ENGLISH FOR
HYBRID, VIRTUAL AND FACE-TO-FACE
Teaching

Communicating and responding effectively in Lectures

26th January 2021.

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LOYOLA Idiomas

Welcome!

In today's Session

- Focus on of **language** used during **lectures**

- Focus on **language** used when **asking** and **answering questions clearly**, and **concisely**

- How to **listen better** to our **students**

- Improve use of **stress** on **key words**

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So…

- Good morning everyone!
- Is everyone here?
- Can you all hear me?
- Okay, let's begin.

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So…

- **Speaking**

So…

- Good morning everyone! It's really great to see you all here today! Thanks for coming! I can see some familiar faces and some new ones, and you're all very welcome. Thanks for coming – I hope you find today's session interesting, useful and relevant to your individual teaching and learning context.

- To get you to start thinking about today's topic, I'd like you to close your eyes for a moment, take a couple of deep breaths and let your mind wander - think about a lecturer you had at college or university….. What was it that made their lectures especially effective?

- OK, you can open your eyes! And that's today's topic: How to give effective lectures. By the end of this lecture you will be able to identify three key features of effective lectures and understand how they help to make your lectures clearer and easier for your students to follow.

- There'll be a few minutes at the end of this session should you have a question, but if you think it's relevant and important, please feel free to ask as we go along. Thanks!

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The **Language** of **Lectures**

BREAKOUT

(5 Minutes)

- What are our biggest **difficulties** when giving lectures in English ?

- What would we like to **improve** on when giving lectures in English?

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The Language of Lectures

First …
Let's listen

		1	2	3
1.	Give a greeting			
2.	State the topic			
3.	Give an overview			
4.	Give an example			
5.	State objectives			
6.	Establish student role expectations			
7.	Relate content to students' previous experience			
8.	Give students a task			
9.	Explain the reason for a task			
10.	Other features: e.g. Show enthusiasm / Explain how they can use the information and say why it is important			

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The Language of Lectures

First …

- **The Language of introducing yourself and your lecture**
  - Scripts can be found on Slide #30

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The Language of Lectures

Signposting…

- **Signposting phrases**
- A. **Now moving on to …**
- B. **What I mean by this is …**
- C. **The key point to take away from this is …**
- D. **By the way, something I noticed recently was …**
- E. **A good example of this is …**
- F. **The next thing we're going to focus on is …**
- G. **I'd like to stress that …**
- H. **Let's look at each one in more depth …**
- I. **Now let's turn our attention to …**
- J. **So what I'm saying is …**
- K. **You don't need to write this down, but …**
- L. **Some of you may remember from our last lecture that …**
- M. **Another way to look at this is …**
- N. **To sum up the main points so far, …**
- O. **To illustrate this, …**
- P. **As we discussed last week …**

- **Signpost function**
- 1. ☐☐☐ Move on from one point to another
- 2. ☐☐ Present an example
- 3. ☐☐ Stress important information
- 4. ☐☐ Give further information
- 5. ☐☐ Clarify a point
- 6. ☐☐ Digress from the main topic
- 7. ☐☐ Refer to a previous lecture
- 8. ☐☐ Provide a summary

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The Language of Lectures

And finally

- **Summarising**
  - Let me summarise/recap.
  - Let's go over the main/key/important points again.
  - Let's take a few minutes to review the main points.
  - I'd like to summarise the main points for you again.

- **Reflecting**
  - I'd like you to write down one thing you learned from this lecture …
  - Think about one topic from the lecture that you'd like to take forward …
  - What are the main points from this lecture that you can apply to your work?

- **Looking forward**
  - In the next lecture, we're going to …
  - Next week, I'm going to look at …
  - In our next session, the topic will be …

- **Assigning a task**
  - I'd like you to read up on these references before our next lecture: …
  - Here are some references that will help you with this topic: …
  - Your assignments are due next Monday.

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The Language of Lectures

Any questions?

- (Wait time)

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Questions

Questions can be …

vs.

• Written	• Spoken
• In real time	• Asynchronous
• Immediate answer	• Answered later (time to think)
• Named	• Anonymous
• Made by the teacher	• Made by the student(s)

Focussed on a range thought processes…

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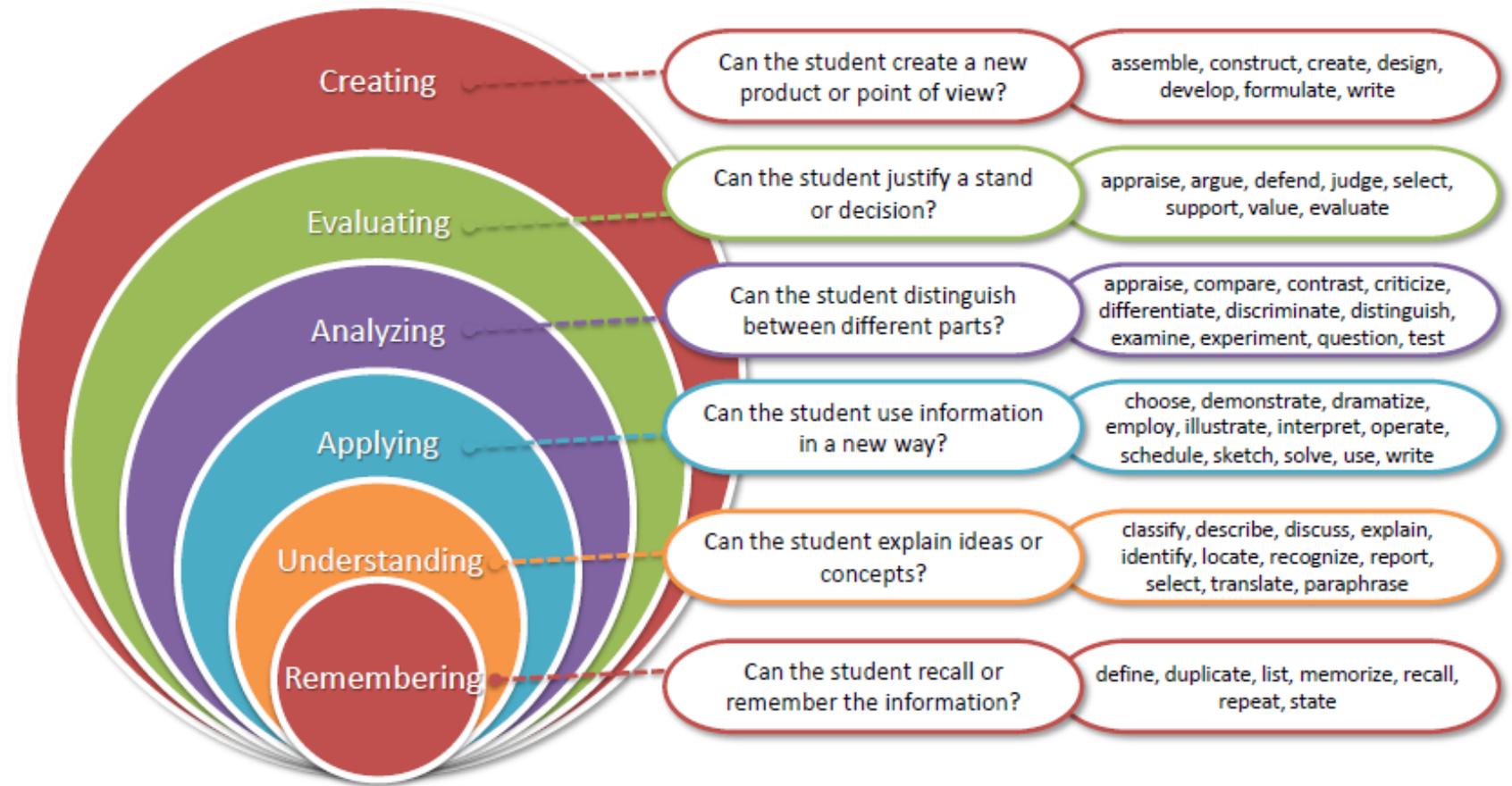
ASKING AND ANSWERING QUESTIONS

Types of questions

- 1. Closed questions
- 2. Open questions
- 3. Probing questions
- 4. Leading questions
- 5. Loaded questions
- 6. Funnel questions
- 7. Recall and process questions
- 8. Rhetorical questions
- 9. Hypothetical questions

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ASKING AND ANSWERING QUESTIONS

BREAKOUT

(5 Minutes)

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- A. When do you need the assignment finished, and is it ok if I WhatsApp it to you?
- B. Have you stopped stealing my pens?
- C. What do you teach exactly? Do you work at the Seville campus? Do you like the new building? And the classrooms?
- D. Do you teach?
- E. Isn't it great working with such a friendly team?
- F. If you were the president, what would you do?
- G. What are the disadvantages of asking a closed question?
- H. What's 81÷9? Why did you choose that book in particular?
- I. This presentation is going extremely well, isn't it?

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QUESTION PRACTICE ACTIVITY

PRE-TASK

(5 Minutes)

INSTRUCTIONS:

In larger groups (4 / 5 per group):

Think about <u>one</u> of your sessions in your module (or any interview situation as part of your job)

Individually write an example of each question type

- You'll be asking some of these questions to others later on (in smaller groups)

Timing : 5 minutes – here, now to help with ideas, word order etc.

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QUESTION PRACTICE ACTIVITY

B R E A K O U T

ROOMS

(15 Minutes)

TASK

Taking turns (one by one), each person reads out a question – the others need to identify and say what kind of questions is being asked.

If you finish early discuss the following:
What are the best question types?
Can you agree on the ranking of these from best to worse?

FEEDBACK / POST-TASK

One person in each group will be the group's representative and provide a brief summary to everyone at the end

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ASKING AND ANSWERING QUESTIONS

- 1. **Closed questions**
- 2. **Open questions**
- 3. **Probing questions**
- 4. **Leading questions**
- 5. **Loaded questions**
- 6. **Funnel questions**
- 7. **Recall and process questions**
- 8. **Rhetorical questions**
- 9. **Hypothetical questions**

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Answering **difficult** QUESTIONS

- **Well, okay….**

- **How to answer difficult questions**

<u>Hesitation fillers</u> **(buying time):**

Yeah, yah, well, actually, right, you know? I mean, Um, Err,

- **Dealing with difficult questions**

… is important but it's too complex for us to deal with here.

I think the aim of this talk is to focus on … rather than ….

It's too early for us to say whether ….

We don't have enough evidence to show that …

That's not something I've had time to deal with, but ….

I'd prefer to deal with that point later.

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So…

- **Listening**

How to listen to our students better

TED TALKS

Ethan Zuckerman | TEDGlobal 2010
Listening to global voices

https://www.ted.com/talks/ethan_zuckerman_listening_to_global_voices#t-276080

Stanley McChrystal | TED2011
Listen, learn ... then lead

https://www.ted.com/talks/stanley_mcchrystal_listen_learn_then_lead?language=en#t-120305

Julian Treasure | TEDGlobal 2011
5 ways to listen better

https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better#t-203030

Evelyn Glennie | TED2003
How to truly listen

https://www.ted.com/talks/evelyn_glennie_how_to_truly_listen#t-661635

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How to listen to our students better

- **How do your students know that you're listening to you?**

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How to listen to our students better

ACTIVE LISTENING

1. **Carefully listen** to what they are telling you
2. Stop thinking about **yourself**
3. **'Listen'** to paralinguistic and non-verbal communication
4. **Show** that you are listening
5. Ask questions about **what they are saying**
6. Be comfortable with **silence**
7. Help them to **express themselves**
8. Consider *how* and *when* you correct
9. If possible, **summarise** what was said
10. **Refer** to things they have said

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So...

- **Speaking**

Stressing content words

B R E A K O U T

ROOMS

(10 Minutes)

- **BEGINNING OF LECTURE**:

- **A** "Right, shall we make a start then? To get us started thinking about the topic, let's think about a key part of the entrepreneurial process: coming up with a new idea! First, I'd like you to think about a practical problem that annoys you. For example, your umbrella keeps breaking, or you keep losing your phone. Have you ever tried to come up with an idea to solve any of those problems? It's quite difficult, isn't it?"

- **B** "In today's lecture, I'm going to talk about four different types of entrepreneurial ideas. I'm going to describe each type of idea and I'll give some examples to illustrate each one. Finally, I'm going to ask you to analyse some case studies and decide which type of idea they illustrate. By the end of the lecture, you will have a deeper insight into the entrepreneurial process and be able to apply these ideas to your own business plan."

- **INSTRUCTIONS**

- **Decide who will be A, B and C.**

- **Spend a couple of minutes thinking carefully about which words in your part should be stressed.**

- **Read aloud your scripts (A,B then C).**

- **Give each other some feedback.**

- **Who did you like the most? Why?**

- **END OF LECTURE**

- **C** "Now let me summarise the main points of today's lecture. First, we looked at four different types of entrepreneurial ideas and then, we identified the main features of each one. After that we looked at some examples of each type of entrepreneurial idea in practice. Finally, I asked you to come up with your own examples for each type of idea and present them in our seminar on Tuesday. I think I'll leave it there. Any questions or comments?"

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The Language of Lectures

and finally…

- 1. **Now, before we go, let me summarise** the main points of today's session…
- 2. **First, we looked at** language use during lectures.
- 3. **Then, we identified and discussed** the language we can use when asking and answering questions. And **I asked you to come up with your own examples** for each type of question
- 4. And **present them** to others
- 5. **After that, we briefly covered** how we can listen better to our students.
- 6. **Finally, you all did some wonderful work** stressing key words, in order to make what you say more intelligible
- 7.**I think I'll leave it there for today. Thank you very much for your attention.**
- **Any questions?**

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Agradecimientos

- **Thank you for coming!**

- Dan Ryan Director, Loyola Idiomas

- Alicia Torres Unidad de Formación e Innovación Docente

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Next time…

- **Hybrid and Online Interactive Tasks**
- This Thursday, 28th January 2021 @ 1000

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References & further resources

Bloom's Taxonomy: https://www.britishcouncil.org/school-resources

British Council, Performance Management Course: https://www.britishcouncil.org/school-resources

Cambridge Assessment: Effective Questioning, UCLES, 2020

Cambridge English Certificate in EMI skills (2015) https://teachercourses.cambridgeenglish.org/

TED Talks https://www.ted.com/talks

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Listening scripts

- **Trainer's script (for the first activity):**

- I'm going to read three different introductions to a lecture. Please use the checklist in A to tick which features you hear. Introduction number

- 1: Hello everyone. Today's lecture is about how to give effective lectures. [pause] We will cover three main areas: how to structure your lectures, how to signpost your lectures and how to use visuals such as images or tables. [pause] The aim of this lecture is to help you engage your students in lecture content. During this lecture, I expect you to take notes and also write down any questions you may have. [pause] I will allow time for questions at the end. Introduction number

- 2: In today's lecture, I'm going to cover some of the key features of effective lectures. [pause] This lecture consists of three parts: structuring, signposting and using visuals, for example charts and graphs. [pause] I'm going to explain how to integrate each of these features into your lectures and how they will help to make your lectures more effective. [pause] Now, before we start, I'd like you to take a moment to think of one feature of effective lectures and write it in your notebook. Introduction number

- 3: Good morning everyone! I'm glad to see you all here today! [pause] To get you to think about the topic, I'd like you to close your eyes for a moment and think about a lecturer you had at college or university. What was it that made their lectures effective? [pause] OK, you can open your eyes! And that's today's topic: How to give effective lectures. [pause] By the end of this lecture, you will be able to identify three key features of effective lectures and understand how they help to make your lectures clearer and easier for your students to follow.

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ANSWER KEY

		Introduction 1	Introduction 2	Introduction 3
1.	Give a greeting	✓		✓
2.	State the topic	✓	✓	✓
3.	Give an overview	✓	✓	
4.	Give an example	✓	✓	
5.	State objectives	✓		✓
6.	Establish student role expectations	✓		
7.	Relate content to students' previous experience			✓
8.	Give students a task		✓	✓
9.	Explain the reason for a task			✓
10.	Other features *Possible answers:* Show enthusiasm Explain how they can use the information and say why it is important			

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