



## Effective Method of Lecturing

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**Annotation:** Perusing is an movement with a reason . A individual may studied in arrange to pick up data or confirm existing information , or in arrange to evaluate a writer s thoughts or composing fashion . A individual may moreover perused for satisfaction , or to upgrade information of the dialect being studied . The reason for perusing too decides the fitting approach to perusing comprehension .

**Keywords:** Individual,teaching,reading,speaking,writing,listening.

The communicative approach to dialect instructing has given teaches a diverse understanding of the part of perusing within the dialect classroom and the sort of writings that can be utilized in instruction. Students usually get difficulties in learning English subject. Especially for reading section. Teaching reading is not as simple as people think. They should have any more practice and should enlarge their knowledge to deliver reading materials especially at senior high school grade. Researcher found that the English teachers used interesting method that students can learn about reading text in a good condition. Based on the explanation above, the aim of this research is to know what method used in teaching reading applied by English teachers at tenth grade, and how the method is used in teaching reading. The data collected through three methods, they were observations, interview and the researcher himself. The result of this research is the English teachers used guided reading method to deliver the materials in teaching reading. In teaching and learning



process, the English teachers gave guidance, direction and information continuously from the English teachers to the student.

### **Qualities of a good lecture:**

- A good lecture should not be too long as to exceed the trainees attention span (up to 25 minutes).
- A good lecture should address a single theme.
- In a good lecture technical terms are carefully explained.
- Familiar examples and analogies are given.
- A good lecture establishes fluency in technical content.
- A good lecture uses illustrations and examples.
- A good lecture builds on existing knowledge.
- A good lecture employs a variety of approaches.

Qualities of a good lecture-Visual Message – The slides and other visual aids you use can either complement or confuse your verbal message, depending on how you design them. Consider how photos and other images might function as metaphors that make your points more memorable. (For an example, see the “Lecturing Basics” slideshow above.)

Physical Presence – While some instructors are naturally gifted public speakers, we can all be more aware of and leverage our physical presence to better communicate with our audiences. (Watch “The Act of Teaching: Theater Techniques for Classrooms and Presentations” for great advice from Harvard University’s Nancy Houfek on improving your physical presence in the classroom.)

Verbal Message – Whether you prepare typed lecture notes or improvise, the words you say are an integral part of your lecture.

Students’ Notes – Students can often spend more mental energy taking notes during class than thinking about your content. Consider ways to make it easier for your students to take notes so they can focus more on engaging with your material.



What Students Think – As Angelo and Cross say in their classic book *Classroom Assessment Techniques*, “teaching without learning is just talking.” How can you help your students mentally grapple with your material during class?

What Students Say & Do – Keep in mind that even in a so-called lecture class, you don’t have to lecture the whole time. Consider small-group and whole-class activities that might enhance your students’ learning.

Please keep it simple. Your slides should complement your verbal message, not detract from it by unnecessary visual clutter. In many instances, students should be able to take in your slides in a second or two, then focus on you.

Limit bullet points and text. Keep in mind that your slides probably shouldn’t function as your teleprompter. Your slides are for your students’ benefit. If your slides say just about everything that you say, then your students won’t know where to pay attention—to you or your slides.

Use high-quality graphics. The clip art that comes with PowerPoint is undoubtedly convenient (and more visually appealing than it used to be). Still, online sources of free, high-resolution images can have a much more significant visual impact. For instance, millions of photos are available for free, educational use on the photo-sharing site Flickr under the Creative Commons license.

Use appropriate charts. As analytical designer Edward Tufte likes to point out, PowerPoint is not a great tool at sharing complicated infographics. If you have a complicated diagram or graphic to share with your students, it’s often helpful to provide it to them as a handout. More straightforward, more elegant charts often work better in PowerPoint. Think carefully about which kind of chart (pie, vertical bar, horizontal bar, line, etc.) will best communicate the idea you want to share with your students.

Choose your fonts well. Sans-serif fonts are often easier to read on slides than serif fonts. Too many different fonts in a slide or a presentation can be



distracted, so try to limit yourself to one or two. Font size matters, too. Be sure that your fonts are large enough to be read at the back of the room. And if you're keeping your slides simple and limiting your use of text, you can usually use larger fonts.

Spend time in the slide sorter. This view in the PowerPoint shows you up to 20 or 30 slides at once. As you start to design your presentation, this view is more useful than the default one-slide-at-a-time view for structuring and organizing your content.

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