



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION**

**DEPARTMENT OF TECHNICAL VOCATIONAL EDUCATION AND LANGUAGES**

<b>COURSE CODE:</b> EAP511S	<b>COURSE NAME:</b> ENGLISH FOR ACADEMIC PURPOSES
<b>DATE:</b> JUNE 2022	<b>MODE:</b> FM, PM, DI
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<b>FIRST OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER(S):</b>	Mr B. Kamwi Ms T. Kanime Mr C. Gwasira Ms J. Hunter Ms Y. Lyamine Dr S. Ithindi
<b>MODERATOR:</b>	Dr N. Mlambo

<b>INSTRUCTIONS</b>
1. Answer all questions 2. Write clearly and neatly 3. Number the answers clearly

**PERMISSIBLE MATERIALS**

1. Examination paper
2. Examination script

**THIS QUESTION PAPER CONSISTS OF 13 PAGES (Including this front page)**

## SECTION A: ACADEMIC READING

[40]

Read the following research article and answer the questions below. The original article has been adapted for assessment purposes.

### Using social media as a tool for improving academic performance through collaborative learning in Malaysian higher education

By Waleed Rahmi, Mohd Othman , Lizawati Yusof & Mahdi Musa

#### Abstract

A Nowadays, many higher education institutions are still depending on the traditionally-based learning management systems that actually do not use full capabilities of social media in engaging researchers in collaborative learning. Due to recent rise in social media usage, especially among researchers and lecturers of educational institutions, a great deal of research was conducted to explore how to take advantage of social media and use it to improve the researchers' academic performance through collaborative learning. To achieve this objective, it is important to explore the actual relationship between two variables: social media and academic performance. This study is aimed at examining the relationship between using social media and improving academic performance. A survey was conducted among the research students of University of Malaysia, and 323 valid responses were received.

#### Introduction

B Instead of being merely information consumers, web users have become joint-creators of social information in relation to the surge in social media (SM). Social media is also being more and more used to provide learning activities apart from its extensive use for social communications among the younger generation. The advent of web 2.0 is a result of the numerous efforts that were undertaken to integrate social media into the students' entire learning ecology. The implementation of social media in learning or education where learners are given the power to produce and arrange their own learning activities is behind the concept of E-learning 2.0 (Fredricks, 2002).

C Practically, many higher education institutions are still depending on the traditionally-based learning management systems (LMS), which actually do not use full capacity of social media for improving global participation of students in learning through collaborative learning (CL) in social environment (Dabbagh & Kitsantas, 2011). Based on a study conducted by (Dabbagh & Kitsantas, 2011), the advent of web 2.0 has caused collaborating technologies to become mode of learning, especially for young generations; however, not many young learners take the advantages of social media in their academic performance (AP). In addition, (Greenhow, 2009) stated that a lot of learners do not actually understand the relationship between social media and their learning capabilities.

D Based on the background presented above, the researcher believes that, using empirical analysis, it is necessary to address this gap by exploring the nature and extend of the relationship between social media and academic performance through collaborative learning. We propose a conceptual framework based on literature review and posit that social media positively affects academic

performance. To verify the model, we conduct a survey among postgraduate students of University of Malaysia using an adopted questionnaire. In this study, a quantitative approach is applied, and the reliability and validity of the scales were tested. In this paper, due to wide scope of higher education, we extended the study previously conducted by (Li, 2012) who attempted to [www.ccsenet.org/res](http://www.ccsenet.org/res) Review of European Studies Vol. 7, No. 3; 2015 266 find out the relationship between social media and collaborative learning. The rest of the paper is organized as follows. Section 2 describes the hypotheses derived from literature review. Section 3 describes the methodology used in this research, including sampling technique and measurement. Section 4 discusses the results of data analysis obtained from structural equation modelling. Finally, Section 5 concludes the paper, presents limitations, and gives suggestions for future research.

### **Social Media Interactively in Context of Academics**

**E** A topic of interest for numerous researchers in education and social science is using and taking advantages of social media. Literature consists of useful ideas about employing social media in higher education (Hamid et al., 2009). Communication among learners and between them and their communities is improved through the use of social media. Facebook is one example where academicians can use social media in diverse styles; it can be considered as a way of communication for students to exchange information (Mack, Behler, Roberts, & Rimland, 2007). The use of social media among students has steadily grown from 2007 to 2010 and the difference between the older and younger students' usage of social media is reducing (Smith & Caruso, 2010). A noted area of investigation for educationists and social scientists is the utilization of the social media by university students. (Hamid et al., 2009) believed that literature consists of useful designs and ways to use social media at postgraduate level.

**F** Through social media use, students understand how to share, communicate, collaborate and socialise information and knowledge. Therefore, there are different advantages in the use of social media in higher education. To improve the students' learning experiences requires the use of social media in higher education. The effort and duration that students put into education-based activities are both represented by the students' involvement (Kuh, Kinzie, Cruce, Shoup, & Gonyea, 2007). Also, previous studies proposed social media as an extremely influential tool for student learning and creating values; thus, this is educationally useful and it can help to reinforce academic expectations (Kuh, Kinzie, Cruce, Shoup, & Gonyea, 2007). The main advantages of social media in teaching and learning contexts will be achievable once there is more awareness on how to utilize the social nature of these media.

### **Research Hypothesis**

#### **Social media interactively and academic performance**

**G** In the past several years, many articles have been published on the capability of social network tools in improving the students' learning abilities (Alexander, 2006; Nachmias, 2002; Wesch, 2009; Reuben, 2008; McDonald, 2009; Brainard, Oradini, & Saunders, 2008; Thompson, 2008; Minocha, 2009). Some learning-related advantages of the use of social media in education context are as follow: enhancing the autonomous learning abilities, overcoming difficulties, cooperation, contemplative learning, fast/prompt feedback from instructors, decreasing the effect of geographical distances, clarity of students' effort, and the establishment of social dealings between academicians and students.

**H** The current models of education that consider teacher as an initiator of education rather than propagator of information are compatible to the notion of utilising Web 2.0 tools to improve

knowledge and exchange information in educational situations. Students' dynamic involvement in learning, where they rebuild information/ideas based on their prior and current knowledge, adopts them as a part of the learning process; this idea is highlighted by the constructivist learning theories (Skemp, 1971; Papert, 1980; Siemens, 2004). For instance, constructivism that asserts "learning happens when learners dynamically form their own knowledge by attempting to figure out (their learning environment)" (Mayer, 2008) appears particularly compatible with the utilisation of social media for gaining knowledge. One of the most significant contributions of social networks to the education context is the prospect of knowledge sharing of students and their capability in using this knowledge along the social networks to overcome their problems and difficulties (Mason & Rennie, 2008).

### **Social media interactively and collaborative learning**

I Some recently conducted studies highlight how web technologies and social media are used by academics; for instance, where academicians explicitly target blogs and wikis for their benefits. Their competency to promote interaction and cooperation between students of the same level across academic borders and non-academicians is one of the most well-known advantages of social media (Collins & Hide, 2010; Rowlands, Nicholas, Russell, Canty, & Watkinson, 2011; Al-rahmi & Othman, 2013). Another frequently mentioned advantage of social media is its use in keeping up the users with current research. For instance, an analysis of 10 science blog users discovered that apart from regularly reading scientific blogs written by their peers, **they** were also writing their own blogs simultaneously (Bonetta, 2007).

### **Collaborative learning and academic performance**

J Collaborative learning, which happens when students collaborate in small units with a shared target, developing meanings, researching a subject or enhancing proficiencies are of the most advantageous aspects of active learning (Prince, 2004). An idea of learning that includes sharing information, know-hows, and authority, in which students coach and acquire knowledge from one another and nurture a beneficial dependence between one another, is referred to as collaborative learning (Panitz, 1996). This motivates students to involve in presenting the solution, clarifying as well as qualifying their views (Lantz, 2010), and enhancing the potential to reason analytically (Angeli, Valanides, & Bonk, 2003; Garrison, Anderson, & Archer, 2001). In such a context, students collaborate in the conception of their own knowledge and convert themselves into dynamic representatives in their knowledge acquiring process. So, this technique permits students to gain a deep insight into the content and aids them to form new knowledge from prior information (Draper, Cargill, & Cutts, 2002; Kennedy & Cutts, 2005). Student participation, fulfilment, commitment, and advanced-level learning are some of the positive results of collaborative learning (Hiltz, Coppola, Rotter, & Turoff, 2000; Khan, 2000; Prince, 2004). Furthermore, collaborative learning provides the same chance for all involved students to understand the subject contents (Soller, 2001).

K As dynamic collaborative learning is associated with the use of technology, the impact of active collaborative learning on the student's achievement is increased more (Stowell & Nelson, 2007). This opinion is supported by Kryder (1999), stating that students are more cooperative in their learning process when they use technologies. Likewise, students who are expert in technology have a knowledge aptitude that is sensorial as well as visual and 80% of them are dynamic learners (Fowler, Armarego, & Allen, 2001). A growing number of studies have focused on increasing the technology usage to encourage collaborative learning (Resta & Laferrière, 2007), which indicates that technology has the ability to improve learning methods (Kreijns, Kirschner, & Jochems, 2003). According to (Caldwell, 2007; Ribbens, 2007) believe that social media allows students to mentally

www.ccsenet.org/res Review of European Studies Vol. 7, No. 3; 2015 268 compute questions put forward by the instructor as well as to enhance their involvement in learning process. Furthermore, social media encourages the creation of new ideas and their incorporation with the knowledge already gained (Mayer et al., 2009) and, through presenting significant alterations in the class format, motivates students to view the notions analytically (Guthrie & Wigfield, 2000). Social media enables students to enhance their contribution to knowledge creation and develop *their* active learning (Guthrie & Carlin, 2004; Thalheimer, 2003). The collaborations made by the students along the learning process, which improves their involvement in the subject matter and their performance as a whole, is achieved through social media (Ryan, 2000; Yourstone, Krayer, & Albaum, 2008).

### **Methodology**

**L** The data for this analysis was collected through a survey questionnaire given to 941 postgraduate students during the 2013/2014 academic session. Students were instructed in the survey to offer information about their experiences with the social network tools. In the present research, a quantitative approach was used to test concluded hypotheses empirically. For this survey, the systematic random sampling technique was chosen because it allowed an equal chance amongst the research target population to participate in the research. For modelling, we used AMOS and for analysis, we used LISREL version 8.7.

### **Sample**

**M** The outcomes of the analysis concerning students at Universiti Teknologi Malaysia provide a valuable data set of information about social media, collaborative learning, and academic performance. Faculty of computing was chosen for empirical study as it is the faculty with the highest number of students using social media. Using systematic random sampling technique, participants were chosen randomly from among all postgraduate students studying at Universiti Teknologi Malaysia (UTM). 941 questionnaires were distributed within 2 months and 323 valid responses were collected.

### **Measurement**

**N** A five-point Likert scale (from 1 for strongly disagree to 5 for strongly agree) was applied in this study. The questionnaire was fine-tuned with reference to a study carried out by (Al-rahmi et al., 2013) and the reliability was 0.88. Collaborative learning is considered to be in four scopes: collaboration in learning experience, co-creating the learning experience, freedom of co-creation, and freedom of participation (So & Brush, 2008). Academic performance is demarcated in three dimensions, including enhanced comprehensiveness of the concept, improved learning experience of the model, and improved understanding of the concept behavior (MacGeorge et al., 2008).

### **Results**

#### **Correlation Analysis**

**O** The table 1 displays the means, standard deviations of variables and their correlations. As can be seen, the following relationships between the research variables are:

(1) Relationship between social network and collaborative learning: social network is absolutely related to collaborative learning, which shows organizations that utilize social networks demonstrate further capabilities in improving collaborative learning.

(2) Relationship between social network and collaborative learning: Social networks are related to collaborative learning, meaning that participating in more social networks display further capabilities in improving collaborative learning.

(3) Relationship between collaborative learning and academic performance: Collaborative learning is absolutely related to academic performance, which shows that institutions that practice collaborative learning display higher potential in improving learning accomplishment. Correlations can just show the extent of association between constructs. More analysis by structural equation modelling is needed to better comprehend the direct and indirect impacts, and also facilitating outcomes between the constructs.

## **Discussion**

**P** This research was able to highlight the roles of important variables that have been already treated as separate and independent variables, and thereafter introduced a comprehensive model. This research resulted in a significant and positive relationship between the social media and academic performance, which is in line with findings reported by Alexander (2006) and Nachmias (2002). According to SEM in our results, it has been shown that social media greatly and positively affects collaborative learning. This means the more staff and students uses social media, the more they increase their collaborative learning, and vice versa. This was in agreement with the findings proposed by Gallini and Moely (2003) who find out that the interaction via social media among students and teachers encourages the students to actively collaborate in the class and involve highly in the learning process. The findings also show a relationship between the collaborative learning and academic performance, where the former positively affects the later. This means educational institutions need to provide a more collaborative context if they want to improve the students' academic performance. This collaboration can be among students and between teachers and their learners. Angeli, Valanides and Bonk (2003) also found out that when students collaborate among themselves and with their teachers, their ability to think critically is increased, hence improvement of their academic performance.

**Q** Finally, the main theoretical contribution of this research is proposing the collaborative learning as mediating factor between social media and academic performance. It is empirically shown that the relationship between social media and academic performance is a bit significant with a direct effect smaller than indirect effect. As a result, for an organization to achieve optimum academic performance, it must provide the opportunity for collaborative learning through using the social media interactively.

## **Conclusion**

**R** This research examined the relevancy of social media, and the relationship among collaborative learning and academic performance. In accordance with 323 valid collected responses, the paper implements SEM to test and validate the research hypotheses and framework. The findings suggest that social media is a very important input to academic performance, while collaboration in learning is the mediator. Therefore, social media significantly affects the academic performance, but with the help of collaborative learning, social media's effect can be more significant. Therefore, educational institutions must develop the use of social media in order to improve their students' academic performance.

(Source: Al-Rahmi, Waleed & Othman, Mohd & Mi Yusuf, Lizawati & Alhaji Musa, Mahdi. (2015). Using social media as a tool for improving academic performance through collaborative learning in Malaysian Higher Education. *Review of European Studies*. 7.(3).)

**Part 1: Comprehension questions**

**[20 marks]**

1. According to paragraph A, what is the main purpose of this research? (2)
2. Where was this research carried out? (2)
3. State two advantages of using social media in education, according to paragraph E (4)
4. True or False  
(a) According to paragraph D the researchers are investigating a topic that has never been researched upon. (2)  
(b) Traditionally based learning is the same as E-learning (2)
5. Pronoun reference (3)  
What do the following pronouns in bold refer to in the given context:  
(a) 'its' in paragraph B  
(b) 'they' in paragraph I  
(c) 'Their' in paragraph K
6. Cohesive devices (3)  
(a) Identify one cohesive device in paragraph C that has been used to signal more information to what has been presented.  
(b) Identify one cohesive device in paragraph H that has been used to signal an example.  
(c) Identify one cohesive device in paragraph K that has been used to signal comparison.
7. Vocabulary in context (2)  
(a) Find one word in paragraph B which means 'the beginning or arrival of something'.  
(b) Find one word in paragraph D which means 'finding out the opinion of a large number of people by asking them set questions'.

**Part 2: Language usage questions**

**[10 marks]**

1. Observe the following sentence from the comprehension passage and do the tasks that follow.

*Nowadays, many higher education institutions are still depending on the traditionally based learning management systems that actually do not use full capabilities of social media in engaging researchers in collaborative learning.*

- (a) Identify one compound word from the sentence above. (1)
- (b) Identify one adjective which is in the comparative form. (1)
- (c) What part of speech is the word 'collaborative' as it has been used in the sentence? (1)
- (d) Write the word 'engaging' in its constituent morphemes. (1)
- (e) Write the word 'education' in its constituent morphemes. (1)

2. Observe the following sentence from the comprehension passage.

*Some recently conducted studies highlight how web technologies and social media are used by academics; for instance, where academicians explicitly target blogs and wikis for their benefits. Their competency to promote interaction and cooperation between students of the same level across academic borders and non-academicians is one of the most well known advantages of social media.*

- (a) The word wikis is formed through (1)
  - A. borrowing
  - B. acronym
  - C. blending
  - D. coining

3. True / False

- (a) The word studies has an inflectional morpheme. (1)
- (b) The word competency has a derivational morpheme. (1)

4. Write the correct form of the word in bold by adding a suitable suffix.

- (a) The waiter brought the food in a **(circle)** tray. (1)
- (b) The school encourages active **(involve)** of parents in their children's activities. (1)

**Part 3: Research analysis questions**

**[10 marks]**

- 1. Why was the systematic random sampling technique best suited for this study? (2)
- 2. What tool did the study employ to collect data from the respondents (2)
- 3. Briefly describe the population of the study (2)
- 4. What was the response rate of the total distributed questionnaires? (2)



5. How was the data of the study analysed? (2)

**SECTION B: ACADEMIC WRITING**

**[60]**

**PART 1: Report writing questions**

**[15 marks]**

Read the newspaper report below.

**Keetmanshoop eyes sewage water for agriculture**

News - National | 2022-03-16 Page no: 5 (Adapted.)

(<https://www.namibian.com.na/110856/read/Keetmanshoop-eyes-sewage-water-for-agriculture>)

by Ellen Albertz

**THE Keetmanshoop municipality has called for water reclamation proposals.**

Reclaimed sewage water can be used for agricultural purposes, and for watering parks, stadiums, gardens and public spaces. About 4 946 cubic litres of sewage water reaches the sewerage ponds on any given day, which is available for reclaiming and commercial reuse.

Keetmanshoop municipality strategic executive for economic development Jegg Christiaan said the municipality foresees the production of animal feed as the best option. "There is a huge market for that, if a person can utilise the opportunity to produce lucerne, maize and oats - particularly in a country where rain patterns have become unpredictable," said Christiaan.

The municipality foresees the venture being implemented on an agricultural real estate model, whereby the municipality would create plots around the sewer ponds, which users can purchase/lease. Currently, approximately 300 hectares of land are available around the 12 sewer ponds being used for the town of Keetmanshoop.

One operator is already reclaiming waste water through using centre pivots to irrigate lucerne, maize and oats across three blocks measuring 15 hectares each. "The current operator had invested around N\$3 million on clearing 60 hectares of land, preparation, seed, fertiliser, pumps and centre pivots, among others," said Christiaan.

Johan Blaauw went into partnership with the municipality and invested approximately N\$5 million to install a borehole for water quality monitoring, building of storage facilities, accommodation for workers and installing the irrigation equipment. Blaauw said he was able to keep his own feedlot going and could continue supplying meat to South Africa during the drought. He was also able to sell lucerne at a discounted rate to communal farmers, enabling them to continue earning their livelihoods from small livestock breeding.

"However, at times the availability of water is a challenge. During December and January when schools, government offices and big businesses close, and when people go on holiday, the water

supply is reduced. Then there is not even enough for the 45 to 60 hectares I have,” said Blaauw. Another challenge as a result of reduced water is the water which seeps into the ground because the linings of the ponds are worn out. Christiaan said relining of the ponds would cost about N\$2 million for two ponds and the construction of a pump station. He said the relining of the ponds is part of the process to renew the waste water permits and design a new environmental management plan for the sewer ponds, after permits expired last year.

“It is important for us to address the environmental challenge of sewage water seeping into the ground and contaminating the underground water tables. Plus, the challenge of surface water that runs off can cause environmental pollution. Water reclamation and reuse would mitigate, reduce and possibly even eradicate these risks,” said Christiaan.

At the beginning of this month, the Keetmanshoop council approved the consultation with development partners to source funding for the upgrade of the oxidation ponds to facilitate the optimal harvesting of waste water.

As a NUST intern at the Ministry of Agriculture, Water and Land Reform, you have to write a recommendation report to brief your supervisor on water reclamation and use by the Keetmanshoop municipality, because the Ministry wishes to extend this practice to several Namibian towns. You have decided to focus your report content on 1. The waste water situation in Keetmanshoop, 2. Using this water to benefit agriculture and commerce, and 3. The problems that could be experienced in the process.

Show your **report title** and **introduction section ONLY**, paying attention to correct format, paragraph structure and the content required for the introduction section of a report.

## **Part 2: Academic writing**

**[20 marks]**

Read the paragraph below and answer the questions that follow.

<sup>1</sup>Among the many challenges facing teaching instructors today is the mixed-ability class. <sup>2</sup>According to Chapman and King (2003), a mixed-ability classroom consists of a group of students with differing levels of learning abilities, interests, and skills. <sup>3</sup>EFL teachers have grown to identify this as one of the greatest aspects that invariably determine the level of teaching and understanding of what the students undergo in the long run. <sup>4</sup>In support of this, Hedge (2000) noted that teaching a classroom of mixed-ability students is a vital and genuine issue that instructors experienced daily. <sup>5</sup>They also went on to reckon that the mixed-ability problem demanded serious attention from experts in the educational field. <sup>6</sup>While each learner has their own unique way of learning English coupled with

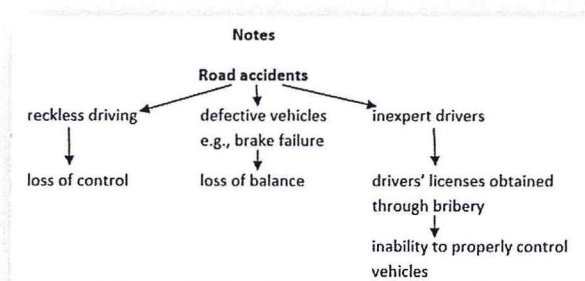
different linguistic knowledge and the individual pace of learning; there seems to be an overarching need for the instructor to apply methods that would engage all the students in the same measure. <sup>7</sup>This is especially because a dilemma normally arises for the instructor on who to concentrate on, should they concentrate on the advanced learners and neglect the weaker ones? <sup>8</sup>The converse of this would also be disadvantageous to the advanced learners, since they will not be able to participate based on their true potential. <sup>9</sup>Following this situation, this study attempts to explore the challenges of mixed-ability classes and strategies that are utilized by EFL teachers to overcome these matters.

1. Identify five (5) spelling errors in the paragraph. Write numbers 1-5 and write the misspelt word and the correctly spelt one next to it. (10)
2. Identify sentences which exemplify the following (a-d) errors. Write the letter of each error and next to it the number of the sentence that exemplifies the error. (8)
  - a) **Pronoun referent disagreement**
  - b) **Lack of subject-verb agreement**
  - c) **Comma splice**
  - d) **Punctuation error**
3. Which characteristic of academic writing is exemplified in sentence 2? (2)

**Part 3: Text structure**

**[10 marks]**

Use the notes below to construct a paragraph.



Your paragraph should consist of the following.

- 1) topic sentence (1)
- 2) supporting details (1)
- 3) concluding sentence (1)

- 4) two text structure specific cohesive devices (2)

Respond to the following questions on the paragraph you have constructed.

- 1) Which pattern of organisation is used to communicate information in the paragraph? (1)  
2) Which word(s) in the topic sentence signal(s) the text structure of the paragraph? (1)  
3) Write down three main supporting sentences from your paragraph. (3)

**Part 4: Citation and reference**

**[15 marks]**

**Question 1**

- a) APA stands for \_\_\_\_\_. (1)  
b) Entries on a References page are organised in alphabetical order by title of work.  
True or False? (1)  
c) Write the author's first name in full in a reference citation.  
True or false? (1)

**Question 2**

This activity consists of three steps:

- a) Read the following published sentences and summarise the authors' findings in your own words in one sentence. Figure out the in-text citation that corresponds to your reference list entry. Then add a narrative citation to your paraphrased sentence. (6)  
b) Write an APA Style reference list entry for the published work using the source information provided. (6)

**Published sentences**

Research suggests that people exercise less when demands in their job or studies increase

Building upon these findings, the present study investigated the relationship between university students' implicit theories about willpower and the amount they exercise during their final examination period. We hypothesised and found that students with a limited theory about willpower— those who believed that their self-control resembles a limited resource—exercised significantly less than students with a nonlimited theory during this stressful period (about 220 min less over the course of 2 weeks).

## Source Information

- Document type: Journal article (Section 10.1)
- Authors: Katharina Bernecker and Jule Kramer
- Publication year: 2020
- Article title: Implicit theories about willpower are associated with exercise levels during the academic examination period
- Journal information: Sport, Exercise, and Performance Psychology, Volume 9, Issue 2, pages 216–231
- DOI: <https://doi.org/10.1037/spy0000182>

**-END OF EXAM-**