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Lesson No.

- 1.1 : Expository Writing- Article Writing and Biographical writing
- 1.2 : Newspaper Writing, Magazine and Contemporary Educational Issues.

Department website : www.pbidde.org

Expository Writing, Article Writing and Biographical Writing

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1.0 Objectives: After reading this lesson Students will be able to:

1. Know about Expository writing
2. Understand Structure and writing of article
3. Understand the concept of Biographical writing.

1.1 Engaging With Expository Writing**1.1.1 Introduction**

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. Proficiency and language competence demonstrate both accuracy and fluency while using a variety of discourse strategies. Native – speakers of a language can be fluent without being considered proficient.

It is now fairly clear that before the twentieth century is over every community of the world will have learned how to communicate with all the rest of humanity. In this process of intercommunication the language of instruction plays a significant role on earth. It would be rash to cut ourselves off from the language of instruction which keeps us in continuous contact with the latest thought in every field of life and culture.

Language is a skill subject so by creating a language sense, making it interesting, forming a language habit, teaching with the help of proper methods of teaching, the teacher can teach through the medium of instruction and the students can be made to learn it. The modern trend is to strengthen the bipolar process of teaching and learning and this is possible if we bring the teacher and the taught closer.

The four language skills – listening, speaking, reading and writing are inter-linked. Good reading depends upon practice in listening and speaking, while good writing depends on practice in all the others. And for expression, writing is as important as speaking and sometimes even more important when we are unable to express ourselves in speech.

Writing is the graphical representation of speech. Writing, thus, is very important. Writing skill reinforces oral and reading work. Writing is a tool used to enable us to express, what is in our mind, and for some people is almost as important as speech. Writing is a beautiful art for communication, pleasure and expression.

So, writing skill has to be very effective. Good writers formulate their plans in their heads, think about what they have to say and to whom, constantly revise, edit and review what they have written, in this way teachers can help the pupils to strengthen their ability to ‘read’, ‘think’, ‘discuss’ and ‘communicate’ as well as to ‘write’.

1.1.2 Meaning of Expository Writing

Expository writing is a type of writing that is used to explain, describe, give information, or inform. The text is organized around one topic and developed according to a pattern or combination of patterns.

Expository writing is writing that seeks to explain, illuminate or 'expose'. This type of writing can include essays, newspaper and magazine articles, instruction manuals, textbooks, encyclopedia articles and other forms of writing, so long as they seek to explain. Expository writing differs from other forms of writing, such as fiction and poetry.

Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing.

1.1.3 Definitions of Expository Writing

In composition studies, *expository writing* is any form of writing that conveys information and explains ideas. Also called *exposition*, *expository discourse*, *informational writing*, and *informative writing*.

“As one of the four traditional modes of discourse, expository writing may include elements of narration, description, and argumentation, but unlike *creative writing* or persuasive writing, its primary purpose is to deliver information about an issue, subject, method, or idea (Peter Elbow).

1.1.4 When to Use Expository Writing:

- Textbook writing.
- articles.
- Recipes.
- News stories.
- Business, technical, or scientific writing.

Writing a chocolate cake recipe is an example of expository writing. This writing is expository because it is *explaining*. In this case, you can already tell that the piece will be about how to make a chocolate cake. There are many types of examples that a presenter can use to help an audience better understand a topic and the key points of a presentation similarly, a teacher to his students. These include specific

situations, problems, or stories intended to communicate a more general idea. There are three main types of examples: brief, extended, and hypothetical.

- I. Brief examples are used to further illustrate a point that may not be immediately obvious to all present in a class of a language. A teacher may use a brief example as ‘Scene at the Polling Station’. Since many students are familiar with the topic and a brief example of how it is used to determine an election.
- II. Extended examples are used when a teacher is discussing in his class a more complicated topic that they think their students may not be familiar with. A chart, graph, or other visual aid may be used to help the students to understand the example. An instance explaining how the IELTS software can be helpful for learning a foreign language. Since this is such a topic that students will be unfamiliar with. An extended example will likely take more time to explain than a brief example and will be about a more complex topic.
- III. A hypothetical example is a fictional example that can be used in a class when a teacher is explaining a complicated topic that makes the most sense when it is put into more realistic or relatable terms.

1.1.5 Writing of an Expository Essay

There are different types of expository writing that are used for different purposes. The expository essay is a tool that is often used in the academic world, and it is another example of expository writing. When writing an expository essay, it's important to write with the assumption that your audience has little to or background knowledge about the main topic. Your duty as the writer is to provide the reader with as much information as you can. The reader should feel as if he or she has learned something after reading your essay. The author just tells you about a given subject and focuses on how to key points given below:

- Usually explains something in a process.
- Is often equipped with facts and figures.
- Is usually in a logical order and sequence.

Let's take a look at some examples. First, a **descriptive essay** can be used when the writer wants to describe the characteristics or features of a person, place, thing, process, event, etc. A writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers.

However, every piece writers write is for a specific purpose—for example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writer's styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are

known as the four styles, or types, of writing. Knowing all four different types and their usages is important for any writer.

1.1.6 Tips on Writing an Expository Essay

The purpose of the expository essay is to explain a topic in a logical and straight forward manner. Expository essays present a fair and balanced analysis of a subject based on facts where writer's role is insignificant.

A typical expository writing prompt will use the words “explain” or “define,” such as in, “Write an essay explaining how the technology has changed the lives of students.” However, it doesn't mean expository essay writing is easy.

1.1.7 Teacher Can use Some Tips: Teachers can use the following tips to learn more about expository essays and improve their students' writing skills:

- In Expository writing do not present your personal opinion on the topic. Do not narrow down your task to picking up appropriate information and facts that support the main statement. This type of writing requires detailed explanations or descriptions. It must be imagined that readers do not know anything about the subject matter, so you have to write everything in detail.
- The most important feature of an effective expository essay is staying focused on the topic without wandering from the subject. You should also avoid irrelevant information .
- In case of compare and contrast expository writing student writers don't need to list all the similarities and divergent features, choose the most important ones that distinguish a particular person or thing.
- You can start by introducing a certain fact and then list and analyze the causes that led to a certain case of affairs. Explaining how things influence each other is another strategy.
- Give proper and detailed guidelines before you start to write, you should gather all the necessary information the so-called process because you need to be an expert in that topic to instruct your readers appropriately.
- One more strategy is explaining the meaning of a particular word or term. You may choose any object for your close examination, either a living thing (a flower or animal) or an abstract notion (friendship or love).
- You can state a problem in the introduction and then come up with its possible solutions in the body paragraphs. You may also pose a question and then provide detailed answers to it.

- You should use the standard structure: the introduction containing the main statement, three body paragraphs explaining the title, and the conclusion restating the main idea.

1.1.8 How to engage students in expository writing

Expository writing essays, paragraphs and stories for schools provide the opportunity for students at any institution to have their work published. It provides a real life challenge with a tangible outcome. It links creative writing with writing for a purpose. It stimulates an interest in local culture, heritage and places and it raises the profile of your school to parents and the local community.

Students then create their illustrated stories. Stories can be picture books, word stories with a few supporting illustrations. Students can email and post of their original art work. Stories are then copy-edited and the artwork is scanned and enhanced before being layed out in an educational institution's own story book. There are no templates, no clipart – this is your students' work with a professional finish.

1.1.9 Conclusion

In this way, expository writing is a highly effective way to learn how to write the types of essays required for school, standardized tests, and college applications. Students steadily build writing skills and confidence, guided by one-on-one instruction with a dedicated, certified teacher. Our school courses teach students the fundamentals of writing essays, including the expository essay. Expository writing comes in a variety of forms, but, in general it is factual writing for the purpose of informing others. The straight information report, a how-to piece, compare/contrast writing, even biography is considered expository writing. This kind of writing consists a main idea. Each main idea is explored through a variety of supporting facts and details.

1.2 Engaging With Article Writing

1.2.1 Article Writing

Article writing is the process of creating a non-fiction text about current or recent news or specific topics. Article writing is a skill which needs to be practiced. They are published in print formats, such as newspapers and magazines or online.

Article is an important element of magazine, journalism, which is preferred by all, both innovative writers and experience writers. In an article, the writer is not discussing a subject from all possible angles, and is sticking to an aspect only.

Article can vary from very serious to ordinary, that is, from religious to political, and from social to personal. Mostly social aspects are considered for writing. Articles are comparatively easy to write, and is a popular genre. Most magazines are carrying articles, and then move to other genres. Articles should be objective and only certain facts from verifiable sources. Mostly articles commence with a short, eye-catching heading, designed to grab the reader's attention and give a clue to the content.

1.2.2 Definitions of Article Writing:

“A piece of writing bringing the subject to fore from one angle with a beginning, a middle and ending, while all parts are juxtaposed systematically.”

“An article is a written work published in a print or electronic medium. It may be for the purpose of propagating news, research results, academic analysis or debate.”

1.2.3 Features of Article Writing:

- An article is a piece of writing usually intended for publication in a newspaper, magazine or journal.
- It is written for a wide audience, so it is essential to attract and retain the readers' attention.
- It may include amusing stories, reported speech and descriptions.
- It can be formal or informal, depending on the target audience.
- It should be written in an interesting or entertaining manner.
- It should give opinions and thoughts, as well as facts.
- It is in a less formal style than a report.
- An article can describe an experience, event, person or place.
- It presents an opinion or balanced argument to compare and contrast .
- It provides information, offers suggestions and offers advice.

1.2.4 Structure of Article Writing:

A realistic article should consist of:

1. An eye-catching title which attracts the readers' attention and suggests them the theme of the article. Articles can also have subheadings before each paragraph.
2. An introduction which clearly defines the topic to be covered and keeps the reader's attention.

3. The main body of two to five paragraphs in which the topic is further developed in detail.
4. The conclusion - summarising the topic or a final opinion, recommendation or comment.

1.2.5 Types of Articles

- **Academic paper** – An article published in an academic journal. The status of academics is often dependent both on how many articles they have had published and on the number of times that their articles are cited by authors of other articles.
- **Essay** some overlap with academic paper.
- **Scientific paper** – An article published in a scientific journal.
- **Blog** – Some blog articles are like magazine or newspaper articles; others are written more like entries in a personal journal.
- **Encyclopedia article** – In an encyclopedia or other reference work, an *article* is a primary division of content.
- **Marketing article** – An often thin piece of content which is designed to draw the reader to a commercial website or product.
- **Usenet article** – A message written in the style of e-mail and posted to an open moderated or unmoderated Usenet newsgroup.
- **Spoken article** – An article produced in the form of an audio recording, also referred to as a podcast.
- **Listicle** – An article whose primary content is a list.
- **Portrait** – A portrait of a person (article).

1.2.6 Characteristics of Well-Written Articles:

The article is usually on a well-defined topic or topics that are related in some way, such as a factual account of a chain of events. The writer of a well-written article is seen as objective and showing all sides to an issue. The sources for an article should be identified and reliable.

i. Planning an Article

It can now be seen that in order to write a good article you need first to find the theme or topic sentence which summarises what you are going to write about, and then make a plan. This strategy will enable you to write quickly and clearly, help you think of a title more easily and your work will have cohesion. Using this method gives the topic sentence of each paragraph and connects it to the other

paragraphs. These topic sentences can be made into one paragraph and then developed to form a whole article. Conversely, these topic sentences, when taken together, can be used to cut down the entire article into a one-paragraph summary of the whole piece.

ii. Write your article. (250 words)

First think about:

- Where is the article going to appear?(In a magazine.)
- Who are the intended readers? (Probably a fairly wide age group.)
- What is the aim of the article – to advise, suggest, inform, compare and contrast, describe etc.

Then you need to decide:

- Which country have you studied in?
- How long were you there for?
- What did you study?
- What problems did you have while you were there?
- How have you changed?

iii. Brainstorm your ideas and make notes of what you are going to include.

Then, after some thought, you should be able to think of a topic sentence which can be expanded into a paragraph. For example, a topic sentence which could start an introduction is:

‘Studying abroad is an exciting experience, giving you the opportunity to learn more about the traditions and culture of the host country and its people.’

These three points are the deciding factors in the layout of your article, its style, language and level of formality. Determine the information you are going to use and organize your ideas carefully into paragraphs.

Each paragraph should have a clear topic sentence.

1.2.7 Do's and Dont's

- I. The article could be formal, semi-formal or informal, depending on your intended audience.
- II. Use vocabulary and descriptive language appropriate for the article.
- III. Linking words and expressions, and a variety of vocabulary will only improve your work and make it more interesting.
- IV. DO NOT use over-personal or over-emotional language or simplistic vocabulary.
- V. DO NOT talk about yourself.

- VI. You are writing for the general public, not a close circle of friends.
- VII. Your opinions are only interesting to other people if you can make them amusing, justify them or explain them.

1.2.8 How a teacher can help students in Article Writing:

1. A teacher can ask students about an inspirational idea striking in your mind, write it down in a notebook or a word file. For many persons or content writers, to put an idea in written form just takes up half the time.
2. Gather the important facts and related information that you can add to your idea or topic. In this way, you will have all the supporting information and you are ready to write.
3. Within this framework of information, if there is any supporting information which does not fit with the main topic of the article, you may cut it.
4. Article can be written using key points. Key points or numbered points is more easier to write and it helps the readers eyes to look catchy.
5. Article must be in limited words say 500 words. Make every word count and you will save time without letting quality slip.
6. It is time to review the article again and if any other idea or inspirational quote you want to add in any blog of the article, you can come back to that blog and spending a few minutes on each idea, you can save time.
7. Lastly, it is time to save your ideas and time now. Your list of ideas in an article come easily and make the same for the most of the time.

By following the above mentioned points, students will be able on their way to write brilliant articles. A high quality writing program will provide a balance between opportunities for children to engage in writing that is meaningful to them, and to receive explicit instruction in the skills and strategies they need to become proficient writers. When children have a regular time to write, see their writing tasks as meaningful, and get responses to their writing from peers, teachers, and other, they are motivated to write and come to understand the purposes and value of writing.

1.3 Engaging With Biographical Writing

1.3.1 Introduction

A biography is the story of a real person's life written by someone. It can be a page or several pages. Biographical writing means the story of someone's life. The life of Samuel Johnson, by James Boswell and Abraham Lincoln, by Carl Sandburg, are two noted biographies. The story of the writer's own life is an autobiography. These days, anyone of any age, can be the subject of a biography: Justin Bieber, at the tender age of 17, had one written about his life. A biography is not to be confused with an autobiography, an account of someone's life written by the subject himself. You'll find biographies in printed form (remember books?), but also increasingly in the form of e-books, TV dramatizations, and cinematic "bio-docs."

A biography, or simply bio, is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships, and death, it portrays a person's experience of these life events. A biography presents a subject's life story, highlighting intimate details of experience, and may include an analysis of the subject's personality.

“Biography is a literary genre that portrays the experiences of all these events occurred in the life of a person mostly in a chronological order”.

“Biography narrates the life story of a person written by another person or writer. Biographies explore the events in a person's life and find meaning within them”.

1.3.2 Biographical Writing

It should quickly and effectively communicate who you are and what you do. The bio you would write for a personal web page might be very different than the bio you would write for a college application. Adjust your tone to make your bio appropriately formal, funny, professional, or personal.

Biographical writing is a specific form of writing and research that takes as its subjects the lives of individuals. Biographical writing takes many forms, and can range from published works to simple epitaphs on gravestones. Students might first become familiar with *Biographical Precis*. An inquiry learning approach can help to assist students to compose their own writings. Biographical writing is immediately relevant to teachers of language. Teachers of language can help students to introduce and understand the biographical writing skills in an engaging way. Before students get started writing, they need to know who they are writing for. It should be quickly and effectively communicate who is he and what he does. It is recommended by the experts that biography must be written in the third person.

Whether you are hoping to become a published author or you just have a school assignment to write about another person, writing a biography requires special care and tact. In a biography, you are telling the story of someone's life. You thus have to make sure you present them accurately and that you write interesting and engaging information that leaves your reader feeling as though they learned something from your writing.

For many people, writing about yourself isn't easy. Whether you're just starting out in your field, or you have years of experience behind you, figuring out how to describe what you do in a few quick sentences is a challenge. It will need to be thoroughly researched and well-written. The key to picking a good biography is picking a good subject who has lead an interesting life. While it may be tempting to write about your favourite celebrity. People you are familiar with are also good subjects for profiles. They are easily accessible for interview.

1.3.3 Steps to Write a Biography

A.BRAINSTORM

Biography means "writing about life." The key to writing a good biography is picking a good subject who has lead an interesting life. While it may be tempting to write about your favorite celebrity, you are strongly encouraged to select someone who has lived an important life and made a lasting contribution to the world. People you are familiar with are also good subjects for profiles. They are easily accessible for interviews. Also, you can easily interview others about them. Teachers can ask the students:

- i. to make a list of 10 possible subjects for your biography. Think about all the people in the world who fascinate you. Examples: Bill Clinton (former President), William Shakespeare (famous writer) , your principal, Queen Elizabeth (famous queen), one of your teachers, a relative and a mentor.
- ii. Choose three people from your list who seem like the best candidates for a biography.
- iii. Run a quick search on the Internet to see how much information you can easily find about your three candidates. As far as the people in your community such as your principal or teacher the Internet will not be a helpful research tool. You will have to talk to the person directly to see how much info you can quickly find out.
- iv. Frame a list of questions for each of your three candidates (yes or no), to obtain the information, like

- Is the person's life worth writing about?
- Do you feel strongly about the person?

- Has the person made a difference in the world?
 - Does the person fascinate you?
 - Does the person's life make a good story?
- v. Now it is time to decide which person's life stands out as the best story? That's your subject!

B.RESEARCH

Now the students have to select a subject, can be named as Biographical research. Biographical research is like detective work.

i. Visit the library, the internet, newspaper articles, magazine articles, biographies and history books to gather information about your subject. If your subject is a community member, dig up details through interviews. Interview your subject, interview people who know your subject and interview people who have an opinion about your subject.

ii. Track down basic facts about your subject, such as: Date of birth/death, place of origin, parents/siblings, educational background, profession, marriage/children, favorite books, music, art and hobbies.

iii. Find out which events shaped your subject's life, such as: Greatest accomplishments, worst failure, biggest obstacles overcome and lasting contribution to the world.

iv. Find out which people influenced your subject's life: Most influential teacher, worst enemies, best friend(s), heroes and role models and favorite family member.

iv. Gather three quotations by and three quotations about your subject. Be accurate!

C.WRITE

Now the students have gathered enough facts and quotes, it's time to write!

i. To help organize your biography, draw a time line of important events in your subject's life. Keep this handy when you begin to write. Include things like: Birth, education, marriage/children, achievements, failures and death.

What is the most interesting thing you learned about your subject. That's where your story should begin. Work in the rest of the details as the story unfolds.

ii. Write a first draft of your biography. In writing the first draft, students must be honest. Tell the truth about your subject, good and bad. Be accurate. Check facts by cross-referencing in other sources. Be clear. Always keep your readers in mind.

iii. It is time to read your biography out loud. It will help to answer the following questions:

- What new information have I learned about my subject?
- Is my story always clear? If not, where does it break down?

- What more would I like to know about my subject?
- Do the transitions between paragraphs make sense? Does the story flow from paragraph to paragraph without confusing the reader?

iv. It is time to revise the biography, based on your answers. Check spelling and grammar. Check quotations for accuracy. Double check all facts.

Teacher must congratulate the student writers on finishing the biography!

1.3.4 Sample of a Third Person biography given below:

Jenny Han is a senior student at the California State University and currently taking up a bachelor's degree in Multimedia Arts. As a multimedia student she has trained to perform highly in different fields such as journalism, broadcasting, filmmaking and event organization. Her dedication is what sets her apart from anybody else.

She finished her primary education as salutatorian, belonged to the top 10 students of her middle and high school class, and was granted with a full academic scholarship to be used at any university of her choosing. Jenny is also passionate about filmmaking and has directed, produced, and even performed in her own music videos and short films in fulfillment of her course requirements, and during her free time during the summer. She is a well rounded individual who lives with passion, dedication, and grace.

1.3.5 Steps to write a Personal Biography:

Purpose for writing must be taken into consideration. Are you writing to introduce yourself to a particular audience, or is your bio to provide a general introduction to whomever? Restrict your bio to a certain number of words or characters. For a strictly personal bio, you can include details such as hobbies, personal beliefs, and mottos. Like a professional bio, your personal bio should give your reader a clear idea of *who* you are, *what* you do, and *how well* you do it. However, you can be more informal in your tone than you would in a professional bio. A personal bio is a great place to connect with your audience through the use of humor. This can help break the ice between you and your reader, and convey a sense of who you are in a few short words.

1.3.6 Sample of a short Personal Biography given below:

My name is Cecil Lewis, and I am a survivor. For weeks I daydreamed of my family's vacation to Thailand. That vacation was a much needed time away from my hectic hours as a lawyer in a medium-sized firm in Chicago. But as it turned out my time there was not relaxing at all, life had a different plan. While on that vacation, our hotel received word of a devastating tsunami set to hit land, we were to evacuate quickly. Lucky for my family we were further uphill hiking that day when we heard the news. We left to find an even safer location just before the water

came on shore. We survived the Tsunami. It was an act of God. When we returned many days later we found our resort was no more.

1.4 Conclusion

The most important thing that you as a biographer can do is to write from the heart. Write only about someone you care deeply about your subject, either positively or negatively, so will your readers. If you take a biography about someone you could not care less about, possibly for the money, or because you have received a good contract, the readers won't finish reading your book. Lastly, find the style of writing that gives you the most pleasure, and stick to that style.

1.5 Summary

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. Proficiency and language competence demonstrate both accuracy and fluency while using a variety of discourse strategies. Native speakers of a language can be fluent without being considered proficient. Students can be proficient in developing their writing skills when a teacher helps them and give opportunities to write different pieces of writing in exposition, some selected articles as well as biographical concepts.

1.6 Suggested Questions

1. What do you understand by Expository Writing? What are its effective writing styles?
2. What is the meaning of Article writing? How a teacher can help students in writing selected articles?
3. How a good biography can be written? Write a personal biography on your 'Father'.

1.7 Suggested Reading:

Aggarwal, J.C. (2003). "Teaching of Commerce ; A Practical Approach, Vikas Publishing House Pvt. Ltd., Noida, Uttar Pradesh.

Nandra, I. D. S.(2017). Strengthening Language Proficiency, Twentyfirst Century Publications, Patiala, Punjab.

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Newspaper Writing, Magazine and Contemporary Educational Issues**STRUCTURE OF THE LESSON**

- 2.1 Engaging With Newspaper Writing
 - 2.1 Introduction
 - 2.2 Newspaper Writing – An Aid to Teaching
 - 2.3 Engaging Students in Writing a Newspaper Article-
- 2.2 Engaging Students in Magazine Writing
 - 2.2.1 Introduction
 - 2.2.2 Process of Magazine Writing
 - 2.2.3 Engaging Students in Magazine Writing
 - 2.2.4 Difference between Newspaper Writing and Magazine Writing
 - 2.2.5 Conclusion
- 2.3. Engaging Students in Writing Contemporary Educational Issues
 - 2.3.1 Introduction
 - 2.3.2 Engaging Students in Writing an Educational Issue
 - 2.3.3 Contemporary Educational Issues in India
 - 2.3.4 Example of an Educational Issue
- 2.4 Conclusion
- 2.5 Summary
- 2.6 Suggested Questions
- 2.7 Suggested Readings

2. ENGAGING WITH NEWSPAPER WRITING**2.0 Objectives: After Reading this lesson learner will be able to:**

- 1. Understand Engaging with Newspaper writing
- 2. Engage students in Magazine writing
- 3. Engage students in writing contemporary Educational issues

2.1 Introduction

“The newspaper is the most widely used of the media as a teaching instrument in the classroom, however, in every area of the curriculum, it is the direct result of a national campaign by publishers, known as Newspapers in Education (NIE).”

Newspaper writing is different from writing other articles because news article has a different way to present information in a specific way. News article is a medium to convey all the relevant information in a limited word limit. Newspaper

article writing is a skill that can help students to pursue their career in journalism. It also helps students to develop their writing skills. Newspaper writing is a planned and concised way to convey the information.

News style or news writing style is the prose style used for news reporting in media such as newspaper, radio and television. News style encompasses not only vocabulary and sentence structure, but also the way in which stories present the information in terms of relative importance. The tense used for news style articles is past tense.

2.2 Newspaper Writing – An Aid to Teaching

News writing attempts to answer all the basic questions about any particular event – who, what, when, where and why and also often how at the opening of the article. Newspapers generally adhere to an expository writing style. Among the larger and more respected newspapers, fairness and balance is a major factor in presenting information. News writers try to avoid using the same word more than once in a paragraph.

Students love being able to understand and read current news in English. English language students discover a whole new world through newspapers, new words, new phrases, new ideas etc. Reading news in English is so much exciting for students. An English teacher can adopt number of ways to engage students to use newspaper in an English language. Firstly, students can be instructed to know all sections of a daily English newspaper. The purpose of each section must be clear to all. Teacher can ask the students to take on different roles to produce a newspaper of their own. Students could work in groups of two to four to produce different sections of a newspaper as a whole class. Teacher may discuss the content of the newspaper and the whole process of producing it. Critical thinking is the natural outgrowth of using a newspaper to learn. The newspaper expands the curriculum with an unlimited amount of information to use as background for learning activities.

To better serve students, teachers need to explore a variety of ways to develop their skills and increase their knowledge. One such move would be to bring newspapers back the classroom and include them in the array of materials used to teach important information and skills. Newspapers could be a strong motivator for students to connect with the world today. Students could be benefitted to write articles for the school newspaper, or letters to the editor of a commercial newspaper expressing their views about what they have read.

Newspaper for students of different ages, abilities and interests would be of great value like advice about driving, health, fashion, movies or sports, weather reports, political cartoons and even word and number puzzles. Daily comics is also

one of the favourite topics of children. By helping students to write newspaper articles into the mix of classroom materials, teachers could move students.

Teachers can use newspapers as one of the effective classroom teaching tools, some of the reasons are enlisted below:

- i. Newspapers can bridge the gap between the classroom, and the ‘real’ world.
- ii. Build good reading as well as writing habits that will last a life time.
- iii. Give everyone something to read- news, sports, weather, editorials and comics.
- iv. It is a cost-effective way to educate.
- v. It always contains practical vocabulary and the best models of clear concise writing.
- vi. Learning can be make funny.
- vii. It provides motivation to students for reading and discussion.

2.3 Engaging Students in Writing a Newspaper Article-

In this lesson, students will write a news article for the school newspaper. The lesson begins with a discussion about freedom of speech and the important role it plays in journalism. Next, students will learn how to create news articles by developing <lead paragraphs> and by using the <inverted pyramid> model. Once this is done, they will be given time during class to select topics, conduct research, write their articles and proof read and peer edit their own and other’s work.

2.3.1 Engaging Students in Writing a Newspaper Story

With this activity, a teacher can transform students into reporters who write newspaper stories that can be pasted up into a class newspaper. After learning about writers and what they do, each student will write a newspaper story. Students can select any one of the story using previous information on his/her area of interest they may choose their own story topic. Give students a word count limit (eg. 200) and a deadline for their stories. Students will edit their own stories, write a headline, layout the newspaper (including photos or graphics, as appropriate), and may produce a class newspaper.

In this way, teacher can engage students in different writings like – novels, short stories, non-fiction, plays, movies, poetry, magazines, advertising, public relations etc.

2.2. ENGAGING STUDENTS IN MAGAZINE WRITING

2.2.1 Introduction

This interest area uses an “intra-disciplinary” approach grounded in magazine traditions, theories and practices. Students learn the power of revision and learn to tell stories with frankness and intimacy. They learn how to use narrative storytelling

tools: character, key moments, dialogue, telling details and place. The students learn to track the notion of the journalist as a savvy, articulate, thoughtful and emphatic witness of events.

For students, it can be hard to write from personal experience. But a personal essay can help him to present their views before the audience, bringing attention to any current educational issue. It helps students to emphasize the importance of creating a clear connection between their personal experiences and universal topics. Students may write interesting and worthy stories about the human condition using examples from their lives. Writing must the truth. It's worth it to write what's real. Once they have penned their essay, it is time for publication that is in the form of a personal narrative. Students can submit their piece of written work for school magazine as well as newspapers and blogs.

Magazine writing is an art to write feature-oriented pieces. Students at the initial stage may focus on smaller stories, while others may produce long-form, narrative, pieces. This can include exclusive interviews with sought-after subjects and celebrities that can be of several pages long.

It is increasingly common that magazines need stories for their online publications as well. Some of these stories never make it to print, instead, they are published solely on the magazine's website.

2.2.2 Process of Magazine Writing

- **Firstly**, it is important that students gain an understanding of the style of magazine journalism. It is different than writing for a daily newspaper and the best is to familiarize themselves with it is to read. Students may focus on niche topics such as beauty, fashion or technology. Through this research, they will learn about story length and format and how magazine writers capture a reader's attention.
- Student writers need samples of their work and practice their skills on it. The best way to do that is to write and write often. Students may take it as a piece of assignments and write sample stories.
- Every student writer has their own voice and many choose to focus their career on a certain topic. It keeps them motivated by finding a niche that they will love to write about is good on many fronts. A niche doesn't have to be extremely narrow, either. Many student writers may concentrate on broad topics like politics or business, food or lifestyle, entertainment or sports.
- The magazine world is very competitive. Persistence will keep the student writers motivated. The magazine editorial process can be very slow at times and after persistence comes patience.

- Deadlines are key to any student writer success and it is vital that you make every deadline they are given. Learn to love deadlines and consider them essential to their career.

2.2.3 Engaging Students in Magazine Writing

- Showing students an error-free, model piece of writing. Get old concepts of magazines of all different styles from second hand stores or in school library and read through the different writing styles.
- Ask students to write four times more than they can assess.
- The following structure creates a foundation for students to work from:
Read (what did they say?)
Analyze (how did they say it?)
Emulate (you try).
- Before we ask students to write, a teacher can help them to develop a sense out of that structure.
- Students have now created a map of the writing that they can use to structure their own.
- Through the previous step you should be able to, determine your favourite type of school publications (art, fashion, trade etc.)
- Try to focus on your favourites, it is easiest to write about things you actually have an interest in.
- Students can gather the information from some instances, through researching online also.
- Since students are starting from scratch, they will need to create up to three brilliant articles. These will serve simply as a reference of what you are capable of.
- At last, submit your piece of writing for school magazine for publication or in any other renowned magazine.

2.2.4 Difference between Newspaper Writing and Magazine Writing

Newspaper Writing

- Newspapers come out on a daily basis.
- Writing about something that happened 20 days back would make no sense.
- Newspapers primarily focus on politics, current events, financial reports and various interests throughout the world.
- Newspaper writing is more and smaller.
- Newspapers are written for a general audience.
- The newspaper writer compounded to a somewhat strict, strong and straight to their point view as it is based on facts and figures.

Magazine Writing

- Magazines on the other hand hit news stands every week/fortnight/month etc.
- This gives the writer the luxury to write longer, more opinion led pieces. These pieces need not to be as current as a newspaper piece.
- Magazines tend to focus on specific topics, such as, sports, home décor, gardening or music.
- Magazine writing is less and bigger.
- Magazines are written for specific types of audiences.
- Magazine writers have the tenacity and freedom to express things on a creative manner.

2.2.5 Conclusion

“If we want students to become lifelong writers, students must see writing as intrinsically important – not just another school assignment. Students must find writing to be relevant and meaningful.”

2.3. ENGAGING STUDENTS IN WRITING CONTEMPORARY EDUCATIONAL ISSUES**2.3.1 Introduction**

When we think of student’s engagement in contemporary educational issues, it is often convenient to understand engagement with an activity as being represented by student thinking i.e. cognitive engagement (Fredricks, 2014). Students may be intellectually exerting the necessary mental effort to understand and master the knowledge, or skill that any educational activity promotes.

2.3.2 Engaging Students in Writing an Educational Issue

In aiming for full engagement, it is essential that students perceive educational activities or issues as being meaningful. A teacher can connect students with its previous knowledge and experiences, highlighting the value of an assigned activity in personally relevant ways. Engaging student’s perspective of contemporary educational issues determines their level of perception. When students pursue an activity because they want to learn and understand, rather than merely obtain a good grade, look smart, please their parents or outperform peers, their engagement is more likely to be full and through. A teacher can also place the emphasis on student’s progress by reducing social comparison and recognizing student improvement and effort.

A teacher can engage students through discussion because discussion method is the best method to draw out their inner views about an issue. Teacher must be kept in mind that the topic of discussion should be announced earlier so that students come well prepared. It will help students to gather related information

using library resources or internet or mass media. Different co-curricular activities like debate, lectures by eminent persons, poetry recitation, elocution, quiz etc. can be organized by giving awareness to students about an educational issue which help them to focus on the issues intensely so that they may suggest and come out with remedies.

2.3.3 Contemporary Educational Issues in India:

The main issues and challenges of contemporary Indian education are as follow:

The fore most issue is the **unsatisfaction of youth**. Teachers are unable to satisfy the youth by their knowledge and methods of teaching their knowledge level and education system is not providing the satisfaction and due to this the youth stands against the teachers and system.

The second reason is **discipline** in schools and colleges. This reason is given of our so called leaders and social contractors. Who instigates the youth time to time for their own benefits.

Third can be the problem of **unemployment**. Some of our educators think that now this problem is an issue for education system but when a youth looks his or her brother or sister unemployed even after getting bachelor or post graduate degree , they are unemployed, this give the birth to a revolt.

Poverty can be next issue or a challenge to which our education system is facing. Now a days the cost of getting education is very high so poor section of our society find themselves lost in getting education.

Political unwillingness is also a great challenge for our education system. Politicians think that they got five years to fulfill their wishes. Matters of education are just kept in pending from political party to the other party.

Casteism creates a wall between lower class and upper class. Once I was in another college there I saw a teacher taking fee from the students (you will say what is surprising in this in most of the schools teacher takes fee from the students). But when a student came to give fee, the teacher asked to put the amount on the table. That boy put the amount on the table and went. When I asked about the matter, the teacher replied I was busy in some other work so I could not take the amount in hand. But reality was different, that boy belonged to SC category and that was untouchable for the teacher... This happens in our schools and in colleges.

Dearness is another challenge for the education system. Fee of colleges and schools is rising day by day with public schools raising their fee structure in every session but the wages of laborer is not increasing at the same speed. So poor people find themselves unable in admitting their children in those schools. And government schools do not compete with the public schools or CBSE schools.

The next challenge is our **corruption** which has become the right of all government officers and whole system. In many schools it is found that the fund which was sending to the school disappeared on the way. A story is enough to describe facts. Once a school principal demanded for funds for digging a well for students.

Privatization of education is great issue. Some learned people say that government officials take higher salaries but not work according to that. But in private institutes teachers remains in very critical conditions which is not good for the education system.

The issue of **unawareness** of teachers about the methods and techniques of teaching. Even they are not interested in these. Teaching is the profession in which a teacher needs to polish his /her knowledge day by day. And because it is the profession daily updating of methods and techniques is compulsory. I think this is the demand of the profession but our teachers are so rigid that they don't want to change themselves.

The issue of **character of teachers**. Our teacher's character is going downwards. A teacher is the only person who can change the direction of the society. He is the person who is the center point of any education system. This influences much our society than any other part of the society. This effects much our education than all the above points. But nowadays we read news in different forms in newspapers that a teacher kidnapped his /her students or a teacher raped his student. And due to this many students left their schooling on the mid way. It is the clear example how a teacher is degrading his/her character and to what extent.

2.3.4 Example of an Educational Issue

Barriers in Implementation of E-Learning in Teacher Education

2.3.4.1 Introduction

Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and modern technologies are demanding teachers to learn how to use these technologies in their teaching. Traditional instructor-centred teaching is yielding to a learner-centred model that puts learner in control of their own learning. This has pushed the today's teacher-educators to face different challenges than their predecessors in teaching tomorrow's teacher-educators. E-learning refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance (Rosenberg, 2001). E-learning can be used by teacher-educators to improve the efficiency and effectiveness of educational interventions in the face of the social, scientific, and pedagogical challenges encountered during teaching and learning.

It is an attempt to made to review barriers in implementation of E-learning among teacher-educators. It encompasses two key objectives: (1) finding out about the barriers affecting or preventing e-learning from being adopted by teacher-educators as an integral part of teaching- learning process and (2) finding strategies for its implementation.

The pressure to adopt e-learning should be to reform and modernize the education in terms of curriculum, teaching methods, expanded learning outcomes, new types of students, qualifications frameworks, quality assurance, research and innovation.

E-learning (or eLearning) refers to the use of electronic media and information and communication technologies (ICT) in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching. E-learning is inclusive of, and is broadly synonymous with multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, virtual education, virtual learning environments (VLE) , m-learning, and digital educational collaboration. These alternative names emphasize a particular aspect, component or delivery method.

It should become an integral part of literacy, computer aided learning and finally computer based learning throughout the country. What is required is to motivate teacher-educators to recognize the potential of E-learning to make teaching-learning process effective.

Reports on the adoption of e-learning in traditional universities indicate extensive use of e-learning to improve the quality of learning for on-campus students, but this has not yet translated into a significant increase in opportunities for lifelong learners in the workforce and those unable to attend on-campus. One vision of the future of universities is that ‘Virtualization and remote working technologies will enable us to study at any university in the world, from home’. However, it is pointed out that realization of lifelong access to education requires a fully articulated e-learning strategy aims to have a ‘transformative’ rather than just a ‘sustaining’ effect on teaching functions carried out in traditional universities.

According to a review of national e-learning strategies by Anderson et al (2006), the two key drivers underlying the adoption of e-learning are (a) the need to up-skill the population to meet the challenge of the information and knowledge society and (b) the need for accessible and flexible access to tertiary education to meet the changing nature of society and the lifelong learning agenda.

2.3.4.2 Role of E-learning

E-learning can occur in or out of the classroom. It can be self-paced, asynchronous learning or may be instructor-led, synchronous learning. E-learning is suited to distance learning and flexible learning, but it can also be used in conjunction with face-to-face teaching, in which case the term blended learning is commonly used. E-learning as an educational approach or tool that supports traditional subjects. In addition to this:

- Improved open access to education, including access to full degree programs,
- Better integration for non-full-time students, particularly in continuing education,
- Improved interactions between students and instructors,
- Provision of tools to enable students to independently solve problems,
- Acquisition of technological skills through practice with tools and computers.
- No age-based restrictions on difficulty level, i.e. students can go at their own pace.

2.3.4.3 Barriers in the implementation of e-learning, that have been found to make learning less effective than traditional class room settings, include:

- Many teachers have a harder time keeping their students engaged in an e-learning class. A disengaged student is usually an unmotivated student⁺
- The lack of face-to-face contact makes it difficult for teachers to read their students' nonverbal cues, including confusion, boredom or frustration. These cues are helpful to a teacher in deciding whether to speed up, introduce new material, slow down or explain a concept in a different way.
- Learners will need access to a machine of minimum specification as dictated by the e-learning supplier or access to a service with a high bandwidth to transfer the course materials in a timely way.
- Some materials designed for one particular system will not function properly on another (for example, the Apple Macintosh and the Windows PC). Standards will help in the area.
- Any skill that relies heavily on inter-personal contact although these courses could be supplemented by e-learning.
- E-learning requires a high-level of self-discipline and personal time management. E-learners need to be highly self-motivated to take full advantage of the medium as often online learning experience can be impersonal.
- The course materials are in an inappropriate format for online learning. Course providers need to develop new technical skills and course design skills to suit the new medium.

- Start-up cost of an e-learning service is an expensive and the cost of production of online training materials is very high. Teachers must be confident that the extra costs are balance with the benefits of delivering a course online.
- E-learning is still dependent on help on either the course materials or the software.
- Social/economic disadvantage can limit or prevent access by some student groups (for example, cost of equipment, online access and printing).
- Electronic communication does not necessarily provide a good match for face-to-face communication and traditional view is missing somewhere.
- Teacher-educators may have limited IT skills, or be uncomfortable with electronic communication and need to learn how to use the medium effectively.
- Students with visual or physical impairments may be disadvantaged.
- Flexibility may be lost as adjustments to the course in response to student reaction are not easy to make once the course is underway.
- The electronic environment does not as per offer a pedagogically enhancing learning environment.
- Ease of cheating.
- Bias towards tech-savvy students over non-technical students,
- Teachers' lack of knowledge and experience to manage virtual teacher-student interaction.
- Lack of social interaction between teacher and students.
- Lack of direct and immediate feedback from teachers.
- Asynchronous communication hinders fast exchange of question.
- Danger of procrastination.

2.3.4.4 Suggestions for implementation of E-learning to the teacher-educators:

- A teacher must become an e-learner by providing crucial concepts to the students and must use the techniques to fulfill learner's need accordingly.
- E-tutoring must be a learning instrument in the hands of modern educator to provide education to the learner. It will help to bridge the gaps of face to face interaction.
- It can provide additional reading material relevant to the teacher which helps them to prepare assignment projects, which are required to be completed by the learner.
- It can help a teacher-educator to generate informal peer interaction.

- Better information, ideas via effective combination of old and new pedagogy can be enhanced through e-learning among teacher-educators.
- Secure commitment from all participants and identify and address potential barriers to implementation.
- Encourage active learning—self-assessment, reflection, self-directed learning, problem-based learning, learner interaction, and feedback to the teacher-educators.
- Provide time for learning evaluate—both learners and course

2.4 Conclusion

E-learning can result in significant cost savings, sometimes as much as 50%, compared with traditional instructor-led learning (AAMC, 2005). Studies have consistently demonstrated that students are very satisfied with E-learning (Candler et. al., 2003 & Halley, 2001). Learners' satisfaction rates increase with e-learning compared to traditional learning, along with perceived ease of use and access, navigation, interactivity, and user-friendly interface design (Harden and Hart, 2002). Interestingly, students do not see E-learning as replacing traditional instructor-led training but as a complement to it, forming part of a blended learning.

2.5 SUMMARY

Newspaper writing is different from writing other articles because news article has a different way to present information in a specific way. News article is a medium to convey all the relevant information in a limited word limit. Newspaper article writing is a skill that can help students to pursue their career in journalism. It also helps students to develop their writing skills. Newspaper writing is a planned and concised way to convey the information. Magazine writing is an art to write feature-oriented pieces. Students at the initial stage may focus on smaller stories, while others may produce long-from, narrative, pieces. Engaging student's perspective of contemporary educational issues determines their level of perception. When students pursue an activity because they want to learn and understand, rather than merely obtain a good grade, look smart, please their parents or outperform peers, their engagement is more likely to be full and through. A teacher can also place the emphasis on student's progress by reducing social comparison and recognizing student improvement and effort.

2.6 SUGGESTED QUESTIONS

1. Discuss how students can be engaged with newspaper writing by some activities related to it.

2. Describe different ways of using magazines in the classroom for improving student performance.
3. Discuss some important contemporary education issues prevailing in our country.

2.7 Suggested Reading:

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