Yeremenko T. Ye.

TEACHING LECTURE DELIVERY: PROJECT APPROACH

Odesa, Ukraine

Abstract. *The article outlines the main properties of academic lecture focusing on its effective delivering by native English speakers - proffessionals in the field of linguistics and EFL methodology. The joint teacher-students' project focused on authentic language at the discourse level authentic tasks and learner centeredness was carried out. As a result a complex of effective lecture delivery features were suggested. Special attention was paid to professional lecturer's voice.*

Keywords: *the English language, academic lecture, effective delivery, joint teacher-students' project, professional lecturer's voice.*

Lecturing being an indispensable component of the process of education is the focus on interest of specialists in the field of pedagogics, linguistics (communicative linguistics, sociolinguistics, pragmalinguistics, phonostylistics), theory of communication, discourse analysis, rhetoric, etc.

The academic lecture in the oral delivery mode is a specific institutionalized type of transactional discourse. It is organized within the framework of a certain social institution (educational establishment), characterized by status – role relationships of participants of communication (the lecturer – students). The lecturer's intent is to share knowledge and experience with the students, who constitute the audience as a collective receiver of information. The lecturer has an intellectual as well as institutional authority and the right of extended holding of the floor. As far as course lectures are concerned the students are made officially responsible for learning the material presented in the lecture, note taking occurs to assist acquiring the lecture content.

From linguistic perspective lectures can be considered as a register at the interface of an oral/ literate continuum where 'oral' refers to stereotypical speaking such as conversation, and 'literate' refers to stereotypical writing as in academic prose. In terms of their purpose, similar to academic prose, lectures are characterized by high informational focus, they involve advance planning, on the other hand, lectures also resemble face-to-face conversations. These two situational characteristics create a 'hybrid' register standing on a continuum between academic prose with high informational load and face-to-face exchanges displaying features of spoken discourse.

The linguist Renneth Pike characterized the lecture as a situational enterprise wherein a difference clearly occurs between game and spectacle that is between business at hand and the custard of interaction in which the business is embedded.

In traditionally organized lectures the lecturer delivers a platform monologue with some switches into dialogical mode to be closer to the audience. The traditional classical lecture is a challenging enterprise for the lecturer as far as active listening on the part of the audience is concerned.

Innovative lectures based on interaction between the participants have become popular, in, for example, within in-service English teacher training courses in Great

Britain. Of particular interest are: the Discussion Scale lecture, the Curran-style lecture, the Buzz-group lecture, the Mind-map lecture, the Interrupted lecture, the Backwards lecture [3]. The lecturer allows the students to recapitulate, question, comment, predict from small amount of input, listen to other students, and give feedback on what has been understood. Student's role is to act both as listeners and speakers as well.

It is also worth noting that due to appearance of computer-aided lectures-on-line lectures, special courses of lectures for distant learners stored on CDs or DVDs with their shift from teacher-centered to student-centered paradigm it may seem that the role of the live lecture is somewhat downplayed today.

The present research will hopefully reveal the significance of live lectures with the well-informed, reflective and flexible lecturer who is ready to change the content and delivery mode tuning in to the concrete audience. Following Goffman it can be said that the lecturer brings to the audience added access to himself and a commitment to the particular occasion at hand, he exposes himself to the audience. [1]

The goal of the present paper is to determine the features of the effective lecture delivery. The research was carried out within the joint teacher-student project work. The participants were the English Master Degree students.

The theme of the project work having been defined the students together with the lecturer worked out the project structure and procedure. In order to gain basic knowledge on the project problem the students formed groups of three or four to get information on peculiarities of lecturing style, the oral presentation skills and interactive strategies from journals, reference books, on-line resources. Further work was devoted to critical listening and watching the authentic lecture – a master sample – making use of the Lecture Delivery Evaluation Worksheet.

The Evaluation Worksheet focused on the Lecturer, the Speech (content and organization), Language and Delivery.

Below we offer a list of possible questions for the Evaluation Worksheet.

Questions concerning the Speaker:
– Was there anything about the Speaker's attitude, dress, demeanor, posture that added to or detracted from her/ his potential success?
– Was the Speaker's voice attractive or not appealing?
– Was the Speaker confident or nervous?

Questions concerning the Speech

Content
– Was the speech prepared?
– Was the lecture focused?
– Were ideas developed? Were points proven?
– Did the conclusion summarize main points?
– Did the conclusion make the central idea memorable?

Organization
– Did introduction create interest?
– Did introduction preview main ideas?

443

–   Did the conclusions tie the speech together?
–   Did the lecture move smoothly from point to point?
–   Was it easy to follow?

Language
–   Were the ideas clear?
–   Were the ideas presented vividly?
–   Was the language adapted to the students' level of English language proficiency?
–   Was the information given in an expressive way?

Delivery
–   Was it natural?
–   Was it enthusiastic?
–   Did the Speaker look at the audience?
–   Was the delivery read, spontaneous, quazispontaneous?
–   Did the Speaker show sufficient variety and emphasis of pitch, tempo, loudness?
–   Was articulation clear?
–   Did the Speaker stress the main points?
–   Did the Speaker make good use of relevant and interesting examples, illustrations and quotations?
–   Did the Speaker show sufficient voice variability?

The next step of the project was to research authentic lectures available in the Internet. Having determined and discussed the effective delivery techniques the students worked out a series of delivery tips for their mini-lecture presentations. The project's final outcome was a complex of features providing effective lecture delivery.

The management and organization of lecture discourse depends on the efficient and accurate expression and transfer of the right information in the right way, where the content is the focus the information is to be transferred so that it can be comprehended quickly and easily.

For the audience to be truly responsive, showing willingness and readiness to learn through active listening during the traditionally structured lecture, the lecturer is to be aware of the learners' level of knowledge of the subject and the English language. Lack of language knowledge will hinder the process of perception; create discomfort on the part of the low proficiency level listeners. Such learners require additional information in the form of repetition or reformulation (restatement) and the more proficient learners do not require as much of it. A good tool that assists listeners for effective perception of information is the use of such interactive techniques as asking for repetition, clarification.

One of the features the students had to analyze was the lecture delivery mode: memorized text, text read aloud, simulation of spontaneous talk quazispontaneous speech (fresh talk). Students preferred fresh talk which they considered more relaxed as less formal and close to the audience.

A successful delivery factor is its appropriate organization. Traditionally the lecture consists of introduction, main body and conclusion, the objectives and key-points being emphasized at the beginning as the lecturer gets to them and as a summary at the end.

The students welcomed the interrupted lecture as being truly interactive and successful. The lecturer organizes the content in such a way that body is divided into two or more (up to five) information chunks. Having finished delivering a segment of information the lecturer stops and asks the listeners to review what they heard, or answer the lecturer's questions, or solve the problem on the information delivered so far. This interrupted lecture technique is rewarding for the listeners with not high proficiency level in English and helpful for the lecturer who gains instant feedback on the level of audience comprehension and interest.

Of great importance for effective delivery is the lecturer's voice. Besides informational content of the lecture the listeners absorb the information about the lecturer being sensitive to his voice. The lecturer's voice can communicate confidence in the knowledge of the lecture material, interest in the theme of the lecture, enthusiasm as to the desire to share the knowledge with the audience, attitude towards the audience, etc.

As an instrument of effective delivery the speaker's voice helps to guide the listeners through content dynamics differentiating information as primary or secondary, as new or known, final or non-final.

The speaker's voice can be attractive or not appealing to the audience. According to Zukerman and Miyake who studied voice from the view point of its attractiveness or appeal to the listener attractive voices are relatively loud, resonant, and articulate. Unattractive voices are squeaky, nasal, monotone and off-pitched [5].

As for the loudness, our observations demonstrated that the English speaking lecturer's voice is characterized by diminished loudness. The proof of the typically diminished loudness of the English speaking lecturers' voice we also find in Davydov and Yakovleva's work (Davydov, Yakovleva, 1999). They analyzed the lecturing voices by D. Crystal, I. Honey and P. Wain and came to the conclusion that their professional voice common feature was diminished loudness. For example, Wain's voice was perceived by the students as pleasant because it sounded soft and convincing. Pure and breathy voice qualities are also typical of the lecturer's professional voice "If the voice is pure, melodious and warm it is disarming, subtly and gently persuasive" (Davydov, Yakovleva, 1999, p. 30).

The lecturer's voice is to be varied, flexible, able to easily switch from formal to colloquial speech when telling jokes, anecdotes; giving examples of direct speech.

Among non-verbal means of lecture delivery of great importance is eye-contact which allows to keep students constantly "in-talked", involved and focused. Besides, it often provides a feedback necessary for the lecturer to adjust his speech according to the needs of the audience.

Yakubinsky claimed that perception of the facial expressions of interest or absence of interest, attention or absence of attention, involvement or boredom is very important in speaking as, due to this perception a more "intensive" or a less intensive

speech is used, appropriate words are found, eloquence increases. The temperature of speech varies depending on how much the speaker is "warmed up" or "cooled down" by the listener's gesture: when you are listened to and listened to well the speech process tends to be easier [5].

As a result of joint teacher-students' project, the following features of effective lecture delivery by native English speakers-professional users of English were determined:

– the use of verbal signals to indicate lecture communicative dynamics (rhetorical patterns, cues);

– the use of visual elements (charts, graphs, diagrams, concept maps, etc.);

– the employment of compensatory strategies, i.e. the use of language that adapts to the learner's language proficiency level;

– the use of means of shortening the distance between the lecturer and the audience (personal pronouns; allusions referring to common life experience, which also stimulate the listener's mental activity, etc.);

– asking rhetorical questions which create involvement;

– using restructured delivery modes to get immediate feedback;

– using professional lecturer's voice (distinct and clear articulation; varied and flexible character; indicating discoursally significant/ non significant elements, the information as new or known; emphasizing particular ideas (varying pitch, rate, loudness, pausation); helping switch modes of delivery for insertion of humorous narration, anecdotes, quotations, direct speech to enliven the process of listening comprehension);

– eye contact, bodily movements, gestures.

In conclusion, besides commonly accepted general characteristics of effective lecturer, such as: ability to think rationally and creatively in the field; ability to evaluate her/ his effectiveness for improvement; ability to get on with people and others; capability of controlling his/ her feelings in the classroom; processing breadth of outlook, etc. there is a very important characteristic – ability to perform effective lecture delivery.

Effective lecture delivery is achieved with the help of a complex of verbal and nonverbal means, enabling the lecturer to optimally present concrete, situationally and contextually dependent information; to create the atmosphere of concerted activity in the teaching-learning context.

Integrating project work into the process of pre-service English teacher education at advanced level of language proficiency proved to be a rewarding experience. The students had an opportunity to develop awareness of authentic language use; to focus on language at the discourse level; engross into the process of fulfilling authentic tasks closely related to their future profession.

References translated and transliterated
1. Goffman, E. (1981). Forms of Talk. University of Pennsylvania Press, Philadelphia.

2.   Davydov, M.V. & Yakovleva Ye. V. (1999). The target lecture: the ratio of inner and outer images. *Visnyk Kyyivs'koho linhvistychnoho universytetu - Bulletin of Kiev Linguistic University ("Philology")*, (pp. 30 – 34.) [in Ukrainian]
3.   Woodward, T. (1993), Ways of training. Recepies for teacher training., Longman.
4.   Yakubinskyi, Ya. P. (1986). *Yazyk i yego funktsionirovaniye [Language and Its Functioning].* Moscow: Nauka [in Russian].
Zukerman M. (1990) The vocal attractiveness stereotype: replication and elaboration/ M. Zukerman, H.S. Hadgins, H. Mixake [Interpersonal expectations: theory, research, and applications], (pp. 194-217). Cambridge: CUP

Yuan Yan

RETROSPECTIVE ANALYSIS OF ORGANIZATION AND PERFORMANCE OF SELF-EDUCATING ACTIVITY IN THE PROCESS OF TEACHING

Odessa, Ukraine

Abstract. Recently, due to the spread of the ideas of developmental training significantly increased the pedagogues' interest in students' independent activity. One of the indicators of the success of education is the students' independence, which is necessary producing independent judgments and actions by the student in overcoming learning difficulties. A new classification of works has appeared that reflects modern approaches to teaching, ways of performing actions, the levels of the autonomy of the subject of study. The article analyzes the stages of formation of scientific theories of self-education of domestic and foreign scientists.
Keywords: self-training, self-study, cognitive activity, self-education, education

The theoretical basis of understanding the concept of "self-study" is the scientific theories of self-education by domestic and foreign scientists. B.F Baiev in the context of the problem of self-educational activities noted that the origins of the problem of self-study we find in the works of Socrates, Confucius, Plato, Aristotle [1, pp. 59-61]. The ancient philosophers have arguedthat the process of human development has a positive dynamics only in the case if his activity is related to self-improvement and self-cognition. Methodology of developing skills of autonomous work in the process of acquiring knowledge is described in the treatises of M. Quintilian, who considers autonomy in two ways: as a goal of education and as a means of education optimization.

In the Middle Ages the system of education prevented the pursuit of knowledge. However, breaking the established canons of medieval learning, Ya. Komensky in his book "The Great didactics" argumentates the principles of autonomous and education conditions of the development of self-cognition