Making Use of Unconventional Teaching Techniques and National Attitudes to address Classroom Issues

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Abstract

This paper discusses a few unconventional strategies used in class to improve the English proficiency level of Library science students. The main technique adopted makes use of a national characteristic to address the research problem.

Keywords: Library science, Technical English, Gestures, Ambiguous pictures, Teaching practice

Introduction

English language though not a discipline directly related to Library Science, is an important academic excellence Library Science students are expected to acquire to fulfill examination requirements, and also to face career related interviews on completion of the university education. It is a compulsory component of the final exam and to secure a pass in English language paper candidates need to gain competence in a large number of linguistic functions among which the outstanding ones are drafting reports, notices and letters, interpreting non-verbal data, paraphrasing, translating and also producing creative discourses. This wide syllabus entails the need of a fairly comprehensive syntactic base which a large number of the students, except a few who have had education in reputed schools, lack. As such, equipping students in these domains is a must for examination success. Essential pre-requisites needed to be had in the teaching programmes to achieve the above academic goals are pattern practice, language drilling and similar practice based activities according to conventional pedagogies. This approach is neither possible nor suitable. On the one hand extensive language drilling is not possible due to time constraints. Given the dismal results the conventional strategies produce that too is not a ploy worth trying.

Objective

The main objective of this study is disseminating the knowledge gathered from classroom experience.

Solution designed for the problem

To circumvent this issue the investigator innovated a number of unconventional strategies. The prominent one out of those was the use of gestures and signs to present grammar. Basing