

Public Speaking
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Lecture – 21
Classroom Lectures

Good morning friends and welcome back to NPTEL online certification course on Public Speaking. You are listening to the lectures by Binod Mishra and by now we have covered several important aspects of public speaking. And the previous lecture we talked about interaction, I mean classroom interaction in public speaking or as a form of public speaking. The present lecture which I am going to deliver has been titled as classroom lectures.

My dear friends, the moment we come to hear the word lecture, many of us often develop a different sort of fear which is not always true. Most of us actually start thinking that it could be a very long speech, a spiel rather. But if we could really have understood the nitty-gritty of classroom lectures perhaps our fears will be eased off. As I said in the beginning, the present lecture is a lecture on classroom lecture, as a mode of public speaking.


And you might be thinking our classroom lectures also helpful in making or creating in us a desire to be an effective public speaker. Of course, it is true because classroom is such a space where you get all sorts of opportunities as we discussed in the previous lecture. So, through this lecture, I will try my level best to establish the fact that lectures can be beneficial because they are participatory. And they can ignite enthusiasm and satisfaction among learners who are waiting to become effective public speakers in the days to come. Now, what are classroom lectures? And what are its components?

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Classroom Lectures

The fundamental characteristics of effective lecturing in the classroom comprise:

- Expressiveness
- Clarity
- Interaction
- Inclusiveness
- Empathy



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The fundamental characteristics of effective lecturing in the classroom comprise expressiveness which is also required in any public speaking situation. Expressiveness----- one needs to express whether as a teacher or as a student, as an audience member. So what is the best way to express? I mean, when we talk about expressiveness. There are so many factors involved in it.

How to express? What thing to express? Which way to express? Which manner to express in? And it actually answers several queries as to what sort of audience you have? What do they expect? What are their needs? Do we really respond to their needs as speakers as teachers? So, after expressiveness comes clarity. Clarity in terms of speech, clarity in terms of content, clarity in terms of the pieces of information which you are going to provide to your students.

And then comes interaction, we have already talked a lot about interaction, especially classroom interaction in the previous lecture where we saw how there has to be a sort of democracy, there also should be a sort of equality, there should be a sort of participation and both the parties both as a speaker as well as listeners or audience members. They should actually have a sort of rapport in order that the common purpose of interaction or speech could go further.

And then comes inclusiveness, we perhaps had slightly hinted at inclusiveness in the previous lecture. By inclusiveness we mean that not a single audience member is to be left out. Over the years when things have changed we have larger classrooms and it becomes at times very

difficult to include everyone. But then even though it may appear difficult, it is not challenging and nor is it impossible.

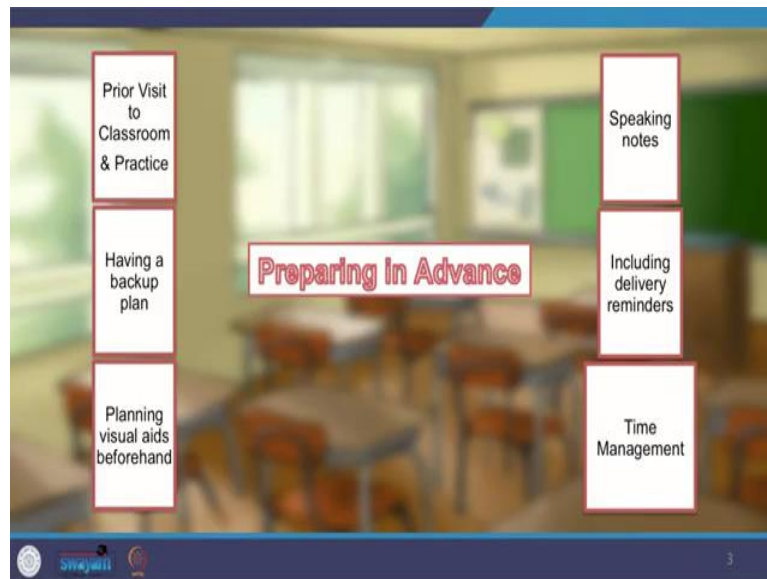
An effective speaker can include the majority of his audience members or listeners depending upon the style, depending upon the strategy that he uses or applies. And then comes empathy, I mean when as a speaker you get are to speak you also have to think that how long can you be tolerated by your audience members? Initially, majority of you might have found that only the initial moments maybe 10 to 15 minutes or 20 minutes.

They can as audience members pay their attention to and later on all of them start digressing and you as a speaker also have the techniques of digressing in order to bring them back to the point of discussion as we mentioned in one of the lectures. Here, you can see how the present day world has brought quite a good number of changes in the classroom. It is no more an ancient or an olden times classroom where the chalk board was important.

But today we have to have different sorts of gadgets in the classroom, the seating arrangement is not like the previous ones where there were rows of students. But then there is actually a sort of difference---- sometimes it is oval set, sometimes it is a roundabout structure where the students are made to sit in a fashion that they can concentrate on what the teacher says and the teacher has to his or her facility a mouse at times, a pointer at times, and then at the screen at times, and then also the blackboard.

So, all these actually have made the task of classroom lectures quite different innovative as well as interesting. Now, if you really want to develop public speaking and also through classroom lectures first as a teacher, you need to practice certain precautionary majors.

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What are these measures? The very first thing is--- I am actually speaking in today's context because things have already changed. The very first task that a speaker--- as a teacher has to do, is make a prior visit to the classroom, make a prior visit to the classroom. Why should you do that? Most of the time when a teacher knows that his classes begin at a particular time it is better that he goes to the classroom or he is near the classroom at least 5 minutes before.

I mean before time. Because in a way as a teacher or as a speaker who is going to be a leader and who is going to bring a change in the lives of his audience members, as students should instil in them a sort of punctuality and this punctuality can be learned from the teachers.

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- **A Prior Visit to Classroom**
The layout of the desks and sitting arrangement are required to get acquainted with because it determines the movement while delivering the lecture. The availability of equipment is also needed to be taken into account.
- **Having a Backup Plan**
The backup plan should always be there to avoid any technical glitch as they affect the credibility of the lecturer even when it is not their fault.

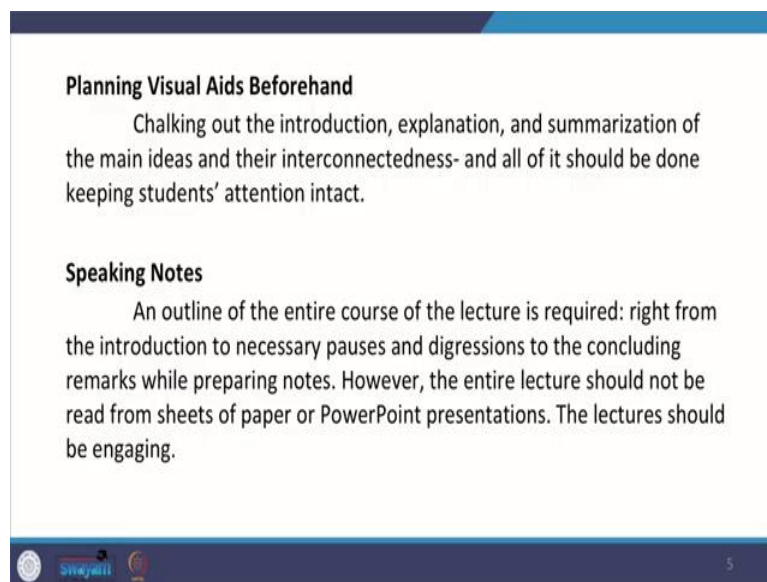
So, make a prior visit to the classroom and also practice. In earlier lectures we have said that planning is very important. So, while you are planning for a lecture-- plan for a lecture, while

you are planning for a lecture do adequate amount of planning. I mean, here we can also think of, because in the present day context when we have got used to making uses of technical gadgets we have in a way become addicted to them.

But should we not have a second or a B plan, should we not have a back-up plan. Because every now and then things may not work at any point of time there may be certain glitches. And in order to avoid the glitches, we as teachers must be ready to apply our own methodology. And then there comes to our mind how in earlier days the teachers used to be the master of the class only with the help of the chalk and only with the help of his talk?

We used to call it chalk and talk method. Now, when you are planning there are certain things to take care of.

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Planning Visual Aids Beforehand
Chalking out the introduction, explanation, and summarization of the main ideas and their interconnectedness- and all of it should be done keeping students' attention intact.

Speaking Notes
An outline of the entire course of the lecture is required: right from the introduction to necessary pauses and digressions to the concluding remarks while preparing notes. However, the entire lecture should not be read from sheets of paper or PowerPoint presentations. The lectures should be engaging.

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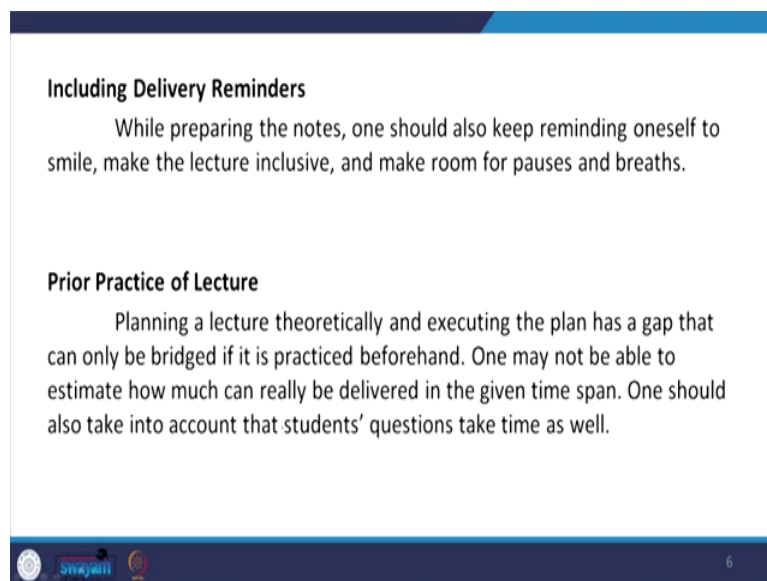
Plan not only the content but along with the content also plan the visual aids. If you are making use of Power Point presentations which actually will save your time but you need to be totally conversant with what you are going to use? But if you are going to bring charts, if you are going to bring maps if you are going to make them convince with some experiment please get ready not only with the content but all sorts of visual aids.

And you need to while you are showing them the visual aids. You also need to keep speaking, keep writing if it so demands. If you simply feel that you are teaching a subject of humanities or social sciences where you do not need to write too much but you carry your

notes. So, make your speaking notes ready, make them clear, make them in such a fashion that when you reach the particular point or the thread of discussion.

You should actually know how to refer in the midst of your talk? And then because the teacher is often faced with a problem of speaking too much in the classroom. But have we as speakers often thought about our audience members, do they also want that the speakers should speak spontaneously, consecutively without any breaks or podges. My dear friends, it is better that in your classroom lectures you should also make an advanced planning of where you are going to stop, break, pause? Where you are going to bring some moments of relief?

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Including Delivery Reminders

While preparing the notes, one should also keep reminding oneself to smile, make the lecture inclusive, and make room for pauses and breaths.

Prior Practice of Lecture

Planning a lecture theoretically and executing the plan has a gap that can only be bridged if it is practiced beforehand. One may not be able to estimate how much can really be delivered in the given time span. One should also take into account that students' questions take time as well.

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That is why we say include delivery reminders and then beware of time, it is very important. If a person gets a lecture for 1 hour or say 50 minutes, do not plan it in a manner that you are going to continuously speak for 50 minutes. Fine, leave time for some smaller questions which can actually help you to bring your audience to the point of thinking, allow some sort of relaxations all these are quite important.

Moreover, when you are given the time limit see that the entire content which you have brought can be covered in those limited amount of time, keeping into consideration the reaction of your audience members. Now, when we talk about this, prior visit to the classroom, please check the gadgets that they are working fine. It actually tells you how, when you need to move?

How you can make movements while you deliver the talk? We do not want that you should stand a statue like. And you have an equipment that is why you are not needed to. Since it is a sort of communication between the two parties, all these things have to be taken care of. And as I said, in order to avoid a technical glitch which can affect your credibility as a speaker or as a teacher, as a lecturer it is better that you check it beforehand. So that it is not fallacious, it is not causing any trouble. Again, when you talk about visual aids, see that you leave some space when you are bringing some visual aids. You need to explain them and you also need to allow time that you will have time for summarizing your main ideas which you have already connected and they should not simply be done keeping into consideration or keeping your students in a neglected position.

Many people even now prepare notes for the lecture but when one brings notes for their lecture right from the information, right from the initial discussion one should also prepare beforehand the pauses, the conclusions and they should be written clearly. Actually, it is for the beginners---- for those who start their careers of late into the world of teaching and speaking. Otherwise, many of them feel quite armed with Power Point presentations and the lectures have to be engaging.

Of course, every subject, every discipline will have it is own limitations. Now, we have also talked about bringing or initiating certain relaxation hours which I can call a sort of relief for the students. Students cannot because they are not only listening, they are thinking also. Naturally, they provide more labour into this activity and that is why they need a sort of relief.

So, provide some breaks, provide some pauses and all these can be done if you have made a prior practice of your lecture. In the initial stage all of us must do it, once **the neighbour** take for sure that everything will be well. Sometimes things may become difficult your power point may not work and the technical glitches can arise at any moment of time. So, as a speaker as a lecturer you must be armed with what you have really brought.

You must actually be conversant with once you take into account that students may also ask questions at times. We have seen that many expert lecturers and speakers anticipate questions beforehand. Because when you are preparing your content for the talk, you should also

prepare or you should also think of questions in advance. Please also try to prepare the answers of your queries which students may have.

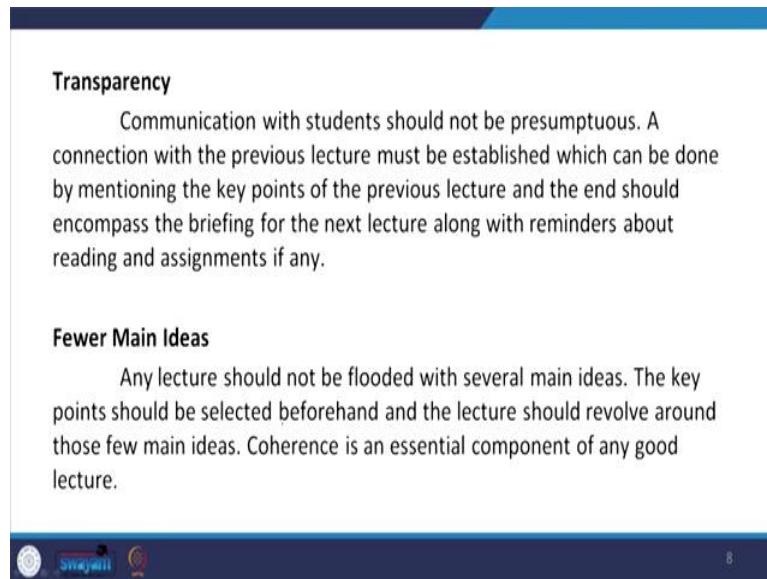
Now, here I have created a mind mapping of how one can structure one's lecture, fine. It is always better that as a lecturer, as a speaker you need to be very much focused. When you might be doing your planning, you might know your subject well, your topic well. So, please stick to the main ideas--- let the main ideas be few. Let there not be too much of ideas--- let the speaker be transparent, fine.

And even if I say that you have made all sorts of preparations on your PPTs and on your notes, please allow some amount of flexibility that at times. When you may find many **children** looks how you can divert their attention through some ploy or the other which as a lecturer you know. My dear friends it is better are to avoid repeating because at times if you repeat you actually may be written off as a boring teacher, as a boring lecturer, as a boring public speaker.

Of course, in speeches we perhaps say that repetition is essential. But if you repeat the same idea time and again in classroom lectures that may not work. And finally leave some room for summarizing that is why you might have felt that at the end of every lecture, a teacher says that today we have discussed the nitty-gritty of classroom interaction. And we have also seen how there are several components that actually can help us become more confident.

That can help us, become more linguistically aware. And also become more curious as to how we can create a sort of rapport with the crowd.

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Transparency
Communication with students should not be presumptuous. A connection with the previous lecture must be established which can be done by mentioning the key points of the previous lecture and the end should encompass the briefing for the next lecture along with reminders about reading and assignments if any.

Fewer Main Ideas
Any lecture should not be flooded with several main ideas. The key points should be selected beforehand and the lecture should revolve around those few main ideas. Coherence is an essential component of any good lecture.

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Now, when you talk about transparency I mean, you should never think, you should never have a presumptuous idea about your students that they know everything or they do not know everything. A connection with the previous lecture is a must that is why in all these lectures you might have found that your teachers might be saying. In the previous lectures we discussed this why? The need is that we need to connect.

They actually need to establish which actually can be done by mentioning some of the key points of the previous lecture. And the end should actually be the sum and substance or the briefing for the next lecture along with the reminders. But then if you are also going to provide them some assignments that also are very important. Now, you might be thinking that why I say that there should be fewer main ideas?

Any lecture should not be flooded with several main ideas because that will actually create a sort of deviation. The key points should be selected beforehand and the lecture should revolve around those few main ideas. Do not bring so many ideas, otherwise, you will not be able to bring a sort of coherence. Coherence is very important, cohering your previous content with what you are going to say and that can be become a possibility only when you have fewer main ideas.

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Flexible with Prepared Notes

Teaching is a dynamic job based on interactions. Participation of students is an important factor so the lecture should adapt to those circumstances. The notes are secondary to the impromptu circumstances or discussions that arise in the assigned time span.

Avoid Repetition

One thing that every teacher should keep in mind is that the lectures should be catchy and not repetitive. Time and again, one should keep brushing up on the materials being used for lectures and new examples should be stated in order to anchor the interests of the students.

As regards flexibility, we have also said that participation of students is a must. That is why if you planned **or style** that you will be speaking throughout then perhaps you are not allowing the room to your audience members. So, the lecture should actually adapt to the circumstances and sometimes maybe unforeseen situations may also arise. The notes are simply secondary my dear friend, who is primary? The teacher is the primary; the speaker is the primary material.

So, the notes are secondary to impromptu circumstances. I mean, something that arises all of a sudden or discussions that may arise are meanwhile. And then as I said avoid repeating. Every teacher or every lecturer or every speaker should see that they do not repeat the same idea time and again. One should always keep brushing up the materials. Those who are trying their hands in the world of teaching they should see that if they have prepared their notes.

Let them revise their notes every semester by bringing new examples and by bringing new anecdotes. Ultimately, as I have been saying, all lecturers or all speakers are leaders and communication is their hallmark. So, let there be a variety in their communication. And then when you have come towards the end please spare some room or have some room for summarizing because this summarizing is one thing that can be considered as a sort of take-away.

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Summarizing



As mentioned earlier, connecting ideas in a series of lectures is very important. While transitioning from one topic to the other, one should be explicit and make use of brief summaries in order to revisit all the important points of the lecture. This helps the student to revise the main points of the lecture in an organized nutshell.

As mentioned earlier, connecting ideas in a series of lectures, of course, is very important. But then when you move from one topic to the other ones would actually be very clear, very explicit and make use of brief summaries in order to revisit all the important points of the lecture. This actually can help them revise the main points of the lecture in an organized nutshell.

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Means for Engaging Class

Ask, then tell	Shifting engagement levels
Questioning to Intrigue	Short Breaks
Inviting Questions	Practice inclusivity
Encouraging note-taking	Feedback

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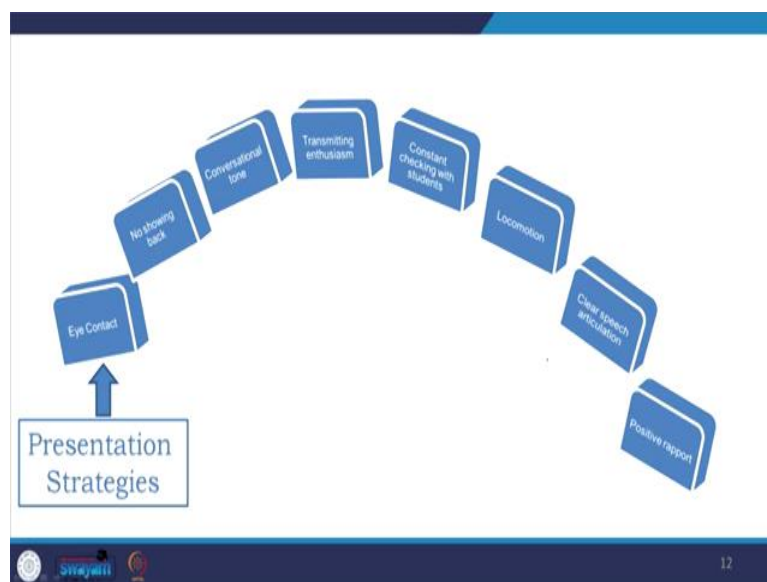
Now, what are the other means that can help a speaker? Engage the audience or the members of the class year. As students first ask, I mean as I have been saying they do not speak continuously. In and between ask some questions and when you ask, then you must also tell. Because maybe not all of them can answer and why should you ask these questions? You are asking these questions not only to intrigue but also to bring them or to see their awareness.

At times you can also invite questions that whatever has been said I think is there some room for any curiosity or for any questions. And it is always better that you must allow, you must encourage them to make certain notes and then make some sort breaks, practice inclusivity. I mean accommodating everyone in a larger class it becomes difficult. But we shall talk about the same, how you can?

Because you have to continue to distribute your eyes to each and every member of the audience. I mean with the help of a positive eye contact by dividing the entire class or dividing the entire crowd into small segment. And then trying to concentrate on one segment for one time and then suddenly shift to some other time. This will actually allow you a sort of control over the audience, however, large or small they may be.

It is better not to start looking sideways simply to see that whether they are looking at you or not, they are there, they are listening to you. But then you should also respond to them, you should also pay a proper attention to them by distributing their eyes. Now, here as a teacher we are a presenter, as a teacher we are a communicator, as a teacher you are actually a speaker.

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So now, as a presenter what you do? First, is eye contact. We have already talked about credibility and then it is better that you do not see at the back, rather you see at the front. I mean and this actually gives you a better scope for having a sort of control. The tone may be conversational it is not a speech, my dear friend, classroom lecture is different from speech. Where there is no much room for emotions the way you try to bring in several speeches.

you as a help when you are going to summarize, my dear friend. So, when you are going to summarize make use of these keywords which actually play a vital role in making your talk the gist of all that you have said.

Here on the right hand side you can find the teacher has already written lot of keywords and while he will be summarizing, he will be sparing some moments just to see that all that he had said can be recapitulated.

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Visual Aids

- The use of multimedia aids helps to maintain students' attention. One should take care of the fact that it should only be used as a support and not the focus of the lecture.
- Not everything that is to be said should be there on the slides.
- There should be a gradual revelation of visual information.

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Visual aids are quite essential nowadays and there are many aids that majority of you are conversant with because you are the diligence, you are the netizens, you are the citizens of a different world where you can take care of the fact that it should only be used as a support. Most of the time many people take things for granted and feel that technology will rule.


My dear friends, once who they still feel as a lecturer or teacher, the technology is only a slave and the teacher is the master. So, it is not that everything is to be said should be on your slide. Otherwise, where lies your own importance as a speaker, you are extinct you do not you do not stand, you do not stay. So, have some room for your own thoughts also, have some room for our own explanation also.

Because that way you as a speaker are providing a sort of gradual revelation of your visual information.

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Role of Feedback

- Feedback makes any learning an active process.
- It allows both teachers and students to contemplate and direct their individual learning.
- Feedback should always be given without delay. Only then it would be of any use.



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And moreover, as a lecturer, as a speaker, as a communicator you can take the cues with the help of the feedback. Of course, you cannot ask them their feedback but then through your own observation. You can by reading their faces you can get a feedback positive or negative. Feedback actually makes learning and active process of course, in many organizations towards the end of the semester students are given the feedback forms.

And they also they also can provide a clue to your own teaching. How? Where? And in what ways should I improvise as a lecturer? It can allow both the teachers and students to think over and direct or improvise their individual learning strategies. Feedback should always be given without delay only then it will be of some use. My dear friends, we have already discussed a lot about our classroom lectures and the way classroom lecturers and speakers should have practiced.

But then there are certain things that should be always kept in mind and what are they? Here, I present in the form of certain tips. One always has to be confident of the content part, I mean the sort of material that I am going to bring. One should also try to make one's lecture sequential. I mean the order that you will be following of course, in this regard many subjects will have their own limitations.

Sometimes it can be topical, sometimes it can be causal fine cause and effect, sometimes it can be sequential, sometimes it can be graphically arranged, sometimes it can be structural if it is a subject like physics and chemistry whatsoever and sometimes it can be a problem solution.

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Some Tips

- ❖ Be confident of your content
- ❖ Make your lecture sequential
(Topical, Casual, Sequential, Graphic, Structural, Problem Solution)
- ❖ Avoid speaking throughout
- ❖ Keep track of time
- ❖ Vary the type of lectures
- ❖ Avoid lecturing verbatim

Prepare for the ear and not for the eye

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Do not speak throughout, keep track of time and always remember that you have to vary the type of lectures. I mean, if you are going to speak in one lecture, in the next lecture please make it more interactive give them some assignment or tell an anecdote and ask their seek their reactions or ask them that in this situation how they can react? Or what they can create? Please avoid lecturing verbatim.

I mean do not speak word by word rather leave some room for explanation. And moreover, when you are preparing your content please ensure one thing that you are preparing for the ear and not for the eye. What is the implication? The implication is we will choose words that will actually impact more. Will not simply make graphic designs and all that can please the eye because speaking or lecturing is a sort of art through which you are dealing with public.

And this art should please the ear more than the eye. I think you will also give more ears to all that I have been saying. So that in the days to come these hearings will result in a better hearing when you as a lecturer will stand before the crowd and deliver your talk or presentation. And get back or being responded through several plaudits, several applauses. My dear friends, nothing is impossible in today's world when you have lots of facilities at your own end.

And one should always say to it that they are going to prepare themselves as future leaders and these future leaders get prepared only in their alma meter.

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“The philosophy of the schoolroom in one generation
will be the philosophy of government in the next”

-Abraham Lincoln

Thank You



So, before I end my talk let me simply summarize by taking some lines from Abraham Lincoln--- the famous president of USA who says: “ The philosophy of a schoolroom in one generation will be the philosophy of the government in the next.” The meaning is what you learn during your formative years is going to help in the formation of a new government in the nation in the country.

I am reminded of a very beautiful letter that Lincoln had once written to the headmistress or the principal of the school, where he had said--- Let my son know that a copper earned is more important than something which one can get gratis. My dear friends, you too can learn a lot if you have the desire to learn. Try to learn to earn the respect of the community at large, society at large, world at large and with this let me end this lecture.

And hope you are enjoying this lecture and I do look forward to seeing you in the next lecture. Till then thank you. Goodbye. Good night.