

# Lecturing styles

# agenda

- defining the term
- improving the practice
- examples to discuss





## The lecture

From “legere” in Latin meaning to read .....

What is a lecture today?



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What is a lecture today?

Why do we give them?



- cover a certain disciplinary terrain
- amplify and contextualize the readings
- give your research and your point of view (from informed inquiry and opinion)
- give you an opportunity to model certain reasoning processes and discourses
- hear a full-participant or relative expert talk about the subject at length
- students see and hear a performance



# What similarities does a lecture have with a

- text?
- conversation?



## ...similarities with a text:

high informational load

planned discourse

content high with academic prose (eg nominalisations)



## **...similarities with a conversation:**

you/I/we register.

use of the present tense

some unplanned discourse

some interaction – sharing of time and space





Where would you place your style of a lecture on  
an oral/literate continuum?

**oral** \_\_\_\_\_ **literate**



## examples

- example 1
- example 2
- example 3

## Better Lectures?

- delivery
- organization
- form
- content
- engaging students



## Sources and links:

- **Joanne Eastlake** (2013): Speaking Skills in the Academic Context, seminar, <https://impact.cjv.muni.cz/publikace-a-vystupy/materialy/> (Podpora jazykových soft-skills dovedností u akademických pracovníků (klíčová aktivita 5))
- **Edward de Chazal** (2014): Jurassic Academic, <http://www.jurassicacademic.com/>
- **Emma Lay** (2013): Speaking Skills for Academic Purposes, seminar, <https://impact.cjv.muni.cz/publikace-a-vystupy/materialy/> (Podpora jazykových soft-skills dovedností u akademických pracovníků (klíčová aktivita 5))
  
- **TED TALKS:** <https://www.ted.com/>
- **HARVARD YOUTUBE CHANNEL:** <https://www.youtube.com/user/Harvard>
- **OXFORD YOUTUBE CHANNEL:** <https://www.youtube.com/user/oxford>