



การใช้แบบฝึกหัดที่อิงเนื้อหาสื่อสังคมออนไลน์เพื่อส่งเสริม
ความสามารถ ในการแยกแยะภาษาอังกฤษที่ไม่ใช่เชิงวิชาการและ
เชิงวิชาการของนิสิตระดับปริญญาตรี

Use of Social Media Text-Based Exercises to Promote University
Students' Ability of Distinguishing Non-Academic and
Academic English Language

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Acknowledgements

I would like to express my sincere gratitude and appreciation to the School of Liberal Arts, and the University of Phayao for the scholarship. Also, I sincerely thank all experts who evaluated the social media text-based exercises and research instruments for their precious comments and suggestions. In addition, I am thankful to all participants of my study for their kind cooperation and attention, and to the lecturers in English Department for their assistance and supports.

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Abstract

Research Title	Use of Social Media Text–Based Exercises to Promote University Students’ Ability of Distinguishing Non–Academic And Academic English Language
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Keywords	Social media text, Non–academic English Language, Academic English language

In this digital era, students tend to write more on social media platforms, so they become familiar with informal language used in digital writing. There was empirical evidence discovered the contamination of non–academic language in academic writing. To help students raise awareness of the differences of the language features in two writing settings, this research aims to 1) develop the social media text–based exercises, 2) compare the students’ ability of distinguishing non–academic and academic English language before and after the use of the exercises, and 3) explore the students’ attitudes towards the exercises. The instruments included four sets of the social media text–based exercises, pretest and posttest, the open–ended questionnaire. The participants were 96 third–year English major students enrolling in Academic Writing course, section 1, 2, and 3 in the 1st semester, academic year 2021 of the University of Phayao. The exercises were created using the real–world texts written on social media sites such as Facebook and Instagram and the academic texts written in students’ assignments and textbooks. They were evaluated by three experts and the IOC values ranged from 0.96–1.00. The tryout of the exercises signified the feasibility of using the materials in teaching and learning. From the comparison of students’ ability to distinguish non–academic and academic language, the posttest scores significantly higher than the pretest scores at significant level 0.05. The students expressed great attitudes towards the exercises. They believed the materials enabled them to analyze and identify distinct features of the registers in non–academic and academic writing. They thought learning through social media texts was interesting, enjoyable, and comprehensible.

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CHAPTER ONE

Introduction

1.1 Background and Rationale of the Study

For learning English in all levels of education, students are required to learn four main skills: listening, speaking, reading, and writing. In terms of writing, Walsh (2010) stated that it is important for students because writing is broadly used in tertiary education and profession. Writing for Educational and professional communication can be done in the form of proposals, essays, reports, memos, e-mails, and application. When the students do not know how to express their thought and ideas in writing, they cannot communicate well with teachers, classmates, colleagues, employers, and customers.

In education, writing that performed to meet requirements of school subjects or university courses is considered academic writing. Academic writing assignments can be essays, research or term paper (Whitaker, 2010). Bailey (2018) explains this kind of writing is clear and purposive. It mainly aims to describe the findings of the research, provide answers of some questions, discuss some topics and convey writers' messages. Sowton and Kennedy (2017) states that the register or language style of academic writing is formal, complex, and precise. Academic writing tends to avoid using the language that similar to speaking such as phrasal verbs and contractions. Based on abovementioned, academic writing uses formal language styles, and it is important for students because they have to do to achieve their educational goal.

On the other hand, non-academic writing is a text produced based on the writer personal needs. This writing mode is not related to subjects, courses, projects, or any assignments in school or college (Amicucci, 2013). Thus, Non-academic texts have personal, emotional, or subjective characteristics. Writing in non-academic contexts can be writing journal entries, letters to friends and family, fictions, and blogs. Another form of non-academic writing is to write on social media platforms such as Facebook and Twitter posts and Facebook Messenger chatting (Rosinki, 2017). Non-academic writing employs informal language used in speaking. Its features can include using colloquial, first and second personal pronouns, and contractions(Sowton and Kennedy, 2017).

Although writing in academic and non-academic contexts are different in terms of purposes and language types, there has been empirical evidence showed that students faced problems in academic writing practice due to non-academic writing mode. Banda (2017) discovered that students confronted difficulty in distinguishing non-academic and academic styles of English writing. As a result, they used non-formal or spoken language in academic writing. The discourse patterns and sentence structures written in their essays resembled the characteristic of informal English they spoke. This also reflected low proficiency of writing in academic context. Moreover, Finely (2014) reported students used texting language in formal writing. It can be seen that students' writing difficulties results from the lack of awareness of differences between non-academic and academic language.

However, the previous studies suggested that non-academic texts could help students identify different linguistic features between academic and non-academic setting (Okada (2010). Furthermore, non-academic writing using digital technology was useful for students' academic writing. The students also perceived that non-academic texts should be applied to the classroom in order to enable them to learn the patterns and features of two writing registers (Amicucci, 2013; Idrus and Abdul Muijib (2014).

In order to help students to differentiate two styles of writing and to raise awareness of different language patterns and structures used in two different writing contexts, the researcher is interested in incorporating non-academic texts into academic English writing exercises. This study applies the term non-academic texts in line with Rosinski (2017) has used. They are the texts produced based on the writer personal needs, not educational requirement on social media platforms such as Facebook or Twitter posts and text messaging.

The present study put the emphasis on developing exercises using social media texts in order to enhance the students' ability to distinguish the features of non-academic and academic English writing. In addition to the development of social media text-based exercises, the study investigated the effectiveness of them by comparing the students' pretest and posttest scores, and explored their attitudes towards using the exercises. The results of the study cand contribute to providing example of creating English lesson for academic English writing from social media texts. It can be the guideline for other teachers to utilize authentic texts produced beyond classroom setting based on students' self-motivation in designing teaching materials. Moreover, the findings can prove the effectiveness of using this kind of text to improve students' understanding and knowledge of academic writing.

1.2 Research Objectives

The purposes of this study were as follows:

1. To develop social media text-based exercises to promote the ability of distinguishing non-academic and academic English language of university students.
2. To compare the students' ability of distinguishing non-academic and academic English language before and after the use of social media text-based exercises.
3. To explore the students' attitudes towards using the social media text-based exercises.

1.3 Conceptual framework

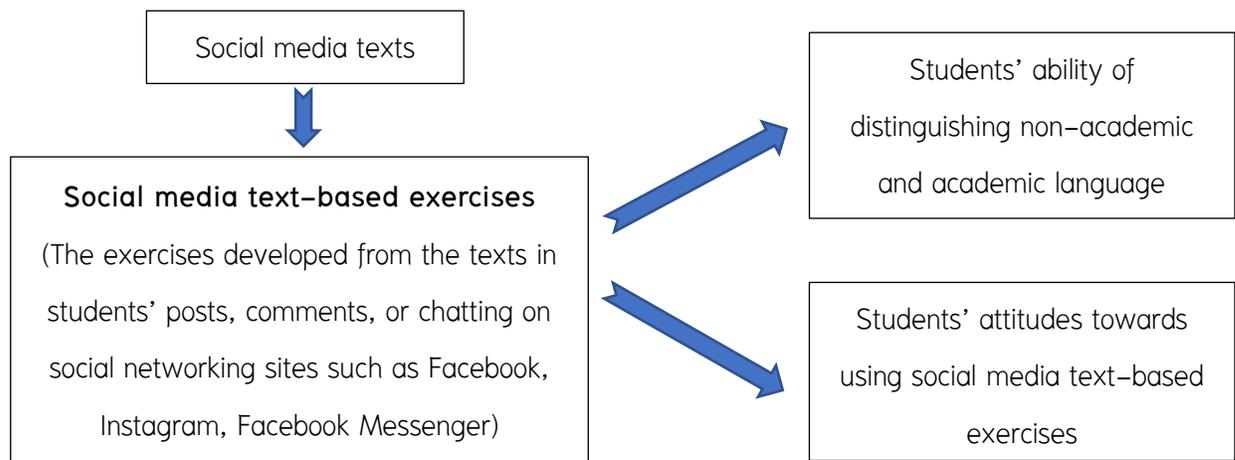


Figure 1 Conceptual framework of the study

This study takes the issue of using non-formal or spoken language found on social media networking sites in academic writing into consideration. For this reason, the main focus of the study is to create the exercises from the authentic text found in students' posts, comments, or chatting in social media in order to promote their ability to distinguish non-academic and academic writing. Apart from that the study investigate the students' attitudes on the exercises.

CHAPTER TWO

Literature Review

The researcher reviewed related concepts and studies in the following topics:

1. Academic Writing
2. Non-academic texts
3. Social language
4. Related studies

2.1 Academic writing

Academic writing is defined in YourDictionary webpage (Definition of Academic Writing, 2018) as any writing that is done to meet a requirement of a school, college, or university. Academic writing is also known as writing tasks that are published and read by teacher and researchers or presented in conferences. A very common meaning of academic writing can include any writing tasks the students are assigned in an academic context. Bailey (2018) explained that common types of academic writing can include notes, reports, project, essay, dissertation or thesis, and paper. Similarly, Whitaker (2010) stated that academic writing refers to the writing that writer do for his/her university courses.

Academic writing assignments can be named by instructors such as essay, paper, research papers and term paper. It can be concluded that academic writing is writing activities writers preformed in educational setting in order to achieve their academic goals.

Academic writing is clear and purposive. This kind of writing commonly aims to report the results or findings of the research that the writer conducted, provide answers of a question that the writer is given or selected, discuss some topics and express writer's point of view and to synthesize studies done by other researchers (Bailey, 2018). Additionally, Whitaker (2010) describes that academic writing has three main purposes: persuasive, analytical, and informative purposes. The aim of persuasive academic writing is to convince readers to agree with writers' response to a question. To do so, the writer selects one answer to the question, support his/her opinion using some reasons and evidence, so that the readers change their viewpoint about the topic. Persuasive writing assignments can be argumentative

and position papers. Analytical academic writing has the purpose to explain and evaluate possible answers to some questions, then choose the best answer(s) based on the writer's criteria. Analytical writing tasks usually examine causes and effects, evaluate effectiveness of something, assess the solutions of certain problems, investigate the relationships between different ideas, or analyze others arguments. Analytical assignments can be analytic papers and critical analysis. Finally, informative academic writing aims to describe possible answers to selected question or give the readers new information about selected topic. Writing for this purpose is different from an analytical writing in that writer does not push his/her point of view on the readers, but rather expand the readers' view. Some assignments of informative academic writing can be research paper and term paper. In general, the purpose should be clear at the beginning, and informative academic paper must fulfill its purpose in order to be successful.

In brief, academic writing refers to writing tasks that the students are required to do in academic setting to meet a requirement of the educational institutions. Academic assignments may include a note, report, project, essay, dissertation or thesis, and research paper.

2.2 Non-academic texts

According to Amicucci (2013) non-academic texts refers to different forms of the texts that are not relevant to any courses or projects at the writers' school or university. Rosinski (2017) also proposed that the writers produce non-academic texts because they want to do. They are not assigned to do for their school or university requirement. Non-academic texts can include personal journal entries, social media posts, blogs, video or memes, fiction, letters to friends or family. The texts can be written on paper (e.g. notebooks and sticky notes) and on digital platforms (e.g. social media). This is in accordance with GeeksforGeek websites (GeeksforGeeks, 2020) which stated non-academic text means a piece of writing that does not focus on academic topic and is not intended for academic readers. The nature of this text type is personal, emotional, or subjective. Some examples of non-academic texts are magazine articles, Personal or business letters, websites, short stories, novels and text message. In conclusion, non-academic texts are written for personal purposes rather than academic objectives.

2.3 Social media language

It was revealed that texting on digital platforms resulted in a change of people's writing styles. There is evidence from the studies showing that when students chatted with others, they omitted subject pronouns and articles. Also, the language used in communication on social networking sites could be misspelled. These features caused the hinder in academic writing ability when they wrote academic work such as term papers, essays, or other writing assignments (Hezili, 2010). In the study 'Language of social media: an investigation of the changes that soft media has imposed on language use' Abbasova (2019) found that adolescents often used general emojis that were difficult to understand by parents, and they tended to usually use shortening form of words such as LOL = lots of love or laughing out loud, WTF = what the fuck, and BFF = Best friends forever. Moreover, the style of writing has been changed by deleting some letter such as vowels, using numbers with the letters, and using punctuation marks together to show that the sentence is complete. It could be seen letter and number homonymous abbreviations which are using a letter or number to replace a word having same pronunciation. For example, the phrase 'See you' was written 'CU', or the phrase 'for u' was written '4 u'. As mentioned by Rosinski (2017) the texts posted on social media is one kind of non-academic texts. This study, therefore, employs the concept of non-academic texts presented by Rosinski (2017) which they are the texts produced by the students based on their personal needs on social media platforms such as Facebook or Twitter posts and text messaging.

2.4 Related studies

There have been the related studies of non-academic texts in English reading and writing domains. In the field of reading, Okada (2010) worked on the study "Reading non-academic texts in the EFL classroom" to examine the differences of foreign language major and non-foreign language major students' learning behaviors toward non-academic reading texts before and after lessons, and possibilities to develop linguistic and cultural knowledge using this kind of reading texts. The participants were divided into two groups. Group one was eighteen students majoring in Japanese, cultural history and global citizenship studies, and group two comprised of twenty-one English and Spanish major students. The participants were assigned to read and roughly translate the short story collection of Raymond Carver from English to Japanese before attending the classes. When they submitted their

translation, the teacher underlined words and phrases with errors and sent students' translation back via e-mail. The students were instructed to highlight the same part of translation and original texts while reading outside classroom. In classroom, the students brought translated and original version of the texts to discuss with classmates and check correct answers. They also read the text aloud in pairs and listened to the recording of the writer's reading. After the course, the questionnaire with 5-likert scale and opened questions was administered. It was revealed there were no differences of learning behaviors between two groups before and after lessons. It was clear that the participants could gain cultural knowledge through the texts because they had awareness of similarities and differences between their culture and foreign culture. Similarly, for linguistic knowledge, the students could notice similarities and differences between the texts they have read in textbooks earlier and non-academic texts used in the study. However, it was difficult for some students to understand vocabulary in the texts. This indicated that the students needed to extensively read various kinds of texts to extend their vocabulary range.

In writing domain, Amicucci (2013) conducted the research "A descriptive study of first-year college students' non-academic digital literacy practices with implications for college writing education". The research objective was to explore the students' non-academic digital literacy practices and how they could use such practices in first-year writing (FYW) classroom. The researcher used anonymous survey to obtain data from 177 first year students who enrolled in eight sections of First Year Writing course of Midwestern State University. After the survey, eight of participants were interviewed, then the follow-up interview was done with 2 out of 8 of the interviewees. It was found that, in terms of non-academic digital literacy practices, the participants received the content rather than creating or writing the content. Also, they perceived that they could apply the practices in non-academic digital literacies to writing courses. Some participants thought non-academic digital literacies should be integrated more to the classroom because they realized the possibilities of such practices in promoting their academic writing.

Amicucci's study was supported by Idrus and Abdul Mujib (2014)'s work. They studied the university students' non-academic digital literacy performance and their expectation to transfer digital literacy performance into their assignments of academic writing. The researchers employed a questionnaire, semi-structured interviews, and document analysis. The questionnaire was undertaken

with 200 students in several courses and levels. The samples of students' writing assignments were analyzed and compared to their non-academic digital writing texts such as their posts on Twitter, Facebook, and Instagram. The findings showed that the students' non-academic literacy practices supported English academic writing. Moreover, it was indicated that the use of digital tools in receiving content of the course that allowed them to practice non-academic literacies could improve their academic writing.

Betal (2014) studied influence of writing on digital social network in writing and speaking of the students in eight universities in Bangladesh. The sample of the study were 16 teachers and 160 students. The researcher collected data using survey questionnaire and semi-structured interviews. The findings discovered both positive and negative effects of writing on social networking sites on students' speaking and writing skills. In terms of writing, the students used word shortening, ungrammatical sentence structure in informal writing. This writing style on social media made them become familiar with these language types and used them in formal writing.

The previous studies show the connection between non-academic texts and academic reading and writing. Non-academic writing on social network platforms has adverse effects on academic writing. On the other hand, social media writing practices can help students to write for academic purpose better. These findings confirm that non-academic texts are beneficial for teaching English in academic context.

CHAPTER THREE

Methodology

This chapter explains the research methodology of the present study including research design, participants, instruments, instrument validity and reliability, ethical approval, data collection, and data analysis.

3.1 Research design

The present study employed quasi-experimental research with pretest and posttest design that the three intact classes were randomly assigned to the treatment condition. The research design was presented in the following table.

Table 3.1 Research design

Group	Pretest	Treatment	Posttest
Experimental group	T ₁	X	T ₂

Notes:

T ₁	represents	pretest for the experimental group
T ₂	represents	posttest for the experimental group
X	represents	Implementation of social media text-based exercises

3.2 Participants

The participants of the study were 96 third-year students majoring in English who randomly assigned to three intact groups (e.g. section one, two, and three) of the Academic Writing course of the university of Phayao in 1st semester, academic year 2021. The number of the participants depended upon the allocation of the Division of Educational Services of the university.

3.3 Instruments

3.3.1 Social media text-based exercises

Social media text-based exercises were created by the researcher based on the digital English texts obtained from posts, comments, and chatting of the students who studied in Academic English course at the University of Phayao in 1st semester, academic year 2020. The students gave the teacher-researcher permission to apply their digital written texts to develop the materials. The texts were written on social media platform such as Facebook, Instagram, Twitter, and Facebook Messenger. Four sets of exercises were created. For set one, there were 20 statements which required the students to distinguish and analyzed the features of non-academic and academic language. In set two of the exercise, the contractions of verb forms were identified and replaced with correct full form of verbs. The third exercise asked students to match non-academic and academic words that contains same meanings. The last set of the exercise were replacing non-academic phrasal verbs with the correct academic verbs.

3.3.2 Pretest and Posttest

Pretest and posttest were employed to test the effectiveness of social media text-based exercises by comparing students' scores before and after learning through the exercises. The tests consisted of four main parts. Part one was about matching informal words and phrases to the appropriate academic language. Part two required students to rewrite given sentences by using full form of verbs to replace the contractions. In part three, students selected the correct given academic words to replace non-academic words or phrases in given sentences. Finally, in part four, they were asked to identify seven informal words or phrases in the given text and replace them with the given formal (academic) words or phrases.

3.3.3 Open-ended questionnaire

The open-ended questionnaire was used to garner the students' viewpoints on using the social media text-based exercises. The questionnaire required the students to reflect their thought about the effectiveness of the exercises on enhancing their basic knowledge of non-academic and academic language. Also, it asked them to provide suggestions for improvement of the materials. The questionnaire comprised three questions including 1) How can the social media text-based exercises promote your

ability of distinguishing non-academic and academic writing? (2) What do you think about the social media text-based exercises? and (3) What are your suggestions for improving the social media text-based exercises?

3.4 Instrument Validity and Reliability

3.4.1 The social media text-based exercises

The social media text-based exercises were evaluated content validity by three experts in the field of English writing teaching by using the Item Objective Congruence (IOC). The items with IOC scores between 0.5–1.00 were reserved whereas the ones getting the IOC scores lower than 0.5 were revised according to the comments and suggestions of the experts. The evaluation result showed IOC of the exercises was 0.98. Then, the exercises are tried out in the pilot study conducted with 26 third-year students with dual programs of English and French, English and Chinese, English and ICT, and English and Law in the summer of academic year 2020.

3.4.2 The pretest and posttest

The pretest and posttest were verified validity by three experts in the field of English writing teaching using the Item Objective Congruence (IOC). The test items that gained IOC value between 0.5–1.00 were used, but the items that had scores lower than 0.5 were adjusted based on the experts' comments and suggestions. The IOC value of the pretest was 0.96 and IOC index of the posttest was 0.95.

Next, they were tried out with 42 second-year English major students to calculate the difficulty level (p) and discrimination power (r) based on the index of difficulty and discrimination of Whitney and Sabers (1970) in order to ensure that the items of pretest and posttest had acceptable level of difficulty and discrimination power. The criteria of difficulty and discrimination were presented in the following table.

Table 3.2 The Index of Difficulty and Discrimination

Index of Difficulty (p)		Index of Discrimination (r)	
Value	Meaning	Value	Meaning
< 0.20	Difficult	0	No discrimination ability
0.20 – 0.80	Good	≤	Low discrimination ability
0.81 – 0.94	Easy	0.20 – 0.29	Fair discrimination ability
≥ 0.95	Very easy	0.30 – 0.39	High discrimination ability
		≥0.40	Very high discrimination ability

The criteria used to designate the acceptable test items was that the items must have both good difficulty level from 0.20 to 0.80 and discrimination ability at 0.20 and higher.

Based on the analysis, the difficulty level of the items in pretest ranged from 0.20 – 0.78 which was in a good level, and discrimination power varied from 0.23 – 0.76 which showed fair, high, and very high discrimination ability. Similarly, the level of difficulty of the posttest ranged was in a good range from 0.21 – 0.79, and the posttest had fair, high, and very high ability of discrimination with 0.21 – 0.69. value. All items had acceptable difficulty level and discrimination ability. They, therefore, were applicable.

After the verification of difficulty level and discrimination power, the pretest and posttest were verified the reliability by examining parallelism using t-test and correlation using Pearson's correlation coefficient. The results of the reliability testing were as follows:

Table 3.3 The analysis of the pretest and posttest parallelism

Tests	n	\bar{X}	S.D.	t	p.
Pre-test	42	12.62	6.91	1.416	0.164
Post-test	42	13.50	6.74		

P < .05

It was found that there was no statistically significant difference between pretest and posttest at significant level .05. This meant the tests had parallelism

After that, Pearson's correlation coefficient was utilized to test correlation between the pretest and the posttest, and the results was showed in the following table.

Table 3.4 The analysis of pretest and posttest correlation

Pearson's correlation	Pretest	Posttest
Pretest	1.000	
Posttest	0.826***	1.000

P < .05

The Pearson's correlation coefficient score of the pretest and the posttest was 0.826 at significant level .05. According to Nettleton (2014), the value of correlation of 0.70 and higher pointed out significantly positive relationship between two variables. Hence, it was showed that the pretest and the posttest had parallelism and could be able to similarly evaluate students' ability. The analysis of t-test and Pearson's correlation signified that the pretest and posttest had reliability and could be applicable.

3.4.3 Open-ended questionnaire

The questionnaire was evaluated by three experts in the field of English writing teaching using the Item Objective Congruence (IOC). The IOC index of the questionnaire was 0.95.

3.5 Data Collection

The data were collected during the 1st semester, academic year 2021 after the ethic approval of Ethical Considerations Involved in Research on Human Subjects of University of Phayao Human Ethics Committee. To collect the data, the participants participated in the study for three times through 'MS Teams' platform. The first time was for the introduction of the researcher and research background information such as the research's title, objectives, and brief procedures, and the pretest was administered. The second time was on the day of the implementation of the social media text-based exercises. Finally, the third time was the posttest schedule. To develop and investigate the effectiveness of social media text-based exercises on enhancing students' knowledge of academic English writing, the following steps were carried on:

3.5.1 The social media text-based exercises, pretest, and posttest were developed.

3.5.2 The content validity of the exercises, pretest, and posttest was evaluated by

three experts in the fields of English writing teaching.

3.5.3 The exercises and the tests were revised based on the experts' suggestions.

3.5.4 Ethic approval was applied.

3.5.5 The pretest and posttest were tried out to examine the level of difficulty and the power of discrimination, and verify the reliability using t-test and Pearson's correlation coefficient.

3.5.6 The exercises and the tests were tried out in pilot study.

3.5.7 To conduct the main study, the researcher introduced herself and explain the purpose of the study.

3.5.8 The participants were asked for the consent of participation in the study using the consent form granted by the University of Phayao Human Ethics Committee.

3.5.9 Pretest was undertaken for 40 minutes.

3.5.10 The social media text-based exercises were implemented for 3 hours.

3.5.11 Posttest was administered for 40 minutes one day after the exercises implementation.

3.5.12 The participants answered the questionnaire

3.6 Data analysis

Mean, standard deviation, and t-test were used to analyze the data of pretest and posttest, and content analysis was employed to investigate the students' attitudes toward the social-media text-based exercises.

3.7 Ethical Approval

Before conducting the study, the researcher applied for Ethical Considerations Involved in Research on Human Subjects to University of Phayao Human Ethics Committee, and the certificated number of approval is UP-HEC 2.2/045.1/64. After the ethical approval, the participants were informed the research objectives and asked to fill in the consent form.

The data will be kept for 3 years. The electronic data will be recorded in computer which the password to login is necessary. The hard copy of the data will be eliminated using document shredder, and the soft files of the data will be deleted.

CHAPTER FOUR

Results

The purposes of this study were to develop social media text-based exercises to promote the ability of distinguishing non-academic and academic English language of university students, compare the students' ability of distinguishing non-academic and academic English language before and after the use of social media text-based exercises, and explore the students' attitudes towards using social media text-based exercises. In this chapter, the results of the study were presented based on the research objectives. The results were as follows:

4.1 The results of the development of social media text-based exercises to promote the ability of distinguishing non-academic and academic English language of university students.

4.1.1 The social media text-based exercises

The present study employed the concept of non-academic texts presented by Rosinski (2017) which includes the texts produced by the students based on their personal needs on social media platforms such as Facebook or Twitter posts and text messaging. All social media texts and words or phrases used to develop the exercises were garnered from posts, comments, and chatting that were written on social media platform such as Facebook, Instagram, Twitter, and Facebook Messenger by English major students who enrolled in Academic English course at the University of Phayao in 1st semester, academic year 2020, and they were willing to bring their texts. The compiled social media texts were used together with academic texts garnered from some textbooks and the samples of students' essays in the previous semester.

There were four sets of the social media text-based exercises developed in this study as follows:

1) Exercise A: Identifying non-academic and academic writing

Exercise A required the students to identify and analyze non-academic and academic writing. The students should write N for non-academic statements and write A for academic statements. Also, the students needed to highlight the words or phrases in each statement that

showed the features of non-academic or academic writing. For example, item 12 “What *r u* doing?” and item 14 “What did *u* talk *2* me?” were non-academic language, and students could see informal writing of using letter and number homophones. Exercise A comprised 20 items, and it aimed to raise awareness of the different features of non-academic language that used in social media and academic language.

2) Exercise B: Rewriting the sentences by using full forms of verbs to replace contractions

For exercise B, the students needed to rewrite 10 sentences by replacing the contractions in each sentence by using full forms of verbs. The purpose of this part was to remind students that they should not use contractions in academic writing.

3) Exercise C: Matching informal words or phrases to the appropriate academic words

Exercise C had students match 25 informal words and phrases on the left column to academic words in the right column. This exercise focused on promoting students’ academic vocabulary range.

4) Exercise D: Using academic verbs to replace the phrasal verbs

Exercise D required students to replace the phrasal verbs in 10 sentences with the correct academic verbs given in the box. The exercise aimed to extend students’ academic vocabulary range and demonstrate that they should avoid using phrasal verbs when they write in academic context.

4.1.2 The evaluation of the quality of the social media text-based exercises

The social media text-based exercises were evaluated by three experts in the fields of English writing teaching by using the item objective congruence index (IOC). After that the pilot study were conducted to examine the feasibility of using the social media text-based exercises in writing class.

4.1.2.1 The results of item objective congruence index evaluation

The IOC evaluation by three experts was analyzed, and the results were presented in Table 4.1

Table 4.1 The results of item objective congruence index evaluation

The social media text-based exercises	The range of IOC scores of each item	Acceptable items	Unacceptable items	Total IOC scores
Exercise A: Identifying non-academic and academic writing (20 items)	0.67 – 1.00	20	–	0.97
Exercise B: Rewriting the sentences by using full forms of verbs to replace contractions (10 items)	1.00	10	–	1.00
Exercise C: Matching informal words or phrases to the appropriate academic words (25 items)	0.67–1.00	25	–	0.96
Exercise D: Using academic verbs to replace the phrasal verbs (10 items)	1.00	10	–	1.00
Total IOC scores of all exercises				0.98

Table 4.1 demonstrated the scores of item objective congruence index (IOC) of the social media text-based exercises evaluated by three experts. The acceptable IOC scores were between 0.5–1.00, and the items gaining scores lower than 0.5 were revised based on the comments and suggestions of the experts. It was found that the IOC scores of exercise A ranged from 0.67 – 1.00, and every item in Exercise B had 1.00 score. For exercise C, the scores were from 0.67 – 1.00 while all items of Exercise D obtained 1.00. The total IOC score of four exercises was 0.98. The results showed that all items of the social media text-based exercises gained acceptable IOC scores, and the exercises had content validity.

4.1.2.2 The pilot study

To test the feasibility of using the social media text-based exercises in promoting students' ability to distinguish non-academic and academic English language, the pilot study was carried out with a group of 26 students who enrolled in Academic Writing course in the summer of academic year 2020 of the university of Phayao. They were double-degree students majoring in English and French, English and Chinese, English and ICT, and English and Laws. In the pilot study, the students took the pretest, learned different features of non-academic and academic language by doing the social media text-based exercises and discussing the answers with the researcher-teacher and their classmates, and took the posttest. The pretest and posttest scores of the pilot study were analyzed and presented in Table 4.2

Table 4.2 The analysis of the pretest and posttest scores of the pilot study

Tests	n	\bar{X}	S.D.	t	p.
Pre-test	26	22.92	7.40	7.90	0.000
Post-test	26	32.19	8.45		

P < .05

Based on Table 4.2 the posttest scores of the pilot group was significantly different from the pretest scores at the significant level 0.05. The mean of the posttest was higher than the mean of the pretest. The results pointed out that the use of the social media text-based exercises to enhance the ability of differentiating non-academic and academic English language was feasible.

4.2 The results of the comparison of students' ability of distinguishing non-academic and academic English language before and after the use of social media text-based exercises

In order to proof the effectiveness of the social media text-based exercises, the scores of students' pretest and posttest were compared and analyzed. The results of the comparison were shown in Table 4.3.

Table 4.3 Comparison of students pretest and posttest scores of the main study

Tests	n	\bar{X}	S.D.	t	p.
Pre-test	96	18.00	8.77	11.66	0.000
Post-test	96	26.84	6.71		

P < .05

The comparison of students' ability of distinguishing non-academic and academic English language before and after the use of social media text-based exercises revealed that the mean score of the posttest ($\bar{X} = 26.84$, SD. = 6.71) was higher than the mean of pretest ($\bar{X} = 18.00$, SD. 8.77). Also, the scores of pretest and posttest were significantly different at the significant level 0.05. This indicated that the social media text-based exercises could promote the ability of the students in distinguishing non-academic and academic writing features.

4.3 The students' attitudes towards using social media text-based exercises in promoting the ability of distinguishing non-academic and academic writing

There were 42 out of 96 participants voluntarily responded the open-ended questionnaire. The questions included three main questions: (1) How can the social media text-based exercises promote your ability of distinguishing non-academic and academic writing? (2) What do you think about the social media text-based exercises? and (3) What are your suggestions for improving the social media text-based exercises?

4.3.1 How can the social media text-based exercises promote your ability of distinguishing non-academic and academic writing?

All respondents believed that the social media text-based exercises could enhance their ability to distinguish the language used in non-academic and academic contexts. They explained that the exercises provided them with the basic knowledge of the language styles used in two different writing modes. They, therefore, gained more understanding about non-academic and academic writing. Also, they realized the different features of formal and informal language. the respondents believed the exercises improved their ability to recognize the differences between the register in writing on social media for non-academic purposes and writing for academic purposes. As a result, they were aware that informal language used in writing on social networking sites should not be employed in academic writing assignments, and the exercises could help them to appropriately select the appropriate words for the writing contexts. For example, it was stated:

“This is the first time I have learned that informal words should not be used in academic writing. The exercises helped me to differentiate formal and informal words and provide me with new knowledge in academic writing.”

“The exercises enable me to identify the differences between non-academic and academic language clearly, so I can understand academic writing more and use the right words in the right context.”

In addition, the students revealed that the exercises contained sufficient and comprehensible examples. The sentences and statements in the exercises were collected from authentic texts written on the digital platforms that they have found in their daily life, and they were familiar with them. The exercises, hence, were easy to understand and remember for them. To illustrate, it was mentioned:

“Doing these exercises help me a lot because the sentences and texts in the exercises extracted from social media where I frequently find them in my daily life. I think that some of them is academic language and use them inappropriately. After doing the exercises I’ve learned that they aren’t.”

“The exercises can promote my understanding and ability to distinguish non-academic English and academic English because they used examples of real world texts that I can find in my daily life.”

4.3.2 What do you think about the social media text-based exercises?

In overall, respondents expressed positive attitudes towards the social media text-based exercises. They reported that the exercises were not complicated and easy to understand. The exercises are comprehensible because sentences and statements were taken from social media which the students frequently found in their real life. Furthermore, they believe that these teaching materials were very useful for learning new words and sentence structures and for practicing analyzing the features of language in both non-academic and academic contexts. Some respondents stated examples in the exercises can be applicable for informal writing to interact with their friends and formal writing to meet the course’s requirement. Additionally, since the exercises were created based on social media texts, they were interesting, and the students enjoyed learning by using these exercises. They, also thought the exercises were appropriate for this Academic Writing course. For instance, it was revealed:

“They are good exercises. They are easy to understand. I can see examples of social media texts used in everyday life, and I can clearly classify the types of language in writing.”

“They are very helpful for learning vocabulary and understanding the differences between spoken language used in informal writing and written language used in formal or academic writing.”

“The exercises are useful as they provide me with a chance to practice analyzing the language used in non-academic and academic writing.”

“The teacher took the examples of social media texts, so the exercises are interesting and help the students to notice the differences of words and sentence structures using in formal and informal writing.”

“I like them. I think they are understandable and applicable to writing on social networking and in academic writing.”

“I enjoy learning English using these exercises because I learned more vocabulary.”

“I think the exercises are appropriate for this course.”

4.3.3 What are your suggestions for improving the social media text-based exercises?

Another open-ended question required the students to give suggestions for the improvement of the social media text-based exercises. It was found that most respondents satisfied with the exercises and they did not need to be improved. However, certain students suggested that more explanations and examples should be provided before having the students do the exercises to help them understand the contents clearer. In addition, the format of Exercise C should be adjusted. They also gave an advice to add more items with a variety of commonly used words and statements so that they could learn the non-academic and academic vocabulary and sentences from the exercises. Interestingly, they recommended that online technology should be utilized to improve the exercises so that they would be more interesting and engaging. The respondents suggested that:

“The teacher should provide more obvious examples and explanation before having the students do the exercises. This could promote their understanding.”

“More samples of vocabulary and sentences should be added. They could help students understand clearer. For me, the answers of some items were similar. These make me confused.”

“More words and sentences that frequently used in daily life should be added to make the exercises more interesting.”

“In exercise C, there were 2 columns with 25 words each. When matching informal words with their academic words, I get confused because there were too many items. I think it would be better if the teacher could change the format from matching to multiple choice a, b, c in each item.”

“Online technology should be used to make the exercises more exciting and interesting.”

CHAPTER FIVE

Discussion, Recommendation, and Conclusion

The present study aimed to develop social media text-based exercises, compare the student's ability of distinguishing non-academic and academic language features before and after using the exercises, and examine the attitudes of the students towards the use of the exercises. This chapter focused on the discussion of the results, recommendations, and conclusion of the study.

5.1 Discussion

The social media text-based exercises in this study were developed to enrich students' knowledge of the registers in non-academic and academic writing and raise their awareness of different natures of these two writing modes. The exercises provided the students with knowledge of non-academic and academic language in lexical and sentence levels. The verification of content validity by the experts and feasibility of using them in pilot study signified that they were applicable and feasible to use. This was supported by Songxaba and Sincuba (2019) who suggested that the written texts on social media platform (i.e. WhatsApp) could be used to empower the development of teaching materials. The reason was that the social media texts would help the students to aware of the mistakes and avoid making them when they write their academic work such as an essay.

Furthermore, the t-test analysis discovered that after using social media text-based exercises, the participants' posttest scores significantly greater than pretest. This could reflect that the exercises gave positive results in promoting students' ability of distinguishing non-academic and academic writing. Similarly, the findings of qualitative data from the open-ended questionnaire disclosed the students' great attitudes towards the use of the materials. Interestingly, all questionnaire respondents believed the exercises helped improve their essential knowledge of non-academic and academic writing characteristics, and after the use of the exercises they could identify the distinctions between them.

It could be seen that the results of pretest and posttest score analysis were in accordance with the qualitative findings. The respondents reported that the exercises were effective because they could learn more informal and formal vocabulary, expressions, and sentence structures. They have learned

that some words and phrasal verbs that they are familiar with should be substituted with the formal words or structures when they produce essays or papers. Also, it was mentioned that the materials made learning environment enjoyable since they were understandable and interesting. Non-academic texts used in creating the exercises were real-world texts written in the social media platforms that they were familiar with. Therefore, when they found these informal texts in the handouts, they could understand and notice the differences when comparing with academic texts. Even though there were some unknown words or expressions, they were enthusiastic to learn the meanings so that they could understand how to use them correctly and reduce the errors when they practice academic writing.

The results of the study proved that although there were the differences between the features of social media texts written in non-academic context and formal texts in academic writing mode, written texts on social networking sites could be used as a catalyst to improve students' knowledge of academic writing. When the authentic texts on digital platforms were utilized along with the academic texts in the exercises, this could help students to be able to acquire knowledge from examples of two writing modes and differentiate their features. It was found in the previous study that language in social networking sites is authentic, so it could assist students to write in English better. They could learn new language, understand and contextualize their writing content better (Wil, Yunus, & Suliman, 2019).

These findings were in line with the study of Okoda (2010). The previous study found that using academic texts in coursebook and a short stories as non-academic texts concurrently could improve students' linguistic knowledge of grammatical structures and vocabulary. When the students read both kinds of texts, they could notice and aware their differences. The productive results and the students' positive attitudes towards the use of written texts on social media platform together with academic texts in this study were also reaffirmed by Amicucci (2013). The participants perceived that they could apply the non-academic digital writing practice of writing courses in their university, Certain students realized the possibilities of academic writing improvement by using non-academic digital literacies, so they required for the integration of non-academic written practices to the classroom. Apart from that, the analysis and comparison of the students' non academic digital writing texts such as their posts on Twitter and Facebook with the extracts of their academic writing assignments in the study of Idrus and Muijib (2014) showed that non-academic literacy practices could enhance the participants English academic writing.

5.2 Recommendations

The findings of the study shed some lights of the following recommendations:

5.2.1 It was suggested by the questionnaire respondents that technology should be integrated to the development of the exercises. Therefore, the exercises should be further developed by using online technology to make them more interesting and engaging.

5.2.2 In order to expand students' learning experience, more samples of vocabulary and statements written on social media platforms should be added.

5.2.3 Follow-up study should be conducted to ascertain the effectiveness of the exercises by analyzing the students' academic writing tasks whether there are the features of non-academic writing on social networking sites in academic writing.

5.3 Conclusion

To achieve the research objectives, the researcher developed four sets of social text-based exercises. The non-academic texts used for the exercise development were collected from the students' posts, comments, and text messages were written on the social media platforms such as Facebook, Instagram, Twitter, Facebook Messenger, and Line. All social media texts were written by English major students who enrolled in Academic Writing course of the University of Phayao in the 1st semester, academic year 2020, and they were willing to bring their texts. The compiled social media texts were used together with academic texts garnered from some textbooks and the samples of students' essays in the previous semester.

The exercises were verified the content validity by three experts of English language and teaching English as a foreign language using IOC. The IOC scores of the exercise ranged from 0.67 – 1.00 and the total IOC score of the exercise was 0.98. This meant the exercises had high content validity. Also, the exercises were tried out in the pilot study, and the results indicated that they were feasible to use.

The results of the comparison of students' pretest and posttest scores in the main study showed that posttest mean score significantly higher than the pretest score at significant level .05. This meant

the social media text-based exercises were effective in promoting the students' ability in distinguishing non-academic and academic writing.

The analysis results of students' attitudes revealed that they had great attitudes towards the exercises since they perceived the exercises advocated them to distinguish the non-academic and academic language. The materials were useful for acquiring more vocabulary and could enhance their knowledge of non-academic and academic writing. Additionally, they thought the exercises were interesting as the authentic texts used in the real life by writing on social networking sites were used to create the items in the exercises.

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Appendices

Appendix A

Social media text–based exercises with answer keys

Many informal (non–academic) words and phrases are inappropriate for academic writing. The following exercises are developed to promote your understanding and ability to distinguish non–academic and academic language.

Exercise A

Directions: Identify the following statements by writing N for non–academic writing and A for academic writing. Next, for the non–academic statements, highlight the words or phrases that show non–academic features.

- __N__ 1. I don't wanna lose you. (informal writing (i), spoken language)
- __A__ 2. Emma Watson has several admirable qualities.
- __N__ 3. Everything is gonna be okay. (spoken language)
- __A__ 4. She is admired by many people all over the world as a good actress.
- __N__ 5. It's just one chapter of your life. It's not your whole life. (Contraction)
- __N__ 6. Don't let me down. (Contraction, phrasal verb–informal writing)
- __N__ 7. Wherever I'm with my favorite people, it becomes my favorite place. (Contraction)
- __A__ 8. Nowadays, social media has become a part of teenage daily life.
- __N__ 9. I just wanna take a photo, drink coffee, travel around the world, and meet with new friends. (spoken language)
- __A__ 10. People who live in a big city have more opportunities for employment and getting a high salary.
- __A__ 11. Public transportation is a basic infrastructure in a big city.
- __N__ 12. What r u doing? What did u talk 2 me? (letter or number homophone)
- __A__ 13. Teenagers can earn incomes from selling products on social media.
- __A__ 14. People should think carefully before posting any personal information on Facebook.
- __N__ 15. Yeah! I'm learn semantic too. Very hard to understand. (Spoken language, contraction)
- __A__ 16. Fast food contains ingredients that bring about several health problems.
- __N__ 17. That boy sus!! (Clipping – sus = suspect)
- __A__ 18. Someone argue that fast food is convenient.
- __N__ 19. Don't be scared, I ain't afraid. (Contractions)
- __A__ 20. Most people use at least 4–5 plastic bags per day, and they tend to use plastic bags only once.

Exercise B

Directions: Rewrite the following sentences by using full form of verb to replace the contraction.

1. Staying positive doesn't mean you have to be happy all the time.

Staying positive **does not** mean you have to be happy all the time.

2. You don't realize how much the world hates women until you are breastfeeding.

You **do not** realize how much the world hates women until you are breastfeeding.

3. Life ain't easy these days.

Life **is not** easy these days.

4. I'm proud of myself.

I **am** proud of myself.

5. They're really terrible.

They are really terrible.

6. She isn't annoying, but she just did the right thing.

She **is not** annoying, but she just did the right thing.

7. The company apologize for the mistakes they've done.

The company apologize for the mistakes **they have** done.

8. Sometimes, I think I shouldn't get into this relationship.

Sometimes, I think I **should not** get into this relationship.

9. I can't explain how I feel right now.

I **cannot** explain how I feel right now.

10. I didn't have anything you need, so I was worthless for you.

I **did not** have anything you need, so I was worthless for you.

Exercise C

Directions: Match informal word and phrase on the left to the appropriate academic word or phrase on the right.

Informal (non-academic) word or phrase	Academic word or phrase
___c___1. really	a. reasonable
___i___2. very	b. assist, support
___e___3. good	c. actually, greatly
___m___4. over	d. fortunate
___q___5. lots of	e. useful, beneficial, effective, advantageous, positive
___g___6. get	f. child (children)
___k___7. enough	g. gain, obtain, receive
___s___8. again, over and over	h. remember, imagine
___b___9. help	i. extremely
___w___10. watch	j. somewhat, fairly
___x___11. right now	k. sufficient, adequate
___o___12. bad	l. require
___y___13. big	m. finished (especially of an event)
___u___14. besides	n. unfortunate
___v___15. show	o. ineffective, disadvantageous, terrible, negative
___a___16. fair, not expensive	p. uninteresting
___j___17. a bit	q. a large number of
___r___18. want	r. desire
___t___19. begin	s. repeatedly
___p___20. boring	t. commence, initiate
___l___21. need	u. in addition to
___d___22. lucky	v. demonstrate, illustrate
___n___23. unlucky	w. monitor
___f___24. Kid (s)	x. nowadays, at present, recently
___h___25. think of	y. major, large

Exercise D

Directions: Replace the phrasal verb in the following sentences by using the given academic verbs. Use correct form of verbs.

- | | | | | |
|--------------|-------------|---------------|--------------|----------------|
| a. criticize | b. consider | c. continue | d. disappear | e. ensure |
| f. examine | g. return | h. disappoint | i. handle | j. change (to) |

1. Many parents rely on success of their children, so children should not **let** their parents **down**.
Many parents rely on success of their children, so children should not **h. disappoint** their parents.
2. People are disappointed with the government' new economic policies. They are **beating up** on them.
People are disappointed with the government' new economic policies. They are **a. criticizing** on them.
3. As the time passes by, several Thai traditions and customs are **fading away**.
As the time passes by, several Thai traditions and customs are **d. disappearing**.
4. The water in the lake **turns into** ice because of the freezing temperatures.
The water in the lake **j. changes to** ice because of the freezing temperatures.
5. An inspection team **looked over** the crime scene yesterday.
An inspection team **f. examined** the crime scene yesterday.
6. The research project **went on** longer than we expected.
The research project **c. continued** longer than we expected.
7. The president decided to immediately **come back** from the holiday after he learned the news of severe earthquake in his country.
The president decided to immediately **g. returned** from the holiday after he learned the news of severe earthquake in his country.
8. The administers are **looking at** the feasibility of reducing costs.
The administers are **b. considering** the feasibility of reducing costs.

9. In online learning, students must **deal with** several problems such as time management and internet connection.

In online learning, students must **i. handle** several problems such as time management and internet connection.

10. Many countries have legal obligation to **make sure** their children are provided proper education.

Many countries have legal obligation to **e. ensure** their children are provided proper education.

Appendix B

Pretest

The Use of Social media text-based exercises to promote university students' ability of distinguishing non-academic and academic language

No. _____ Code _____ Name _____

40

Part A (6 points)

Directions: Match informal word and phrase on the left to the appropriate academic word or phrase on the right.

- | | |
|-------------------------|---------------------------------|
| _____ 1. over | a. remember, imagine |
| _____ 2. very | b. fortunate |
| _____ 3. let (sb.) down | c. extremely |
| _____ 4. not expensive | d. finish (especially an event) |
| _____ 5. lucky | e. disappoint |
| _____ 6. think of | f. reasonable |
| | g. repeatedly |

Part B (5 Points)

Directions: Rewrite the following sentences by using full form of verb to replace the contraction.

1. Academic writers don't often use absolute generalizations.

2. The inclusion of hedging in teaching and learning academic writing hasn't been focused to make it easy for EFL learners.

3. The use of the passive and degree of certainty including boosters were used though they weren't used effectively.

4. The researcher of the present study mightn't agree with the results of the previous ones.

5. The teacher won't ignore the students' learning needs and try to find the best way the satisfied them.

Part C (15 points)

Directions: Replace the bold words or phrases in the brackets in the following sentences by using the given academic words. Use correct form of verbs.

a. assist	f. desire	k. negative
b. ensure	g. in addition to	l. uninteresting
c. children	h. major	m. initiate
d. consider	i. require	n. monitor
e. unfortunate	j. nowadays	o. reasonable
		p. change to

1. It is **(unlucky)** _____ that she has resemblance to her unattractive mother.
2. A **(big)** _____ part of being successful in online learning is self-discipline.
3. One of **bad** _____ effects of social media is increase of the risk for social bullying.
4. The prime minister **(wants)** _____ to meet the leader of the protestors.
5. The reason for late submission of the report is the sickness of her **(kids)** _____.
6. To learn online effectively, students **(need)** _____ stable internet connection.
7. School committee **(began)** _____ the new project to improve facilities for teaching and learning.
8. The lectures are **(boring)** _____ for many students.
9. **(Besides)** _____ its well-known symbol, Doi Suthep temple, Chiang Mai is famous for Lanna food.
10. The company has **(fair)** _____ expectations of its employees.
11. **(Right now)** _____ we are in the digital era.
12. The government launched new campaign to **(help)** _____ unemployed people to find a job.
13. We are **(looking at)** _____ the possibility to build new office in the city center.
14. When a tropical storm has the wind speeds exceed 74 MPH (miles per hour), it **(turns into)** _____ a hurricane.
15. Thai Airway is taking measures to **(make sure)** _____ its aircraft and passengers' safety.

Part D (14 points)

Directions: Underline **SEVEN** informal words or phrases in the text below. Then, replace those words or phrases of informal language with the given formal (academic) words or phrases.

- | | |
|----------------------|-----------------|
| a. repeatedly | f. disappoint |
| b. a large number of | g. greatly |
| c. was not | h. beneficial |
| d. obtain | i. demonstrated |
| e. reasonable | |

The results of the study are good for R2 values calculation. The model really fits with the data points, as indicated by the R2 values of 0.43 shown in Table 1 above. However, the method used to gain the best values for a, b, and c wasn't effective because it involved putting lots of values into an Excel spreadsheet over and over to get the lowest R2 Value.

----- **END** -----

Appendix C

Posttest

The Use of Social media text-based exercises to promote university students' ability of distinguishing non-academic and academic language

No. _____ Code _____ Name _____

40

Part A (6 points)

Directions: Match informal word and phrase on the left to the appropriate academic word or phrase on the right.

- | | |
|--------------------|----------------------|
| _____ 1. beat up | h. monitor |
| _____ 2. go on | i. unfortunate |
| _____ 3. make sure | j. criticize |
| _____ 4. fair | k. remember, imagine |
| _____ 5. unlucky | l. continue |
| _____ 6. watch | m. reasonable |
| | n. ensure |

Part B (5 Points)

Directions: Rewrite the following sentences by using full form of verb to replace the contraction.

1. We notice that we don't have sufficient space for outdoor activities.

2. Many students haven't studied English online through DynEd because they think the program is too difficult and complicated.

3. The witnesses couldn't remember the certain details of the criminal.

4. The findings of this research weren't in line with the results of the previous study.

5. The instructor shouldn't ignore the students' different learning styles and should find the way to encourage them to learn more.

Part C (15 Points)

Directions: Replace the bold words or phrases in the brackets in the following sentences by using the given academic words. Use correct form of verbs.

a. uninteresting	f. child	k. unfortunate
b. sufficient	g. fortunate	l. reasonable
c. desire	h. require	m. change to
d. initiate	i. support	n. disappear
e. extremely	j. examine	o. in addition to
		p. at present

1. The protestors' leader (**wants**) _____ to meet the prime minister.
2. The reason for absence from the meeting is the illness of her (**kid**) _____.
3. Online learning (**needs**) _____ students' strong motivation.
4. The university proceed the plan to (**help**) _____ students' online learning during Covid-19.
5. New model of our product has become popular because its price is (**not expensive**) _____.
6. (**Right now**) _____ technology in education has been improved rapidly.
7. (**Besides**) _____ its delicious food, Thailand is well-known for its tourist attractions.
8. Many students find the professors' lectures are (**boring**) _____.
9. The manager (**began**) _____ a program to provide the staff a new welfare system.
10. It was (**lucky**) _____ that he was not injured in the accident.
11. There is (**enough**) _____ evidence to recommend vitamin C for preventing scurvy.
12. The mechanism of this antique watch is (**very**) _____ intricate, so it is difficult to repair.
13. The accountant quickly (**look over**) _____ the figures in the balance sheets of there are some mistakes.
14. According to the experts, clinical depression cannot (**turn into**) _____ bipolar disorder, but someone with a type of bipolar disorder may be previously diagnosed with depression.
15. When I grew up, the memories about my hometown (**faded away**) _____.

Part D (14 points)

Directions: Underline **SEVEN** informal words or phrases in the text below. Then, replace those words or phrases of informal language with the given formal (academic) words or phrases.

- | | |
|-----------------|----------------------|
| j. finish | o. adequate |
| k. was not | p. a large number of |
| l. demonstrated | q. obtain |
| m. repeatedly | r. useful |
| n. actually | |

The results of the study are good for R2 values calculation. The model really fits with the data points, as indicated by the R2 values of 0.43 shown in Table 1 above. However, the method used to gain the best values for a, b, and c wasn't effective because it involved putting lots of values into an Excel spreadsheet over and over to get the lowest R2 Value.

----- **END** -----

Appendix D

Certificate of Human Ethics Approval



คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยพะเยา

UNIVERSITY OF PHAYAO HUMAN ETHICS COMMITTEE

19 หมู่ 2 ตำบลแม่กา อำเภอเมือง จังหวัดพะเยา 56000 เบอร์โทรศัพท์ 05446 6666

เอกสารรับรองโครงการวิจัย

คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยพะเยา ดำเนินการให้การรับรองโครงการวิจัยตามแนวทางหลักจริยธรรมการวิจัยในคนที่เป็นมาตรฐานสากลได้แก่ Declaration of Helsinki, The Belmont Report, CIOMS Guideline และ International Conference on Harmonization in Good Clinical Practice หรือ ICH-GCP

ชื่อโครงการ : การใช้แบบฝึกหัดที่อิงเนื้อหาสื่อสังคมออนไลน์เพื่อส่งเสริมความสามารถในการแยกแยะภาษาอังกฤษที่ไม่ใช่เชิงวิชาการและเชิงวิชาการของนิสิตระดับปริญญาตรี
: Use of Social Media Text-Based Exercises to Promote University Students' Ability of Distinguish Non-Academic and Academic English Language

เลขที่โครงการวิจัย : UP-HEC 2.2/045.1/64

ผู้วิจัยหลัก : ดร.ชวนพิศ ศรีวิจัย

สังกัดหน่วยงาน : คณะศิลปศาสตร์ มหาวิทยาลัยพะเยา

วิธีทบทวน : แบบเร่งรัด (Expedited)

รายงานความก้าวหน้า : ส่งรายงานความก้าวหน้าอย่างน้อย 1 ครั้ง/ปี หรือส่งรายงานฉบับสมบูรณ์ หากดำเนินโครงการเสร็จสิ้นก่อน 1 ปี

ลงนาม

(ผู้ช่วยศาสตราจารย์อุทม งามเมืองสกุล)

ประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์

ด้านมนุษยศาสตร์และสังคมศาสตร์

วันที่รับรอง : 21 กรกฎาคม 2564

วันหมดอายุ : 21 กรกฎาคม 2565

ทั้งนี้ การรับรองนี้มีเงื่อนไขดังที่ระบุไว้ด้านหลังทุกข้อ (ดูด้านหลังของเอกสารรับรองโครงการวิจัย)