

Presentation in Lecture Method: Concepts and Practices A Review on Bangladesh's Perspective

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Abstract

'Lecture' is a widely used method of imparting training and learning to trainees or students throughout the world. With the advancement of information technologies and introduction of some other techniques, the lecture method is now-a-days being considered as the worst among all other methods used for teaching or training programmes.

Despite that, lecturing is perhaps the only method that still has been dominating in almost all academic and training institutes of the world and Bangladesh is no exception. Lecture has many advantages in terms of adult and knowledgeable learners and whenever any other methods and facilities are not useful or easily available. If a speaker designs his/her lesson plan considering the level, maturity and potentiality of his/her students/trainees, and precisely delivers his/her lecture, then it could be proved most effective method to transferring knowledge and information and some extent of skills to the learners. Learning process, we know, is not only a mere handling of some technologies or appliances rather it is a technique of generating interactive critical thinking and its diffusion.

Thus, the article delves into the insights and characters of lecture method from its root to the present form in one end, and assesses its approach and practices with special references to two leading universities of Bangladesh of different nature on the other.

Key Words

Lecture, Presentation, Learning, Bangladesh.

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Introduction

It is often said, presentation in lecture method is worst among the methods being used to conduct academic classes, training or related programmes. However, "There are many training methods, each of which is uniquely effective in producing specific results under particular circumstances" (Watson, 1985:155). Active or participatory learning, for instance, is found very effective in the training programmes of professional bodies and non-governmental organizations (NGOs). A teaching/training programme usually has two objectives. One is to impart knowledge to the students/trainees, and other is to develop and enhance their skill as to make them effective and competent whenever they would go back to their respective field or profession.

Presentation in lecture method has some limitations to enhance the skills of the trainees as in this method the presenter mostly provides some conceptional or theoretical knowledge and critical thinking to the trainees. Despite heavy odds against lecture method, it is still a popular and potential method especially in third world countries like Bangladesh for transmitting knowledge and information. The success of lecture presentation heavily depends on how a lecturer effectively and properly delivers his or her speech. If he or she draws, holds, and retains the continuous attention of the students/trainees or participants then he or she could have been successful to effectively convey his or her messages to the audience as lecture is at the core of interpersonal and group communication. Classroom activity is mostly done at interpersonal or group level where intimacy is profound due to close physical proximity. With their own style of leaning system prevailing in the east despite sharp intrusion of western way of teaching, Bangladeshi scholars and academicians are mostly depending on lecturing method of imparting lesson to the students and trainees. And this is all about focus of this article.

Definition of 'Lecture Presentation'

In *lecture presentation*, we find two terms; one is *lecture* and another is *presentation*. According to Oxford dictionary, *lecture* "is a talk giving information about a subject to an audience or a class, often as part of a teaching programme" (Crowther (ed.), 1995:672). Defining *presentation* Oxford dictionary says, "It is the *way* in which something being presented or it is an *action* of presenting something" (ibid: 913). The two terms *way* or *action* in other way is an *art* or *craft*. *Art* is 'the expression of human creative talent or skill or it is a sort of performance' (ibid: 27). On the other hand, *craft* is to accomplish something skillfully or it is the skill requires for a particular activity. Lecture is thus 'an oral presentation intended to present information or to teach people about a particular subject, for example by a university or college teacher' (Wikipedia). 'Lectures are used to convey critical information, history, background, theories and equations. A politician's speech, a minister's sermon, or even a businessman's sales presentation may be similar in the form of a lecture' (Wikipedia).

Background

Lecture is oldest method, being used for centuries and could be traced back at a fifth century B.C Academy, a gathering spot of Greek Philosopher *Plato* (427-347 B.C) and his students and followers. Plato later produced a gifted talent *Aristotle* (384-322 B.C) through his lecture procedure. Later on Aristotle developed a model and theory of human communication based on *speech*. He identified three elements for good human communication. These are: Speaker (Communicator), Speech (Message), and Audience (Receiver). He never mentioned or imposed anything regarding any kind of mechanical channel in the process of communication. For him, the channel is understandably the air. Aristotle, according to communication expert David K Berlo (1960), defined the study of *Rhetoric* (Communication) as the search for “all the available means of persuasion” (p.7).

It is obvious that the core objective of a lecture is to persuade the audience. Marston (1963) argued that ‘The world’s great persuaders have been its teachers, preachers, prophets, writers, and artists” (p.5). Sermons from preachers to huge congregation for any faith like Kumbh Mela of Hindus or Huzz of Muslims or X’mas day gathering of Christians is simply based on lectures. Persuasion does not mean that the audience is simply the passive receiver as Berlo (1960) further says, ‘...it is an attempt to sway other men to the speaker’s point of view’ (p. 8). Human mind is not just like an electric switch which gives signal and the bulb illuminates. People have to be motivated only when they would agree, understand and share the information and argument of the speaker. Citing Dale Carnegie (24 Nov 1888 -1 Nov 1955), Siddique (2009) said, ‘The best argument is that which seems merely an explanation’. And here lies the inner strength of ‘lecture’. It is, however, understood that lecturing was a very powerful and only method during Aristotlean period as the present days technological advancement was not accomplished during that age. Even then Aristotlean ‘Rhetoric’ is still powerful for present day’s lectureship.

Aristotlean view

Aristotle defines ‘Rhetoric’ (communication) is the search of all the available means of persuasion (Berlo, 1960: 7) and the focus of his definition is persuasion, and this is very essential for any art of speaking. Despite its one way and sender-dominating approach, Aristotle saw the tools of rhetoric ‘as a neutral means by which the orator could either accomplish noble ends or further fraud’. ‘...by using these justly one would do the greatest good, and unjustly, the greatest harm’ (Griffin, 2006:319). Aristotle, however, ‘believed that truth has a moral superiority that makes it more acceptable than falsehood (Griffin, 2006:319). ‘Speakers who neglect the art of rhetoric have only themselves to blame when their hearers choose falsehood. Success requires wisdom and eloquence (Griffin, 2006:319).

Aristotle specified three rhetorical proofs. These are logical (logos), ethical (ethos), and emotional (pathos). The first one comes in line of argument in the speech, the second is the way of speaker's character revealed through the message, and emotional proof is the feeling the speech draws out of the hearers. Some form of logos, ethos, and pathos is present in every public presentation (Griffin, 2006:320).

Aristotle specified four canons of rhetoric also and that are concrete examples for a speaker to accomplish his or her any act of presentation. These are Invention, Arrangement, Style and Delivery. Later writers add 'memory' to the list of skills the accomplished speaker must master (Griffin, 2006:325). To generate effective enthymemes and examples, the speaker draws on both specialized knowledge about the subject and general lines of reasoning common to all kinds of speeches (Griffin, 2006:325). This is actually introduction of any innovative topic. There is nothing like a good beginning (Siddique, 2009). Citing Aristotle Griffin (2006) said, 'There are two parts to a speech; for it is necessary first to state the subject and then to demonstrate it. The introduction should capture attention, establish your credibility, and make clear the purpose of the speech. The conclusion should remind your listeners what you've said and leave them feeling good about you and your ideas (p.325).

'Aristotle's treatment of style, in the rhetoric', as per Griffin (2006) 'focuses on metaphor' (p.326). Aristotle believed that 'to learn easily is naturally pleasant to all people' and that metaphor most brings about learning'. Furthermore he taught that 'metaphor especially has clarity and sweetness and strangeness', 'Metaphors help an audience visualize – a “bringing-before-the-eyes” process that energizes listeners and moves them to action (Griffin,2006:326). In terms of delivery Griffin said 'naturalness is persuasive; artifice just the reverse' (Griffin, 2006:326). Here mentionable, humanist Martin Luther King Jr. (15 Jan 1929 – Apr 1 1968) was the master of metaphor.

Citing Roman teachers of rhetoric Griffin (2006) 'found it necessary to stress the importance of memory. ...the modern equivalent of memory is rehearsal' (p.326). Lecture is not simply a verbatim memorization; we need to rehearse in order to deliver speech as per structure.

Widely used method

Though lecture is much criticized as a teaching method, universities have not yet found perfect practical alternative teaching methods for the large majority of their courses. Critics point out that lecturing is mainly a one-way method of communication that does not involve significant audience participation. Therefore, lecturing is often contrasted to

active learning. However, lectures delivered by talented speakers can be highly stimulating; at the very least, lectures have survived in academia as a quick, cheap and efficient way of introducing large numbers of students to a particular field of study (Wikipedia). With the pace of technological advancement and introduction of variety teaching appliances, techniques of transmitting message or information have also been changed. As the complexities of the societies become manifold, so the divergent techniques of communication were evolved to help people meaningfully understand something. Even then, the presentation in a form of lecture or speech is widely being used especially in the developing countries. So, many institutions in Bangladesh have been extending teaching and training to many people mostly in lecture method due to certain factors. One of the reasons is, these institutions are either not financially strong enough to provide teaching tools/appliances or technologies for the teachers/trainers or most of the teachers/trainers are far behind of that ability to operate or handle the tools or machines which are available and widely used in western countries. Another reason is prevailing is socio-cultural norms and values, which don not always encourage to make a class room a funny and entertainment-like environment leaving its sacred character. The classroom in the eastern part of hemisphere is sometime considered to be prayers hall. The irony is- the application of most methods other than lecturing is largely dependant on modern and sophisticated tools and appliances. However, one misconception has also created among the young trainers or teachers of this age that those technologies and appliances are the methods of teaching, but, we need to understand that the methods of teaching are different.

Carrying out a survey in 20 training institutions of third world countries more than one decade ago, prominent researcher Inayetullah found that all the institutes mostly used the lecture method. Even in present time the government media training institute of Bangladesh the *Press Institute of Bangladesh* (PIB) frequently finds a significant number of its resource persons have been mostly using lecture method in their various training programs, both short and long, although the institutional objectives of PIB is to impart skill to the journalists which is not always possible to accomplish in lecture. However, the internal trainers of PIB now-a-days have been utilizing the multimedia and other technologies during conducting classes for the journalists but usage of methods mostly remained confined in lecture. Despite that, the question is, - which method or medium is more effective. "In the conventional system, lecture and print dominates whereas...different technologies need to be used to provide access to knowledge and skills" (Joseph, 1996:258). However, "...a philosophical disagreement exists among the educationists, traditionally accustomed to communication through talk-and-chalk or through printed text" (Joseph: 263). The reason for *talk-and-chalk* or through *printed texts* learning should be understood in the following statement:

“The selection of teaching technologies is also influenced by the availability or scarcity of resources—human and financial. ...One of the general limitations to successful adoption of new teaching technologies, most evident today with respect to computers, is the failure of institutions and individuals to learn how to use the tools effectively” (Hawthorne,2001:34).

Institutional Nature

If we look, for example, at a few institutions of Bangladesh, then we would be able to find two contrasting approaches of using teaching methods and materials. The University of Dhaka, the Oxford at East, has a good volume of modern teaching appliances like Overhead Projectors (OHP), Direct Projectors, Computers, Flipcharts stand, VIP board, Audio-video system, Multimedia, PA System, classroom-attached Brain storming lobby, etc. but some of them are not rightly available in all the classrooms except the classrooms used for purely technology-based courses or subjects or in some business related courses. A significant number of teachers of the university even today conduct classes mostly using the very traditional mode of lecture method.

This traditional mode of teaching is still going on at the University of Dhaka for other reasons also, as authorities are yet to provide sophisticated teaching appliances to most classrooms with a few exceptions of business and science faculties due to financial constraints in one hand and more importantly the concern of security and maintenances on the other. Frequent use of appliances like OHP or Multimedia in all the classrooms is one sort of dream for the teachers at the University of Dhaka even today, and this is worst in other public universities of the country. Most of the classrooms are not quite suitable also for usage of modern technologies. Students' access to computer labs in certain departments is restricted only for few hours in a week. These are simply the issues of using appliances, not the teaching methods.

However, besides lecture methods, the teachers in the public universities especially the older ones use some other methods like group discussions, simulations, buzz or syndicate or cycling methods and different kind of participatory approaches like group discussions or case studies but in a limited manner. After almost full-fledged introduction of semester system at the University of Dhaka, *presentation* becomes an almost compulsory way to be used by the students, but, the students are not always given appropriate instructions prior their presentation how to go for presentation. Besides, usage of OHP or multimedia is very limited for making presentation. That means the presentation is also centering on lecture.

In contrast of Dhaka University, if you look at East West University, the leading and fast growing university at private sector, you will find comparatively a different picture. Almost every classroom of the university is equipped with OHP and significant others are equipped with multimedia. Multimedia, if necessary, can be hired and installed within a few minutes in any class and conference room. Some classrooms have all-time facilities of multimedia and audio systems. Students are always allowed to enter into computer labs to accomplish any kind of their academic tasks during the scheduled time. These sophisticated facilities have been getting more sophistication in the newly launched main campuses of some leading private universities of the country.

Despite being provided with all sophisticated technological facilities, the teachers of East West University are altogether spending a significant portion of their lesson time allocated for in lecture methods. The young faculties, very fresh after obtaining MS or PhD degrees mainly from the Northern American and Australian universities, are very much accustomed to utilize and exploit the available modern technical facilities, but not quite clear on what methods they would impart lessons to the learners except lecture and presentation methods. Some of them are not quite strong to continue classes subject to disruption of power in the classroom as they are fully dependent on multimedia and to follow the sheets of slides. Sometimes they allegedly found skip one or two classes as slides they show being completed well ahead of their class time or stipulated number of classes. This is no doubt their limitations and indication of their lack of analytical approaches. Lecture method provides the passages of analytical approach to the teachers which are very essential at advanced level of learning. Mentionable, the college teachers of Bangladesh have to attend teachers training programme which is obligatory for them but this is simply missing for the university faculties.

Eloquent Orators

It is widely known that Shaheed intellectual Professor Muneir Chowdhury at the University of Dhaka, who shed his life in 1971 during the War of Liberation, was so eloquent in his classroom that not only the students of the concerned department but also students of other departments and even some young faculties of his time (before 1971) had been seen attending his classes to hear his magical lecture. Late professor Atiquzzaman Khan of the Department of Mass Communication and Journalism at the same university was another eloquent teacher to be noted for his spellbound lecturing. It is presently acclaimed that recently retired Professor Aminul Islam of the Department of Philosophy is one of the intelligentsia keeping his students spellbound through his magical speech. Renowned litterateur and the professor of Bangla Department at the University of Dhaka, Humayun Azad, who were perished in his suite at Munich University, Germany a few years back while pursuing his research work, was also another example to be noted for how a lecture becomes an art.

And possibly the use of lecture method will continue until importance and utility of lecture method is totally finished. One serious thing should be taken into consideration that if technologies dominate any class then it could be felt lifeless and sometimes very mechanical and the trainees or participants may keep their focus only on the handling of instruments, not the concepts. It has been a bitter experience for us that a large number of students of private universities of Bangladesh also do expect those teaching materials which are shown in the multimedia or OHP. They do not try to understand the implied meaning of human interaction rather putting their focus on how the teachers have been handling the slides. Fun sometimes dominates the depth analysis of any topic to be taught. The students of private universities frequently use two western-imported popular terms 'boring' and 'shit' whenever they do not find fun in the classrooms as their mental age is sometimes found at the level of elementary students. They are not always ready to go into the depth of any topic, rather expecting question-answer styled discussion to be fit for writing in their exam script, which quickly engulfing the entire academic arena of Bangladesh, and the availability of that kind of materials in their possession. But everybody should realize that, "Communication is essentially a social affair" (Watson and Hill, 1991:41). We can't make it either a mechanical affair nor transform it into a mere fun.

Roy's 3 P's formula

Considering the above view points, we should say a class could be very lively whenever a lecturer carefully plans his lecture in order to make it participatory. And for that, a lecturer should strictly follow and maintain a *formula*. According to Red Motley, publisher of Parade magazine and once president of the United States Chamber of Commerce, "...no man is smart enough to remember all he knows" (Marston, 1963: 161). Therefore, using a formula is not to be bad for a faculty to go through a procedure to conduct a lecture. The formula could be titled as *Roy's 3 (Three) P's formula*, which has been envisaged. Roy's 3 P's are: (a) *Planning* (b) *Preparation* and (c) *Presentation*. To conduct a lecture presentation, in my opinion, a lecturer should follow the above formula.

Planning: First you plan on what subject or topic you are to lecture; how extent you have to go for lecture on the subject; which areas you want to cover etc. So lecture should be designed in such a way that it would hit *the nail on the head*. In other words, the audience would accept and assimilate the messages delivered by the speaker with both head and heart. That is why your content would be centered on a *single theme* of few key-points. For that we need to perceive the meaning of *empathy*. *Empathy* is the technique or capability to place yourself in the mind of your audience. Samovar and Mills (1976) termed the empathy as "the process of projecting ourselves into other people's personalities (p.36). They (1976) further extended it as "the sharing of another's personality" (p.36). "By trying to place ourselves in the shoes of the receiver we are

developing empathy”, Samovar and Mills (1976) argued. Thus you need a good and effective planning how would you concentrate yourself on to the psyche of audiences. Suppose, who are in their mid-twenties or thirties and reflexes are good, they are very ‘quick of mind’ and who are their late fifties or sixties might have been very ‘slow of mind’. You have to perceive the level of standard of both groups and accordingly you have to design your lecture. It is thought, presentation in lecture method is more appropriate when the level of intelligence of participants/listeners is generally higher and the audience is more accustomed to receive messages verbally presented to them. Lecture is suitable when one would have a comparatively large audience and a short amount of time. The student capacity of a class in the University of Dhaka is not less than 60 where as the capacity of the classrooms of private universities are around 35 to 40. If the audience is matured and instantly motivated, they usually would have the capacity to receive information, ideas, and knowledge as readily from a lecture.

Preparation: Once the plan is set, you have to prepare yourself how would you deliver your lecture. Lecture is always time-bound. Usually a lecture is delivered in a stipulated period of time. Some portion of this period is sanctioned purely for lecture, a very few allocated for to show map, chart, etc. Besides, you can ask the students to go for group works and spending a few times for question-answer session. It is believed that the duration of a lecture session should be limited in 45 minutes but never to be more than 60 minutes. But in few lectures we are to spend 90 or even 120 minutes. It is to be unwise for allocating more than one hour simply for any lecture session. Researchers found that the first 20 minutes of a lecture, the audience would hear with more attention and patience then the curve of hearing starts to diminish. Within a stipulated period, how and in what way you would complete your session that should be rehearsed before the session.

Rehearsal: A lecturer can rehearse in front of a mirror. The mirror can help a lecturer to identify his/her wrong projection, wrong movement and mannerism. Somebody moves so frequently to the (black or) white board and in the process he or she repeatedly shows his or her back to the audiences or found talking to the board while writing. This is simply a physical *noise* in terms of communication. Somebody unnecessarily touches his/her tie-not or twisting any button of his/her shirt or somebody repeatedly utters ‘O.K’, ‘in fact’, ‘and then’, ‘No doubt’, or ‘next’, etc. Another may be mostly keeping his/her one hand in his/her pocket and frequently shivering the other in the air. These all create some mental and physical blocks (noise) for the learners. So, a mirror can help a lecturer to identify his/her wrong projection of movement as can a tape recorder do to identify mannerism. And of course you could rectify yourself if you sit before a video for confrontation.

Innovative, Communicative and Purposive: The main purpose of a speech is to establish an effective communication and sharing between a lecturer and his audience. So the messages, the lecturer transmits, would be innovative. Creative something should be passed to the audience as to enrich them with new idea, up-to-date information and knowledge. Thus a lecture should be designed and delivered in a simple but lively language. The objective here is to help the participants to easily understand the messages of a lecture and assimilate those messages. The message, lecturer is to deliver, should be purposive and goal-oriented. The audience would not forget those things soon after their hearing and learning. They would have been compelled to discuss the new information later being provided in the session. The new information would increase their appetite to get more information. That is why the purpose of throwing messages is to be goal-oriented. In other words, a lecturer would reflect a light of future-direction in his or her topic as to make participants to be involved in more discussion on the topic covered in the lecture.

Concise and compactness: The speech, the lecturer is going to deliver should be very precise, concise and compact. The audience should never entertain lengthy speech. Besides, the speech being loosely framed and having no linguistic prowess would fail to draw a continuous attention of audience. Here we can mention two historic speeches although it would not have been hundred percent relevant to classroom lecture. The students of history are very much aware of famous Gettysburg speech delivered by the slain American President Abraham Lincoln (1809-1865). The speech delivered by Lincoln was very short; one and half page in size. That simple and precise speech helped the American people got united after a bloody civil war in 1860's. On the other hand, the historic 7th March (1971) speech delivered by the Father of the Bengali nation Bangabandhu Sheikh Mujibur Rahman (1920-1975) was so vigorous, informative, and future-directive that it had signaled the future course of action for Bangalees what to do in the imminent War of Liberation. As like as Lincoln, the 19 minute speech made by Sheikh Mujib was very precise, formed in a simple but forceful language that drawn and held the continuous attention of the audience. Between the two, Sheikh Mujib would get more marks as the speech of Lincoln was written but the speech delivered by Sheikh Mujib was very extempore. However, both of them possibly had a very good plan and ground works regarding their deliberation.

Presentation: It is generally said, a lecturer would start his lecture in a very lighter way. However, in my opinion, it should be very stunning. Lecturer should start his or her speech in such a way that it compels the audience to focus their attention to a *centre of interest*. Suppose, the focus of speech delivered by humanist Martin Luther King Jr. in

1963 was 'I have a dream'. This is said to be *status conferral* function of human communication (speech) (Siddique, 2009). It would be just like a headline of a news story published in a newspaper or few top lines of any news bulletins of any broadcasting medium. A catchy and compelling headline of a news story draws and holds attention of newsreaders to convince them to read the story in detail. Therefore, first few lines would be very light but be very forceful ones. Aristotle insists his three-point outline of capturing attention, establishing credibility and making clear the purpose of the speech until the end of the speech to reveal the main point (Griffin, 2006:325-326).

The speech should be very much informative, persuasive and entertaining. To make the whole session lively and dramatic you can use white boards, cards, flipcharts, jokes, etc. Lighter something should be put into the middle of the speech when the rate of attention begins to diminish. You can have a five minutes break then or asking them to stand up for few minutes physical reflexes. In between two parts of your lecture, you would do or say something that makes audience laughing.

Laughter is the best medicine (Yiddish proverb) to relief the participants from stress. It is often alleged, the audience of a lecture session remain passive. In order to make the audience active you can provide some energizer and it would be something lighter one. In this stage, you can spend a few minutes for question-answer period. It would involve the participants in the discussion and make the whole session participatory. Accordingly, it breaks monotony and brings a departure in the lecture.

The *pitch* of your deliberation should be maintained throughout the session. You should not go very fast or very slow. Around sixty words in a minute are ideal (Siddique, 2009). '*Pitch*' is *melody of speech*. It is rather a pause or stopping for a while and that pause would be limited in between 1-4 seconds. You should be careful in completing your lecture in a stipulated period allocated for you. If the schedule for lecture is 60 minutes, the lecture should be completed in 60 minutes.

Professor A A M S Arefin Siddique of the Department of Mass Communication and Journalism, and presently the Vice Chancellor at the University of Dhaka, is to be noted for his precise and well structured lecture session. Before going to conclude your lecture, you would summarize the lecture. It helps the participants to retain the information already imparted to them. The beginning of the lecture may be lighter one but should be stunning and the lecture should also be finished with some stunning words that would be retained by the audience for a long time.

Advantage and Disadvantages

Any technique, whatever it may be, has its advantages or disadvantages. Lecture method is no exception. However, it is up to a lecturer who makes the most of the former and minimizes the latter. "In comparing the various methods, it is assured that they will be used by competent teachers" (Watson & Hill, 1991:155). In general, the lecture is most useful when you are presenting facts, information or opinion in an organized manner and when trainee activities are not always and fully essential. It is also suitable when you have a large population of trainees (more than 20) and a short amount of time. Two important and related variables are trainee's *motivation* and *maturity*. When trainees are mature and motivated, they will often learn information and ideas as readily from a lecture as from any other format.

We can precisely identify the advantages of lecture method. These are: It is very low cost; Most adults have been taught by this method and therefore familiar with it; It conserves time; It is very direct and clear; It is very easy to administer; Information could be presented in orderly manner; It accommodates a large number of audiences; Training aids are easy to include and use. The main and foremost disadvantage of lecture method is - the audience remains passive. It would be one-way communication if lecturer fails to make the session participatory. "It is believed not to be appropriate in cases where the intelligence level of the audience is below average" (Watson & Hill: 157).

Conclusion

Lecture method of presentation "... is the oldest, and it seems most often used, method of instruction" (Watson & Hill: 155). Despite its limitations, it is still being used throughout the world especially in third world countries as these countries have some limitations due to lack of technologies or sometimes for lack of technical knowledge and financial constraints. The third factor is the teachers of first generation, whose volume is still very big, are mostly technologically-shy and much more accustomed to use lecture method in the classroom. Besides, if the audience is very potential and the teacher is good, then it is the most effective method to conduct a class. Lastly, the major focus of a class is not only to learn handling technologies, rather to understand concepts, and skillful practices, if possible. Any act of interpersonal and group level of communication is already grounded more effective than any other pattern of communication. For that, lecture method is very useful one. This is still popular and functional in Bangladeshi advanced academic system despite ever increasing intervention of western style methods and instruments. And this is the empirical view of the topic.

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