ΠΑΜΙΒΙΑ UΠIVERSITY
OF SCIEΠCE AΠD TECHΠOLOGY

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

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SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	Mr A. Ndlovu Ms E. /Ucham Ms J. Brandt Ms L.A. Hamukwaya Ms J. Hunter Mr B. Kamwi Ms K. Kanime Mr J. Lasso Rey Ms Y. Lyamine Ms T. Nepolo
MODERATOR	Dr N. Mlambo

INSTRUCTIONS
1. Answer ALL the questions. 2. Write clearly and neatly. 3. Number the answers clearly.

THIS QUESTION PAPER CONSISTS OF 19 PAGES (Including this front page)

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

Academic self-efficacy and academic procrastination as predictors of problematic internet use in university students

ABSTRACT

A   Although computers and the internet, indispensable tools in people's lives today, facilitate life on the one hand, they have brought new risks with them on the other. Internet dependency, or problematic internet use, has emerged as a new concept of addiction. Parallel to this increasing in society in general, it is also on the rise among university students and is widely believed to have a negative impact on their lives. The aim of this study was to investigate whether academic self-efficacy and academic procrastination can act as predictors of problematic internet use among university students. The study group consisted of 398 students attending education, medicine, architecture and economics programs at the Karadeniz Technical University in Turkey. The Problematic Internet Use Scale, Academic Self-efficacy Scale, Academic Procrastination Scale and a Personal Data Form were used as scaling instruments. Pearson's correlation coefficient, multiple regression analysis, independent samples t-test and one-way ANOVA were used to analyse the data collected. The results show a significant negative correlation between academic self-efficacy and problematic internet use, while the relation between problematic internet use and academic procrastination was not statistically significant. Furthermore, academic self-efficacy was determined to be a significant predictor of problematic internet use. The results also show a significant difference in problematic internet use in terms of students' programs, though levels of problematic internet use did not differ in terms of sex or ownership of a computer. These findings are discussed in the light of the relevant literature and some new directions for further studies are suggested.

INTRODUCTION

B   The internet, widely used in educational environments, is an important teaching and

learning resource when used in a manner appropriate to its aims. Thanks to the internet, students can easily access the materials they need for their work and obtain information by different routes. However, as with all technologies, in addition to facilitating individuals' lives to a considerable extent the internet also brings problems with it; in particular, unhealthy or improper use of the internet may be described as a negativity that has begun affecting social life. "Healthy internet use" has been described as internet use in order to achieve a specific purpose, within an **appropriate** time frame, involving no emotional or behavioural disorder. However, the number of "problematic internet users" to whom the concept of health provided in this definition does not apply is also too great to ignore. **Researchers** have at various times referred to this in the literature as "internet dependence", "internet addiction", "pathological internet use" and "problematic internet use". The common point in these descriptions involves such indicators as spending excessive time on the internet, a state of distress and irritability in situations when internet use is not available and feeling the need to spend even more time online.

C   Internet use is highest in the 16–24 age groups, and this suggests that university students, at a critical time in terms of their social and emotional development, are a potential risk group for internet dependence. The fact that internet access is easier and faster in the university environment increases the likelihood of university students being affected by the negative consequences of the internet. Remaining online for a long period of time, without being aware of the passage of time, in other words, problematic internet use, can soon lead to tasks the individual needs to complete being postponed in an unrealistic manner. There are major inconsistencies between the aims and behaviour of individuals with postponement problems. Such people appear to approach the tasks to be performed with good intentions and determination, but they fail to make good their intentions over the long-term and even to embark on them on time. Academic procrastination, one variant of general procrastination, is a problem in such areas as preparing for exams in school, doing homework and holding meetings with student counsellors and completing projects.

D   Academic success is very important for students, whose aim in attending university is to obtain the diploma necessary to enter a profession. Students' belief in their academic self-efficacy and their ability to begin and continue their studies is also highly important. Academic self-efficacy is a belief regarding the student's ability to successfully complete an academic task. Academic self-efficacy is one important variable in the estimation of student success. In the light of the above, we think that students need to use the internet in a healthy way, otherwise they will encounter difficulties in displaying a good academic performance and that their belief in their academic self-efficacy will be impaired and academic procrastination behaviour may increase.

E   Studies have examined the correlation between problematic internet use and depression, anxiety and psychomotor agitation, loneliness and social anxiety, hostility, intolerance and obstinacy, shyness, locus of control, antisocial trends and social adaptation, social self-efficacy and academic locus of control, dating anxiety, academic performance, psychiatric symptoms, parent–adolescent conflict, low family function, psychological well-being, anger, strain and tiredness but we encountered no studies setting out the relationship between problematic internet use and academic self-efficacy and academic procrastination. Bearing in mind the negative impacts of problematic internet use on academic success, we hypothesized it would also be correlated with academic self-efficacy and academic procrastination. The findings obtained will make a significant contribution to the determination of therapeutic measures directed toward young people. This study was intended to investigate, in the light of a number of problematic internet use variables, whether a belief in academic self-efficacy and academic procrastination are predictive of problematic internet use.

METHODS

STUDY GROUP

F   The study group consisted of 398 students studying at the Karadeniz Technical University, Turkey, Faculties of Medicine, Education, Architecture and Economic and Administrative Sciences. Two hundred sixteen (54.3%) were female and 182 (45.7%) male. Ages

ranged between 18 and 28, with a mean of 20.34 (SD: 1.47).

DATA COLLECTION

PROBLEMATIC INTERNET USAGE SCALE

G   The PIUS was developed to measure problematic internet use levels among university students, the PIUS was developed as a dimensional, quantitative scale based on individual self-assessment showing a spectrum of internet use from normal to pathological. The scale consists of 33 items. Possible scores range from 33 to 165, higher scores indicating that individuals' internet use is increasingly unhealthy, that is it has a negative impact on their lives and may give rise to a tendency to pathology, such as internet dependence. Scale factor analysis results revealed the three sub-factors of which it consists, "negative consequences of the internet," "social benefit/social comfort" and "excessive use." Together, these three factors constitute 48.96% of total variance. Scale internal consistency coefficient was (α) 0.94. The internal consistency coefficient of the scale regarding the data collected from our study group was (α) 0.93, while those of the three factors constituting the scale were 0.93, 0.84 and 0.73, respectively.

ACADEMIC SELF-EFFICACY SCALE (ASS)

H   The ASS was developed by Jerusalem and Schwarzer (1981) to measure university students' self-efficacy with regard to academic learning, the scale was adapted into Turkish by Yılmaz et al. (2007). The ASS is a one-dimensional Likert-type scale consisting of 7 items. Possible scores range from 7 to 28. High scores indicate that subjects have a high level of belief in their self-efficacy regarding learning. The original scale has a Cronbach Alpha reliability value of 0.87, while that adapted into Turkish has a value of 0.79.

ACADEMIC PROCRASTINATION SCALE

I   The APS was developed by Çakıcı (2003) with the aim of determining students' academic procrastination behaviour, the scale consists of 19 statements, 12 negative and 7 positive, involving tasks students have a responsibility to perform in their academic lives. The APS has a

Cronbach Alpha reliability coefficient of 0.92. Cronbach Alpha coefficients calculated for the scale's first and second factors are 0.89 and 0.84, respectively.

PERSONAL DATA FORM

J The Personal Data Form was developed by the authors and consists of questions about age, sex, faculty attended and computer ownership.

DATA COLLECTION AND ANALYSIS

K Scales were administered to students in groups, in a class environment. Before administration of the scales, students were given the requisite information about the aim of the research and how the measurement scales should be answered. Firstly, the relations between students' problematic internet use and academic self-efficacy and academic procrastination were investigated. Then, it was investigated whether problematic internet use differed significantly according to the independent variables in the personal information form. Data were analysed using SPSS 15.00. Pearson's Product Moments Correlation Coefficient, multiple linear regression analysis, the independent t-test and one-way ANOVA were used for data analysis. Significance was set at a minimum of 0.05, while other significance levels (0.01 and 0.001) are also shown.

DISCUSSION AND RECOMMENDATIONS

L The data obtained from this investigation into the relations between problematic internet use and academic self-efficacy and academic procrastination show a significant negative correlation between problematic internet use and academic self-efficacy, but no significant correlation between problematic internet use and academic procrastination. In addition, we concluded that academic self-efficacy could account for problematic internet use, but that academic procrastination made no significant contribution to problematic internet use. The literature contains studies that directly and indirectly support our findings. Studies on this subject have reported that because of the attractive nature of the internet the more time many people who spend a large part of their time online the more their productivity in their school or

working lives decreases. In a study of 572 university students, Kubey, Lavin, and Barrows (2001) determined that just over 9% of students were internet dependent and that the academic performance of dependent students was four times lower than that of non-dependent students, and also those dependent students were significantly lonelier than other students. In another study, Young (2008) reported problems such as impaired organization, reduced study success and having to take years again in 58% of students with internet use dependency. Bölükbaş (2003) reported that cyber cafe users were, to a large extent, students and that 67.3% spent more time than planned online, one of the main internet dependency criteria. Since students who exhibit problematic internet use are constantly concentrated on the net and spend a very large part of their time on line, we think they are unable to devote sufficient time to their academic work and studies and that they constantly postpone the academic work they should be doing, as a result of which the academic failure they experience causes a decline in their belief in their academic self-efficacy.

M   Another finding from the study is that there is no sex difference between university student problematic internet use levels. Alongside studies in the literature showing no difference between the sexes in problematic internet use there are also studies revealing greater problematic internet use among females than males. There is currently an increase in computer use among university **students** of both sexes. Because of easy access to computers and the internet, thanks to the increasing technological progress being made every day and the meeting of every-day needs by means of the internet in various spheres, such as education, entertainment, communications and shopping have made the computer an indispensable tool for both male and female students.

N   The findings in our study show that problematic internet use does not vary in terms of computer ownership. No similar or conflicting findings were encountered in the literature. Studies performed have more shown a correlation with length of computer use (Scherer, 1997). There is no need for university students to possess a computer to be able to access the internet. They can do this from friends' computers, university laboratories or cyber cafes.

O	Another variable considered in this study is the faculty attended. A significant difference in terms of **problematic** internet use was determined among the faculties included in the study. Medicine was the faculty with the lowest problematic internet use scores, followed by architecture. The faculties with the highest problematic internet use scores were education and economic management sciences. Özcan and Buzlu (2007) also determined a higher level of problematic internet use among students of social sciences. The findings in the literature support those from this research. This may be ascribed to the academic and practical intensity of medical faculty **students'** school programs and to their therefore having less free time available. The favourable result from the faculty of architecture may be interpreted as due to the intense nature of project and drawing assignments involved. Education and economic management sciences faculties, which bear a close affinity to social science, are less intensive compared to medical and architectural faculties and the projects and assignments given are more suited to being carried out in a computer environment, which suggests that these findings may be ascribed to this.

P	The conclusion from this study is that as problematic internet use rises, academic self-efficacy **declines**. In addition, no significant correlation was determined between academic procrastination and problematic internet use. These findings clarify the relationship between academic self-efficacy and academic procrastination and problematic internet use.

Q	There are some limitations to this study. In particular, the participants were university students, and this research could be repeated with other student populations. This study has established one fact, that there is a need to research to investigate and determine the reasons for problematic internet use. We investigated the relations between problematic internet use and academic self-efficacy and academic procrastination, and those between other variables and problematic internet use could also be investigated. We hope that our findings will contribute to the preparation of programs to prevent problematic internet use among university students in the future. Bearing in mind that problematic internet use is a cognitive feature, we also think that cognitive-behavioural therapies will play a role in overcoming this

condition.

Part One: Comprehension Questions (20)

1. When might the use of the internet in educational settings be considered appropriate? (2)

2. Why are university students a potential risk group for internet dependence? (3)

3. Which group of students considers academic success as very important? (2)

4. Explain the lack of consistency which exists between the aims and behaviour of students with postponement problems. (2)

5. Why, according to the authors, do students need to use the internet in a healthy way? (3)

6. Identify the function of each of the following cohesive devices (a-d) as used in the text. Write your answer in full e.g. addition. (4)

   a) Furthermore   [Paragraph A]
      i) Exemplification
      ii) Addition
      iii) Comparison
      iv) contrast

   b) However   [Paragraph B]
      i) Exemplification
      ii) Addition
      iii) Comparison
      iv) Contrast

   c) Such as   [Paragraph M]
      i) Exemplification
      ii) Addition
      iii) Comparison
      iv) Contrast

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      d) While   [Paragraph A]

          i)   Exemplification

          ii) Addition

          iii) Comparison

          iv) Contrast

7. To what do the following words refer?   (3)

     a)   It   [Paragraph E]

     b)   They [Paragraph N]

     c)   Their [Paragraph H]

8. Provide a synonym of the word *procrastination* (in paragraph E) from the text.   (1)

Part Two: Language Questions   **[10]**

Questions in this section are based on the reading text above. No marks will be awarded for incorrect spelling.

1. Add a derivational affix to the word *appropriate* (Paragraph B) to create the opposite meaning.   (1)

2. Classify the following words into their types (simple, complex or compound).   (3)

     a)   Researchers   [Paragraph B]

     b)   Parent-adolescent   [Paragraph E]

     c)   Alongside   [Paragraph M]

3. Indicate whether the underlined morphemes are derivational or inflectional.   (2)

     a)   Problem<u>atic</u>   [Paragraph O]

     b)   <u>Anti</u>social   [Paragraph E]

4. Write the following forms of the adjective *problematic*.   (2)

     a)   Comparative

     b)   Superlative

5. What is the grammatical function of the underlined inflectional morpheme in each of the following words?   (2)

a)   individual<u>s'</u>   [Paragraph A]

b)   decline<u>s</u>   [Paragraph P]

Part Three: Research Questions   [20]

Questions in this section are based on the reading text above.

1.   Rewrite the title of the study, so that it captures the type of action being done.   (2)

2.   According to the title, what is the topic of the research?   (2)

3.   What is the main aim of the study as indicated in the abstract?   (2)

4.   The following data instruments were adopted in this study. Explain the

information that each of them collected.

    a)   Problematic internet use scale   (2)

    b)   Academic self-efficacy scale   (2)

    c)   Academic procrastination scale   (2)

5.   Describe how the data of this research was analysed.   (2)

6.   Explain the gender representation of the sample.   (2)

7.   What was done to ensure that the students understood the research task?   (2)

8.   Using information in paragraph Q, state the possible contribution of the study.   (2)

SECTION B: ACADEMIC WRITING   [50]

Part One: Report Writing   (15)

Read this extract from a recent newspaper report as well as the instructions that follow.

'Vocational education can create jobs'

The Namibian, Business | 2019-03-22   Page no: 18

TJIPENANDJAMBI KUHANGA

(ADAPTED)

TECHNICAL and vocational education is a way of creating jobs, particularly among the youth, Standard Bank's head of marketing Magreth Mengo says.

Mengo, who was speaking at the launch of the 2019 national skills competition organised by the Namibia Training Authority (NTA) in Windhoek a fortnight ago, said research had shown that technical and vocational education and training (TVET) is important for promoting economic development, expanding employment numbers, as well as improving the quality of employment, innovation and entrepreneurship.

"This is especially important for a country like Namibia, which continues to export its natural resources in raw form, and yet it is faced with a very high level of youth unemployment," she stated.

Mengo observed that vocational education and training is a very important sub-component of the education system, but was neglected in the early years of independence, and is generally shunned by both parents and students alike. This situation is exacerbated by societal perceptions that such career options are dirty, low-paying, of low status and do not offer any opportunities for personal growth and advancement.

"But it is important to highlight that no nation has ever developed without the backbone of a strong vocational education system. The most industrialised countries such as Germany, Japan, China, the UK, USA and South Korea are well-known for their well-run vocational education and training systems," she added.

Meanwhile, the 2019 national skills competition will feature 13 occupational skills areas in automotive technology, bricklaying, carpentry, welding, cooking, electrical installations, joinery, hairdressing, refrigeration and air-conditioning, plumbing, restaurant services, as well as wall and floor tiling. Additionally, 14 industry-sourced workshop coordinators, who will serve as technical advisers, will be deployed. Next year Office Administration and

Information and Communication Technology will be added to this skills list.

Although technical and vocational training is essential to our country's development, many Namibians erroneously regard these qualifications and careers as inferior. Given the above background information, imagine that your town or village is situated far from one of the country's TVET centres. You do, however, believe that better access to such training will greatly increase employment opportunities in your area and help towards the eradication of poverty.

You are drafting a recommendation report to be submitted to the Minister of Higher Education, Training and Innovation, in which you outline the need for a TVET centre in your town, and the three most important technical and/or vocational skills that should be taught there.

Write the following sections of the report to complete it; use appropriate headings and numbering for each section, where applicable:

a) The title of the report (2)

b) The introduction section of the report, in which you provide some background information, the purpose of the report, and the report overview (4)

c) The conclusion section of the report, with all required elements included (4)

d) The recommendations section of the report, which should include at least two recommendations (5)

Part Two: Text Organisation **(10)**

Using the alternating approach to text organisation, write a paragraph in which you **compare and contrast** myths to legends by using the pointers in the diagram below. Use appropriate cohesive devices. Discuss at least **2** similarities and **2** differences.
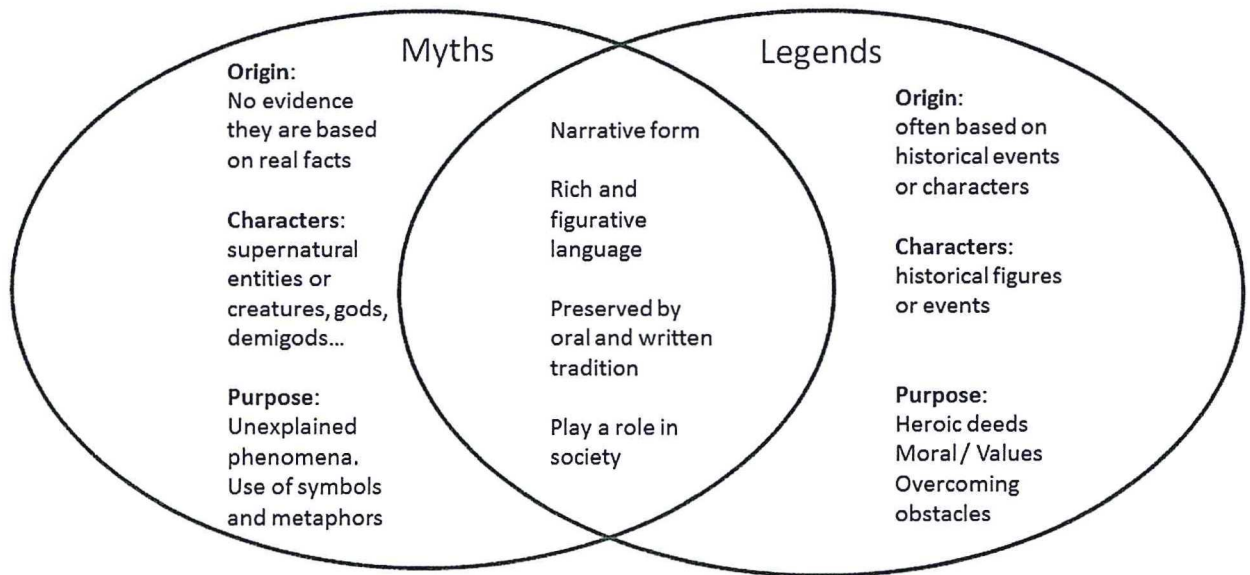
Part Three: Academic Writing **(10)**

Question One: Editing **(5)**

Identify **five (5)** language errors (including the omission or misuse of punctuation) in the following paragraph and correct them. In your answer, write the incorrect word/phrase and next to it, the corrected one.

The Arctic fox is compareble in size to the domestic cat. It inhabits the so-called "kingdom of the polar bear" the area midway between Norway and the North Pole. This canine predators adapt to extreme weather conditions. During the winter months, it's white coat is an ideal camouflage in these rough northern climates. The Arctic fox can roam all winter without hibernating its fur is the most thick of all Arctic mammals. Its insulation enable it to survive,

even though winter temperatures normally drop to 50 degrees celsius. When nutrition becomes scarce, the Arctic fox may follow polar bears as they pursue seels on the perilous sea ice. This strategy is hazardous not only because of the possibility of falling into freezing water, but also because polar bears will pray on Arctic foxes if they can catch them.

Adapted from "Arctic Fox". [Online]. *Natural History Notebooks*. Canadian Museum of Nature. Retrieved from https://www.nature.ca/notebooks/english/arcticfox.htm

Question Two: Characteristics of Academic Writing   **(5)**

The following five sentences (a) have been rewritten (b) to comply with stylistic academic standards. Indicate whether each of the rewritten sentences illustrate tentativeness, acknowledgement, objectivity, formality or clarity.

1. a) Careers related to computers and technology are the best choices for new college graduates.

   b) It could be argued that careers related to computers and technology might be amongst the best choices for new college graduates.

2. a) Studies show that trouble-shooting is an important skill for a software developer.

   b) As Johnson (2019) points out, "studies show that trouble-shooting is an important skill for a software developer" (p.17).

3. a) No matter what type of career students intend to pursue within the different careers in technology, computer skills for students are excellent skills to have for students who wish to be competitive in the job market they are in these days.

   b) Whether or not students intend to pursue a career in technology, all students should have excellent computer skills in order to be competitive in today's job market.

4. a) I believe that if you wish to be employed as a database administrator you will be required to hold a bachelor's degree in computer science.

   b) A bachelor's degree in computer science is a common requirement to be employed as a

database administrator.

5. a) Computer system analysts make every year N$415,000, more or less.

b) Computer systems analysts earn an average annual income of approximately N$415,000.

Part Four: APA Referencing Questions **(15)**

Question One: In-text Citations **(6)**

Choose the correct answer for each question. Write the question number and the letter of your choice ONLY (e.g. 1. a)

1. Which of the following is an example of APA citation? (1)
   a) "Safe water supply is crucial to societal development and growth, and therefore forms part of the United Nations Millennium Development Goals" (Smith, Agatemor and Agatemor 2010, 122-123).
   b) "Safe water supply is crucial to societal development and growth, and therefore forms part of the United Nations Millennium Development Goals" (Smith, Agatemor, & Agatemor, 2010, pp. 122-123).
   c) "Safe water supply is crucial to societal development and growth, and therefore forms part of the United Nations Millennium Development Goals" (Smith, Agatemor & Agatemor, 2010: 122-123).

2. Choose the correct in-text citation for the source below: (1)
   Sibeen, P. (2007, April 18). Namibia: diarrhoea outbreak claims four lives. *New Era*, p.3.
   a) Outbreaks of this nature are not easily contained (Sibeen, P. 2007).
   b) (Sibeen, 2007) Outbreaks of this nature are not easily contained.
   c) Outbreaks of this nature are not easily contained (Sibeen, 2007).

3. Choose the correct in-text citation format for a source with 2 authors. (1)

a)   Most hand-dug wells in the Cuvelai Etosha Basin of Namibia are not
     covered and lack a protection zone which allows animals to access the
     water troughs which are often placed besides the well
     (Christelis & Struckmeier, 2011).

b)   Most hand-dug wells in the Cuvelai Etosha Basin of Namibia are not
     covered and lack a protection zone which allows animals to access the
     water troughs which are often placed besides the well
     (Christelis and Struckmeier, 2011).

c)   Most hand-dug wells in the Cuvelai Etosha Basin of Namibia are not
     covered and lack a protection zone which allows animals to access the
     water troughs which are often placed besides the well
     Christelis and Struckmeier (2011).

4. In which sentence has the quotation been cited correctly?   (1)

a)   According to Wankeetal et al. (2014), in some areas, community boreholes
     have been set-up, but are often not used as they are far from homesteads or
     have "water quality problems such as high total dissolved solids (TDS) or
     fluoride concentration" (p. 58).

b)   According to (Wankeetal et al., 2014), in some areas, community boreholes
     have been setup, but are often not used as they are far from homesteads
     or have "water quality problems such as high total dissolved solids (TDS) or
     fluoride concentration" (p. 58)

c)   According to Wankeetal (et al. 2014), in some areas, community boreholes
     have been setup, but are often not used as they are far from homesteads or
     have "water quality problems such as high total dissolved solids (TDS) or
     fluoride concentration" (p. 58).

5. The in-text citation below is an example of _____.   (1)

Although wells often have visible debris floating in them, they are nevertheless, utilised as drinking water without treatment as explained by Wanke et al. (2014: p, 120) that:

> Contamination is enhanced by a lack of sanitation or waste-water treatment systems in the rural areas. This lack of a developed water supply system in some parts of the region increases the risk of water-borne infection in these areas because people utilize water from hand-dug wells for household use regardless of its quality and safety.

a)   Block/long quotation

b)   Synthesised quotation

c)   Paraphrased quotation

6. Which in-text citation below is an example of synthesis (1)

a)   Hand-dug well water may harbour micro-organisms such as viruses, bacteria, fungi and protozoa which may be pathogenic and induce diseases leading to death in severe cases (Schoub, 2006; Smith, Keddy, & DeWee, 2008; UNICEF Namibia, 2014).

b)   Hand-dug well water may harbour micro-organisms such as viruses, bacteria, fungi and protozoa which may be pathogenic and induce diseases leading to death in severe cases (UNICEF Namibia,2014, as cited in Smith, Keddy, & DeWee, 2008).

c)   Hand-dug well water may harbour micro-organisms such as viruses, bacteria, fungi and protozoa which may be pathogenic and induce diseases leading to death in severe cases (UNICEF Namibia, 2014).

Question Two: Reference List **(9)**

1. Format the following reference list entry correctly by inserting **punctuation marks** according to the APA style of referencing. **Rewrite** the reference. (8)

Crystal D 2003 *English as a global language* Cambridge United Kingdom Cambridge
University Press

2. The type of source for the reference list entry below is_____.   (1)

Hariharasudan, A., & Kot, S. (2018). A scoping review on Digital English and
Education 4.0 for Industry 4.0. *Social Sciences*, 7(11), 115-150. Retrieved
from https://doi.org/10.3390/socsci7110227

a)   Book

b)   Journal article

c)   Newspaper article

END OF QUESTION PAPER