

## DEVELOPING COMMUNICATION SKILLS THROUGH EXPOSITORY WRITING FOR TEACHER EDUCATORS

**J. Augustus Richard**

*Assistant Professor, PPG College of Education, Coimbatore*

### **Abstract**

*Writing skills are an important part of communication. Good writing skills allow one to communicate their message with clarity and ease. Writing skills are an essential component of literacy. Students need to be proficient writers in order to participate in our literate society. The National Council of Teachers of English and the International Reading Association have stated that the literacy requirements of the society are increasing and are expected to continue to rise. It is estimated that by the year 2020, students will need powerful literacy abilities to participate fully in school, society and in the workplace. Effective writing skills are needed in order for students to be academically successful. It is important for every teachers and students to develop writing skills apart from mastering their subject.*

### **Introduction**

Effective writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application and synthesis of new knowledge. From a faculty member's perspective, writing well entails more than adhering to writing conventions. Writing also encompasses creative inspiration, problem-solving, reflection and revision that results in a completed manuscript. From a student's perspective, writing may instead be a laborious and even dreaded exercise of attempting to place thoughts on paper while developing mastery over the rules of writing, such as spelling, citation format and grammar. There is a significant need for students at all levels not only to be good written communicators, but also to understand the importance of good writing skills.

### **Academic Writing**

The term academic writing refers to the forms of expository and argumentative prose used by university students, faculty and researchers to convey a body of information about a particular subject. Generally, academic writing is expected to be precise, semi-formal, impersonal, and objective. Academese is an informal, pejorative term for the specialized language (or jargon) used in some scholarly writing and speech. Bryan Garner notes that academese is "characteristic of academicians who are writing for a highly specialized but limited audience or who have a limited grasp of how to make their arguments clearly and succinctly" (Garner's Modern American Usage, 2016).

Academic writing styles vary according to the rules and conventions of the different disciplines. The social sciences, the natural sciences, the humanities, business studies, technologies and engineering all have their own sub-sets of discourse conventions. The study of education is generally regarded as a social science, with dimensions of the

humanities (e.g. philosophy and history) and business (e.g. management and marketing). As a social science, the study of education operates within known conventions and accepted presentation styles. These convention and styles include:

1. underpinning empirical research;
2. concise,
3. to-the-point writing style;
4. clear organisation;
5. succinct presentation;
6. passive voice rather than the personalised active 'I';
7. competent use of 'jargon' for the academic field familiar with it;
8. use of graphs, charts and illustrations;
9. a clear system of headings and sub-headings;
10. clearly written abstracts;
11. accurate use of a referencing system such as the APA;
12. skilful use of literature to contextualize information and issues;
13. a high level of scholarship;
14. support for all knowledge claims using evidence from your own research or the research of others.

#### Different Types of Writing Styles

Types of Writing Academic writing for academic assignments generally falls into the following three broad types and purposes:

Type	Purpose
Exposition/Informative	To give complete and accurate information on a specific topic/issue which may explain a process or explain cause/effect or compare/contrast or analyse interpret or provide problem/solution.
Persuasive	To convince the reader of the worth of your particular argument or point of view.
Narrative	To outline the linear development of a subject. Most academic assignments are likely to involve a combination of informative, persuasive and narrative writing

Expository writing is defined as presenting reasons, explanations or steps in a process. Logical order should be used with appropriate sequencing of ideas or steps in a process. Effective expository writing should contain a main idea, supporting details, and a conclusion An expository writing is an informative type of writing that aims to describe or explain a subject to the reader, and the skills required to write it facilitate clarity and organization. When writing an expository essay one must not assume that the reader has any prior knowledge of the topic, so it is important to focus on efficiency in addition to

being interesting and profound. Since clarity requires strong organization, one of the most important mechanisms to improve skills in exposition is to improve the organization of the text. Expository writing can take a variety of forms. It may tell how to do or make something, instruct by giving information, report on an experience, clarify a process, define a concept, or explore an idea.

### **Types of Expository writing**

Well-written expository writings have a clear, central presentation of ideas, definitions, or examples that enhance the focus developed through a carefully crafted reader's understanding. There are six types of expository writing.

1. **Process Writing:** Writers use process essays to explain the steps or stages in processes or procedures. A process essay is organized chronologically, that is in order of time.
2. **Comparison/Contrast Writing:** Writers use comparison/contrast essays when they want to either compare or contrast or to both compare and contrast two (or more) things. Writers can emphasize the similarities, the differences, or both the similarities and differences of the things they are comparing and contrasting.
3. **Cause/Effect Writing:** In cause/effect essays, writers focus on what causes something (why it happens) and what the effects are (the consequences or results). For example, a writing about what causes students low achievement and its consequences, or about the causes of school drop outs and their consequence.
4. **Classification Writing:** Classification is common in professional and academic writing. Writers use classification essays to group items according to their similarities and differences. Classification involves more than just making a list of items.
5. **Definition Writing:** In this type of writing, writers explain a commonly used term or concept that is not easy to define. It may be that the term is complicated (Emotional Intelligence, Social Adjustment, etc.,) or that it means different things to different people (attitude, perception, etc.,).
6. **Problem/Solution Writing:** Writers provide readers with a detailed analysis of a subject-from a clear statement of the problem to a full discussion of possible solutions. It is important to examine the subject from a number of different angles before proposing any solutions.

### **Essential Writing Skills**

Essential Writing Skills Academic writing requires skill in identifying and presenting complex ideas and arguments. Among the writer's skills-set, summarising and paraphrasing are two of the most important. When summarising and paraphrasing one must be obliged to acknowledge the sources of the ideas, using accepted conventions.

**a) Summarising**

Summarising is presenting the ideas of another writer in a reduced manner, capturing the essential ideas and presenting them in the same voice and style as the original writer. A summary is generally about a quarter the length of the original. To summarise successfully one needs to understand the original writing very well and to stay objective about the content and keep one's own opinion/judgement of the issues out of the summary.

**b) Paraphrasing**

Paraphrasing is representing understanding of a piece of text in one's own words. Everyone should read the original piece several times and write their first version of the paraphrase without consulting the original. This will allow one to impose one's own style of writing on the paraphrase and to incorporate it seamlessly into one's own writing. Then re-read the original to check that the content is not misunderstood or misrepresented. The paraphrase may be longer than the original as to contextualise it for the reader and cross reference it to other parts of article/paper/thesis. The skill of paraphrasing is an essential one in postgraduate writing as it is pivotal in developing and supporting a scholarly argument. It is a key skill in writing an effective literature review. In academic writing, effective paragraphs serve as building blocks to construct a complex analysis or argument. Paraphrasing helps readers to understand and process your ideas into meaningful units of thought.

**c) Structuring**

The structure of a piece of writing is the order of the parts and the relationship between them. Most pieces of writing, regardless of their length, have:

1. a beginning /introduction;
2. a middle /main body;
3. an ending /conclusion.

There may be several paragraphs/chapters in the main body, each of which has a different purpose. A paragraph is essentially a group of sentences which deal with a theme or an aspect of a topic. Each paragraph should have an obvious topic word/theme/phrase/sentence. This is where the skills of summarising and paraphrasing are applied. All paragraphs must develop, explain, add detail to, or otherwise relate to the topic sentence. The group of sentences in the paragraph should develop the main idea and progress it to the next stage.

The introduction generally has a specific function:

- it gives an indication of the purpose of the piece of writing;
- defines terms used in the title;
- indicates how the piece is structured;
- indicates the writer's position in relation to the topic. The main body of the written assignment presents the argument and supports points with research.

### Conclusion

The places that provide information about a topic are called sources. These sources can include books, academic journal articles, and published expert reports. Whatever the exact form, academic sources all have in common the fact that they are peer-reviewed. Peer reviewed sources are written by an expert in the field and have passed review by other experts who judged the source for quality and accuracy. If a source is peer-reviewed, then it's a good choice for high-quality, accurate information about the topic. Peer-reviewed journals, online Directory of Open Access Journals, several reviews of related literature, recommendations and suggestions from various research theses served as academic resources for the present study. Hence a good communication skill is integrated with a good writing skill. The repeated practice of writing is the only way of mastering this writing skill. Many research says that invent of advancement in technology has gradually reduced the reading and writing skill among school and college students. Hence it is the role of every teachers and teacher educator to train students in developing writing skills.

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