

**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

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

**DEPARTMENT OF COMMUNICATION AND LANGUAGES**

<b>COURSE CODE:</b> EAP511S	<b>COURSE NAME:</b> ENGLISH FOR ACADEMIC PURPOSES
<b>DATE:</b> JUNE 2024	<b>MODE:</b> CATS 2
<b>DURATION:</b> 3 HOURS	<b>MARKS:</b> 100

<b>SECOND OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER(S):</b>	DR T. MUSHAANDJA
<b>MODERATOR:</b>	PROF. N. MLAMBO

<b>INSTRUCTIONS</b>
<ol style="list-style-type: none"><li>1. Answer all questions</li><li>2. Write clearly and neatly</li><li>3. Number the answers clearly</li></ol>

**PERMISSIBLE MATERIALS**

1. Examination paper
2. Examination script

**THIS QUESTION PAPER CONSISTS OF 18 PAGES** (Including this front page)

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

**Approaching the use of Facebook to improve academic writing and to acquire social competencies in English in higher education**

By

María Martínez Licola

**Abstract**

A (Abstract omitted)

**INTRODUCTION**

B The twenty-first century is a virtual era that involves rethinking the role of education and the incorporation of digital skills apart from the content requested in any subject (Cózar-Gutiérrez & Sáez-López, 2016). In this sense, Information and Communication Technology (ICT) and Social Networking Sites (SNS) can play a key role in updating education, because their use can have pedagogical purposes (Lin et al., 2016; Rwozi et al., 2020). This article offers a proposal for integrating the social network Facebook into an English as a Foreign Language (EFL) classroom in tertiary education. The purpose of this study is to show how Facebook provides opportunities to develop writing in English and to acquire social competences in the EFL classroom. In fact, this research establishes a relationship between using Facebook to motivate students to write and to reflect on global social topics associated with the oral presentations they have to prepare every week. In this sense, writing is combined with other skills and with the revision of grammar at the same time that both contribute to promoting the acquisition of social competences. Students have to reflect upon the social issues that the oral presentations were based upon.

C The main objectives of this article are the following: 1. To offer a pedagogical proposal so that students can develop written skills and grammar at the same time that **they** acquire social competences using the social network Facebook and 2. To know students' opinions about the use of Facebook in an EFL subject and the main competences that they have acquired while using this social network in the teaching-learning process. The hypothesis is that Facebook is an appropriate social medium to integrate the practice of different skills and grammatical aspects at the same time that social competences are acquired in an educational context. Consequently, the paper will be guided by

the following research question: Is Facebook a suitable social network for students to develop written skills and to revise grammar at the same time that they acquire social competences?

**D** This study is justified because, during the pandemic, students' attendance in class was restricted. This also meant there were limited opportunities to interact and discuss different points of view or to work on cooperative writing in the classroom. For this reason, the teacher chose Facebook so that students had a social network as a supplementary platform of the subject where they could write during the semester and as a collaborative learning tool. The popularity of social media among young learners provides opportunities for students to communicate using English for academic purposes. In this sense, students can write their own posts, and they can read what others write, which facilitates interaction in a virtual environment. The fact that the teaching-learning process was dual, i.e., teaching was synchronously done with students in the classroom and students connected online (the students in the classroom were different each week because they were rotating) was a challenge that involved difficulties. Students at home had to be able to hear the comments that students made in the classroom. Consequently, Facebook offered the opportunity to post comments at any time for both students in the classroom and students at home. In this way, students' posts could be read at any time by the other students, and students could write before, during, or after the lecture. What was initially an oral practice activity also became a written activity that involved the use of the grammar and vocabulary studied in the subject.

## LITERATURE REVIEW

This section is divided in two sub-sections: the first is more general and concentrates on the use of technology for educational purposes; the second is more specific and deals with the educational uses of Facebook.

### **Technology for Educational Purposes**

**E** In the last few decades, technology has had a key role in education because it has been used to facilitate students' learning. It has an integral part in the preparation of the lessons and in the teaching-learning process (Ahmadi, 2018; Pourhossein, 2017). The use of the internet increases students' motivation (Arifah, 2014). Following Ahmadi (2018, p. 118): "When learners learn with technology, it assists them in developing their higher order thinking skills. It can be concluded that the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning." The way students learn through technology is diverse, for example, mobile learning (m-learning) and Mobile-Assisted Language Learning (MALL) (Çakmak,

2019a; Kukulska-Hulme & Viberg, 2018), wikis and blogs (Seaman & Tinti-Kane, 2013). Social networking platforms such as Facebook, Twitter, **WhatsApp**, or Instagram have been applied to foreign language education for more than a decade (Alnujaidi, 2017; Andujar & Salaberri-Ramiro, 2019; Çakmak, 2019b; Gallardo-López & López-Noguero, 2020; Gettman & Cortijo, 2015; Lomicka & Lord, 2016; Vahdat et al., 2020). Their use is justified because they can facilitate language learning at the same time that digital competence is incorporated in the teaching-learning process (Alsaied, 2017; Martín-Monje et al., 2018; Solmaz, 2018). Social media facilitate interaction and continuous learning. They also promote online communication (Ruiz & Fachinetti, 2018) by creating a network where students generate content and share knowledge at the same time that they interact with each other, by promoting participation and cooperation (Cela-Ranilla et al., 2017; Fernández-Ferrer & Cano, 2019). This involves blended learning models (Chen Hsieh et al., 2017; Hung, 2015; Law et al., 2019), which facilitate education taking place in more autonomous contexts than traditional classrooms.

### **Facebook for Educational Purposes**

**F** This article will concentrate on the use of Facebook in English as an EFL classroom within the context of a Spanish university. Facebook is one of many Web 2.0 tools (wikis, YouTube, podcasts, etc.) that are listed as having potential applications for teaching and learning. It is used to maintain or create new networks, which justifies it being an educational micro-community of students registered in a language subject in tertiary education (see Methodology). The literature on the educational uses of Facebook is constantly growing. This section offers an overview of the direction that research has taken on the pedagogical uses of Facebook. Then it concentrates on the literature review on using Facebook for English learning. Facebook was created in February 2004 by Mark Zuckerberg at Harvard University. Membership was originally limited to Ivy League college students but was later (since 11 September 2006) extended to anyone with a valid email address (Torgeson, 2006). According to the report *Digital 2020: Global Digital Overview*, prepared by the companies 'We are social' and 'Hootsuite' (2020), about 3.484 billion people use social networks, that is, 45% of the world's population. The number of people who use social networks in an active way in Spain is 29 million. In January 2020, Facebook was the third most visited website in the world, only surpassed by Google and YouTube, and had a total of 2.41 billion active monthly users (Newberry, 2020).

**G** In December 2020, Martín del Campo Fernández-Paniagua (2020) affirmed that Facebook can be considered the most famous social network in the world, used by 87% of users, followed by YouTube (68%) and Instagram (54%). Some researchers have concentrated on using Facebook for teaching and learning in an innovative way and how this has an effect on effective learning (Daher, 2014; David & Akcaoglu, 2014; Li et al., 2013; Shraim, 2014). There are also studies that have explored the effect of

using Facebook on students' interests and motivation (Aubry, 2013; Ru-Chu, 2011) and on the relationship between students and teachers (Ellison et al., 2011; Mazer et al., 2007). In addition, research has explored the positive and negative effects of Facebook (Hutchens & Hayes, 2014; Manca, & Ranieri, 2016; Vural, 2015). Some of the main positive aspects are its benefits for interaction and collaboration and the possibilities it offers to share interests and to make connections; students can develop content and language knowledge through Facebook; it favours positive relationships between students and between students and teachers; it can also contribute to incidental learning of language skills (Adi Kasuma, 2017). Some of the negative aspects are that learners can be distracted by the different features of Facebook such as friend requests, notifications, and chat box. There are also issues of security and privacy that can be problematic. Moreover, it involves extra work for teachers because they have to monitor the suitability of the language so that students do not learn inaccurate language production in online environments, for example (Marín-Díaz & Cabero-Almenara, 2019; Miller, 2020).

**H** Focusing on English learning, generally, studies concentrate on the use of Facebook to improve students' English communication skills (Adi Kasuma, 2017; Chugh & Ruhi, 2018; Dweikat, 2016; Mariappan et al., 2017), paying special attention to post classroom materials, to reach students with learning materials, to post words and definitions for vocabulary review, to share questions and ideas about discussions, etc. (Kabilan et al., 2010). Research has explored specifically the use of Facebook to improve writing in English (Annamalai, 2016; Ibrahim, 2013; Majid et al., 2015; Shih, 2011). For example, Melor and Salehi (2012) highlight the effectiveness of Facebook to improve writing at the same time that students can learn new vocabulary from reading other students' comments. Similarly, Vikneswaran and Krish (2014) point out that students wrote better in English through Facebook thanks to peer influence, due to the fact that students exchanged ideas with each other. However, hardly any study concentrates on adding a reflection on social topics to writing and on the acquisition of social competences. The few studies found show that the acquisition of social competences contributes to students' engagement and socialization (Ainin et al., 2015; Junco, 2012). In consequence, this study will focus on that area in order to show that the implementation of the writing proposal through Facebook goes beyond the development of writing skills, by incorporating social competences in the study.

## **METHODOLOGY**

### **Design of the Study**

**I** The methodology is mainly qualitative-descriptive because it is based on the compilation and analysis of the students' posts in the discussions on Facebook. The teacher divided students into 18

groups (9 in group A and 9 in group B) so that they could prepare a cooperative oral presentation on a social topic of their choice. Each presentation had to be followed by a discussion on Facebook. Facebook was a complementary tool to the UAcloud platform provided by the University of Alicante, which was used by the teacher to provide materials for students, to answer tutorials, hand in tasks, etc. The Facebook group was created at the beginning of the semester, and all the students registered in the subject were invited to join the page. Students' comments on Facebook were taken into account for the grade in attendance and participation. In this way, the active participation of students in an online discussion was encouraged. The group in charge of the week's discussion had to post a list of at least five questions. Students were asked to use that advanced vocabulary and the formal grammatical expressions explained in the classroom on the posts. The results of the questionnaire students answered at the end of the semester and the analysis of the main grammatical errors of the students offer some quantitative data based on students' answers and posts.

### **Participants and Context**

J The participants were 94 third-year students enrolled in the subject English Language V (79 women and 15 men) during the first semester of the 2020–2021 academic year of the degree in English Studies at the University of Alicante. Most students were 20 years old and had studied English from the first year in the degree. They would like to work as high school teachers or in international companies when they finish the degree. The main aim of the subject is that students develop the different skills in English in order to acquire level C1 (Council of Europe, 2001). The subject was taught twice a week for two hours each day during fifteen weeks. The first two hours were devoted to academic writing and to grammar; the second two hours were devoted to oral and interaction skills through oral presentations and discussions.

### **Research Instruments**

K The research instruments were students' posts in the Facebook group and a questionnaire constructed by the teacher. The Facebook group 'English Language V' allows students to interact based on a common interest or affiliation, i.e., students participate in this study because they are registered in the subject. The teacher collected all the posts and revised the grammar and vocabulary. After that, a classification of the main grammatical mistakes was established so that students could get some feedback for the next grammar lesson. The questionnaire on google forms consisted of ten questions whose purpose was to know the opinion of the students who have participated in the

Facebook discussions during the semester (see Appendix 1). There were three yes/no questions and seven using the Likert scale (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree).

### **Procedure**

**L** The teacher decided to create a Facebook group because the COVID-19 pandemic involved uncertainty in the teaching-learning process in the number of students who could come to class and of the types of activity that could be done in the classroom. Moreover, the possibility that, in any moment, a resurgence of the pandemic would limit students' access to the classroom was another reason to choose Facebook. The limitation of students per classroom and the distance that it was necessary to keep among them made the teacher think of the necessity of choosing a social network that facilitated cooperation between students without being physically present and of the necessity of providing a virtual environment to facilitate the acquisition of skills and competences of the subject with only some students present in the classroom. Firstly, the teacher created the Facebook group 'English Language V' and informed students about it so that they could join this page and create a Facebook account if they did not have one. Secondly, the teacher posted discussion topics on social issues during the first three weeks of the semester so that student could share their opinions, read other students' comments, practice vocabulary associated with the topic being discussed and reflect on the social issue studied every week.

**M** Students were informed that the Facebook group was only used for the discussions associated with the oral presentations. If they had questions about the subject, they had to use the platform UACloud provided by the University of Alicante. From week four on, one group of students was in charge of posting the discussion topic and the questions based on the topic of the oral presentation in Facebook. The discussions in the Facebook environment were confined during the lessons and outside classroom time. In fact, each group was asked to post the questions for the discussion at least two days before the oral presentation. Thirdly, the teacher revised students' posts and prepared a list with the main grammatical mistakes found in the posts. Next, the teacher revised the grammatical mistakes in the next grammar class and asked students to revise the grammar associated with them. The discussion contents with grammatical mistakes were reported by using quotes from the students' posts without indicating students' names. Finally, if students had doubts or questions, they could ask the teacher in a tutorial. These phases continued until the last week of the semester when students presented the last oral presentation and the discussion through Facebook.

## DISCUSSION

**N** Facebook is a social network that facilitates interaction and engagement in communication in the teaching-learning process. The Facebook group 'English Language V' is an instrument that allows students to interact based on the common fact that they are registered in the subject at the same time that they engage with the social topic that is discussed every week. Integrating Facebook into a language subject as a supplementary learning tool can provide students with a real and natural setting of communication and enhance their motivation. Consequently, students learn easily and actively by interacting with their classmates and teacher using social network that they also use for personal communication. Encouraging students to communicate through Facebook discussions in and outside the classroom offers students many opportunities to write in English without time restrictions. Moreover, students learn and write at their own pace, which promotes a learner-centred approach. Consequently, shy students can be more confident about writing and interacting than when the interaction takes place face to face in the classroom. Facebook is a flexible environment that students can access synchronously and asynchronously (Shih, 2011). The flexibility already mentioned has implications for teachers and educator managers because it is necessary that they check students' comments in Facebook regularly so that they can provide students with the appropriate feedback and address the main mistakes as soon as they appear. In this sense, it is useful that teachers advise students about the main times of the day and of the week they will check the Facebook group so that students do not expect an immediate answer to their comments or some suggestions to improve their writing. In addition, using Facebook as a pedagogical resource is challenging for teachers because they have to learn about the multiple uses of Facebook in general in order to adapt it for the educational activity selected.

**O** Moreover, the use of Facebook is also challenging for students because they have to clearly distinguish the academic use of Facebook from the personal or entertainment one. This challenge is associated with the use of standard English for the online discussions, i.e., the teacher needs to make sure that students avoid informal English or Spanglish so that the quality of English in online discussions is as good as possible. In this sense, it is essential that the teacher insist on the importance of revising the writing before it is posted in Facebook, which involves revising vocabulary, grammar, and spelling. The Facebook group 'English Language V' encouraged group cohesion and the collective creation of knowledge because students got engaged with the topic that was discussed each week by answering the questions that the presenting group had prepared, by making reference to what other students had said in the Facebook posts and by establishing connections between the various discussions. Consequently, collaborative learning and a participatory methodology are observed in the teaching-learning process. Although the teacher encouraged students to write in Facebook during the

teaching-learning process, some students were reluctant to do so, which means that they did not make the most of the opportunity of using Facebook to practice writing skills. On balance, Facebook contributed to promoting reading (some students did not write, but they read what other students wrote) and cooperative learning, because students can learn from each other by reading the different posts. The fact that the oral presentations are cooperative and that the same group has to prepare and post the questions for the discussion in Facebook and comment on other students' posts also reinforces collaboration between group members.

**P** Consequently, communication and cooperation are social competences that are promoted by participating in the Facebook discussions. The group in charge of organising the Facebook discussion each week had to motivate the rest of the classmates to participate. This contributed to promoting leadership, a social competence that students need for the labour market. The results of the questionnaire show that Facebook is effective for English learning, for connecting different skills and for improving students' literacy. The social topics that frame students' interaction through Facebook contribute to students' development of language knowledge and social competences at the same time. It is remarkable that some groups (10 out of 18) not only shared some questions to discuss aspects about the oral presentation topic, but they also shared the links to some videos and articles associated with the topic. This shows that students took the initiative to provide extra information for their classmates. Measuring the academic performance of students through Facebook is always challenging: it is difficult to select the aspects to be analysed and to determine the type of feedback that students will receive. In this study, giving students the opportunity to discuss social topics had a central role although the quality of the language was also important, and the grammar mistakes were also analysed (see Figure 2).

## **CONCLUSIONS**

**Q** Technology and social networks such as Facebook facilitate effective distance learning in a context like the one we live in nowadays, where a pandemic has challenged traditional classroom practices. This article has explored the use of Facebook for online discussions in higher education and has observed that Facebook discussions contribute to forging interaction and good relationships between students and to facilitating the acquisition of social competences. Using Facebook in an English subject offers the opportunity to apply a social network environment so that students can learn about social topics at the same time that they practice their English. In this sense, Facebook promotes web-based interaction between students outside the classroom, i.e., there is flexibility to interact without having the time and space constraints of the classroom. This reinforces autonomous learning, because students were free to participate in the Facebook group synchronously and asynchronously during the

teaching-learning process. In addition, the teacher decided to use Facebook for online discussions as a substitute for cooperative writing in the classroom because it shows that the English language is constructed throughout the cooperative-based discussions on social topics that take place every week. In fact, Facebook is an appropriate tool to stimulate students to write in English at the same time that they reflect on social topics. Consequently, different skills and competences are integrated and developed during the teaching-learning process. The use of Facebook in the subject English Language V involved incorporating into the classroom a new trend of today's communication and a change in students' academic performance. In this sense, students can associate using Facebook with their personal communication, which means that the task of academic writing done through Facebook can be more motivating than doing it in the classroom without using social network. In conclusion, Facebook contributes to improving students' writing in English language and promotes authentic language interaction and the acquisition of social competences.

(Source: Lirola, M. M. (2022). Approaching the Use of Facebook to improve academic writing and to acquire social competences in English in higher education. *Contemporary Educational Technology*, 14(1), 1-15.)

**Part 1: Comprehension questions**

**[20 marks]**

1. Who wrote this journal article? (1)
2. Why can ICT and SNS play a role in updating education? (1)
3. According to this article, what is the purpose of this study? (2)
4. Which social media was used in this study? (1)
5. Say whether the following statements are **True** or **False**. (4)
  - a) During the pandemic, students' ability to attend classes was limited.
  - b) The pandemic did not restrict students' ability to interact with each other and collaborate on writing activities in class.
  - c) The popularity of social media among young people is a great opportunity for them to communicate in English for Academic Purposes.
  - d) Grammar and vocabulary were not part of the oral activity.
6. Choose the correct answer. (2)
  - ii) The true combination of \_\_\_\_\_ and \_\_\_\_\_ can attract learners' attention towards English language learning.

- a) multimedia and learners
  - b) multimedia and teaching methodology
  - c) teaching methodology and higher thinking skills
  - d) higher thinking skills and technology
7. The following social networking skills have been applied to foreign language education.
- a) wikis, Facebook, Twitter
  - b) blogs, Facebook, Instagram
  - c) blogs, wikis, Facebook
  - d) Facebook, WhatsApp, and Instagram
8. Connect each source(s) to their findings. Write down the Roman number of the finding and the letter of the corresponding source(s). One of the study options is a distractor. (2)

The findings	The studies (sources)
i) Some researchers have concentrated on using Facebook for teaching and learning in an innovative way and how this has an effect on effective learning	a) Daher, 2014; David & Akcaoglu, 2014; Li et al., 2013; Shraim, 2014)
	b) (Aubry, 2013; Ru-Chu, 2011)
ii) and on the relationship between students and teachers	c) (Ellison et al., 2011; Mazer et al., 2007)

9. Find a word that is closest in meaning to each of the following descriptions in each of the given paragraphs. (3)
- a) not physically existing (Par B)
  - b) relating to teaching (Par C)
  - c) consisting of two parts (Par D)
10. To what does each of the following pronouns refer? (4)
- a) they (Par C)
  - b) it (Par E)
  - c) it (Par F)
  - d) it (Par I)

**Part 2: Language usage**

**[10 marks]**

1. What word formation process was used to create the following words? (3)
  - a) EFL (Paragraph B)
  - b) Facebook (Paragraph B)
  - c) WhatsApp (Paragraph E)
2. State whether the underlined affix in each word below is derivational or inflectional. (2)
  - a) Problematic (Paragraph G)
  - b) effectiveness (Paragraph H)
3. Classify each word below from paragraph N according to its morpheme structure. (2)
  - a) teaching-learning
  - b) asynchronously
4. What is the function of the underlined inflections to each of the words from paragraph E below? (3)
  - a) students'
  - b) learners
  - c) incorporated

**Part 3: Research analysis questions**

**[10 marks]**

1. One of the research objectives was: *To know the students' opinions about the use of Facebook in an EFL subject and the main competencies that they have acquired while using this social network in the teaching-learning process.*

Formulate a research question from this research objective. (2)

2. What evidence in the article suggests that this was a qualitative-descriptive study? (2)
3. How significant was the use of UACloud tool in the study? (2)
4. Comment on the gender and age distribution of the study participants (2)
5. Besides the questionnaire, Facebook was used as a data collection instrument. Explain how? (2)

**Part 1: Report writing****[15 marks]**

Read the extract below taken from an academic article, before attempting to answer the question. The focus of the article is on students' high failure rate at university.

The issue of students failing courses and dropping out of college is a concern for students, faculty, and academic leaders. It is a student concern because the "impact of college failure can cause lasting damage to self-esteem, and the consequences can influence an entire lifetime" (Tennen 1998:22) . It is a faculty concern, because all too often faculty feel a sense of personal failure and blame their own teaching for the failure of some students (Hagar 2007; Dawley 1999). It is also the concern of academic leaders, because colleges and universities are accountable not only for their graduation rate, but also for their students' success from enrolment through and past graduation.

These multiple concerns led the authors to embark on three separate but connected studies to understand students', faculty members' and academic leaders' perspectives on why students fail courses and drop out of colleges. In 2011 the authors conducted a survey of 739 students, asking them why students fail courses and drop out of college. The many reasons students provided for failing gave insight into this phenomenon.

Poor time management is an umbrella problem with several related issues that can lead to course failure. Students who spend too much time playing games, watching television or hanging out with friends do not put enough time into completing work. Given the common need to balance coursework, labs, extracurricular activities and jobs, lack of planning can put students in a major bind. Procrastination sometimes leads to incomplete or deficient performance on homework, papers and projects. In some cases, students may plagiarize papers to make up for lack of planning and effort, which often means automatically failing the course and can even result in dismissal.

Many students are in a difficult position where they must work while in school. This is highly respectable but could lead one having less time to focus on your studies, and possibly failing in the end. Work gets in the way because you have less time to study and you might come home drained after that late-night shift. One of the surest ways to fail a class is to consistently miss it. Missing classes can lead to missed homework assignments, papers and projects, especially if you don't check in regularly with the instructor. You also miss critical lecture and discussions of topics and content, which can lead to poor performance on tests. Being aware of how students, faculty members, and academic leaders perceive the root causes of student failure in academic settings is a necessary step in clinically analyzing the complexity of the problem and in finding workable solution.

[Retrieved from <https://www.ukes/education/transition-of-first-year-students-into-university-life-education-e.php?vref=1>]

The Report question:

Many students do not succeed in their studies at university. In some cases, they end up dropping out of university. You have been instructed by The Director of student affairs at NUST to research and investigate three main reasons that lead to students failure at university. You then have to compile a Recommendation Report.

Write the following sections of the report:

1. Title of the Report (2)
2. Introduction (about 60 words) (4)
3. Discussion (6)  
List three main issues that cause the failure of students at college (about 60 words)
4. Recommendation (3)  
Provide one recommendation that you think will lead to students not failing in colleges (about 30 words)

**Part 2: Academic writing**

**[20 marks]**

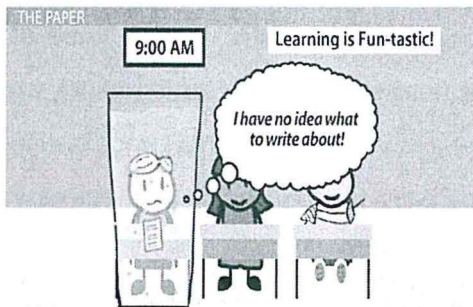
**Study the following paragraph carefully and answer the questions below.**

Writing assessments can be considered a continuum from least to most authentic "in terms of the degree to which they simulate real-world writing conditions" (Wiegle, 2013)<sup>1</sup>. A distinction can be made between indirect and direct writing tests at the end of the continuum<sup>2</sup>. As a prevalent approach in the 1970s and 80s (White, 1994; Wolcott, 1998), the indirect tests measure the sub-skills engaged in writing like grammar and usage through selected-response questions, such as multiple choices, fill-in-the-blank, matching, identifying the problematic parts, among others (Crusan, 2010; Yan et al., 2021)<sup>3</sup>. On the other hand, as Elliot and Perelman (2012) note, direct writing tests get test-takers to generate a piece of text in response to a set of directions<sup>4</sup>. According to Weigle (2013), direct writing tests are administered under timed conditions, and test-takers must produce a piece of language going beyond the sentence level. On the other end of the continuum, alternative assessment methods exist like self-assessment, peer-assessment, portfolio assessment, and collaborative assessment, among others, in which authenticity is the number one priority<sup>5</sup>. In this writing tests, as Weigle (2013) puts it, they "allow writing to be assessed over time and over a range of writing tasks and genres" (p. 2)<sup>6</sup>.

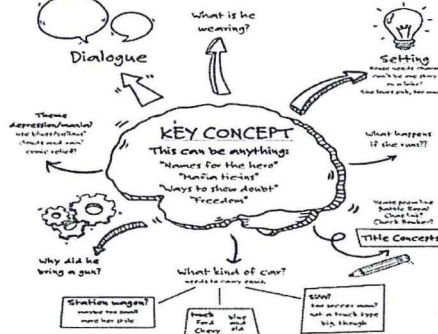
1. Identify the academic writing conventions exemplified in each of the highlighted components in the following sentences. (4)

- (a) Writing assessments **can be considered** a continuum from least to most authentic in terms of the degree to which they simulate real-world writing conditions.
- (b) **According to Weigle (2013)**, direct writing tests are administered under timed conditions, and test-takers must produce a piece of language going beyond the sentence level.
2. Identify sentences which exemplify the following ways in which writers can incorporate other scholars' ideas in their writing. Only write the correct sentence number.
- (6)
- (a) Quotation
- (b) Synthesis
- (c) Paraphrase
3. Identify three spelling errors in the paragraph. Write the misspelt word and the correct one next to it.
- (6)
4. Name the stages of the writing process represented by the pictures that follow. (3)

(a)



(b)



(c)

as born in 1...  
 This was not a gre...  
 abled people suffer great i...  
 ed by their families. In fact, the...  
 g ehamed by his daughter's deformity...  
 Unfortunately, her mother sent her to...  
 educate. She had to live school...  
 dis abled persons because...  
 recover they could...

5. What is a sentence fragment? (1)

1. Read each passage below and identify the type of text organisation pattern used to present the information. (5)

- A. Are you a musician? Would you like to connect with other music makers? You've got choices when it comes to musical programs at Morton University. If you join the marching band, you'll play in front of thousands at our football games, while if you join the jazz band, you'll play at our dances and elite alumni events. Both these programs can help you become a better musician. The jazz band is a little smaller than the marching band but there is more room for improvisation. Of course, if you join the marching band, you'll get to wear a cool cape. The choice is yours.
- B. When you first get your instrument, the amount of work that it takes to learn to play well may discourage you from trying at all, but don't give up! There are many ways that you can improve your playing. You can take lessons, you can learn to play with a friend, or you can join your school's music program. These can be some of the solutions to help, but the most important thing that you can do is to stick with it. Practice playing your instrument every day and you will learn how your instrument works. Once you know your instrument, you'll be able to make playing look easy.
- C. A mute is an object that is fitted to the end of a brass instrument to change the instrument's sound and tone. Mutes can be made from many materials, but aluminum, brass, and copper are common. A mute works by changing the shape of the instrument and absorbing its acoustic vibrations. This causes the instrument to produce a sharp, damp sound. Mutes are often used in jazz music but sometimes they are called for in other compositions as well.
- D. Louis Armstrong was born to a poor family in Louisiana. He grew up in a rough neighborhood under the care of his grandmother and uncle. Armstrong learned to play trumpet by ear at age 11. After getting arrested for firing a gun in the air while celebrating New Years Eve, he was sent to a juvenile correctional house. He received musical instruction while he was detained, and Armstrong soon led the intuition's band. Armstrong would go on to change the face of jazz.

E. For better or worse, the Internet changed the music industry. The Internet allowed people to share music with friends and strangers around the world. With no laws to regulate online music sharing, many consumers downloaded music for free instead of paying for it. Consequently, the music industry made less money and a lot of artists suffered; however, the Internet also brought new talent to the market. Before the Internet, artists had to sign with labels to break through. These labels acted like gatekeepers, but the Internet allowed artists to record and distribute albums and videos by themselves. The Internet continues to change the music industry.

2. Provide one cohesive device from each paragraph that influenced your choice of the text organisation pattern you gave in 1. (5)

**Part 4: Citation and reference (APA 7<sup>TH</sup> edition)**

**[15 Marks]**

**Question 1**

**[5]**

Using the source details provided in each case, complete the sentences by inserting in-text citations as appropriate. Use page 722 if there is a need. Write only the number and the correct answer next to it.

- 1.1 \_\_\_\_\_ attempted to formulate a definition of addiction that would be applicable to drugs under international control.

Source:

WHO Expert Committee on Addiction-Producing Drugs. Third Report (1952) Wld Hlth Org. techn. Rep. Ser., 57, 9

- 1.2 Following withdrawal of barbiturates, tolerance is rapidly lost, and some patients may become more sensitive to barbiturates than they had been prior to chronic intoxication with these drugs \_\_\_\_\_.

Source:

Belleville, R. E. & Fraser, H. F. (1957) J. Pharmacol. exp. Ther., 120, 469

- 1.3 WHO has already published a series of reports on these requirements \_\_\_\_\_.

Source:

Braenden, O. J., Eddy, N. B. & Halbach, H. (1955) Bull. Wld Hlth Org., 13, 937

1.4 According to \_\_\_\_\_, the clinical manifestations of chronic barbiturism are similar to those of chronic alcoholism.

Source:

Isbell, H., Belleville, R. E., Fraser, H. F., Wikler, A. & Logan, C. R. (1956) Arch. Neurol. Psychiat. (Chic.), 76, 468

1.5 "Drug dependence is a state of psychic or physical dependence, or both, on a drug, arising in a person following administration of that drug on a periodic or continuous basis"

\_\_\_\_\_.

Source:

Nathan, B., Eddy; M. H, Halbach; Harris, Isbell, & Maurice, H. Seevers. Drug dependence: Its significance and characteristics. 1965, 32, 721-733. Bull. Org. mond. Sante. Bull. Wld Hlth Org.

**Question 2**

**[7]**

The source details in **question 1, 1.5** are not aligned to the APA 7<sup>th</sup> edition style of referencing.

Rewrite the source details to align them with the APA style of referencing.

**Question 3**

**[3]**

Study the source details below and answer the questions that follow.

World Health Organisation. (2007). *ICD-10 classification of mental and behavioural disorders: Clinical conditions and diagnostic guidelines*,<sup>1</sup>(10<sup>th</sup> ed.). <sup>2</sup>World Health Organisation.

3.1 Identify the type of source exemplified above. (1)

3.2 Identify the numbered details in the source above. (2)

a) (10<sup>th</sup> ed.).

b) World Health Organisation

**-END OF EXAM-**