

HANDOUT ON LECTURE METHOD: By Celine Panmei

DEFINITION OF LECTURE:

1) "The lecture is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem" **By James Michael Lee**

2) "Lecture is a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation by such means as questioning or discussion during the class period" **By Good and Merkel**

TYPES OF LECTURE:

Lowman has classified the types of lecture as follows:

1) Formal oral essay:

This model can be considered as a highly polished kind of lecture that present information primarily to support a conclusion. In this process the lecturer has reviewed and selected from a large body of knowledge the theories, research studies and arguments that support the conclusions. This kind of lecture is rarely used in teaching process.

2) **Expository lecture:** In this lecture the instructor does most of the talking with only occasional questions from the students. These lectures are less elaborately planned than oral essay.

3) **Provocative lecture:** There is more intention of provoking thought in this process. Here the teacher challenges students existing knowledge and values and helps them to form a more complex and integrated perspective.

4) Lecture discussion:

Here the teacher encourages students to comment or express concern than simply raise questions. The lecture discussion class begins with the instructor speaking for a few minutes and then stimulating a few minutes of discussion around a key point in his remarks.

5) Lecture recitation:

In this process the teacher stops to ask specific questions or requests students to read prepared material aloud. But the teacher provides the questions and students share what they have known or have prepared.

6) Lecture laboratory:

In this method, students follow short lectures by making their own observation, experiments or other independent work. This lecture is used in science as well as in studio art and writing classes.

FACTORS REQUIRED IN PLANNING A LECTURE:

1) **Learner's factor:** The most obvious factor to be considered is the type of course, the class is pursuing as this will dictate to a large extent the level of objectives e.g. ANM, GNM and DEGREE etc.

2) Subject matter factor:

The domain of the objectives will exert profound influence. If they are concerned mainly with the learning of psychomotor skills or changing of attitudes then the lecture is not the best method of teaching in these areas.

3) Environmental factor:

These exert a practical constraint over lecture planning in so far as the environment may not contain such things as power points of visual aids, chalk boards and other necessary aspects such as dusters, OHP, slide projector movie projector etc.

4) Psychological factors:

The organizations of the content must be logical and meaningful and the sequence should progress from simple to complex, from concrete to the abstract and from known to unknown

PURPOSES OF A LECTURE:

- 1) Stimulates process of thinking among teachers and learners.
- 2) Teacher will gain teaching skills and learn how to attack a problem in a systematic way.
- 3) Expertise teaching skills are necessary to make teaching effective and facilitate learning, to teach varied subjects for a large group of students, lecture method is ideal.
- 4) A good teacher efficient skills and vast knowledge is always beneficial for the students as those teachers will be role models for the learners throughout their lecture.
- 5) A lesson taught by an effective teacher is always beneficial than several hours of independence studying or unlimited group discussion.
- 6) A well prepared lecture will be more beneficial for the students than several hours of independence studying or unlimited group discussion.

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- 7) Teachers will illustrate with suitable examples from other related sources out of their professional experience, as it enhances students thinking and understanding the subject effectively and promotes long lasting learning with a factual basis with relevant concepts, practices the same principles wherever it is appropriate.
- 8) The teacher should illuminate, supplement and reinforce the topic being studied, the teacher has to do vast review of the content and thoroughly prepare about a specific topic in advance, formulate a lesson plan and plans the method of teaching quite ahead of time. The lecture should not be a mere representation of exactly what is in the textbooks nor assigned reading nor should it be completely unrelated to the subject topic.

GUIDELINES HELPFUL TO THE TEACHER IN USING THE LECTURE METHOD:

- 1) Rapport:** Teachers has to establish rapport with his/her students. This can be done by having an exchange of conversational tone about some event at the school, this will help to foster a sense of ease and give the impression of personal interest.
- 2) Voice:** The voice should be presented in a clear, natural tone of voice. The teacher should keep the students alert and get across their ideas; talk twice, fast, repeat often even speak indistinctly by keeping students alert.
- 3) Gestures:** Whatever gestures the lecturer uses should be in a natural part of the total expression of what he/she is communicating.
- 4) Eye contact:** The teacher should address the students with their eyes as well as with voice. The eyes have a unique power to transmit the mood of the teacher to the student.
- 5) Lecture outline and students note:** The lecture should be prepared and delivered in several blocks or units, each unit should present not more than 15 minutes. After each unit is completed it should be briefly summarized or punctuated with discussions for a short period of time. Salient points marked on the outline which has to be delivered slowly and emphatically so that students can copy them if they wish to do so.

ADVANTAGES OF LECTURE:

- 1) It is an efficient method of teaching where one teacher can communicate with a large number of students.
- 2) Helps to apparent time saving and resources.
- 3) The teacher can plan exactly the preparation in advance.
- 4) A well-presented lecture may increase student motivation.
- 5) Governs a large body of students.
- 6) It enables to present large amount of information in a short time.

- 7) It gives a feeling of security.
- 8) New knowledge may be presented which is not yet in the text books.
- 9) Teacher can integrate the subject matter better than the students.
- 10) The presence of a teacher avoids interruptions and disturbance and also gives feeling of security.

DISADVANTAGES OF LECTURE:

- 1) Keeps the student in passive situation, provides only limited participation and limited level of stimulation.
- 2) It does not facilitate learning problem solving.
- 3) Lectures do not cater for individual student's needs.
- 4) Students get material second hand rather than from primary sources.
- 5) It may be difficult for students to take complete and accurate notes.
- 6) Pace of lecture do not suit all students.
- 7) Teacher's bias maybe evident.

LIMITATIONS OF LECTURE METHOD:

- 1) **Time consuming:** The lecture should supplement the book by adding to or clarifying its content.
- 2) **Provides little student activity:** The teacher prepares, organizes and prepares the lecture and the student sits listens and takes notes.
- 3) **The teacher requires mastery over the subject and special training skills:** The teacher should have sufficient knowledge and skill he/she should be a master before a lecture can be successful.
- 4) **The lecture is sometimes poorly adapted to the perceptive ability of the students:** Unless the teacher is in closed touch with the students and is sensitive to their reactions and aware of their responses he/she cannot probably use the lecture method with success.
- 5) **The lecture is likely to become a sustained dictation of the lecture:** Poor lecturing was the reading or the dictation of the lecture or the textbook.
- 6) **Lecture is certainly efficient:** The amount of information that can be transmitted only by the speed at which the lecture can talk. However information can flow much more rapidly than the learner can receive it causing much of the information to miss its destination.
- 7) **Psychomotor and affective learning obviously requires more than one way of communication from the teacher:**

Learners must see demonstration, practice activity and receive feedback to master these skills .Although a lecture might demonstrate synthesis and evaluation, the learner is unlikely to master these skills without active practice.

