



UNIVERSITY COLLEGE
TATI

UNIVERSITY COLLEGE TATI (UCTATI)

FINAL EXAMINATION QUESTION BOOKLET

COURSE CODE	: BGE 3212
COURSE	: TECHNICAL COMMUNICATION III
SEMESTER/SESSION	: 1 - 2024/2025
DURATION	: 2 HOURS

Instructions:

1. Answer ALL questions.
2. All answers should be written in the **question booklet**.
3. Write legibly and draw sketches wherever required.
4. If in doubt, raise up your hands and ask the invigilator.

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO

THIS BOOKLET CONTAINS 12 PRINTED PAGES INCLUDING COVER PAGE

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SECTION A – FUNCTIONAL GRAMMAR (20 MARKS)

Answer all questions in **this question booklet**.

Part I - Read the sentences below and write the answer for the blanks with correct simple tenses.

1. Meteorites _____ (be) free of chondrules, possess the highest abundances of the moderately-volatile and volatile elements relative to the refractory elements (Anders and Ebihara, 1982).
2. Taiwan _____ (become) the world's fifteenth largest trading country in 2004 (BFT, Taiwan, 2004).
3. Ovacik and Uszoy (1996) _____ (present) a decomposition method for scheduling a semiconductor testing facility.
4. Moskowitz et al. (2003) _____ (show) that imperfections in techniques for anonymous communication _____ (be) effectively covert channels usable to thwart anonymization.
5. This study _____ (imply) that Spatial N Distribution map _____ (have) potential to be used in predicting carbon sequestration potential and disturbances caused due to pest-insect infestation.
6. According to Hallam and Toutounji (1996), the condition of mixed-English competencies _____ (sharpen) the teachers' skills in designing teaching and learning material as well as the strategies to apply it in the class.
7. In a 3D visualization, Tudumi (2002) _____ (visualize) connections using lines and system nodes using 3D glyphs.
8. Due to the guideline's format, designers often _____ (find) difficult to understand and implement guidelines (Zitkus, Langdon and Clarkson, 2021).

(10 marks)

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Part II - Read the sentences below and write the answer for the blanks with correct perfect tenses.

1. Much researches _____ (*focus*) on how we can assist designers in achieving accessible designs (Clarkson and Coleman, 2015)
2. Erbacher et al. (2005) _____ (*come*) up with a second visualization system; this time aimed at internal host monitoring and geared towards filtering unwanted data.
3. Direct digital manufacturing _____ (*emerge*) as disruptive force in manufacturing, with implications for various industries and supply chains (Rogers et al., 2016; Weltz et al. 2022; Frazier, 2014).
4. The renewable energy _____ (*receive*) many concerns to tract its goals, challenges in over the world with the purpose of getting SDGs (Hafez et al., 2021), criteria of affordable and clean energy in SDG-7 (Swain and Karimu, 2020).
5. Since its release, ChatGPT _____ (*gain*) tremendous popularity, reaching 100 million users in just two months (Milmo, 2023).
6. Human resource management strategies _____ (*prove*) to be a key factor in achieving competitive advantages (Sutrisno et al., 2023; Prastyaningtyas et al., 2023).
7. However, other research _____ (*suggest*) that students resist the imposition of EMI for sociocultural reasons (Huang, 2018), suggesting a gap between official policy and student motivations.
8. Following Gardner's (1985, 2001) socio-educational model, other motivational models emerged which _____ (*prevail*) L2 motivation research during the past few decades.
9. Therefore, experts _____ (*propose*) a number of classifications and various definitions for language learning strategies of which the one offered by Oxford (1990) _____ (*achieve*) remarkable interest.

(10 marks)

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SECTION B – SHORT ANSWERS (40 MARKS)

Paraphrase the finding/s from an abstract of a research article given using indirect quotation format. Select suitable information related to the research title “**Tertiary Students’ Perspective in Using Social Media as A Tool in English Language Learning**” to be included in the paraphrased sentence.

Question 1



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The Benefits of Using Social Media in the Learning Process of Students in the Digital Literacy Era and the Education 4.0 Era

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Abstract

The aim of this work is to investigate the potential benefits of using social media in education. The results of the analysis reveal that social media has many advantages in the learning process of students. The purpose of this paper is to explore the benefits of social media in education. Thorough examination has actually revealed that this online social media tool has many educational benefits. Indeed, it has been shown that social media enhances communication and interaction between students and between teachers and students. Thanks to this platform, teachers and students can now communicate with each other within or between classes. Social media is an effective way to promote student engagement to share ideas and to express their opinions in a more comfortable way. The advantage of social media applications is that they foster collaboration; given that they offer teachers and students a destination where they can bring their ideas together, social media can be used as a valuable educational tool capable of enriching the learning experience. Therefore, we recommend that educators use these online social communities whether learning is fully online, blended, or face-to-face.

Keywords: Social media, learning, students, digital literacy, Education 4.0

(8 marks)

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Question 2

▪ URL: [http://dx.doi.org/10.31703/gdpmr.2023\(VI-II\).15](http://dx.doi.org/10.31703/gdpmr.2023(VI-II).15) ▪ DOI: 10.31703/gdpmr.2023(VI-II).15



Cite Us



Muhammad Ramzan *

Zartashia Kynat Javaid †

Maham Fatima †

Empowering ESL Students: Harnessing the Potential of Social Media to Enhance Academic Motivation in Higher Education

Abstract: Numerous studies have been conducted to determine how social media usage affects students' academic motivation as a result of its extensive use around the world. However, it has largely gone unnoticed when it comes to learning English as a second language (ESL). Thereby, this study examines the influence of social media usage on the academic motivation of ESL students. Conducted among 353 participants in Karachi's higher education institutions, which employed quantitative research methods. Findings showed substantial social media usage and its significant contribution to boosting the students' academic motivation. This study highlights the overlooked potential of social media as an instrument to boost ESL students' engagement and performance. Recognizing this impact can guide educators and policymakers to harness social media's benefits. This area merits further research to abundantly comprehend the relationship between social media use and academic motivation, enhancing the educational experiences of ESL students.

Key Words: Social Media, ESL learners, Academic Motivation, Self-determination theory

(8 marks)

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Question 3

Impact of social media on learning English language during the COVID-19 pandemic

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Abstract

Purpose – This research shows how social media has affected learning at present during the COVID-19 pandemic and how it has become the largest and most convenient area of communication. In the current scenario, it seems that social networking sites not only had a profound impact on our social structure and intra-social interaction, but also affected education in general and learning English language in particular. It has been proven that these various social media platforms have created a realm of digital environment in today's new-age learning. Social media platforms are social networking sites through which people interact and communicate with each other easily and conveniently. Undoubtedly and unquestionably, social networking has been proven to be a global phenomenon that has caused a vast paradigm shift in the world of Learning and education during the current pandemic. Therefore, the present study aims to reach the extent of the impact of the various social media platforms on learning English language during the COVID-19 pandemic from the students' point of view.

Design/methodology/approach – The study was conducted at the undergraduate level for English language learners. The sample comprised 166 undergraduate students at Najran University. A survey questionnaire was administered to find out the impact of various social media platforms and social networking sites on learning English language in the academic year of 2020 due to the COVID-19 pandemic and to highlight possible suggestions for improving future virtual language learning.

Findings – The findings of the study contributed to the area of online learning of English language during the COVID-19 pandemic. Final results confirmed that the utilization of social media has been significantly perceived to have positively impacted learning English language in terms of writing style, reading skills, listening and lexical variation, communication skills and grammar usage.

Practical implications – The findings of the study can serve as fundamental indicators to implement prompt pedagogical reformations, for which a number of pedagogical implications can be proposed. Another equally important pedagogical implication is to design and provide professional development and training sessions to both students and educators on the ultimate utilization of social media as instructional technologies in the context of English language teaching and learning.

Originality/value – This research provides insights in developing policies to assist with the integration and utilization of social media platforms as instructional technologies in the context of English language teaching and learning and how institutions can respond to the advent of advancing technology, especially during and after the COVID-19 era. A model to improve online English language learning process is recommended as a guideline for all educators offering online learning.

Keywords Social media in education, English language learning, L2 learning style, COVID-19 pandemic

Paper type Research paper

(8 marks)

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Question 4

Article

Online Learning, Mobile Learning, and Social Media Technologies: An Empirical Study on Constructivism Theory during the COVID-19 Pandemic

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Citation: Alismaiel, O.A.; Cifuentes-Faura, J.; Al-Rahmi, W.M. Online Learning, Mobile Learning, and Social Media Technologies: An Empirical Study on Constructivism Theory during the COVID-19 Pandemic. *Sustainability* **2022**, *14*, 11134. <https://doi.org/10.3390/su141811134>

Academic Editors: Alfonso Chaves-Montero, Javier Augusto Nicoletti, Francisco José García-Moro and Walter Federico Gadea-Aiello

Received: 30 July 2022
Accepted: 31 August 2022

Abstract: The study's main purpose was to discover the important factors that impact university students' online learning and academic performance during the COVID-19 epidemic, as well as their usage of social media throughout the pandemic. Constructivism theory was used and developed with constructs mostly linked to leveraging social media for collaborative learning and student interaction during the COVID-19 pandemic, given the context-dependent nature of online learning during the epidemic. During the COVID-19 epidemic, additional components such as collaborative learning, student participation, and online learning were implemented. The enlarged model, which assesses students' happiness and academic performance during the COVID-19 epidemic in connection to social media use, was validated using empirical data collected via an online survey questionnaire from 480 Saudi Arabian higher education students. AMOS-SEM was used to analyze the model's various assumptions (Analysis of Moment Structures-Structural Equation Modeling). The findings revealed that (1) using social media for collaborative learning and students' engagement has a direct positive impact on students' interactivity with peers and teachers; (2) students' interactivity with peers and teachers has a direct positive impact on online learning during the COVID-19 pandemic; (3) online learning during the COVID-19 pandemic mediates the relationship between students' interactivity and satisfaction; (4) online learning during the COVID-19 pandemic mediates the relationship between students' interactivity and satisfaction. Students, higher education institutions, and educational technology application suppliers would benefit greatly from the conclusions of this study, both theoretically and practically.

Keywords: social media technologies; online learning; COVID-19 pandemic; constructivism theory; academic performance

(8 marks)

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Question 5

COVID-19 Pandemic: The Impact of the Social Media Technology on Higher Education

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† These authors contributed equally to this work.

Abstract: The COVID-19 pandemic led universities to transform the traditional teaching methodologies into distance education. Therefore, social media has become progressively prominent as teaching and learning resources in universities. Several studies have been conducted for the development of social media as a learning tool. However, there is limited empirical evidence supporting this claim. The present study bridges the gap in the literature concerning the value of the use of social media in higher education. This research seeks to examine the impact of the use of social media in (a) enhancing teaching and learning in universities, (b) motivating and supporting students and (c) developing community connection. A qualitative methodology was adopted. Specifically, in-depth interviews were conducted to assess the effectiveness of social media on students learning in higher education. The results showed that the use of social media by higher educational institutions positively impacts the educational process by (a) promoting teaching and learning, (b) motivating students to be active participants, and (c) establishing connections in the university community. Some obstacles in the teaching and learning process were also identified. Future areas of research are proposed.

Keywords: COVID-19; higher education; social media; technology



Citation: Papademetriou, C.; Anastasiadou, S.; Konteos, G.; Papalexandris, S. COVID-19 Pandemic: The Impact of the Social Media Technology on Higher Education. *Educ. Sci.* **2022**, *12*, 261. <https://doi.org/10.3390/educsci12040261>

(8 marks)

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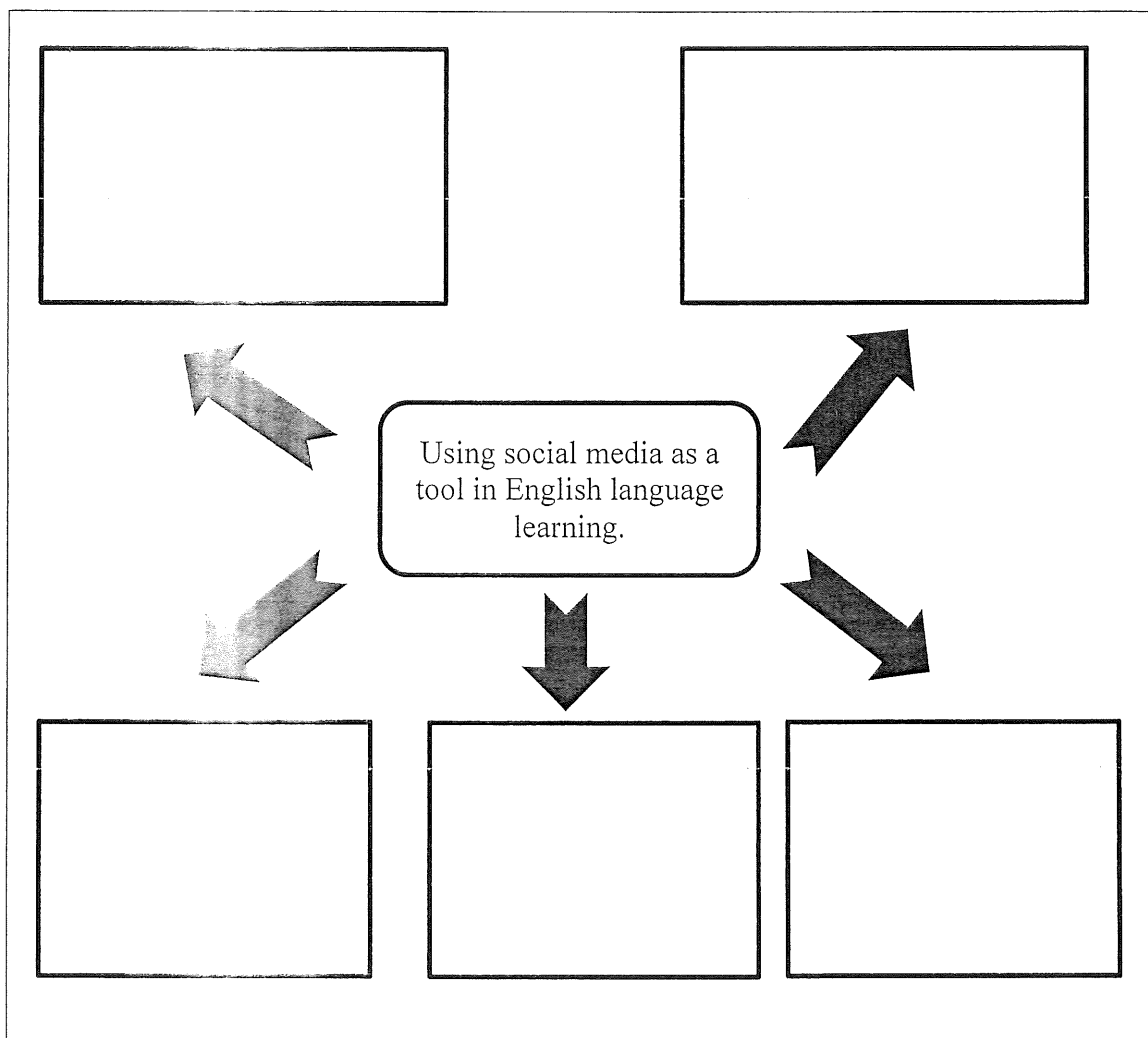
SECTION C – WRITING (40 MARKS)

Answer all questions.

Question 1

- a) Brainstorm and determine at least **five (5)** topics of the literature review for a research title “**Tertiary Students’ Perspective in Using Social Media as A Tool in English Language Learning**”.

(10 marks)



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- b) Based on the answer from *Question 1a* above, arrange and write suitable topics for the sections in Chapter Two.

(5 marks)

2.1 Introduction

2.2 _____

2.3 _____

2.4 _____

2.5 _____

2.6 _____

- c) Select **one** (1) topic from *Question 1b (answers from 2.2 until 2.6)* and write a literature review for that particular section. Use answers from *Question 1 to 5, Section B* to elaborate the topic.

(10 marks)

2. _____

[illegible]

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- d) Based on the research title **“Tertiary Students’ Perspective in Using Social Media as A Tool in English Language Learning”**, write the introduction of Chapter Two in the space provided.

(15 marks)

Chapter Two

Literature Review

2.0 Introduction

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

-----End of Questions-----