



وزارة التعليم العالي والبحث العلمي

جامعة تكريت

كلية التربية للعلوم الإنسانية

قسم اللغة الانكليزية

المرحلة: الثالثة

المادة: الاستماع والتحدث

عنوان المحاضرة: Giving lectures and talks

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## The basic strategies in giving lectures and talks

### 1. Introduction

You can improve your chances of getting into the institution of your choice and the career of your dreams by attending public lectures and seminars, which are entirely free.

Many individuals believe that attending speeches or lectures only occurs during your time in college. Everyone pursuing an education should attend an instructional discourse presented by a subject specialist, not just university students. You are welcome to attend these free lectures and talks before you start college, while you are a student, and even after you have earned your degree.

## 2. Identifying Most Important Information: What to Listen For in Lectures

For instance, you can listen to someone without really paying attention to what they are saying. And the listening style that works best when trying to comprehend and absorb the information being delivered is different from that used when attending a concert for enjoyment and appreciation. As a result, students who want to get the most out of your lectures might profit from some simple tips that can aid in maintaining their attention as they listen. Students should pay attention to the lecture and take notes in six different types of information, which are:

- **Key or “signal” words.** Keywords (or “signal words”) such as “causes,” “purposes,” “effects,”.
- **Main ideas.** Topic sentences indicate the main points or ideas that the speaker is trying to communicate.
- **Definitions and key terms.** If the instructor is taking the time to define a term, it is almost certainly a critical concept that’s central to your understanding of the topic.
- **Supporting details.** Examples, dates, statistics, anecdotes and other details can illustrate the key points, which provide supporting evidence for the topic under discussion, and help clarify your understanding.
- **The speaker’s verbal clues.** Most instructors will use certain keywords (as described above) to indicate important concepts.
- **The conclusion.** The instructor will likely “wrap up” the lecture by summarizing the main points that he or she covered that day.

### **3. How to detect important information during lectures**

Detecting important information during lectures comes in different modes, these are:

- **Visual Cues**

- Referencing certain pages or diagrams in the text or PowerPoint
- Underlining information on the board
- Highlighting information on the board/screen

- **Verbal Cues**

- Phrases that signal important information: “The most important point here is ...”.
- Repeating or rephrasing information (e.g., “Again, this means ....”.
- Following up lecture details to check student understanding (e.g., “Does everyone get that?” .
- Summarizing information (e.g., “In summary ...” and “In conclusion ....”).
- Telling class to “write this down”.
- Listing things in an order (e.g., “First,” and “Secondly,” and “Finally”).

- **Vocal Cues (Tone of Voice)**

- Information that is delivered more loudly
- Information delivered more slowly and with more pauses to allow time to take notes
- Information that is delivered in a higher pitch.

#### **4. Describing information in charts and graphs**

Graphs may need to be explained in a variety of contexts. It can be for a meeting or report at work. It may be for a research paper or a presentation. In language tests (like the first writing problem on the IELTS), you must frequently describe graphs or listen to discussions about them. A useful skill to have is the ability to accurately and concisely explain a graph in English.

Here are a few brief techniques and expressions to use when explaining graphs to readers and listeners:

- **Clearly introduce graph**

At the beginning, make sure to clearly state the title or topic. Beginning with expressions like "This graph shows," Additionally, it's a good idea to provide the key labels (such as axes and units) before discussing the data if you're explaining your graph in a presentation. Use expressions like "The units here are," "The y axis shows," and "The x axis shows."

- **Keep language simple**

Keep in mind that the goal is to make your graph easier to read, not to create lengthy, convoluted statements. Be sure to use basic terminology. Avoid using the same words repeatedly. Using pronouns is one method to do this, as in "Weekly expenses soared to \$10,000 in January. They then stayed constant up to June. Utilising terms like "respectively" is another option, as in "The values for May and June were 350 and 430 respectively."

- **Use pointing effectively**

You will most likely display a sizable image of the graph on a slide if you are describing the graph in a presentation. While speaking, assist the audience by pointing to the necessary areas. Use phrases like "As you can see here," "Here you can see," or even just "Here" when pointing.

- **Use hedging**

You frequently need to interpret or conjecture about what the evidence means after discussing it. It's a good idea to use ambiguous language because your thoughts might not always be accurate. Use expressions like "This data indicates...", "This could imply...", or "This may be because...."

### **5. How to help English learners use linking expressions**

Linking and signposting expressions help us organise our ideas logically. Regardless of how effective linkers are, students are less likely to retain them if they haven't had an opportunity to apply them to a real-world situation. Language learners can now learn the target language in an engaging way thanks to Tekhnologic. He highlights some words (or phrases) in PowerPoint while fading the rest of the text. This can prevent students from becoming overwhelmed by the text as a whole and help them focus on the use and purpose of certain words and phrases.

*For more information you can see:*

- <https://u.osu.edu/cvmofficeofteachingandlearning/2017/10/20/identifying-most-important-information-what-to-listen-for-in-lectures/>
- <https://accessibility.utulsa.edu/accessibility-resources/how-to-detect-important-information-during-lectures/>
- <https://pomaka.com/2019/11/27/tips-and-phrases-for-explaining-graphs/>

