second language in school curriculum in India, many a decades before the constraints of globalization were unravelled. Despite this, efforts to improve the formal teaching-learning of ESL in schools continue to be an area of exploration. Towards this, a number of methods, techniques, and approaches have been implemented and practiced.   In this context, this study investigates the upshots and the processing of the ESL curriculum being implemented in Kerala consequent to State Curriculum Framework (2007).

Problems of ESL in India

Teaching of English in India is plagued with many problems and difficulties. Belief among the masses that English is a tough language, quality of curriculum and teaching, absence of suitable pedagogical approaches that efficiently integrate learning of diverse language competences, curricular reforms incongruent with local contextual realities, and policies in language teaching that encourage out-right acceptance or rejection of this or that theory are but a few among the problems that impede growth of ESL practices in India.

An average Indian considers English as a difficult language. Despite the longing to read, write and speak English with fluency, Indians assume that mastery over this 'difficult' tongue is very hard to achieve. This causes difficulty in teaching- learning ESL. The negative attitude makes Indian student give up rather than endeavour to learn this foreign language (Verma & Sandeep, 2011). This unhelpful mindset is accentuated by problems in school policies, curriculum design, and teaching-learning approaches, and substandard school level inputs.

The inherited rote learning method, focus on teaching English literature instead of teaching English language, problems in framing of syllabi, and less than optimum use of technological advancements and dearth of resources cause problems with learning English at both higher education (Rana, 2011) and school levels. Even while majority of our schools focus too much on enhancing the writing skills students are weak in areas like sentence construction

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and grammar. Rana points out for example of overemphasis on writing aspect of ESL India, the marks distribution pattern in Central Board of Secondary Education (India) tenth class (2011) English syllabus, where 75-80 percent marks is given to writing skills only.

Importance given to writing in ESL teaching is not restricted to India only. Even in countries where newer approaches to ESL learning are attempted, written tests is the only form of evaluation that students receive in relation to language competence, and these evaluations prescriptively test grammar rather than testing students' control of genre and discourse strategies (Mahboob & Tilakaratna, 2012). Despite the more than due weight given to writing skills in ESL curricula, writing is often perceived as one of the most challenging aspects of second language learning. Difficulties in writing different types of texts may come from the fact that writers have to understand the linguistic features of these different text types (Hyland, 2003).

Incongruence between classroom realities and reforms in ESL

The basic problem why Indian students, particularly from rural pockets consider English as a very difficult language lies in the approach adopted towards teaching and learning of English (Khursheed, 2011). Learning an L2 means acquiring a system of rules, of which very little is known about and even less is known about how these rule systems are acquired. Hence, students find it very difficult to earn competence in those rules. They have idea neither of proper sentence structure nor of the proper pronunciation, spellings and grammatical rules. This led them to dislike the English Language. However, this problem need not be confined to traditional classrooms and rural pockets. Students' difficulty can be especially high where comparatively progressive pedagogic approaches in ESL are attempted. The discourse oriented pedagogy and the practices going on the basis of this is really a herculean task for an average student. The holistic approach adopted for the instruction and evaluation do not provide necessary requirements for the learners to get an insight into the knowledge of the genres of discourses and its features. Consequently the sole objective of the teacher and the learner remain to clear the exams and students never realize the importance of learning English as a language. One conjecture behind this study is that the teaching conditions and the grading practices may be forcing the teacher to solicit students for less than desirable constructions.

The remedial courses, use of technology, radio, TV, reviews of syllabi, testing, error analysis have not helped in improving ESL standards which has fallen short of even the minimum level (Rana, 2011) because of the incongruence between classroom realities and reforms. Teachers face the challenge of enhancing the skills of students in big classes (Rana). This along with lack of sufficient time to teach full course content in detail, leads to teaching of some selected topics of course content depending upon the probability of being asked in the coming examination, and then, when not able to understand the text or grammar students find an easiest way to score by cramming from cheap guides (Bhardwaj, 2011).

One way out of this conundrum, recommended from within and outside India is explicit teaching of the language genres. Spoken and written genres are explicitly taught so that it gives learners training to talk, write and act in both creative and conventionally approved ways (Kali, 2011). Explicitly and visibly teaching discourse strategies and structures through analysis and reconstruction of text through approaches such as genre-based pedagogies can enable students to access powerful genres and reproduce them effectively (Mahboob & Tilakaratna, 2012).

Reforms in ESL in Kerala- The immediate context of this study

Following the recommendation that at secondary and higher secondary levels the learners should be able to use discourses as tools for creatively intervening in various social phenomena (National curriculum framework, NCERT, 2005), present English language curriculum of the secondary schools in Kerala, as reiterated by the Kerala Curriculum Framework 2007, provides the language exposure to the students in the forms of discourses. The L2 teaching in Kerala is described as need driven, integrated, and process-oriented and learner centric.

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The most often cited method in English teaching in Kerala is discourse method. It encompasses the principles of adapting functional language approach, communicative approach, process approach, and English for specific purpose approach among others. Many of the discourses introduced in the primary classes like, diary, letter, profile, story, memoir, script, report, slogan, notice, memoir, monologue, etc. are practiced in the secondary classrooms as well for students to get the language exposure. The steps undertaken in teaching the discourses are pre-writing, composition/drafting, revising, sharing with the peers and editing. The process of constructing knowledge has its unique features. Knowledge is never viewed as a finished product and is proposed to get refined in every act of sharing. The curriculum proposes a holistic treatment of language in the classroom. It is advocated that in the language context, it is not enough to create islands of information, but there must be a programme proceeding from the whole to part where the learner will be able to relate the part with the whole without missing either. This study probes whether this proposed approach is translated in the implemented curriculum and teaching efforts in the classroom in ways sensitive to learners' needs and difficulties.

Significance of Teacher-Efforts and Curricular-Weight in Student-Difficulties in ESL

Quantitative research on teaching for many years has focused attention on process product relationships. Researchers have shown a renewed interest in properties of teachers that influence the interactive phase of teaching in recent years (Rowan, Correnti, & Miller, 2002). Preparation, strong subject-matter knowledge, variety of pedagogical skills, amounts of time allocated to learning, and how teachers use instructional time and "active" teaching are known to influence outcomes in the complex and dynamic environment of classrooms. Following this line of argument, it is clear that L2 learning will be effective and meaningful just when the teachers undergo the proposed method to teach the discourses. Since the focus is on the process of the construction of the knowledge, teacher who is sincerely interested in becoming a discourse facilitator can only transact the curriculum to the learners. The proposed minimal role of the teacher in the learner-centred classroom could not satisfy the visions of the educationists as construction of the discourses and the acquisition of the linguistic features requires proper guidance and support from the teacher. The scaffolding theory promotes the idea that learning occurs most efficiently when learners interact with a more knowledgeable person such as a teacher receiving assistance from him/her, within the Zone of Proximal Development (Vygotsky, 1978). Meta-analytic studies have validated the importance of teacher factor in student outcomes. Differences in effectiveness of individual classroom teachers are the single largest contextual factor affecting the academic growth of students (Sanders, 1998).

While effect of a teacher's emphasis on the writing process was significant (effect size, d = .18) (Johns, 2007) that of curriculum coverage variables had also positive and statistically significant effect on students' growth (Rowan, Correnti, &Miller, 2002).

In order for effective learning to happen, apart from the role and efforts of teacher, opportunity-to-learn set through covering the content is a requirement. In most research on content coverage, teachers are asked to rate the amount of emphasis they place on each topic in the content list developed by researchers. Surveys list curriculum content categories in extremely fine-grained detail while others are more course-grained. This is on the premise that students are more likely to answer items correctly on an achievement test when they have received instruction on the topics assessed by that item. In fact, the degree of overlap between content covered in a classroom and content tested is a consistent predictor of student achievement scores (Rowan, Correnti, & Miller, 2002). This study employed the same pattern adopted by the previous research to rate the amount of emphasis and difficulties felt by teachers and students in relation to language features.

Rather than what activities teacher engages in and how a teacher is active, the teacher in fact needs to be active *agent* of instruction (Brophy & Good, 1986). One may know a subject well, but lack the knowledge to translate this kind of knowledge into effective instruction for

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students (Shulman, 1986). Beyond the knowledge of L2 skills, teachers thus needs to know, and feel free to use this knowledge, how much to emphasis these language features and when. This aspect of freedom to choose contextually effective transaction is important in ESL classrooms. Majority of teachers would like to be flexible in adopting teaching approaches instead of being bound by a specific one (Arora & Kainth, 2011).

Studies in and out of India evidence that communicative language teaching (CLT) has not taken root in the ESL classrooms. This is for foremost reasons related to misconceptions and misinterpretation of curriculum, learning and teaching among teachers (Penner, 1995; Lewis & McCook, 2002; Arora & Kainth, 2011). More preparation, more time-consuming, and difficulty in organizing lessons into a communicative syllabus are difficulties felt by large majority of teachers in India. Nearly half the teachers face difficulty in testing students' communicative ability as well. Students' English proficiency, students' participation, classroom setting, examination pressure, resources available, student motivation were reported as the reason for not using CLT approach in classrooms by 90-70 percent of teachers (Arora & Kainth, 2011).

Genre Approach: An organizing principle for L2

Though CLT, process, discourse and genre approaches have separate identities from a theoretical stance, from a practical teacher point of view they have much in common. For example, Bachman (1990) divided communicative competence broadly into organizational competence (encompassing grammatical and discourse or textual competence) and pragmatic competence (encompassing sociolinguistic and "illocutionary" competence). Discourse or textual competence and sociolinguistic competence are clearly part of the genre approach. Bamforth (1993) also holds that dichotomy in process versus genre approach is a false one. In practice, successful writing process is much more complex than traditional pedagogies of "The Process Movement" would indicate (Johns, 2007). A traditional process class, for the most part, is cognitive with typical writing process - brainstorming, drafting, peer editing and revision. Here in context and audience are not major considerations. Genre based approach applies well-established pedagogies so that students are encouraged to acquire and reproduce a limited number of text types or 'genres' (Mackin-Horarik, 2002). Naming of genres itself can be seen as serving pedagogical purposes (Johns, 2007). Thus, genre can serve as an organizing principle for language-learning programs. Paltridge (2007) also emphasizes the integrating function that a focus on genre can serve in teaching. Genre approach integrates elements of the content-, genre-, and process-based approaches, reflecting calls for more balanced approaches to the teaching of writing (Raimes, 1991).

It would not be out of place to elaborate on the process-genre-text feature relationship in ESL, since this study adopted a genre-based discourse feature analysis in developing the instruments for data collection, and in identifying curriculum weight, teacher efforts, and student difficulties in discourse features of ESL. From 1970s to the most of the 1980s, process approach dominated ESL with its focus on developing students' linguistic skills through pre-writing activities such as planning, drafting, editing and revising (Badger & White, 2000; Feez, 2002; Muncie, 2002). However, process approach left students to find the recurring text structures for themselves through experimentation and exploration and consequently many writing conventions remained opaque for L2 learners (Paltridge, 2007), unless teachers brought these forms and patterns of language use to their conscious awareness. Since drafting, planning and editing were only a part of the entire writing process; the process approach was deficient as it did not provide students with clear guidelines in how to construct different kinds of written texts. The genre approach, developed in response to this limitation of the process approach specifically compensated for this deficit (Feez, 2002). Genre approach focuses on increasing students' awareness of different ways of organising information in writing, by discussing distinctive features of different purposeful texts (Paltridge, 2001). The teacher's active involvement, through explicit explanation of the contextual dimension, can scaffold for students the distinctive use of the language appropriate to the various genres (Henry &

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Roseberry, 1998). Consequently, students systemically acquire a meta-linguistic awareness of the English language, which empowers them to manipulate information and accomplish different purposes through writing (Ahn, 2012). Thus, seen from a pedagogic and structural perspective, writing outcomes will be more successful if learners are made aware of the specific features of the target genre through the teacher's explicit explanation and analysis of the target text (Ahn, 2012). However, Freedman (1999) modified this claim to the effect that the explicit teaching of simplified forms of limited text types can only be useful in raising students' awareness in 'noticing' the patterns of linguistic characteristics.

Even from a more functional stance of communicative approach, it can be argued that fundamental principles of text type, used equal to genres in a broader sense, draw on the notion of Halliday's (1985) systemic functional grammar (SFG). The SFG was developed in response to limitations found in formal grammar instruction in schools that were disconnected from the real use of the language learning (Halliday, 1985; Martin & Rothery, 1993; Vygotsky, 1978). The SFG focuses on understanding of the ways language is used to make meaning in particular contexts and develops semantically oriented grammars for students to practically use the knowledge (Cope & Kalantizis, 1993; Martin, 1993; Martin & Rothery, 1993).

This study while investigating divergence in curricular-weight, teacher-efforts and student-difficulties in secondary school ESL in the specific context of reforms in ESL curricula in Kerala, also attempts to highlight the importance of taking account of needs of students, teachers, and community members within particular contexts in curricular reforms. Identifying the impact of social, economic, and political forces on policymaking decisions on a macro-level and the needs of students, teachers, and community members within particular contexts on a micro-level, can enable policymakers, practitioners, and researchers to identify and engage with a range of issues that affect policymaking decisions. Frameworks of language in education policy also influence the curriculum, which in turn, shapes the syllabi, textbooks, and other teaching and learning resources that the students use in their classes (Mahboob & Tilakaratna, 2012).

The above accounts on problems of ESL in India, reforms in ESL in Kerala, significance of teacher-efforts and curricular-weight in student-difficulties in ESL makes obvious the relevance of the evaluation of the processes in the ESL classrooms - whether the instruction is going on with the curricular objectives and the emphasis given to each and every item in the textbook, how far the teaching-learning of the discourses take place in the classrooms, the emphasize of the teachers in teaching the discourses and its features, the difficulties of the students in it and the curricular emphasis given to each of them - can ever be overstated. This study aims to find out how far the curricular-weight, teacher-efforts and student difficulty related together on the discourses and its features used in the English textbooks at the secondary level.

Objectives
  1. To study the congruence among student difficulty, teacher-efforts and curricular weight on the discourses given in the Kerala English textbooks at the secondary level.
  2. To study the congruence among the student difficulty, teacher-efforts and curricular weight on the features of discourses given in the Kerala English textbooks at the secondary level.

Method
Participants
    The data was collected from five aided and three government secondary schools of Palakkad and Malappuram districts of Kerala. From these schools, 600, 10th standard students and their thirty English teachers were selected for the study.

Instrumentation
    The data were collected using the Rating Scales namely; Scale of Difficulty in Discourse based ESL Learning and Scale of Emphasis on Discourse based ESL Teaching, prepared by

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content analysing the English textbooks of the secondary schools of Kerala. English textbooks at the secondary level were thoroughly reviewed and studied to get the curricular emphasis on the discourses and its features.

The discourses presented in the textbook and their features were listed in the form of a table. The discourses were represented in columns and their characteristic features were listed in rows. The same tool was implemented among the students and among the teachers to find out the student difficulty and the teacher emphasis. But some necessary changes were made in the tool, for implementing it among the students. For each item in the list, student has to respond by marking a tick ([) against the feature that they feel difficult. The students were also asked to mark the features that they can be done easily with (X) mark. These responses of the students on all the features of a discourse were summed to obtain the measure difficulty on that discourse. Hence the tool acts as a rating scale for the students on the difficulty. Teacher-effort on different features of the discourses was self-rated on a 4-point rating scale- most important, important, less important, and negligible.

Two sets each of three measures were derived from the data obtained from content analysis, and student and teacher reports. The two sets pertained to 19 genres of discourses and 39 language features appearing in these 19 discourses. The three measures were 1) The index of curricular weight 2) The index of teacher-effort and 3) Index of student difficulty. Curricular weight was calculated as the number of times the discourse (and, through it the involved language feature) occurred in textbooks (or teacher's handbooks) in L2 as per Kerala state. All the indices were transformed into proportions by dividing the average raw score obtained with total (possible) score.

Results

The indices on the three measures (curricular weight, teacher-effort and student difficulty) were categorised undesirable state, unresolved state and desirable state, (symbolised by ✖, ❗ and ✔ respectively), depending on whether the index is < 33%, between 33% and 67%, or >67% of the range of the scores on the respective measure. This will help in having an instant visual summary of the convergence/divergence of the curricular weight, teacher-effort and student difficulty on the given discourse or feature of discourse. Same symbol indicate congruence, and different symbols (especially ✖ against ✔) indicate a divergence among the three aspects of ESL.

Divergence/convergence of the three aspects of ESL in 19 discourses

The indices of curricular weight, teacher-effort and student difficulty in 19 discourses in ESL in high school are depicted in Table 1.

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Table 1

Divergence/convergence of the curricular weight, teacher-effort and student difficulty in 19 discourses in ESL in high school

Discourses	Teacher Emphasis	Index of difficulty	Curricular weihgt
Description	✖	✖	✔
Profile	❗	✔	✔
Narrative	✔	✖	✔
Report	❗	✖	❗
Letter	✔	✔	❗
Conversation	✔	✔	❗
Script	❗	✖	❗
Story	✔	❗	❗
Diary	✔	✔	✖
Character sketch	✖	❗	✖
Placard	✖	✖	✖
Poster	✖	❗	✖
Review	❗	✖	✖
Slogan	✖	✖	✖
Memoir	✔	✖	✖
Monologue	❗	✖	✖
Notice	❗	✔	✖
Role play	✔	✖	✖
Speech	✔	❗	✖

Note :

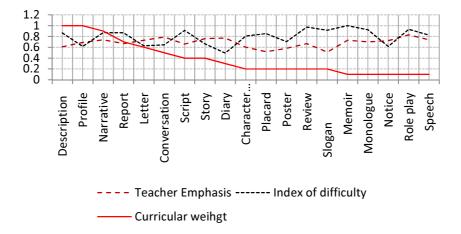✖ , ❗ and ✔ respectively), whether the index is < 33%, between 33% and 67%, or >67% of the range of the scores on the respective measure Same symbol indicate congruence, and different symbols (especially ✖ against ✔) indicate a divergence among the three aspects.

Table 1 reveals the following:

- Profile is the most repeated discourse in ESL, and despite teachers moderate level of effort, students feel it as comparatively easier discourse form.
- Conversation, letter, report, script and story are the moderately emphasized discourses in ESL at the secondary level. But all of them are introduced and practiced at the lower levels too. Even though, they were introduced and practiced at the lower levels, teachers are teaching these with high importance. Though the curriculum moderately weighs these discourses, the teacher-efforts resulted in the low student difficulty.
- Less weighed discourses at the secondary level and high level effort given at the primary classes are, character sketch, diary, notice, placard, poster and slogan.
  The teacher-efforts in the discourses like, character sketch, placard, poster and slogan are comparatively less. The difficulty level of the students in character sketch and poster are in a moderate level. At the same time, teachers give high stress to teach diary and moderate stress to the discourse notice and the students reported these as easy discourses. But placard and slogan are still difficult to the students.
- The newly added discourses at the secondary level and given less importance in the curriculum are, memoir, monologue, review and role play. Teachers give high stress to

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the discourses like, memoir and role play, yet the students feel difficulty in these two discourses. Monologue and review are the moderately emphasized discourses by the teachers but they too are difficult to the students.

Figure 1:*Indices of curricular weight, teacher-effort and student difficulty in 19 discourses in ESL in high school*

Figure 1 along with table 1 reveals that curricular weight given to most of the discourses- speech, role play, notice, monologue, memoire, slogan, review, poster, placard , diary etc. are relatively low, though they are given as much importance as other discourses by the ESL teachers. Further, teacher-efforts in instruction of the discourses doe not vary much neither in relation to weight given to them in the curriculum, nor in relation to felt-difficulty of students in using them. Teacher-effort in teaching ESL discourses is uniform, irrespective of clear distinction in weight given to each in the curriculum.

Divergence/convergence of the three aspects of ESL in 39 language features

The indices of curricular weight, teacher-effort and student difficulty in 19 discourses in ESL in high school are depicted in Table 2.

Table 2

Divergence/convergence of the curricular weight, teacher-effort and student difficulty in 39 language features in ESL in high school
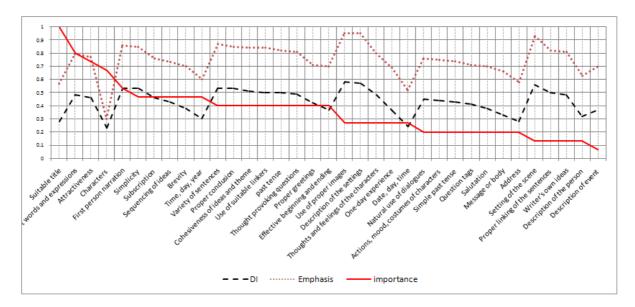
Features	Teacher Emphasis	Index Of Difficulty	Frequency in Genres
Actions, mood and costumes of the chara	!	!	✗
Address	✓	✓	✗
Apt words and expressions	✓	✗	✓
Attractiveness	✓	!	✓
Brevity	✓	!	!
Characters	!	✓	!
Cohesiveness of ideas and theme	!	✗	!
Date, day, time	!	✓	✗
Description of the person	✓	✓	✗
Description of the settings	!	✗	✗
Description of when & where of event	!	!	✗
Effective beginning and ending	✓	!	!
First person narration	!	✗	!
Imagination	!	✗	!
Message or body	✓	✓	✗
Name of the organization	!	✓	✗
Natural use of dialogues	!	!	✗
one day experience	!	!	✗
Past-tense	!	✗	!
Proper conclusion	✓	✗	!
Proper greetings	✓	!	!
Proper linking of the sentences	✓	✗	✗
Question tags	!	!	✗
Rhythmic	!	✗	✗
Sequencing of ideas	!	!	!
Setting of the scene	!	✗	✗
Simple past tense	!	!	✗
Simplicity	✓	✗	!
Subscription	✗	!	!
Suitable title	!	✓	✓
Thought provoking questions	!	✗	!
Thoughts & feelings of the characters	✓	✗	✗
Time, day, year	✗	✓	!
Use of proper images	!	✗	✗
Use of suitable linkers	!	✗	!
Variety of sentences	!	✗	!
Visualization of the scenes	!	✗	✗
Writer's own ideas	!	✗	✗
Salutation	✓	!	✗

Note :

✗ , ! and ✓ respectively), whether the index is < 33%, between 33% and 67%, or >67% of the range of the scores on the respective measureSame symbol indicate congruence, and different symbols (especially ✗ against ✓) indicate a divergence among the three aspects

> ➢ Apt words and expression despite the high effort put by teachers in teaching them and curriculum-weight, remains a tough nut to crack for students.

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- ➢ Description of the person and salutation, how to introduce and how to wish others are emphasized by curriculum and teachers in unison and reported easy by students.
- ➢ One word features such as technical requirements- character, date, day time, name of the organization, address and title - are easy to the students. Curriculum provides a moderate or less weight to these features, but the teachers give high stress to all these features except character and name of the organization.
- ➢ Integrating, connecting and linking are still difficult to the students.
- ➢ First person narration, cohesive presentation of ideas, description of the person, setting and event are still difficult to the students. Teachers focus only on the personal description, other features are emphasized in a less or moderate manner.
- ➢ Teachers have to focus on technical and scientific writing, presentation of one's thoughts in oral and written form, as well as imaginary and cohesive writing and speaking needs to be strengthened.
- ➢ Neither is the creative aspect of the language is reported easier as expected by the emphasis on them nor is the technical and structural components of language that were the strengths claimed by erstwhile structural approach are detained. Students' confidence to use imagination, visualization, variety, originality, expression of thoughts and feelings, past tense, question and question tags, first person narration are still elusive.

Figure 2: *Indices of curricular weight, teacher-effort and student difficulty in 39 language features in ESL in high school*

Figure 2 along with table 2 reveals that curricular importance given to many of the language features in ESL- description of an event or person, expression of own ideas, linking of sentences, are relatively low, though they are difficult for students. Teacher-efforts are almost in tune with the reported difficulty of students in language features; but it does not vary much in relation to weight given to them in the curriculum.

Conclusion

The findings from this study suggests following regarding the ESL curriculum planning, and related instructional practices.

1. ***Better congruence among curricular objectives, ways and aims of instruction and student needs in ESL is highly desired:***

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Irrespective of the approaches or strategies adopted for the teaching and learning of English, there should be an integration of the curricular objectives, ways and aims of instruction and student needs. Absence of the integration and meaningful congruence of the above mentioned three will be a waste in the teaching learning process.

2. *Communication and collaboration between curricular policymakers and teachers in ESL require fine-tuning:*

The role of teachers in the translation of policy into practice is currently underutilized. Teachers themselves often believe that they have little power to effect policy and do not view themselves as implementers of macro-level policies (Ramanathan & Morgan, 2007; Tsui & Tollefson, 2006). Policy is also rarely accessible to practitioners working in classrooms and communities, and the underlying ideological motivations of policies tend to be implicit. Policy is formulated at the level of government, but practitioners responsible for implementation often have access to the implications of policy only through the curriculum and textbooks. Some of the issues around formulating and implementing policy, then, are directly linked to the lack of communication and collaboration between policymakers and practitioners—teacher trainers and teachers.

3. *Curriculum focussed Training and teacher development will enable their students to achieve better proficiency in ESL* :

As Canagarajah (1999) and Martin (2005) demonstrate, effective teachers adjust practices that are handed down to them through policy and curriculum to serve the needs of their students. Other teachers who may not have appropriate expertise, training, time, or resources, might reject and ignore the policies and materials altogether. When such failures happen, experts and policymakers often jump to the conclusion that the local teachers or their students are lazy or non-receptive, instead of reflecting on the nature of the material or the policymaking processes. As pointed out earlier, it is important to give teachers access to practices, through training and ongoing teacher development, that enable their students to achieve better proficiency rather than to focus on promoting a particular method (Kumaravadivelu, 2006).

4. *ESL Curriculum need be constructed by realising that when it comes to language proficiency quality than quantity of learning matters*

It is not the quantum of exposure that matters but its quality. Acquisition will take place only if the learners get comprehensible input. But nowadays, the classrooms merely functions as a platform for the discussions of the issues presented in the syllabus grid. As one teacher educator succinctly put it, "one might be tempted to think that 'the syllabus grid' appears to provide guidelines for 'teaching Humanities' and not 'languages'. The process of policymaking takes into account these issues when developing ELT initiatives and interventions.

5. *Classroom processes in ESL be suggested in tune with real class size*

Learning a language is a skill requiring individualized attention which is difficult to provide in a large class. Learning communities, probably the ideal way to educate and promote genre awareness and rhetorical flexibility, are difficult to create and maintain in larger classes.

6. *Context effective instructional practices in ESL needs to be developed by practitioners and their effects may be communicated to wider teaching community*

Teachers (and other stakeholders, such as syllabus designers, textbook writers, etc.) should be able to reflect on effective pedagogical practices and should be able to communicate these. In this effort they may examine how various aspects of genre knowledge—context, discourse, and language—can be explored in the language learning classroom.

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7. *Student difficulties need be accounted in instruction*

Whatever particular pedagogy is used to improve students' writing proficiency, instruction is to rely on students' responses to take effect on their performance. Understanding is required of how students perceive instruction and how their responses have influenced their writing performances. Therefore, further research on investigating any issues concerning students' responses to instruction based on the genre approach is critical to further development of this approach.

8. *Flexibility in instructional approach be permitted*

Teaching is facilitating learning of students in ways that produce learning, and that, in turn, requires teachers to have a sound knowledge of the typical ways students understand particular topics or concepts within the curriculum, and of the alternative instructional moves that can produce new understandings in light of previous ones.

9. *Finally, Genre and process should be seen as complementary, rather than rival approaches*

The development of language programs based on learning and teaching methodologies imported from developed countries is, therefore, an inadequate solution with which to equip teachers who face a variety of unique context-specific issues in their classrooms (Mahboob & Tilakaratna, 2012). So a meaningful and effective congruence must arise in between the teaching- learning process, i.e.; a proper integration of the instruction based on the curricular objectives, and the student needs. For the proper functioning and better advancement of the teaching learning process the curricular objectives must be to satisfy the needs of the child and to overcome the weaknesses of the child.

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