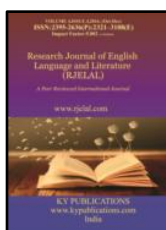**REVIEW ARTICLE**

A REVIEW ON THE TEACHING STRATEGIES USED BY TEACHERS OF ENGLISH AT THE SECONDARY LEVEL

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ABSTRACT

The term "Teaching Strategy" is extensively used in the area of 'English Language Teaching' by numerous experts and therefore plays a vital role in this field. This article is an attempt to bring out the significance of teaching strategies, various techniques implemented by the teachers to enhance the teaching- learning process, their merits and demerits by reviewing the books and articles of diverse authors, which would enable to explore some of the core issues pertaining to this subject.

Henry Mintzberg (1994) refers strategy to a plan, pattern, position and an action implemented to derive at a desired result. It can also be defined as a set of rules and regulations to be followed to achieve at the targeted goal. The term 'Teaching Strategy' can be defined as "a set of rules and regulations to be followed by the teachers to achieve the desired goal". This also acts as a guide to determine the nature and direction of the learners. It is also a combination of thoughts, ideas, insights, experiences, goals, perceptions and expectations that provides general guidance for teaching. Teaching strategy can therefore be called as a method adopted in the classroom, by the teachers to deliver information to the students, this methodology comprises the principles and methods used for instruction.

This article comprises the reviews of similar books and articles written by different authors, the review is done with a purpose to highlight the areas that have not been discussed and enables us to find out better ideas and solutions.

David Nunan (2003) contributes fundamental yet practical overview of language teaching methodology for forthcoming teachers and teachers in training in the book "The Practical English Language Teaching". It is also enhanced with illustrations, reflection and action parts which give an idea to the readers and offers a variety of perspectives on language teaching and learning process. The first section, the "Exploring skills" begins with the concept of language teaching methodology followed by chapters on listening, speaking, reading and writing. The second section "Exploring language" deals with four different features of language the sound system, vocabulary system, grammatical system and the discourse system which enriches the ideas and techniques and helps the learners to master these language items. The third section "Supporting the learning process" looks at the ways in which the learning process can be supported through strategies with the effective use of commercial course books, computer assisted language learning, learner autonomy, content based instruction and classroom based assessment.

Karen.E.Johnson (1996) provides the teachers with a clear description of powerful tools of classroom communication, to recognize the patterns of communication, the way it is established and maintained in Second Language classrooms in the

book "Understanding Communication in Second Language classroom". It also mentions the effects that second language students have on these patterns of communication, through their participation in the classroom activities, the way this participation shapes their use of language for learning and the opportunities for acquiring second language. First part provides illustrations on the use of language, the structure and the content of classroom activities to the teacher like their way of talking, acting, interacting and learning. Second part deals with teacher-student and student-student interactions and their issues. Third part focuses on the varied patterns of communication to increase students' interactional competencies and communicative competence.

Diane Larsen – Freeman and Marti Anderson (2011) impart a pragmatic summary of the different methods and approaches in the field of Language teaching in the book "Techniques and Principles in Language teaching". This also helps as a step by step guide for the fresh teachers. Ten chapters covers different methods and teaching strategies adopted by teachers, two chapters focus on the research done by the authors about teacher's practice, approach and methods on various dimensions of Language teaching. The final chapter deals with the 'Technological aids like blogs, social networking, YouTube, wiki and electronic text corpora that the authors recommend for teachers to utilize them not as a supplement but as a resource which would aid them with unique set of principles, techniques unlike the other methods and provide them with better understanding. Hence this book provides innovative ideas, techniques and principles to the Language teaching and learning.

Simon Borg (2006) present an outline on what language teachers know, think and believe which he refers as teacher cognition in the book "Teacher Cognition and Language Education". He has done a research on this area which is important in the professional development. It also proves to be a valuable source of information to the teacher educators, teachers, researchers and professional developers. The first part is about the cognitions of pre-service and practicing teachers and focus especially on teachers' cognition in teaching

grammar, reading and writing. The second part estimates a variety of research methods which have been used to examine language teacher cognition and gives an outline for the further research in this area.

Anirudha Rout (2013) in the article "Teacher as a Researcher" focuses on the problems faced by the teachers in the class room every day while teaching. The author highlights the major issue which is to meet the expectation of the learners with different abilities in a classroom. A new methodology is introduced where a teacher should be a researcher in order to understand and find out solutions to the problems faced by the learners in the classroom. This identifies the problem, finds out the reason and tries to solve and analyse the solution. This method brings out a better competence and confidence to think critically and thereby meets the expectation of the learners in the class room.

Kajal B.Rao (2011) provides with the skills that a teacher should possess in the 21st century in the article "Teaching Skills for 21st Century Generation". The researcher throws light on various aspects that a teacher should acquire to be successful role model for the students. She insists on the following attributes to be inherited by the teacher in order to be a perfect role model, they should be physically, mentally fit and need to think study and act as per the requirement, need to listen to their own inner voice to solve the problems and find solutions in order to guide the students, they need to be inspired by their own nature and thus teach the students to survive in hard time at the different phases of human life, expected to read beyond lines for the welfare of the society which would in turn help to share someone's sorrow and learn to work in collaboration to celebrate success and share the drawbacks together on a healthy and common platform. Should also learn to write creatively to guide the students and need to teach the next generation to acquire mental peace, pure joy with least materials for pleasant living.

R.Meganathan (2003) in the article "Language learning strategies: what, why and how?" highlight on the different kinds of Language learning strategies like strategies in creative speech,

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communication speech and their characteristics. He brings out the importance of Language learning strategies in the classroom adopted by the learners. He further emphasises that these strategies would equip the learners and help them to communicate appropriately and also creatively. The major issue raised by the author on Language learning strategies thus finds a solution. The researcher ultimately concludes that Language learning strategies paves way to creative thinking which would enable the learner to be autonomous and constructive in the process of Language learning.

Carol Griffiths and Judy M.Parr (2001) explore the Language learning strategies theory's relation in terms of learners' and teachers' perceptions in the article "Language –learning strategies: theory and perception" In regard to this a study is conducted with a large sample of students and teachers of English for speakers of other languages. A survey was also conducted among teachers' and questionnaires were administered and found that there were discrepancies between student and teacher perceptions of Language learning strategy use. The authors conclude that this discrepancy is possible due to the differing interpretations of the strategy groupings, and further explains that in theory, LLS have great potential to enhance Language-learning ability and students have used these strategies quite frequently.

Yiching Chen (2007) in the article "Learning to learn: the impact of strategy training" brings out a qualitative analysis of, 'The impact that Strategy training has on the learning processes'. The author organize strategy training programmes to a set of Second language foreign learners, evaluates from the data collected and arrives at a conclusion. His observation is that, changes in learning process, behaviours, attitudes and comprehension abilities of a learner through strategy training leads to the improvement in language proficiency but at the same time involves active internal changes in the learning process, which leads to the issue, quality on the impact of strategy training and proposes a solution to the issue raised, by gathering data to test the (LSRW) Listening, Speaking, Reading, Writing skills which can be done through

administering inventories, questionnaires, observation formats would contribute to the further development of more reliable qualitative approaches to strategy training evaluation.

Jeffery Gorrell and Earl Capron (1990) gives us an insight on the nature of the teaching strategies that were presented during training in teaching a child through two different groups' namely cognitive modeling and self efficacy groups in the article "Cognitive Modeling and Self-Efficacy: Effects on Preservice Teachers' Learning of Teaching Strategies". In cognitive modeling mode, teacher exposes learners to his thought process by giving instructions aloud. In self efficacy mode, the teacher provides the learners with a skill-demonstration video accompanied by his perception to perform the objective. This experiment were conducted on Preservice Teachers' with a slow learning child and found that cognitive modeling groups were able to recollect and apply more relevant concepts in their solutions to a realistic problem of teaching and self-efficacy groups were able to recollect and use more of the learned concepts in their protocol. Hence the authors suggest that in the context of teacher education, cognitive modeling may be appropriate for successful performance in the classroom.

Dr.Huseyin Yaratan (2010) in the article "Middle School English language Teachers' Perceptions of Instructional Technology Implementation in North Cyprus" examine the implications of the use of instructional technologies in English Language classes in the middle schools of North Cyprus and research on teachers' perception on the use of traditional and modern technologies with the learners. Investigations were carried out , in connection to this questionnaires were distributed to the teachers and the results revealed that the use of technology in the classrooms were limited by teachers not due to lack of interest , confidence or knowledge about that, but because of the poor access to these modern equipments and due to lack of time. The use of traditional technologies had good control over English Language teaching and improved vocabulary development and the use of modern technologies provided interactive environment and improved English skills. The use of both technologies together provided motivation to

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the students. Thus the researcher ascertain that the teachers' perceptions are positive towards the use of the technology in the English Language classes and are willing to integrate them into teaching for the desired outcome.

Penny.U.R (2013) investigates on the challenges and problems faced by the teacher when ELT methodology, in particular the (TBLT) Task Based Language Teaching method is practically implemented in the classroom. Since these methods adhere to a set of rules and theories which lead to many common issues in the class room like lesson planning, motivation, classroom management, monitoring, participation etc... .which cannot be pursued within the stipulated period. The author comes across a solution to these issues raised by implementing a new methodology called 'Situated methodologies' which proved to be effective. She further claims that this methodology helps the teacher to be confident and effective in the classroom and brings out effective result in the promotion of English Language Teaching.

Dr.Leena Thomas (2003) discuss on the role of English teacher in the classroom in her article "The English teacher today- where do we stand?" She argues that, the role of English teacher is vital even in the learner-centred classrooms, since the teacher takes up different roles in a classroom as a manager, facilitator, negotiator and researcher. The learner would definitely require the assistance of the teacher in the learning process. The author further brings out the significance of the teacher's role in a learner-centred classroom through the investigations done on different approaches like bottom-up approach, action research approach and thus infers that teacher is central to any Language classroom and even in a learner-centred classroom. The suitable strategy adopted by the particular teacher as per the ambience of the classroom is essential for the success of teaching-learning process.

Jack.C.Richards (2010) focuses on the goals, skills and qualities that the language teachers should possess in the article "Competence and performance in Language Teaching". The author tries to analyse these attributes by examining ten important aspects in Language teaching, which includes language proficiency, content knowledge, teaching skills, contextual knowledge, language teacher identity, learner-focused teaching, specialized cognitive skills, theorizing from practice, joining a community of practice and professionalism. He further raises issue on the examined aspects mentioned above and suggests a solution through scrutinizing view points of various people's personal experiences shared by various teachers belonging to different culture, native and language. He also illustrates the ideas and gives out the implications of the examination conducted and finally presents his own style of teaching strategy which is, to reflect on the beliefs and assumptions that shape the way to understand the nature of teacher knowledge and teacher development for language teachers. He suggests this strategy to be adopted by the Language teachers for the further development of English language teaching and teacher education programmes.

To conclude, the objective of the review is to study the different teaching strategies adopted by the teachers in various contexts for the betterment of the teaching-learning process. The zeal of any Language teacher is to ensure the learners' perception and comprehension of the Language in terms of Listening, Speaking, Reading and writing. The teachers when they utilize these valuable resources and investigate it in their classroom would surely, lead to a drastic improvement in the field of Language teaching and in turn make a difference in the teaching-learning process.

The review was done with a view to disseminating the need for effective Teaching Strategies that were adopted by successful teachers yet, the review has pointed out that some core issues pertaining to teacher-learner interaction that have been dealt with. The review throws light on such pertinent issues that require attention by different stakeholders in the field of higher education.

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