

Interrogating Pedagogical Modalities: An In-depth Examination of the Lecture Method in Higher Education

Gembo Tshering

Paro College of Education, Royal University of Bhutan, Bhutan
gembotshering.pce@rub.edu.bt

ABSTRACT

The prevalence of the lecture method in university education prompts an inquiry into its adoption, whether driven by demonstrated effectiveness or individual instructor preferences. This study aims to elucidate critical aspects of the lecture method's implementation, investigating if educators augment it with additional resources and employ a well-defined model for effective delivery. Furthermore, the research explores the allocation of time and resources by instructors to cultivate an optimal learning environment. A key aspect of this investigation is the examination of methods utilized by educators to assess the effectiveness of their lectures. Conducted within the context of the Royal University of Bhutan, this study employs a phenomenological approach to address the ambiguity surrounding the lecture method's popularity and implementation. The findings illuminate a widespread utilization of the lecture method yet reveal that only a minority of instructors possess a comprehensive understanding of its theoretical foundations. Both educators and students express a collective desire for improvements in terms of resources, delivery techniques, and increased student engagement within the lecture format. These insights highlight the need for a more nuanced and informed approach to the integration of the lecture method in university education.

Keywords: lecture, phenomenology, textural and structural descriptions, assessments

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1. Introduction

The utilization of the lecture method as a pedagogical strategy in higher education institutions enjoys broad acceptance among both novice and experienced educators. Nonetheless, a divergence of opinions exists regarding the effectiveness of lectures in achieving desired learning outcomes (Ajmal & Hafeez, 2021; Dunkin, 1983; McDaniel, 2010; Miller, McNear, & Metz, 2013). While some researchers argue that lectures are well-suited for cultivating lower-order thinking skills (Garside, 2009), others contend that they are equally effective in promoting higher-order thinking skills (Hobbins et al., 2020). These varying perspectives underscore the lecture method's adaptable nature and contribute to its enduring popularity in academia. In light of these differing viewpoints and the widespread use of lectures in higher education, this study aims to delve deeply into the application of the lecture method in this academic context. To achieve this, the researcher adopts an interpretative research paradigm (Smith, 2007), enabling the study to gain a comprehensive understanding by engaging with lecturers' experiences and considering their unique contextual and personal frames of reference. This approach seeks to provide a nuanced exploration of the lecture method's role and effectiveness within higher education institutions.

The lecture environment within higher education institutions is a complex arena, shaped by the perceptions and distinct delivery styles of both lecturers and students, as well as the fundamental principles governing lecture organization (Brown & Manogue, 2001; Brown &

Bakhtar, 1987; Bligh, 2000; Eng, 2017; Halleraker, 2012; McKeachie, 1994). Brown and Manogue (2001) compellingly argue that students and lecturers have a range of preferences and aversions when it comes to lectures. Students tend to favor lectures that are clear, coherent, well-paced, and supported by effective audiovisual aids, aligning with their cognitive abilities (Brown & Manogue, 2001). Conversely, they tend to disapprove of lectures that overwhelm with rapid content delivery, assume extensive prior knowledge, lack concise summaries, omit relevant asides, or suffer from poor time management. Lecturers, too, possess their inclinations regarding lectures (Brown and Manogue, 2001). They value lecturing for its efficiency and cost-effectiveness in disseminating knowledge. However, they find it less gratifying when faced with unresponsiveness from students in large groups, when extensive preparation is necessary, when feelings of inadequacy arise due to poor delivery, or when the lecture topic lacks intrinsic interest. These diverse preferences, shared by both students and lecturers, inevitably shape the styles in which lectures are conducted in the classroom. Added to differing perspectives of lecturers and students about the lecture method, a range of lecturing styles are also available. Brown and Bakhtar (1987) adeptly categorize various lecturing styles, each emerging as habitual responses to perceived instructional situations. These styles are associated with distinct organizational principles. McKeachie (1994) identifies a spectrum of organizational approaches for lectures, including time sequence, cause-and-effect, problem-to-solution, pro-versus-con to resolution, familiar-to-unfamiliar, concept-to-application, building blocks, helical structures, and networks. Similarly, Brown and Bakhtar (1987) and Bligh (2000) outline five methods for structuring lectures: (a) the classical, (b) the problem-centered, (c) the sequential, (d) the comparative, and (e) the thesis-driven. Brown and Manogue's (2001) framework helps us understand these perspectives and styles and their application in the colleges of the Royal University of Bhutan.

Grounded in human information processing (Baddeley, 1996), Brown and Manogue (2001) provide a comprehensive model that elucidates the intricate dynamics of the learning process during lectures (see Figure 1).

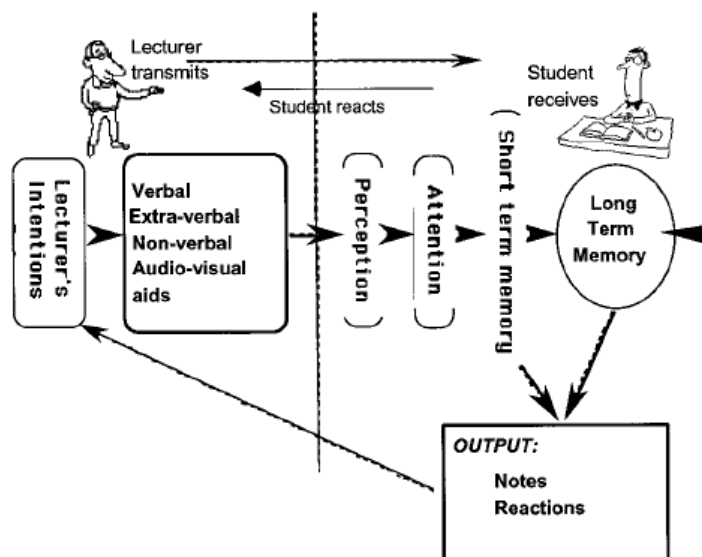


Figure 1. Learning from Lectures: An Explanatory Model

Note: Figure 1 has been copied from Brown and Manogue (2001, p. 235).

As shown in Figure 1, the model comprises four integral components: (a) intention, (b) transmission, (c) receipt, and (d) output. Intention encompasses the goals set by lecturers for

their lectures and the corresponding expectations held by students for their learning experiences.

Transmission refers to the strategies employed by lecturers to effectively convey substantive information to students, encompassing verbal and non-verbal communication, vocal qualities, and the utilization of audio-visual aids.

Receipt involves how students process and internalize the lecture material, including aspects of perception, attention, and short-term and long-term memory. The output represents the tangible outcomes of the learning process, including students' notes and their responses to the lecture content.

The model can enable lecturers to create well-structured lecture plans, the development of impactful audio-visual aids, formulation of effective delivery strategies, and the comprehensive evaluation of the lecture's impact on student learning outcomes. It can also play a pivotal role in preparing students to engage meaningfully with lectures, ultimately enhancing the efficacy of the lecture method in higher education. The four integral components of the model should be part of a lecture plan. Like a lesson plan, a lecture plan consists of key instructional components, such as objectives, introduction, development, and conclusion sections, each unfolding progressively throughout the lecture (Eng, 2017; Halleraker, 2012; Stanford University, n.d). The effectiveness of these components in enhancing overall lecture quality depends on lecturers' mastery of essential lecturing skills. Brown and Manogue (2001) identify ten critical skills for effective lecturing, from thorough preparation to skillful summarization. They also emphasize the importance of students possessing skills like active listening, proficient note-taking, and effective note utilization to support lecturers in achieving their instructional objectives. Thus, this theme underscores the interplay between lecturer knowledge and skills and student engagement in maximizing the benefits of the lecture method.

This study aims to evaluate the dynamics between lecturers and students during lectures, encompassing diverse lecture styles and organizational principles. Its primary objective is to provide a comprehensive assessment of the utilization of the lecture method in higher education institutions, exploring perspectives, environments, resources, and the challenges inherent in its application. Specifically, the study will investigate the significance, frameworks, and core elements of the lived experiences of university faculties who employ the lecture method.

2. Methodology

This study aims to provide an in-depth understanding of the utilization of the lecture method within higher education institutions by delving into the lived experiences of the participants. To achieve this objective, the researcher adopted a methodological framework rooted in phenomenological principles, specifically drawing on Smith's Interpretative Phenomenological Analysis, abbreviated as IPA (Smith et al., 2009).

The selection of IPA as the methodological approach is driven by its well-established capacity to generate rich, contextually nuanced, and interpretative accounts of individuals' experiences. This aligns seamlessly with the study's goal of exploring the unique perspectives and insights of a limited number of participants, allowing for a profound examination of latent truths (Smith et al., 2009). Furthermore, the choice of methodology is bolstered by persuasive arguments presented in the work of Smith et al. (2009) and the study conducted by Basnett and Sheffield (2010). Both sources highlight the suitability of IPA for unraveling the multifaceted dimensions of personal experiences that are relevant to the context of this research. Also, the researcher used the data analysis framework presented by Moustakas (1994), which was illustrated by Moerer-Urdahl and Creswell (2004).

2.1. Participants

After obtaining ethical approval from the college research ethics committee, invitations to participate in this study were extended to all 10 constituent colleges of the Royal University of Bhutan. Four colleges expressed their willingness to participate in the research. Letters of invitation, accompanied by participant information, were subsequently sent to the lecturers of the four colleges. Following this outreach, some lecturers confirmed their participation. This method of participant selection aligns with the principles of purposive sampling (Neuman, 2000; Creswell, 2012), with the overarching criterion being the inclusion of practicing lecturers for their rich, lived experiences. Similarly, the students of lecturers who participated in this study were invited to participate.

2.2. Data Collection

The study employed focus group interviews (Krueger & Casey, 2009) to gather narrative data from participants and observation (Neuman, 2000; Bogdan & Biklen, 2007; Creswell, 2012) to collect data on participants' practices. Data sets obtained from focus group interviews were recorded using digital voice recorders, while observation data sets were documented using a checklist.

2.3. Data Analysis Procedures

Data sets collected from focus group interviews and observations were analyzed by the study's objectives. To analyze the data from focus group interviews, relevant techniques from Krueger and Casey (2009) were applied before using the steps presented by Moustakas (1994). Similarly, data from observations were analyzed using techniques drawn from Neuman (2000) and Bogdan and Biklen (2007). The overall analysis process of focus group interview data adhered to the steps delineated by Moustakas (1994) for analyzing phenomenology research data, with guidance drawn from Moerer-Urdahl and Creswell's (2004) elucidation of these steps. The application of Moustakas's (1994) steps to the data sets are demonstrated next.

3. Analysis of Focus Group Interview Data

Moustakas (1994) outlines a method for analyzing phenomenological data that is both methodical and approachable for qualitative researchers. This process involves the researcher initially reflecting on their encounters with the phenomenon (known as "epoche"). Subsequently, the researcher identifies noteworthy statements within the participant database and organizes these statements into coherent meaning units and themes. Afterward, these themes are synthesized into a depiction of the individual experiences, encompassing both textural and structural descriptions. Finally, a comprehensive portrayal of the significance and core aspects of the experience, known as the essence, is constructed.

4. Epochal Processing

The first step of Moustakas's (1994) approach involves the "epoche" process, which requires the researcher to reflect on their own experiences related to the study and subsequently disengage from these personal experiences. This mental preparedness, referred to as receptiveness by Moerer-Urdahl and Creswell (2004), presented a notable challenge, particularly given the researcher's extensive teaching background. However, the researcher successfully cultivated receptiveness through a two-step process. Initially, the researcher compared his experiences with the existing literature, seeking points of convergence or divergence. This helped him recognize how his preconceived notions influenced his initial

reactions to the research findings related to the lecture method. While he initially sought validation of his experiences within the findings, over time, he transitioned towards a more critical stance, questioning the worthiness of accepting his preconceived notions as definitive. Gradually, his long-held standards gave way to a growing appreciation of the robustness of the research findings. This process underscored the inherent subjectivity of his long-held experiences and the existence of alternative viewpoints, compelling him to set aside his own experiences, a process called bracketing by Moustakas (1994), to genuinely appreciate these alternative perspectives about the lecture method.

The researcher applied a similar approach during the data analysis phase. Repeatedly revisiting the same data at various junctures allowed him to examine it from slightly different angles, facilitating the distancing of his personal experiences from the essence of the participants' experiences. He persisted with these steps until he could delineate his experiences from those of the participants, a significant indicator of having achieved true receptiveness.

5. Significant Statements

The second step involved the identification of significant statements, a process referred to as "horizontalization." This entails pinpointing specific statements within the transcripts that provide valuable insights into the experiences of the participants. These significant statements are extracted directly from the transcripts and presented in a table format, enabling readers to discern the breadth of perspectives surrounding the phenomenon (Moustakas, 1994), which is the lecture method in this study.

As depicted in Table 1, the researcher identified a total of 101 distinct verbatim statements from the tutor participants. These statements were thoughtfully chosen to ensure they were both non-repetitive and free from overlap, thus offering a comprehensive representation of significant expressions. Each statement was directly extracted from the transcripts and encompassed entire sentences that conveyed subjective viewpoints. Throughout this analytical phase, the primary objective was to gain insight into how individual lecturers perceived the lecture method. The researcher refrained from any attempts to categorize or arrange these statements in a specific manner. Instead, the focus was on immersing in the participants' perspectives and comprehending the subtleties of their experiences about sharing knowledge with others.

Inspired by Moustakas (1994, p. 95), who defines the horizon as "the grounding or condition of the phenomenon that gives it a distinct character," the researcher embarked on an introspective journey into each horizon and its associated textural characteristics. This approach allowed the researcher to cultivate a deeper understanding of the phenomenon by fostering his self-awareness and encouraging reflective engagement with the narratives provided by the participants.

Table 1.

Significant statements

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- When lecturing, sometimes it goes as expected and sometimes it does not go as expected because of a big student number in the class. When lecturing goes well, I take note of what went well for future reference. (G3P5)
 - Sometimes I feel that lecturing helps to deliver content very well when I can maintain a high level of student attention. (G3P1)
 - I feel happy after a lecture when I have achieved my lesson objectives. (G1P1)
 - I really feel happy about lecture when students are part of it, that is, when I have an interactive lecture and at end of the session when students are inquisitive about what I have talked. However, I feel a bit negative when I see students feel drowsy and almost nodding off at the end of the session. I
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do not feel good about it, but when students get inquisitive, I feel that lecture has really made a start and it has impacted upon them, and that is when I feel happy about it. (G1P2)

- I feel happy when I see my students learn. I feel doubly happy to lecture when students show interest. (G2P1)
 - After lecture, if I feel that students have understood then I feel happy. When I feel students have not understood despite my best effort, I feel sad and doubtful. (G3P2)
 - I feel happy when I think I have done a good job of delivering and carrying out the lesson and that students have understood it. (G1P3)
 - Our reaction to lecture for the preparation also plays a part. I enjoy lecturing when I go to the class prepared with all the resources, but sometimes I feel rushed when I have to lecture without getting adequate time to prepare it. (G4P1)
 - We need to have fewer students to conduct activities because of time constraint. However, we can conduct a range of activities in a class with fewer than 40 students. Another thing is that we could use pictures and other visual aids with ICT-based teaching, but due to the lack of IT skills and training we are not able to integrate ICT-enabled teaching in the class. (G3P4)
 - First, lecture should be well planned. We cannot use the lecture method to teach all the topics that we teach; the lecture method works very well when teaching at recall level. (G1P4)
 - The success of a lecture depends on lesson content and classroom environments. (G3P3)
 - I feel that a lecture is good and we can give more input. Of course, we do activities, but we also need lecture. (G2P2)
 - First, the success of a lecture depends on its preparation and lecturers' content knowledge. The next is the condition that we are in, for example mental condition and lecture delivery. (G1P5)
 - Preparation is a must for a successful lecture. I prepare my lecture in advance of a week. I also collect short stories and jokes to present in the middle of the lecture. (G3P4)
 - Using context dependent examples and relating to student background characteristics make a lecture successful. (G2P2)
 - I think the class environment also has an impact on students. It is important to note the number of students. My concept of lecture is having 100 students in a lecture theatre. When students just listen then it becomes boring; lecture needs to be interactive. (G4P2)
 - I assign activities for the next lesson at the end of the lesson in hand. I relate the next lesson to the activities.
 - Obviously, we start with gaining student attention. In the mid of the lecture, we try to see whether students are doing what they are supposed to do. At the end the lecture, we assess whether we have achieved our lecture objectives. (G3P5)
 - Overall, we do not go directly into teaching a topic. I think we need to input some values. I present lesson objectives and check whether students understood the topics. At the end of the lecture, I use students' opinions and summaries to assess if I have achieved the lecture objectives. (G2P4)
 - My class will have short meditation, some fun activities, and group activities. (G1P6)
 - I do group activities, play songs, ask students to identify mistakes in the subtitle, and use some comics to make the lecture interesting to students. (G3P6)
 - I do not give activities in the morning because I must cover the syllabus. In the afternoon, I often give activities by dividing students into groups. I usually end the class by giving homework. (G2P5)
 - I usually start of my classes with a hook. I try to get the students interested in my talk. Sometimes, I get a feel of the class. Within the lesson also I try to use lots of examples. I try to bring jokes, and if students need time I give them time out to stretch. I give them work at the end of the class. (G4P3)
 - First, I ask students to prepare for reading, and then I ask them to read for five minutes in the class. I also remind my students about the lesson topics before I begin the lecture. (G3P2)
 - I always look for the opportunity to select a topic on which I am going to lecture. So basically, when I do lecture I have something to talk about like pictures.... (G3P1)
 - We can have interactive lectures like flash up some contents, followed by discussion, and follow up activities. (G4P4)
 - When I think of a lecture, I think of having to have students at very high level of attention and sustaining that attention throughout the lecture. I also think of bringing relevant topic for the lecture. (G3P2)
 - We say lecture is very bad in the college, but I think lecture can do a very good job as it does in the Sherdas where they learn many things. (G2P6)
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- I think the first thing is the topic and knowing how to teach it, like structuring the lesson, asking question, and giving instruction. (G1P1)
 - When I prepare a lecture, I think about the topic and develop a question on the topic because students bring different answers to the question and then I connect them to the lesson topic. (G3P3)
 - When I prepare my lecture sessions, one thing that I like is to use visuals and I also think about what I have done in the past and then use resources. I also use a piece of paper, without which I feel nervous, though I do not use it frequently in the class. (G4P5)
 - The biggest problem that I face is the large student number; it is difficult to do group work and group presentation. I teach four hours a week out of which I use two hours for lecture and two hours for group activities and out-door activities to stop students from falling asleep. I also face difficulty with using visual aids during lecture because of my limited ICT skills. (G2P5)
 - It is obvious that we need to have content knowledge because when we have content knowledge we get confidence. (G4P6)
 - For a standard lecture, we need planning and mode of delivery. (G2P1)
 - We also need teaching aids. (G4P1)
 - In the beginning we can flash up some visuals. (G1P2)
 - I do not make criteria for my lecture, but I think of making students learn as per the learning outcomes of the lecture. (G3P4)
 - Divide lecture into different parts like lecturing, activities, and questions answer sessions to see if students have understood the lecture. (G2P2)
 - I try to time my lecture, and I also try to organize quizzes. (G1P3)
 - 35 to 40 percentages is for lecture. (G4P3)
 - Interactive lecture (G1P4).
 - But, with professional subjects like teaching skills we do lecture methods (G4P2, G1P5).
 - Somewhat 1/3 of the lesson is lecture (G2P3).
 - 40-50 % (G2P3)
 - It depends on the nature of the lecture. (G4P4)
 - 20-40 % depending on the subjects. (G3P5)
 - About 60% because of the vast syllabus. (G2P3)
 - 1/5 of the classes. (G4P3)
 - 30% (G1P6)
 - 1/5 of the classes. (G4P3).
 - In a week we have four hours. I teach two hours and use the other two hours for class and out-door activities. During the two-hour teaching, I give some rest to students during lecture as most of them tend to fall asleep. Therefore, lecture time is less. Overall, I try to reduce the lecture as far as possible. (G2P4)
 - It is very fast. (G4P4)
 - No extra efforts. (G3P5)
 - There are certain things we cannot show for which we need to use lecture. (G1P2)
 - I teach concepts through lecture. (G4P5)
 - We use lecture in a large class size. (G1P3, G3P6)
 - I do lecture because I tend to follow my past teachers. (G3P1)
 - It also depends on the nature of the topic. I tend to use lecture for theoretical topics. (G1P4)
 - Lecture is applicable when I try to sum up the things. For example, when I do revision I use lecture. It helps me to cover a lot of topics. I also use lecture when I need to change strategy. (G4P6)
 - I use lecture when I do not have time for activities. I also use lecture when I must explain some topics. (G2P6)
 - I use pp slides most of the time. Of course, there are many teaching aids like chart papers, video, and pp slides. (G1P5)
 - The internet. Ya, it is ICT. (G1P4, G2P1)
 - Charts, news print paper. (G2P2)
 - Models. (G4P1)
 - I use pp slides with comical objects. I also use chart paper. (G3P2)
 - I do not use pp slides because of erratic electricity supply. I use chart paper and blackboards. (G2P3)
 - I use videos, music, textbooks, and course packs. (G4P2)
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- I use library, the internet, and print outs. (G1P5)
- I also use references. (G4P3)
- I ask students to do role play after teaching. Sometimes I ask students to compare what has been learnt in the class with some references in the library. I often conduct question-answer activities to assess students' understanding. (G4P4)
- We assign group activities based on topics. (G4P4)
- Also, students engage in asking questions. (G3P3)
- They also take notes. (G1P4)
- But as such they do not take serious notes; they take few points. (G3P4)
- They do write very important point only. (G1P6, G3P5)
- I make students to share or interact with partners for 10 to 20 minutes. (G1P1)
- Most of the students take notes, some students take pictures of pp slides and do some think pair share activities. (G4P5)
- Basically, we summarize. I think through their responses we understand if they have understood. (G1P2, G4P6)
- I also see their reactions during the lecture. (G3P6)
- We also connect to next lesson when the lessons are related. (G4P1)
- I see whether students have understood my lecture by taking some activities where students must recognize incorrect answers. (G3P1)
- I ask students some questions to check whether they have understood by dividing students who say they understood and who say they have not understood. The group who have not understood will ask questions to the group who have understood, while I assess their interactions. (G2P3)
- I take feedback as and when there is a requirement for it. After the lecture sessions, I do reflections, and give pop quizzes. (G1P3)
- I think it is same as my friends. (G4P2)

(G...P...) represents the focus group number and participant number.

6. Meaning Units or Themes

In the initial phase, all significant statements are regarded as equally important. Subsequently, the next step involves eliminating statements that are either unrelated to the topic or redundant and overlapping with others. The statements that survive this culling process are referred to as "horizons" or textural meanings. At this stage, the researcher meticulously assesses these identified significant statements and proceeds to group them into themes or units of meaning, following the approach outlined by Moustakas (1994). To enhance clarity, excerpts from the literature review are incorporated to clarify the terminology employed by the lecturers.

Eleven themes emerged from the analysis of the significant statements. Table 2 shows themes or meaning units and evidence that illustrate how each theme is reflected in the statements made by the lecturers regarding their experiences with lecture delivery in higher education.

Table 2.

Themes or Meaning Units and Evidence

Themes or meaning units	Evidence in faculty's statements
Lecturer's satisfaction and emotions	"I feel happy after a lecture when I have achieved my lesson objectives." (G1P1)
Effective delivery	"Sometimes I feel that lecturing helps to deliver content very well when I can maintain a high level of student attention." (G3P1) "The success of a lecture depends on its preparation and lecturers' content knowledge." (G3P3)
Preparation and resources	"I enjoy lecturing when I go to the class prepared with all the resources." (G4P1) "We need to have fewer students to conduct activities because of time constraint." (G3P4)

Themes or meaning units	Evidence in faculty's statements
Teaching methods and activities	"I do group activities, play songs, ask students to identify mistakes in the subtitle, and use some comics to make the lecture interesting to students." (G3P6) "Overall, we do not go directly into teaching a topic. I think we need to input some values." (G2P4)
Use of teaching aids	"I use pp slides most of the time." (G1P5) "I do not use pp slides because of erratic electricity supply." (G2P3)
Student engagement and participation	"I make students share or interact with partners for 10 to 20 minutes." (G1P1) "I ask students some questions to check whether they have understood." (G2P3)
Content and topic selection	"I think the first thing is the topic and knowing how to teach it." (G1P1) "First, lecture should be well planned. We cannot use the lecture method to teach all the topics that we teach; the lecture method works very well when teaching at recall level." (G1P4)
Percentage of lecture time	"35 to 40 percentages is for lecture." (G4P3) "About 60% because of the vast syllabus." (G2P4) "1/5 of the classes." (G4P3)
Peer influence and tradition	"I do lecture because I tend to follow my past teachers." (G3P1) "We say lecture is very bad in the college, but I think lecture can do a very good job." (G2P6)
Information and communication technology	"I use pp slides with comical objects." (G3P2) "We can have interactive lectures like flash up some contents, followed by discussion, and follow up activities." (G4P4)
Assessment and feedback	"I take feedback as and when there is a requirement for it." (G1P3) "Obviously, we start with gaining student attention. In the mid of the lecture, we try to see whether students are doing what they are supposed to do. At the end the lecture, we assess whether we have achieved our lecture objectives." (G3P5) "After the lecture sessions, I do reflections, and give pop quizzes." (G1P3)

6.1. Lecturer's Satisfaction and Emotions

Lecturers derive immense happiness and satisfaction from achieving their lecture objectives and witnessing student interest and engagement. Successfully meeting their intended goals during a lecture is deeply gratifying, as it underscores the effectiveness of their teaching methods and reinforces their confidence as educators (Dunkin, 1983; Lyubomersky et al., 2005). When students actively participate, grasp the content, or show interest, it affirms the meaningfulness of their teaching efforts, fostering a sense of accomplishment. Participant G1P1 sums this up, "I feel happy after a lecture when I have achieved my lesson objectives."

Conversely, lecturers experience emotional responses when students display disinterest or drowsiness during lectures (Dunkin, 1983). These reactions stem from their dedication to creating engaging and informative learning experiences. Instances of student disengagement can trigger frustration and self-doubt, prompting lecturers to consider adjustments to their teaching strategies or content (Brown & Manogue, 2001). Their emotional responses reflect their commitment to enhancing the educational journey and their students' well-being, highlighting their continuous efforts to improve the learning environment. Participant G3P2 sums this up, "When I feel students have not understood despite my best effort, I feel sad and doubtful."

6.2. Effective Lecture Delivery

Effective lecture delivery is a multifaceted approach that plays a pivotal role in ensuring successful teaching and learning experiences in classrooms. One key aspect is the lecturer's skill in sustaining student engagement throughout the lecture. Achieving this involves not only delivering content effectively but also employing engaging teaching methods, creating a dynamic learning environment, and using captivating communication techniques (Brown & Manogue, 2001). When lecturers effectively capture students' attention, it significantly enhances the overall impact of the lecture. Participant G3P1 makes the same point, "Sometimes I feel that lecturing helps to deliver content very well when I can maintain a high level of student attention." Additionally, thorough preparation is essential, as it enables the lecture to flow smoothly, reduces interruptions, and allows lecturers to proactively address potential questions and challenges (Eng, 2017). Content knowledge is another critical element, as lecturers with a deep understanding of the subject matter can provide clear explanations, boost credibility, and help students grasp complex concepts more easily (Stanley & Porter, 2002). Participant G3P3 states, "The success of a lecture depends on its preparation and lecturers' content knowledge."

Interactive and engaging lectures are starkly different from passive listening, emphasizing active participation and collaboration between lecturers and students. Recognizing the limitations of the traditional one-way lecture model, interactive lectures promote student engagement, critical thinking, and knowledge retention (Kyne, 2010). In these lectures, students actively participate through discussions, questions, group activities, or hands-on experiences, transforming the lecture into an interactive opportunity for students to engage with the content and each other. Participant G4P4 reports on using interactive lectures, "We can have interactive lectures like flash up some contents, followed by discussions and follow up activities." This approach fosters a dynamic and stimulating learning environment, leading to a deeper understanding and application of concepts.

Lecturers stress the importance of interactive and engaging lectures because they enhance the overall quality of education (Kyne, 2010). Participant G1P2 shares a similar view, "I really feel happy about lecture when students are part of it, that is, when I have an interactive lecture and at end of the session when students are inquisitive about what I have talked." Lecturers aim to create an environment where students are actively involved in their learning, making lectures enjoyable, effective, and beneficial for everyone (Brown & Manogue, 2001). Furthermore, interactive lectures promote crucial skills like communication, problem-solving, and teamwork, which are valuable not only in academic settings but also in real-world scenarios.

6.3. Preparation and Resources

Preparation and resources are fundamental to the success of lectures, with lecturers focusing on key aspects to enhance the learning experience. First and foremost, meticulous planning is crucial. As shared by Participant G3P4, "Preparation is a must for a successful lecture. I prepare my lecture in advance of a week. I also collect short stories and jokes to present in the middle of the lecture." McKeachie, (1994) also states that effective lecturers invest time in structuring their lectures, setting clear objectives, and organizing content coherently. A well-thought-out plan ensures logical flow and prevents information overload, ensuring that essential concepts are effectively conveyed.

Teaching aids, such as visual elements like PowerPoint slides and multimedia presentations, are recognized as valuable tools (Stanley & Porter, 2002). These aids complement verbal explanations, making complex topics more accessible and engaging. They also help lecturers convey information efficiently and cater to various learning styles. Additionally, Information

and Communication Technology (ICT) has reshaped teaching, enabling lecturers to create dynamic and interactive learning experiences through digital resources and online platforms.

However, lecturers face challenges related to time constraints and large class sizes. Time limitations, especially with extensive syllabi or multiple courses, can lead to rushed preparation, potentially affecting lecture quality. Large class sizes pose difficulties in engaging all students effectively, providing individualized attention, and maintaining discipline (Carpenter, 2006; Kyne, 2010). This view is shared by Participant G3P4, "We need to have fewer students to conduct activities because of time constraint." To address these issues, lecturers employ strategies like active learning, group activities, and peer-assisted learning. They also adapt teaching methods to utilize available resources, including technology and teaching assistants, ensuring every student has access to a quality education (Stanley & Porter, 2002).

6.4. Integration of Various Teaching Methods and Activities

Effective lecturers recognize that lectures are just one element of a comprehensive teaching strategy and, to maximize learning outcomes, they integrate various teaching methods and activities into their lectures (Kyne, 2010; Stanley & Porter, 2002). This integration includes group activities, which promote collaborative learning and critical thinking, role-play for experiential learning and insight into complex concepts, and interactive elements like open-ended questions and discussions that keep students engaged and allow lecturers to gauge comprehension and address misconceptions (Cohan, 2017; Stanford University, n.d). This dynamic interaction fosters an engaging learning environment. Participant G3P6 shares, "I do group activities, play songs, ask students to identify mistakes in the subtitle, and use some comics to make the lecture interesting to students."

However, finding the right balance between traditional lectures and other teaching methods is crucial. This balance depends on factors like the subject matter's nature, syllabus requirements, and consideration of student needs and preferences (Cohan, 2017; Kyne, 2010). Participant G2P5 makes a similar claim, "I do not give activities in the morning because I must cover the syllabus. In the afternoon, I often give activities by dividing students into groups. I usually end the class by giving homework." Lecturers must align their teaching methods with the syllabus, adapt to diverse student learning styles, and set clear pedagogical goals (Cohan, 2017). In essence, effective lecturers view traditional lectures as part of a broader toolkit for teaching, and their ability to strategically integrate diverse methods and activities ensures that lectures remain dynamic, relevant, and conducive to student success (Cohan, 2017; Kyne, 2010; Stanley & Porter, 2002).

6.5. Utilization of Teaching Aids to Support Lectures

Effective lecturers understand the significance of integrating diverse teaching aids to enhance their lecture delivery. These aids serve several pivotal purposes, such as catering to visual learners by using visual materials like PowerPoint slides, charts, and diagrams to represent complex ideas (Ordu, 2021). They also play a vital role in simplifying abstract concepts through the use of models and visual aids, fostering engagement through videos and interactive simulations, improving retention with memorable visuals, and making content more accessible to students with varying learning preferences and disabilities. Participants G1P4, G2P2, and G4P2 seem to agree with Ordu because of their use of "ICT", "Charts", and "Models", respectively. Also, asynchronous lecture videos with a flipped approach are known to add value to lectures (Robson, Gardner, & Dommett, 2022).

However, lecturers often face technology-related constraints that impact their choice and utilization of teaching aids. Challenges include unreliable electricity supply, limited access to Information and Communication Technology (ICT) resources, technical proficiency issues, budget limitations, and compatibility problems (Robson et al., 2022). Agreeing with Robson, et al. (2022), Participant G2P3 states, “I do not use pp slides because of erratic electricity supply. I use chart paper and blackboards.” Similarly, Participant G3P4 states, “Another thing is that we could use pictures and other visual aids with ICT-based teaching, but due to the lack of IT skills and training we are not able to integrate ICT-enabled teaching in the class.” To navigate these obstacles, lecturers can adopt a flexible approach to teaching aids, including having backup plans for power outages, investing in skill development, advocating for resource allocation, and opting for simpler and more reliable teaching aids.

6.6. Encouraging Active Student Participation

Effective lecturers employ a variety of strategies to encourage active student participation during lectures. They often incorporate activities and group work, such as problem-solving exercises, case studies, and group discussions, to foster collaboration, idea-sharing, and practical application of knowledge (Eng, 2017). Additionally, thought-provoking questions sprinkled throughout the lecture stimulate critical thinking and invite students to express their opinions and solutions. Creating opportunities for class discussions on relevant topics or contentious issues further promotes engagement, encouraging students to voice their perspectives and engage in constructive debates. Participant G2P5 ascertains these lines, “I usually start of my classes with a hook. I try to get the students interested in my talk. Sometimes, I get a feel of the class. Within the lesson also I try to use lots of examples. I try to bring jokes, and if students need time, I give them time out to stretch. I give them work at the end of the class.”

Lecturers also emphasize the importance of note-taking as an active learning strategy, offering effective techniques like summarization, visual cues, and annotations. Incorporating interactive elements like audience response systems and online polling tools enables real-time student feedback and engagement, allowing lecturers to adjust their teaching based on immediate insights (Brown & Manogue, 2001). Participant G4P5 states, “Most of the students take notes, some students take pictures of pp slides and do some think pair share activities”, sharing the views of Brown and Manogue (2001).

6.7. Considering the Choice of Topics and Teaching Methods

Effective lecture content and delivery hinge on lecturers' thoughtful topic selection, taking into account subject characteristics, alignment with the course syllabus, and responsiveness to students' needs (Robson, et al., 2022). Participant G1P4 makes a similar claim, “It also depends on the nature of the topic. I tend to use lecture for theoretical topics.” Lecturers must remain flexible, revising and adapting content as required to enhance comprehension and engagement. Furthermore, lecturer confidence during delivery is inextricably linked to their depth of content knowledge. This knowledge not only bolsters their ability to communicate complex ideas clearly and anticipate student queries but also empowers them to adapt to diverse teaching situations and troubleshoot effectively (Eng, 2017). Confident lecturers inspire student interest and foster a positive learning environment, as they are more capable of assessing student progress accurately, providing meaningful feedback, and staying current with advancements in their field. In sum, content selection and lecturer confidence, grounded in content knowledge, are vital pillars of successful lecture delivery.

6.8. Varied Opinions on the Ideal Percentage of Lecture Time

The ideal percentage of lecture time varies depending on several factors, such as the subject matter's demands, syllabus requirements, student engagement, and feedback. Lecturers carefully consider these elements when determining the right balance between lectures and other teaching methods (Brown & Manogue, 2001; Robson, et al., 2022). Participant G3P5 confirms this view, "20-40 % depending on the subjects." For subjects like mathematics or physics, a greater portion of lecture time may be necessary for comprehensive explanations, while literature or arts courses might benefit from a more equal mix of lectures and discussions. Feedback from students is a valuable guide, helping lecturers adjust lecture duration to suit student needs and preferences. Additionally, many educators are exploring innovative teaching methods, like flipped classrooms, individualized learning, and technology integration, as alternatives to traditional lectures, aiming to create dynamic and adaptable learning environments that reduce the reliance on lecture time and promote active engagement in the learning process (Eng, 2017; Robson, et al., 2022).

6.9. Peer Influence and Tradition

Peer influence in lecture delivery decisions is prominent, with lecturers often seeking input and inspiration from colleagues who have successfully employed innovative teaching methods. Collaborative planning and mentorship among teaching staff facilitate knowledge sharing and pedagogical insights, contributing to the improvement of lecture delivery. Also, the presence of peers fosters accountability and motivates lecturers to continually enhance their teaching techniques (Stanley & Porter, 2002). However, such peer influences are not visible in the 81 statements presented in Table 1, indicating that the lecturers did not experience them. Additionally, past teaching experiences, both effective and challenging, serve as valuable references in shaping current practices. Participant G3P1 confirms this view, "I do lecture because I tend to follow my past teachers."

Tradition and past practices exert a substantial influence on lecture delivery choices. Institutional norms and conventional teaching methods, deeply rooted in tradition, can lead lecturers to adhere to established practices, even in the face of potential innovation. Resistance to change is a common challenge, as lecturers may be hesitant to deviate from the perceived norm, especially if they have followed a particular teaching style for an extended period. Institutional culture, with its values and beliefs, can either encourage or hinder experimentation with new teaching approaches. Nonetheless, lecturers who prioritize continuous improvement remain open to integrating fresh ideas and strategies into their lectures, striving to strike a balance between tradition and innovation for more dynamic and effective lecture delivery as indicated in the statement of Participant G2P2, "Divide lecture into different parts like lecturing, activities, and questions answer sessions to see if students have understood the lecture."

6.10. Information and Communication Technology

Information and Communication Technology (ICT) has the potential to transform education in several ways (Voelkel, et al., 2023). Firstly, it provides lecturers with access to an extensive range of digital learning resources, from e-books to online courses, enriching the educational experience with diverse and up-to-date information. Secondly, ICT tools enable interactive learning experiences, incorporating multimedia, simulations, and educational software to engage students actively and foster critical thinking. Participant G4P4 echoes this point, "We can have interactive lectures like flash up some contents, followed by discussion, and follow up activities." Thirdly, the internet connects students and lecturers to global knowledge

networks, facilitating collaborations with experts worldwide and offering students exposure to diverse perspectives. Additionally, ICT allows for flexible learning environments, with recorded lectures and online forums enabling students to access course materials and engage at their convenience, accommodating various learning styles and schedules. The real-time recording of live lectures (face-to-face) called lecture capture is known to reinforce lectures (Voelkel, et al., 2023). Finally, ICT offers data-driven insights into student performance, enabling lecturers to tailor their teaching methods based on analytics, thereby enhancing instructional decisions.

However, there are notable challenges associated with ICT-enabled teaching. The digital divide presents disparities in technology access and proficiency among students, requiring lecturers to consider these inequalities when designing lessons. Moreover, many lecturers may lack the necessary training to effectively integrate ICT into their teaching, necessitating continuous professional development opportunities. Technical issues, such as connectivity problems and software glitches, can disrupt lectures, demanding lecturers' quick problem-solving skills or contingency plans. Participant 4 confirms this, "Another thing is that we could use pictures and other visual aids with ICT-based teaching, but due to the lack of IT skills and training we are not able to integrate ICT-enabled teaching in the class." Furthermore, the preparation of ICT-enabled lectures, especially those involving multimedia or interactive elements, can be time-consuming. Lecturers also need to strike a balance between using technology as an enhancement and maintaining personal connections with students. Privacy and security concerns related to data privacy and cybersecurity must be addressed when using online platforms and educational technology. Resistance to change from both lecturers and students, cost considerations, and the risk of overreliance on technology add further complexity to the adoption of ICT in education. Effectively harnessing the potential of ICT requires lecturers to navigate these challenges while embracing innovation and adaptability in their teaching practices.

6.11. Use of Assessment Methods and Feedback

Assessment methods play a crucial role in lecture delivery, serving as tools for gauging student understanding and promoting effective learning outcomes. Lecturers often use assessments like quizzes, tests, or in-class activities during or after a lecture as formative assessments. These assessments provide immediate feedback to both students and lecturers, enabling students to adjust their study strategies and lecturers to assess the effectiveness of their teaching methods (Robinson et al., 2022). Participant G1P3 confirms this, "I take feedback as and when there is a requirement for it. After the lecture sessions, I do reflections, and give pop quizzes." Variety in assessment methods is common, with lecturers employing written quizzes, oral assessments, group discussions, or practical demonstrations depending on the subject matter and learning objectives. Feedback from assessments informs subsequent lectures, allowing lecturers to dedicate more time to challenging topics, adjust their teaching approach, or provide additional resources. Regular assessments also keep students engaged and motivated, encouraging active participation and attentive listening during lectures.

Reflective practices, including post-lecture reflection, self-assessment, peer observation, and seeking student feedback, are integral to improving lecture delivery. After lecture sessions, lecturers engage in post-lecture reflection, evaluating the lecture's effectiveness and identifying areas for improvement. Self-assessment involves critically evaluating one's teaching style, clarity of explanations, use of teaching aids, and classroom management, fostering self-awareness and continuous improvement (Robinson et al., 2022). Peer observation allows colleagues to provide constructive feedback on lectures, offering fresh insights and

suggestions. Additionally, seeking student feedback through surveys or informal discussions is invaluable, providing perspectives on lecture structure, content, and clarity. The iterative process of reflection and feedback leads to incremental improvements in lecture strategies over time. Moreover, these practices align with a learner-centered approach, emphasizing lecturers' efforts to adapt their methods to meet students' unique needs, ultimately enhancing lecture quality and supporting student learning.

7. Observation Data and Analysis

Before delving into the next step of Moustakas (1994), that is, the textural and structural descriptions, it may be intriguing to assess the connection between the identified themes and meaning units, depicted in Table 2, and their relevance to lecturers' classroom practices by using the data collected by observing lecture sessions. To facilitate this comparative analysis or triangulation, Table 3 has been devised to document the observation of desired practices when using the lecture method. In total, 12 lecture sessions were observed. The checklist of activities, which encompasses those typically anticipated during any lecture, served as the basis for the observations. Instances of these activities occurring have been recorded under the "Yes" category, while their absence is documented under "No."

Table 3.
Analysis of Observation Data

Sl. No.	Activity	Counts		Remarks
		Yes	No	
1	Lecturer states clearly the aims and learning objectives at the beginning of the lecture.	6	6	
2	Lecturer outlines the structure of the lecture in terms of main topics, issues, theories, etc.,	9	3	
3	Lecturer creates effective visuals, analogies, demonstrations, and examples to reinforce the main points.	11	1	Uses pp slides; examples; chalkboard; textbook; analogies; sketches; and pictures
4	Lecturer varies the pace.	8	4	Change in tone; and short pauses
5	Lecturer varies the nature of the material.	6	6	PP slides; and manipulatives
6	Lecturer uses verbal, visual, and kinesthetic approaches such as hands-on exercises and simulations.	11	1	Verbal & hands-on exercises; pictures; and questions
7	Lecturer limits the main points to five or fewer.	11	1	
8	Lecturer invites student to participate actively by conducting quizzes at the beginning of the lecture.	6	6	Question & answer
9	Lecturer shows enthusiasm for the topic and information.	11	1	Change in facial expression; and hand gesture
10	Lecturer gives students time to think and genuine opportunities to respond.	9	3	
11	Lecturer invites student to participate actively by conducting quizzes at the end the lecture.	7	5	Group activities
12	Lecturer uses diverse methods of presentations (Eg., power point, videos).	9	3	Pp slides; and MS word file
13	What do students do during the lecture? Observe students' non-verbal communication: note taking, response to questions, eye contact, seating patterns, and response to humor.			Jots points occasionally; do activities; laughter & smiles; claps hands; listens; chorus answers; looks at pp slides & green board; peer conversation; and opening textbooks

Note: Counts indicate the frequency of activities.

Overall, Table 3 reveals that while most of the sessions incorporated various activities, there were notable disparities in the utilization of specific activities. Activities 1, 5, 8, and 11, in particular, were underutilized in comparison to others. Activity 1, which involves stating the objectives of lectures, exhibited an equal split among lecturers who included this step and those who did not. This discrepancy suggests varying degrees of importance attached to explicitly articulating lecture objectives. Similarly, Activity 5 was only employed in half of the observed lecture sessions, indicating a lack of consistency in its implementation. Likewise, Activity 8, which pertains to referencing prior knowledge to connect with new topics, was neglected in approximately half of the observed sessions, signaling a potential oversight in emphasizing this crucial aspect. Furthermore, Activity 11, while a valuable practice, was not consistently prioritized, with nearly half of the lecture sessions omitting this activity from their teaching approach.

8. Comparing Table 2 and Table 3

Let's compare the evidence in statements regarding various themes or meaning units with the observed activities in the classroom and draw inferences to triangulate the data sources. Statements underline satisfaction and happiness when lecturers achieve lesson objectives, aligning with their observed activities of clearly stating aims and learning objectives at the lecture's outset (6 out of 12). Effective delivery, emphasized in the statements, depends on maintaining student attention and lecturer preparation and content knowledge, reflecting lecturers who use diverse presentation methods (9 out of 12), vary pace (8 out of 12), and employ effective visuals, analogies, demonstrations, and examples (11 out of 12). Lecturers' stress on preparation and resources corresponds with finding enjoyment in being well-prepared with resources while recognizing time constraints (4 out of 12). Teaching methods and activities mentioned by faculty, including group activities, songs, error identification, and comics align with the observed use of hands-on exercises and simulations (11 out of 12) and inviting student participation through quizzes and group activities (6 at the start and 7 at the end of lectures). The mixed views on teaching aids in faculty statements resonate with the observed use of diverse presentation methods (9 out of 12), including PowerPoint slides. Faculty promoting student engagement and participation through interactions and questions corresponds to the observed efforts to create engaging lectures and active student participation through various activities. Faculty highlighting the importance of well-planned lectures and topic selection aligns with the observed activities of limiting main points (11 out of 12) and striving for engaging learning experiences. Varying lecture time percentages in faculty statements mirror observed activities of lecturers striving to strike a balance between lecture time and other teaching methods. Faculty influenced by past teachers and acknowledging the lecture method's potential aligns with the observed activities of lecturers incorporating both traditional and innovative approaches. Lastly, faculty mention the use of PowerPoint slides and interactive lectures, corresponding to lecturers using such aids and aiming for interactive lectures. Assessment and feedback mentioned by faculty correspond to the observed lecturers aiming to engage students through quizzes and assess lecture effectiveness through activities.

The triangulation of data sources shows a range of inferences. The themes, the meaning units, and the activities in lecture sessions emphasize effective delivery, preparation, student engagement, and the use of diverse teaching methods. The themes stressing well-planned lectures correspond with observed activities of limiting main points and creating engaging learning experiences. While variations exist in the use of teaching aids and the percentage of lecture time, there is a recognition of the potential of technology and the importance of a balanced approach to lecture duration. Peer influence and tradition are evident in both themes and observed activities, indicating a fusion of traditional and innovative methods. Additionally,

the emphasis on assessment and feedback underscores a shared commitment to continuous improvement in lecture delivery.

In sum, focus group interview data and observation data complement each other, warranting textural and structural descriptions for a comprehensive understanding of the use of lecture methods at the Royal University of Bhutan.

9. Textural and Structural Descriptions

With this step, Moustakas (1994) states that the researcher proceeds to furnish a description of "what" transpired within the thematic content through textural descriptions, and subsequently explores "how" these occurrences were manifested in structural descriptions. Textural descriptions are meticulously crafted, while additional layers of significance are actively sought from a multitude of perspectives, roles, and functions. This process of imaginative exploration and variation culminates in the development of structural textures that unveil the essential structures intrinsic to the phenomenon under scrutiny, which is the lecture method in this study.

9.1. Textural Descriptions of the Themes

The satisfaction and emotions of lecturers are closely tied to the achievement of their lecture objectives and the genuine interest and active engagement displayed by students. Successful realization of pedagogical goals leads to a profound sense of gratification and enhances lecturers' self-assurance. Effective lecture delivery involves sustaining student engagement through content dissemination, engaging teaching methods, creating a dynamic learning environment, and employing captivating communication techniques. Meticulous preparation, including clear objectives and content organization, and the use of teaching aids contribute to effective lecture delivery. Lecturers also integrate various teaching methods and activities, encourage active student participation, and consider the choice of topics and teaching methods. The ideal percentage of lecture time is debated, and factors such as subject demands, syllabus requirements, and student engagement are considered. Peer influence and tradition play a role in lecture delivery decisions, and Information and Communication Technology (ICT) offers transformative potential but comes with challenges. Assessment methods, including quizzes, tests, and feedback, are crucial tools for gauging student understanding and promoting effective learning outcomes.

9.2. Structural Descriptions of the Themes

The lecturer's satisfaction and emotions are integral to lecture delivery, encompassing happiness from achieving objectives and frustration from student disinterest. Effective lecture delivery involves structural components such as sustaining engagement through teaching methods, dynamic environments, and communication techniques. Preparation and resources, including meticulous planning and teaching aids, are foundational structures. Integrating diverse teaching methods, encouraging active student participation, and considering topic and method choices involve structural elements in lecture delivery. The utilization of teaching aids, such as visual materials, faces challenges like technology constraints, requiring flexible approaches. Varied opinions on the ideal lecture time percentage and peer influence contribute to structural considerations. Information and Communication Technology (ICT) has transformative potential, with digital resources and interactive learning as foundational structures. Assessment methods and feedback mechanisms are integral structural components, fostering continuous improvement through reflective practices and student input.

10. The Essence of the Experience

Guided by Moustakas's (1994, p.100) framework of "intuitive integration," this research process yields a composite description of the lecture delivery phenomenon. This composite description serves as the essential, invariant structure that encapsulates the profound meaning inherent in this multifaceted experience. Using an intuitive integration approach and drawing upon Figure 1, it is possible to construe a comprehensive essence of the experience from the textural and structural descriptions of the lecture method.

Lecture delivery is a dynamic and multifaceted educational experience, with lecturers aiming to actively engage students, facilitate effective learning, and continually refine their teaching methods. This endeavor involves finding a delicate balance between tradition and innovation while being responsive to the unique needs of both lecturers and students.

Effective lecture delivery relies on several crucial elements. Firstly, it involves sustaining student engagement through the skillful use of captivating audio-visual teaching methods, encompassing a range of multimedia tools, which create dynamic learning environments. Additionally, effective communication techniques play a pivotal role in keeping students engaged. Furthermore, thorough preparation is a cornerstone of successful lectures. It ensures seamless delivery and equips lecturers to proactively address challenges that may arise during the session. A profound understanding of the subject matter also contributes significantly to the effectiveness of a lecture, allowing for clear and concise explanations that enhance the lecturer's credibility.

Interactive and engaging lectures go beyond traditional one-way communication, encouraging active participation and collaboration among students. This interactivity transcends the confines of traditional teaching, emphasizing the development of critical thinking and communication skills. To achieve this, lecturers utilize various aids, including verbal, extra-verbal, and non-verbal cues, enhancing the learning experience.

Another crucial aspect of effective lecture delivery is meticulous planning and resource management. Even when faced with time constraints and large class sizes, lecturers must adapt their approaches to ensure quality education is accessible to all students. Here, the strategic utilization of teaching aids, including audio-visual resources, plays a vital role, complementing the lecturer's efforts and facilitating a deeper understanding of the material.

The integration of various teaching methods and activities stands as paramount in shaping students' perceptions of lectures, transforming them into dynamic learning experiences tailored to diverse learning styles and preferences. This integration requires meticulous alignment with syllabus requirements and pedagogical objectives, facilitating the encoding of information into long-term memory.

Lecturers exercise discernment in the choice of topics and teaching methods, reflecting upon subject characteristics, syllabus alignment, and content knowledge. This influences students' perceptions of the lecture's quality. Variations in the ideal percentage of lecture time arise in response to subject-specific demands and the evolution of teaching methods, impacting the allocation of attention and the depth of information retention in short-term memory.

While the utilization of teaching aids is invaluable, it demands flexibility to effectively address technology-related challenges and maintain students' attention. The encouragement of active student participation encompasses many strategies, including group activities, thought-provoking questions, and diverse assessment methods. All of these strategies rely on effective feedback mechanisms to enhance information processing in short-term memory.

The introduction of Information and Communication Technology (ICT) carries transformative potential but also ushers in unique challenges. Lecturers must navigate the digital divide, pursue continuous training, and strike a balance between technology integration and maintaining personal connections with students. This balance is essential for ensuring that information is effectively processed and transferred between short-term and long-term memory.

Assessment methods and feedback mechanisms are integral to effective lecture delivery, providing valuable insights into student understanding and driving iterative improvement in lecture strategies. Moreover, the inclusion of student notes and reactions is crucial in this process, offering lecturers immediate feedback on what resonates with students and where further clarification or elaboration might be needed. Student notes encompass questions, highlights, and areas of confusion, giving lecturers a real-time pulse on the lecture's effectiveness. In addition to student notes, reflective practices also play a pivotal role. These practices, including post-lecture reflection, self-assessment, peer observation, and student feedback, underscore a learner-centered approach that enhances lecture quality and supports student learning. By actively incorporating student notes and reactions into this reflective process, lecturers can fine-tune their teaching methods to better align with students' needs and comprehension levels. This holistic approach ensures that lectures remain engaging, informative, and conducive to effective learning.

11. Conclusion

Through this research process, the researcher crafted a composite description that encapsulates the multifaceted nature of lecture delivery and reveals its profound meaning. This essence reflects the intricate interplay between tradition and innovation, as lecturers strive to actively engage students, facilitate effective learning, and continually refine their teaching methods.

Effective lecture delivery, as illuminated by the findings, is a dynamic process rooted in various critical elements. It requires the skillful sustenance of student engagement, the creation of dynamic learning environments, and the application of effective communication techniques. Thorough preparation and profound content knowledge serve as cornerstones, enabling seamless delivery and fostering credibility.

Moreover, the study underscores the transformative potential of interactive and engaging lectures, which transcend traditional one-way communication. These lectures cultivate dynamic learning environments that emphasize critical thinking and communication skills. They also require meticulous preparation and resource management, even in the face of challenges such as time constraints and large class sizes.

The receipt of effective lectures involves the integration of diverse teaching methods and activities tailored to diverse learning styles and preferences. Flexibility in using teaching aids and active student participation is key, supported by various feedback mechanisms. Lecturers exercise discernment in their choices, considering subject characteristics, syllabus alignment, and evolving teaching methods. Peer influence and tradition also play significant roles, requiring a delicate balance between innovation and adherence to institutional norms.

The advent of Information and Communication Technology (ICT) introduces transformative potential, but lecturers must navigate challenges related to the digital divide and ongoing training while maintaining personal connections with students.

Finally, assessment methods and feedback mechanisms are integral components of the lecture delivery process. They provide valuable insights into student understanding and drive iterative improvements in lecture strategies. Reflective practices, including post-lecture reflection, self-

assessment, peer observation, and student feedback, underscore the learner-centered approach that enhances lecture quality and supports student learning.

Considering these comprehensive insights, educational institutions must recognize the intricate dynamics of lecture delivery and invest in the professional development of lecturers. By doing so, universities can ensure that the lecture method continues to evolve, remaining effective, engaging, and responsive to the ever-changing needs of both educators and students in the pursuit of quality education.

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