



THE LECTURE METHOD: A PREDOMINANT APPROACH IN ENGLISH CLASSROOMS OF NAGALAND

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Abstract

In government colleges of Nagaland, the lecture method remains the primary approach to teaching English. It looks at how this traditional method continues to be the main way of teaching, especially in large classrooms with over 100 students. While the lecture method is cost-effective and widely used, it often limits student interaction and participation. The study highlights the views of both teachers and students, indicating that although lectures help deliver a lot of information quickly; they do not always support active learning or communication. The impact of teacher roles, classroom size, and assessment procedures on instruction quality is also covered in the study. To enhance the English language teaching, it advocates for a change to a more student-centred approach. The study makes the argument that teachers should adopt new methods that suit the needs of their students by referencing the work of various researchers.

Keywords

Lecture, method, Government colleges in Nagaland, Classroom size, Active learning, Student-centred learning, etc.

Full Article

This study describes and evaluates the English language teaching in Nagaland from a broad perspective. To get a full grasp of all the themes and challenges involved in such a study, conceptual foundations must be derived from multiple interrelated fields. Consequently, it was deemed necessary to update current thinking and the existing research not only on factors influencing ELE, but also the many challenges affecting the dimensions of English language education in Nagaland. The teaching of languages has changed significantly, much like any other field. Role-plays, interactive games, quick images and other newer methods have replaced them. The old technique which included facilitator led lectures using just a chalkboard and grammar worksheets has given way to new more engaging methods.

History shows that lecture method has been used for many centuries and it is considered as the premium method of choice in the ancient educational systems. Through the years, the lecture method has primarily served as a method for delivering cognitive or factual information from a teacher to a group of pupils. The lecture method is the preferred form of teaching and is widely employed in all educational institutions. It assumes that the instructor is the lone expert with all the information available to the teacher, and that the pupils want or desire a huge quantity of this material quickly. This technique is therefore a one-way communication channel. The primary emphasis is on presenting the topic and explaining the material to the pupils.

On a positive note, the lecture method is the most cost-effective way for educating large numbers of learners and is well rooted in academic traditions. Why is the lecture approach lauded



in the process of teaching and learning? Is this the greatest way to instruct? This research aims to determine the thoughts and opinions of students on the employment of the lecture technique in teaching English, as well as its strengths and drawbacks. The results highlighted that although the majority of respondents claimed they had gained a great deal of knowledge from the lecture content, a handful of respondents cited a lack of willingness to participate during the lecture. A few stated that there is a potential for interaction during the lecture, despite the fact that the teacher is the sole authority and dictates his points of view to the class. This research brought to the forefront the idea that teachers should acknowledge that the real engagement of students in their learning is a crucial factor in achieving their educational institution's objectives. These insights are drawn from a study conducted by Abdulbaki (2018), which emphasizes the need to reflect on the traditional lecture method and consider more participatory approaches in English language teaching. Regardless of how blunt they sounded, - A lecture is a procedure in which information flows from the lecturer's notes to the student's notes without going via the thoughts of either party.

There is consensus that the lecture method is the oldest and most conventional style of instruction; yet, many voices and viewpoints surrounding the lecture technique have emerged over time. In college and university classrooms around the globe, the conventional lecture-based approach of instruction has been used for centuries. This model of teaching, which corresponds to behaviourist pedagogy, entails the systematic transmission of a well-synthesized body of information from the instructor to the student. The classroom lecture is a unique kind of communication in which voice, gesture, movement, facial expression, and eye contact may either enhance or diminish the information. Regardless of the lecture topic the lecturer's delivery and speaking style affect students' learning substantially. Even while lectures are sometimes criticised for their monolithic training style and are linked to a lack of interest on the part of the students, resulting in a very low rate of learning achievement, they remain one of the most effective instructional techniques in higher education. Moreover, lectures are very adaptable to timetables, other courses, various audiences, and new knowledge, and they contribute significantly to the social lives of students. The easiest way is the lecture method. It does not require considerable preparation. The responsibilities on teachers are not excessive. Teaching can be conducted from a convenient place in the classroom during a set period of time. This may be one of the primary reasons why this method is so well-liked and widely utilised by teachers everywhere.

The lecture method is the predominant style of teaching among the English teachers in the government colleges of Nagaland. This is based on the classroom observation and also from the responses of both the teachers and the students. According to this form of instruction, the teacher takes centre stage and must speak at all times for the class to proceed. The teacher takes on more importance from the time they walk into the classroom until they leave the class. The teacher is the embodiment of all knowledge and wisdom, since he is the conduit through which knowledge is conveyed. The teacher occupies a fixed position in the classroom and frequently does not budge from there. Students' responsibilities are limited to listening and, in certain situations, taking notes. This technique only permits one-way traffic, which is the situation in all the government colleges in Nagaland. Students may at the most provide monosyllabic responses or, in rare occasions, pose one or two questions. Therefore, it is said that the lecture technique is teacher-centred since the lecturer spends the majority of class time speaking to students who may be passively listening the teacher takes the centre-stage and all knowledge flows through him. He is the final authority and dominates the whole show this leads one to ponder whether the lecture method provides the students with a rich and beneficial education. According to Davis, the overwhelming evidence shows that the answers to these questions are negative. Not everyone can pay attention to a lecture, especially when sustained concentration is needed. The pupils who aren't accustomed to



follow the lecture may lose track of it very quickly if the teacher isn't very graphic in their presentation.

Historically, the lecture has served primarily as a method for delivering cognitive/factual information from a teacher to a group of students. It assumes that the teacher is the expert with all the data of access at his or her disposal rather than the students', and that the pupils require or desire a huge quantity of this data in a short amount of time. Essentially, it is an efficient means of transmitting information without interruption and with less preparation than the majority of other teaching approaches. However, from a learning-theory perspective, it is a very ineffective style of education in terms of knowledge retention. This idea is studied further by the following researchers. Having determined that the lecture technique alone was insufficient to achieve the teaching-learning objectives, Abdulbaki collaborated with Taat and Al-Saqqaf to examine the impact of interactive approaches in addition to the lecture technique on students' English ability. The study's findings indicate that students would rather use interactive methods than lectures. Weaker students are more likely to favour the lecture method than are average, good, and very good students. Additionally, they firmly demonstrated that interactive lecturing entails more interaction between the lecture material, lecturers, and students. Interactive lectures can boost motivation and attention spans, encourage active learning, provide feedback to both teachers and students, and boost both parties' satisfaction. As is well known, lectures are essential to teaching. However, students typically comprehend and retain information better when they actively engage with it.

Broadwell explores the lecture method of instruction in depth. Because not all students are able to comprehend and profit from a lecture, he emphasises the various student subgroups. According to him, the lecture approach is most beneficial to the following types of students. The learners who are adept at listening may easily follow the lesson and do well, regardless of the lecturer's inadequacies (Broadwell, 1980). If the learners are technically inclined, for example, and have spent a great deal of time listening to technical speakers, they retain information better than others who have not had such opportunities. Further, the student who can simultaneously listen and take notes is more likely to derive the most benefit from a lecture than those who find it difficult to do so.

Additionally, the research shows that when students are successful in learning, they have a lower level of anxiety for any given teaching approach and hence find it relatively easier to learn from the lecture. Another category of students are those who given the right instruction and exposure, may "grow up to the lecture." Positive reinforcement from a lecture through academic accomplishment is one factor that aids in learning. For instance, if a student who has struggled with learning achieves a high mark on a test where the majority of the material was learned in a lecture, this reinforcement is a huge help. When the same knowledge presented in the lecture is readily accessible to the student, this is also a good application. The student can use written or recorded information for both clarification and review when it is available. Learning and retention fades away with time, so when the student returns back to the information storage place, e.g., the library, tape-deck, videocassette, etc., the students can retrieve as much or as little of the material as necessary. The added benefit is that the information is presented in a manner that provides further learning reinforcement. All of the aforementioned types of students attend the same lecture and sit in the same classroom. Therefore, it is evident that the lecture style does not accommodate the diverse demands of students. Consequently, proper learning will not occur in the classroom. The Lecture technique is therefore archaic and fails to engage students' interest and enthusiasm. This must change, and teachers must be the first to adapt. The lecture approach has essentially become a comfort zone for the teachers. Getting away from this will be quite challenging. The



teaching-learning process will not enter a new age until teachers realise this and are willing to work hard to abandon the old.

The lecture method approach is widely used in large classes since other methods of instruction are deemed impractical. The highest enrolment in English classrooms is reportedly between 100 and 150 students in many of Nagaland's government colleges and in some colleges it is much higher. The ongoing investigation revealed that English teachers view big class sizes as an impediment to the teaching-learning process. In a similar spirit, teachers believe that the classroom size undermines the concept of a communicative classroom. It is not possible to have an interactive classroom, and teacher-student engagement is impossible. This issue appears to have gained the upper hand and has cast a shadow over the entire teaching and learning environment at the undergraduate level in Nagaland.

Liu and Shi, while analysing the effectiveness and weakness of the different approaches and methods of Language teaching concluded that a lot depends on the teachers. Teachers should keep in mind the following factors while employing these strategies in the classroom: the learners' identities, current level of language proficiency, types of communication demands and context in which they will use English (Liu & Shi, 2007) .

Students are at the centre of any method, any approach of teaching methodology that the teacher uses in the class. The teacher should ask the question: is learning taking place in the class? Hinting at how teachers should move away from the conventional teaching methods, Elizabeth, 2004 in her methods stated that the traditional approaches to inundating the students with knowledge are no longer effective. She further added that the often used adage "Silence is golden" is not relevant anymore. Good and dynamic students are the ones who are actively involved in the classroom activities and do not remain passive anymore.

Paul Lindsay, who was an English teacher himself asserts that there is no all-purpose teaching strategy. He further opened that after analysing their students' needs teachers should follow more on tailoring to meet those needs by selecting appropriate resources and hands-on strategies. His final piece of advice is to "be open to new concepts in teaching and learning and not to get fixated on one technique, instead to try some exciting new ones" (Lindsay, 2000)

Assessment is a crucial component of the teaching and learning process. It is utilised to assess the learning and comprehension of students regarding the teaching and learning process. Popham defines assessment as a means or process of acquiring accurate information on a student's knowledge, skills, and/or abilities (Popham, 2003).

Assessment in the English classroom has various functions, including evaluating students' language competency, directing instruction, and offering feedback for enhancement. It includes a range of assessment kinds, such as formative assessments, summative assessments, and performance-based assessments.

Despite the presence of several negative opinions and theories, one thing that stays constant is that the lecture method prioritizes the student and focuses on them. T. Ao and Jamir did a study on student-centred learning. The researchers claimed that student-centred learning has resulted in a change of viewpoint in the process of teaching and learning. It represents a departure from conventional learning methods in which teachers are the exclusive disseminators of knowledge. The traditional teaching method has given way to a system that places more emphasis on the student than the teacher (T.Ao & Jamir, 2022). Moreover, Weimer accurately highlights that in student-centred learning, the teacher transitions from being the focal point to assuming the position of a facilitator (Weimer, 2002). The concept of a student-centred classroom does not imply a decrease in the obligations and tasks of teachers, but rather an ongoing evaluation and realignment of these responsibilities and activities (Elen et.al, 2007).



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