

The Lecture Method, its Steps, and its Educational Aspects in Teaching Arabic to Non-Native Speakers

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Abstract

The lecture method, also known as the expository method, relies on the teacher presenting information or stimuli to the learners. In this method, the educational message is generally conveyed in one direction, making it a non-interactive approach. It is considered one of the oldest known methods in language and other subject teaching. Moreover, it is more commonly used in schools, institutes, and universities at various levels and curricula. The lecture method is based on two fundamental factors. Firstly, the teacher's extensive knowledge of the subject matter, and secondly, the teacher's possession of the necessary skills in organizing and presenting the information and experiences related to the lesson topic in a sequential and organized manner. In this method, the teacher is the sole speaker in the classroom, and the student assumes the role of a passive listener. Therefore, it can be said that this method is highly influenced by the teacher's personality, as they can make the lesson either engaging or dull. It is called the lecture method because in it, the teacher presents the subject matter to the students for them to Receive, in order to address the topic of this study, the researcher employed a descriptive and analytical approach, describing the recitation method as it appeared in educational sources in all of its scientific and educational facets. In addition, he analyzed the method, pointing out its strengths and weaknesses as well as its advantages and benefits in the teaching process. One of the findings that the researcher came to is that a lot of teachers at all educational stages and levels, inschools Colleges, and universities, uses the deduction method. Second: Teachers are aware of the recitation method, which is simple to use. Third: In the more advanced stages of education, the recitation method is more effective. Inorder to avoid the method's drawbacks, the researcher suggests educating teachers about it and paying close attention to it. In addition to reminding teachers that the recitation method requires students to master and memorize the educational material, he also suggests the use of teaching aids.

Keywords: Teaching Methods - Language Education - Benefits - Steps.

Introduction

The focus of this research revolves around discussing the lecture method, also known as the lecture technique. This method is considered one of the teaching methods used since ancient times until the present day. Educators employ it to teach various subjects, particularly foreign language instruction. The lecture method emerged and spread at a time when books had little significance due to the absence of printing in those early times. There were no educational resources or advanced teaching methods available.

The teacher would present and deliver information and experiences to the students, equipping them with knowledge through the lecture method. Consequently, it came to be known as the lecture method. Through this method, students receive and acquire knowledge and information related to their educational material without engaging in discussions with the teacher. During the teaching process, the teacher's aim is to present information continuously, with the students expected to listen attentively and silently. The teacher explains and interprets the scientific material, ensuring the students' comprehension. Furthermore, the teacher provides precise descriptions and clarifies information verbally, whether or not there is an instructional tool. The presence of an instructional tool enhances the clarification and solidification of information in the students' minds.

However, this method has both positive and negative aspects in the educational process. The researcher will explain and clarify these aspects throughout this study. It is essential for teachers to comprehend the various aspects of this method in order to benefit from its positives and avoid its negatives in the language teaching process, especially when instructing non-native speakers.

Research Methodology

The researcher used the descriptive analytical method in this research.

First: Steps for implementing the lecture method Through this method, the teacher presents information using five steps followed by Herbert in teaching. These steps are as Follows.

Introduction

When the teacher introduces the topic of the lesson he is going to deliver to his students, he should capture their interest and motivate them to learn. Additionally, the teacher should connect their prior experiences to the new lesson topic. This can be achieved through one of the following ways:

- A.** He should present questions that contain general information related to the new lesson topic as an entry point.
- B.** The teacher should present instructional materials and engage the students in discussing them.
- C.** The teacher narrates a short, engaging story, a real-life incident, the reason behind a verse's revelation, or a relevant Hadith (saying of Prophet Muhammad) related to the lesson topic.
- D.** The teacher establishes a connection with the previous lesson by presenting questions about the previous lesson and then linking it to the new lesson.

In this educational context, the teacher should consider the following:

- A.** The questions or story should be clear and suitable for the students' level.
- B.** It should be organized and elicit relevant information for the new lesson in an engaging manner.

C. It should be appropriate in terms of the allotted time.

D. Involving the students in the lesson as much as possible while considering individual differences among them (Taweelah, 2008).

Presentation

In this step, we present the new information using one of the previous methods.

It serves as the body of the lesson, and the following requirements should be met:

A. The material being presented should be completely suitable in terms of time and also appropriate for the students' level.

B. The material should be divided into main stages, with a retrieval period at the end of each stage to reinforce the information.

C. Examples should be plentiful, clear, and diverse.

Integration

In this step, the teacher connects the facts of the new topic to previous facts and maintains a balance between them.

Generalization

The purpose of this step is to reach general rules and definitions. It is advisable for the teacher to allow the students to discover the rule or derive the definition themselves, and assist them in formulating their findings, then write it on the board.

Application

In this step, the teacher ensures the students' understanding of the topic by asking questions and conducting exercises. Based on the results, the teacher can clarify any unclear concepts by providing additional explanations and illustrations.

Secondly: Types of Presentation

Presentation methods vary in their effectiveness and impact on students, and their mastery depends largely on the teacher's skills. Some of the various types of presentation include:

A- Lecture

This involves oral presentation of the prescribed material without student participation. It is commonly used in university settings. This method may be suitable for a collective level where students are aware of the value of information and are eager to acquire knowledge through the teacher during the lecture or lesson.

B- Explanation: It involves the teacher clarifying material that is difficult for students to understand, using language appropriate to their level and precise terminology.

C- Description

clear language and an approach This method requires suitable for the students' level.

D- Stories:

This method appeals to adults and captivates children. A story in the introduction can greatly help Direct students' attention to the lesson (Fathi, 2009).

Thirdly: The benefits provided by this instructional method this teaching method offers numerous educational benefits, including:

1. Empowering the teacher to cover the prescribed curriculum within the allocated time.
2. Developing listening skills and etiquettes among the learners, within a calm and organized classroom environment.

3. Providing students with the opportunity to benefit from the teacher's eloquence, language proficiency, presentation skills, and public speaking abilities.
4. Facilitating the education of a large number of students within a specified classroom time.
5. Contributing to cost savings in terms of equipment and resources, as it does not require extensive preparation and materials.

Fourthly: Limitations of the lecture method:

1. This method neglects important aspects of students' needs and inclinations towards activity and active engagement, which are necessary for their experiential growth.
2. The lecture method can lead to distraction, passivity, and boredom due to the prolonged duration of the teachers' monologue.
3. Generally, this method primarily focuses on knowledge acquisition at the recall level, neglecting other cognitive processes such as understanding, analysis, classification, as well as the development of motor skills. (Taweelah, 2008).

Steps To Activate the Lecture Method (Sufiani, 2020).

- 1- The teacher should be prepared by adequately preparing their material ahead of time to be able to deliver the educational content they will be discussing. They should jot down the main elements and prepare relevant examples a potential scenario during the teaching process.
- 2- Prepare a suitable introduction to the lesson topic that engages the learners' minds and stimulates their thinking. The introduction can vary, such as sharing a story or mentioning relevant anecdotes related to the subject, presenting certain problems, or reminding them of previous experiences.
- 3- The teacher should pay attention to the correctness of their language because they convey information to their students. If they make pronunciation mistakes, especially in sentence structure and emphasis, these mistakes will be transmitted to the students.
- 4- Ensure that the teacher's voice is audible, and their accent is appropriate for the meanings they are delivering.
- 5- Avoid speaking too quickly or in a slow, disjointed manner. This allows the students to follow the lesson's topic, understand its paragraphs, and identify the intonation and movements within words, distinguishing them to grasp the meaning of sentences and vocabulary.
- 6- During the delivery.
- 7- Emphasize important ideas, either verbally or in writing.
- 8- Utilize appropriate teaching aids to assist students in understanding the content and provide vivid examples and Live models.
- 9- Take into consideration the students' level and experiences by diversifying vocabulary, phrases, synonyms, antonyms, and providing numerous examples and exercises to ensure understanding and comprehension of the lesson's subject to achieve the lesson's objectives.
- 10- Do not occupy the entire teaching time with lecturing. It is preferable to leave room for students to ask questions, seek clarification, engage in review, and apply what they have learned.

Storytelling Technique

Through the interactive method or lecture, stories can be presented by explaining, describing, and narrating. Stories can play a significant role in the teaching process, and the Quran has mentioned many lessons and moral teachings through storytelling. Other techniques, such as description and simulation, can also be used (Mur'i ,2002). In order to achieve the objectives of storytelling in education, the teacher should consider the following aspects:

- 1-The teacher should relate the story to the lesson's objectives or its topic.
- 2-The story should be at the level of students' comprehension and their intellectual and emotional development.
- 3-The story should be derived from reality and highlight the truths intended to be conveyed to the students. It should be presented in clear and simple language, with short sentences and words that are easy for the students to understand.
- 4-The teacher should master the details of the story and present it in an engaging manner, being interactive with its events. The story should emphasize values and higher morals contained within it, in order to achieve emotional objectives for the student (Al-Jabban, 2008).

Negative Effects of The Lecture Method (Mur'i ,2002)

- 1- Students become accustomed to passive listening and may end up not actively participating or assisting in the topic being presented. The lecture method does not provide students with the opportunity to contribute and engage in the learning process, resulting in a negative role during education, especially if there is no chance for them to ask questions or Seek clarification.
- 2- Students may experience mental distraction during the lecture for various reasons, leading to a lack of comprehension, failure to connect different parts of the lecture, and missing out on the intended benefits.
- 3- It instils in students a sense of reliance and dependence on the teacher for obtaining information about the subject matter.
- 4- It discourages students from engaging in research, inquiry, and creativity, as it does not encourage Critical thinking, analysis, and deduction.
- 5- It can generate boredom and disinterest, especially if the lecture is not engaging.
- 6- The information presented through the lecture method may not have a lasting impact on students' memory, requiring additional effort to retain or recall. It also contradicts the philosophy of modern education, which places the student at the centre of the learning process.
- 7- Lack of significant collaboration among students during the learning process.

Negative Impact of The Lecture Method on The Educational Process (Jaber,2014)

- 1- The lecturer may deviate from the sequential order of the subject matter, at times providing information unrelated to the topic, thereby straying from the objective of the curriculum unit. This may be driven by personal preference or an inclination towards a specific unit within the curriculum.
- 2- The lecturer may exceed the students' level of comprehension, capabilities, and cognitive capacity by providing them with more information than they can understand, absorb, or follow.

- 3- Over-reliance on the lecture method without incorporating other instructional strategies can lead to a monotonous and uncreative teaching approach, lacking renewal, or innovation.
- 4- Many teachers may lack the necessary skills, knowledge, and expertise to effectively utilize the lecture method, which hinders them from achieving the desired outcomes.
- 5- The lecturer may not have continuous insight into the students' understanding or be able to evaluate them consistently.
- 6- The lecture method does not facilitate the discovery or recognition of individual differences among students. Moreover, this method is based on an outdated educational philosophy that emphasizes the teacher as the central figure in the educational process.

While the lecture method is based on traditional educational philosophy, it is still widely used among teaching staff in schools. They employ it to impart their knowledge, information, and scientific expertise to their students, skilfully delivering it to their minds. Lecturing focuses on transmitting and delivering a large amount of study material for comprehension purposes only. Despite the criticism and scrutiny directed towards this method, it remains an indispensable approach. Teachers rely on it to clarify ambiguous concepts, explain experiments, and narrate stories. The flaw does not lie in the method itself, but rather in how it is used by the teacher. The teacher must be fully aware of the students' level and how to address them, choosing words and expressions that are suitable for their age and academic stage.

It is impossible to completely abandon the lecture method in favour of modern techniques, given the advancements in scientific fields and technologies. Despite the negative and positive criticisms directed towards the lecture method, as well as the continuous developments in the fields of science and technology, this method will continue to maintain its quality and effectiveness among teaching methods. Its significance and importance may even increase in the educational and pedagogical domains, particularly if the lecturing teacher can benefit from visual techniques such as videos, transparent slides, and other tools that have a profound impact on capturing students' attention and breaking the monotony of monotonous verbal instruction, which can lead to yawning, drowsiness, and eventually sleepiness (Jaber, 2014).

Furthermore, this method allows the receiving student to utilize more sensory perception in comprehending the scientific material, resulting in better sensory perception. Therefore, the optimal approach is to develop the lecture method in a way that enhances its benefits and eliminates its drawbacks. The lecture method possesses numerous characteristics and advantages. It respects the time constraints allocated to it by efficiently utilizing lecture time. It provides students with a large amount of information, facts, and knowledge in a very short period. Additionally, it is considered a cost-effective method for delivering scientific information and Facts compared to other teaching methods.

Moreover, if the teacher possesses a strong personality and has undergone educational and professional training for teaching, they can effectively convey their information, knowledge, and expertise to their students. In the teaching process, it is best for the lecturer to resort to diversifying teaching methods. If lecturing is necessary, then its preparation and delivery should be of high quality. Since research and reports clearly indicate a decrease in attention and focus during lectures, it is essential to confront this by diversifying educational activities. For instance, the lecture can be transformed into a step-by-step Historical presentation of the subject (Al-Yasin,1974).

The Personality of The Lecturer and Its Impact on Students

The personality of the teacher has a strong influence on the success of this method. Not every teacher can implement this approach. For the teacher to have an impact on their students and build the desired relationship with them, they should consider following the following steps:

- 1- The teacher should have a clear voice with varied tones. They can pause briefly before mentioning important points to ensure the students' attention. It is also helpful to write these points on the board to emphasize their significance.
- 2- The teacher can use facial expressions and hand gestures to capture the students' attention and reinforce important points.

A teacher should investigate the faces of their students during the lecture to make them feel that he is interested in their presence. Likewise, he should shift his gaze from one student to another to make each one of them feel that he is speaking to them. Additionally, he should observe the emotions of his students and occasionally make sure that they are still following the lesson with him and that boredom and distress have not crept into their minds (Yasin, 1974).

Results

- 1- The importance of this method lies in its widespread use among teachers at all educational levels, even to the present day.
- 2- This method is easy and uncomplicated, making it suitable for teaching theoretical subjects, especially languages, Islamic sciences, and some educational materials.
- 3- It heavily relies on the teacher's abilities and skills in public speaking, memorization of texts and materials, pronunciation accuracy, vocal skills, observation, and their ability to manage the lecture inside the classroom or the study hall.
- 4- One of its positive characteristics is its ability to enable the lecturer to teach large numbers of students simultaneously. However, it is not without its drawbacks, as it may hinder students' development of certain skills such as dialogue and discussion. It relies on one party in the teaching process, which is the lecturer or the teacher. It also has its own benefits and positives like other teaching methods. There is no method that is entirely good, just as there is no method that is entirely bad. Each method has its own strengths and weaknesses.
- 5- This method allows the lecturer or teacher to assess the results of their work inside the classroom. They can verify whether they have achieved their objectives through the teaching process. They can evaluate the outcomes of their delivery or explanation, whether the intended purpose or concept of the idea or scientific theory has been understood by the students. They can ensure that the students have grasped the principles, facts, and scientific rules contained in the material presented to them using this method. It helps them determine whether the students have achieved the intended goals of the educational situation they aimed for.

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