

## **Study and Analysis of Lecture Model of Teaching**

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Lecture as a model of teaching is frequently criticized, but this is a fact that it has managed to survive so long in pace of many technological developments (Howe, 1980). Lectures are often used to teach organized bodies of knowledge which is an important part of the school curriculum at all levels, and they have continued as a primary form of instruction in colleges and universities even at different school stages (Cuban, 1984, Goodlod, 1984).

According to Perrott (1982) in almost all lessons or learning sequences, the teacher has to present information and ideas. He has to introduce topics, summarize the main points of the learning activity and stimulate further learning. All these activities require the use of lecture-explanation techniques.

As Kauchak and Eggen (1988) concluded, lectures remain popular for several reasons as follows:

1. They are efficient, planning time is devoted to organizing the context. Less attention has to be devoted to teaching strategy.
2. They are flexible and can be adapted to a wide range of subjects.
3. Most people can learn to lecture well enough to survive in a classroom. Lectures are easier to learn than most other instructional strategies.
4. They are easier for teacher due to simply “telling” students about the subject.

So Lecture method also can be considered as a popular teaching model in different subjects. The lecture model is the traditional style of teaching still found in many schools and colleges (Dececco and Grawford, 1977). It is still the lectures in sciences, engineering and medicine and they are still the most common method of teaching in universities throughout the world (Brown, 1987). This has to be noted that the lecture method just like any other method is inappropriate as all-purpose method, but it can serve many useful instructional functions. The lecture-explanation approach, when used properly can inspire enthusiasm and capture the student imagination (Leish, 1976).

### **Definitions of Lecturing**

According to Brown (1987), the term lecture was derived from the Medieval Latin “Lecture” to read aloud. So, Lecture consisted of an oral reading of a text followed by a commentary.

Good and Merkel (1959) suggest lecture as 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. (Howe, 1980) gave same definition as lecture occurs whenever a teacher is talking and students are listening. And finally Monroe (1991) considers that, formal disclosure of presentation of knowledge to students may be included under the lecture method.

From the above discussion four main features can be suggested for the process of lecturing (Brown, 1987).

1. **Intention:** The lecturer's intentions may be considered to provide coverage of a topic, to generate understanding and to stimulate interest. Consideration of these goals of lecturing as also the knowledge of the earlier learning of the students are essential constituents of lecture preparation.
2. **Transmission:** A lecture sends a message verbally, extra verbally and non-verbally to the learners. The verbal messages may consist of definitions, descriptions, examples, explanations or comments. The 'extra verbal' component is the lecturer's vocal qualities, hesitations, errors and use of pauses and silence. The 'non verbal' component consists of the teacher's gestures, facial expressions. All of these types of messages may be received by the students, and what they perceive as the important messages may be noted.
3. **Receipt of Information:** The information, meaning, and attitudes conveyed by the lecturer may or may not be perceived by the students. Attention fluctuates through out the process of lecture. The attention of students can be increased if the lecture includes some short activities for students such as brief small-group discussions or simple problem solving. Any change of activity may renew attention. Therefore, the receipt of information is an important feature in the process of lecturing which has to be considered by the instructor
4. **Output:** Any instructional strategy should lead directly to the objectives and interrelated goals for a course of study (Gropner, 1976). So the student's response or "output" is very essential in the process of lecturing and it may occur on immediate reactions to the lecture and the lecturer. But more important than the immediately observable responses to a lecture are the long-term changes in student. A lecture may change a student's perception of a problem or theory, it may increase a student's insight, and it may stimulate the student to read, think, and discuss ideas with others. The probabilities of these events are depending upon the student's knowledge, attitudes, and motivation to learn and on the lecturer's preparation, lecture structure and presentation.

### **Types of Lectures**

Lowman (1987) has classified the major types of lectures as follows:

**Formal Oral Essay-** This model can be considered as a highly polished kind of lecture that presents information primarily to support a conclusion (Kyle, 1972). In this process the lecturer has reviewed and selected from a large body of knowledge

the theories, research studies, and arguments that support his conclusion. The most formal of such lectures are written out and read to the students. Listening to one can be an emotionally and intellectually significant experience but this kind of lecture is rarely used in teaching process (Satterfield, 1978).

**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.

**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.

**Lecture Discussion:** Here the teacher encourages students to comment or express concern rather than simply raise questions. The lecture-discussion class begins with the instructor speaking for few minutes and then stimulating a few minutes of discussion around a key point in his remarks. During such discussion the instructor offers brief clarification or integration between students comments, but students do most of talking.

**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 know or have prepared.

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

**Lecture Discussion Cycle**

As it was described, the lecture discussion method encourages students to think about the content being presented as well as heightening their involvement in the lecture proceedings. So it can be considered as a more valuable method than others, thereby the cycle of this method is presented here to illustrate the process of teaching according to the lecture method. The basic structure of this cycle is summarized in Table 1.1

**Table 1.1:** The Lecture Discussion Cycle.

Phase	Functions	Teacher Action	Student Action
Present new information	Information	Establish information base	Teacher Lecture Encode
Check comprehension	Involve students	Check comprehension	Encourage meaningful encoding
Explain	Teacher questions	Summarize	Paraphrase
Examples	Understand Material		

Integration	Explore relationships in context	Teacher questions	Comparisons
Show causes and effects	Describe similarities and differences	Relate	new material to other ideas

This cycle is effective from a learning perspective because information is presented in relatively small chunks, and learning is promoted through teacher questions (Kauchak and Eggen, 1998). The cycle allows teachers to break instruction into manageable parts, both during planning and in the lesson itself. Each cycle lasts a matter of minutes and teachers can divide a body of content into parts that are teachable and learnable.

### **Advantages and Disadvantages of Lecture's Method**

The lecture method was criticized during the days. There are a number of instructors who question the effectiveness of the lecture as a method of teaching. As Buguelski (1977) suggested the lecture model is not useful in teaching factual information. Some of instructors suggest the reading of materials as an alternative to lecture method. Samuel Johnson said in 1766 "people have got a strange opinion that everything should be taught by lectures. But I cannot see that lectures can do so much good as reading the books from which the lectures are taken". And he says in 1781, "Lectures were once useful; but now, when all can read, the books are so numerous, lectures are unnecessary. If your attention fails and you miss part of a lecture, it is lost; you cannot go back as you do upon a book (Boswell, 1952).

But in spite of these questions, Hergenbahn and Olson (1993) say, "Even with the possible shortcomings of the lecture, there appear to be at least three conditions under which its use is clearly justified".

And then they say, first, it may be the best way to disseminate new ideas that are not yet available in print. Second, most of people enjoy listening to prominent individual presenting his ideas to an audience. Third, a good lecture can instill in a topic because of his enthusiasm and manner of presentation.

Thus a good lecture can sometimes motivate students to learn in a way that printed material cannot.

Finally the advantages and disadvantages of lecture model can be summarized as follows (Sampath et al., 1987).

### **Advantages**

- The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- Many facts can be presented in a short time in an impressive way.
- The lecture can stimulate very good interest in the subject.
- Greater attention could be secured and maintained, as interest leads to attention.
- Spoken word has greater weight than mute appeal by books.
- The language may be made suitable to all the members of the audience.
- Lecture can present a number of facts belonging to different subjects and also

it can facilitate inter-disciplinary approach to topics.

**Disadvantages and Limitations:**

- It is waste of time to repeat the matter already present in books.
- The teacher to make the lecture impressive may care more for manner and style but very little for matter or content.
- If the lecture is very fast, the pupil cannot easily take notes and will not have any written record of the salient points made out.
- A lecture delivered in a style not easily understood by pupils will serve no purpose.
- In the process of lecturing, the learners are more passive than be active in class.
- The problem solving attitudes of pupils may disappear in the lecture method.
- There is no cooperation and interaction between the teacher and pupils in the lecture process.

In conclusion, the flaws of lectures method may depend upon inadequacies in the preparation, presentation and structure of particular lecture rather than upon the lecture method per se (Brown, 1987).

And also viewing the learner as an active information processor rather than as a passive recipient of knowledge can transform the lecture into the completely new medium. The purpose of a lecture explanation should be to facilitate the objectives of the course, not to present unusable information to passive listeners. (Dubais et al., 1979).