

# ACADEMIC WRITING FOR UITM STUDENTS (AW4UITM)

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## ABSTRACT

Academic Writing for UITM students (AW4UITM) has been materialized as a part of the open distance learning (ODL) effort. It uses the Facebook social media platform but adapted for the need of the education field. AW4UITM gathers digital based standardized teaching quizzes and videos that are highly anticipated to suit current visual oriented students, mobile and ease of platform used. The AW4UITM has promotional purposes which encourage the learning of academic writing which has always been deemed challenging. AW4UITM was materialized in May 2020. At present, AW4UITM has 91 UITM and non UITM students/FBfriends. The problem that led to AW4UITM is uploaded quizzes and learning videos on Google Classroom cannot induce students' feedbacks. Thus, the objective of AW4UITM is to monitor and gain livelier feedbacks of learning. The use of FB social media platform in this case has elevated information dissemination. Findings suggest that AW4UITM may encourage and ease the learning of academic writing among students.

**Keywords:** academic writing, Academic Writing for UITM students (AW4UITM), Facebook social media platform, mobile learning (ML)

## 1. INTRODUCTION

The introduction of blended learning (BL), has gradually made mobile learning (ML) become acceptable. Thus, social media platforms have often been adapted to suit educational field. It serves as a teaching or assessments platform. Using English on social app, WhatsApp, can boost vocabulary through practiced interactions (Avci & Adiguzel, 2017). Melur (2018) certified that ELT educators have been uploading e-content to Facebook and other social media platforms to reach students. The problem that led to AW4UITM is uploaded quizzes and learning videos on Google Classroom cannot offer immediate feedbacks. Thus, the objectives of AW4UITM are to monitor and gain livelier feedback of each video lectures. The use of FB platform in this case has enabled impromptu feedback retrieval. ICT feedback led to teaching and learning motivation (Masami, 2018).

## 2. MATERIAL AND METHOD

Teaching videos were first created. The videos in AW4UITM are how to a write an annotated bibliography article, how to prepare an outline to a literature review, what is an academic poster and how to create a video using Screen-o-matic. A quiz using Quizizz software is also packaged together. These were uploaded to specified AW4UITM Facebook account based on the lesson plan. The working model that led to AW4UITM is shown below.

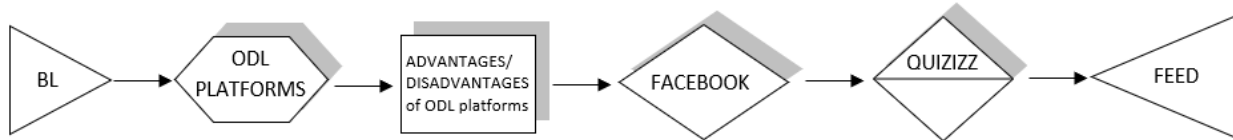


Figure 1.

## 3. FINDINGS AND DISCUSSION

The first video “how to a write an annotated bibliography article” received 22 likes and 15 comments. Some are shown below. Students cherished feedback using emoticons as they avoid writing lengthy comments. The comments was quick unlike in google classroom.

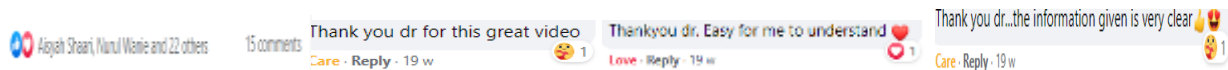


Figure 2.

The second video has 20 likes was on “how to prepare an outline to a literature review”. Many confusion arouse when the topic was introduced. This is the first time students have to write a literature review thus finding it a challenge. A comment includes that the video help him.

The third video “what is an academic poster” received 19 likes and 1 comment. The comment here was on the techical aspect of the poster. The content of the poster was shown in the second video. The last video was on how to create a video using screen-of-matic has 14likes. As the students need to submit an academic poster, along with their recoding of presentation, this video guide them on how to record both in one video. Lastly, a quiz using Quizizz software did not receive as many comments and likes as the students do not appreciate such activity towards the end of the semester due to assignment duedates.

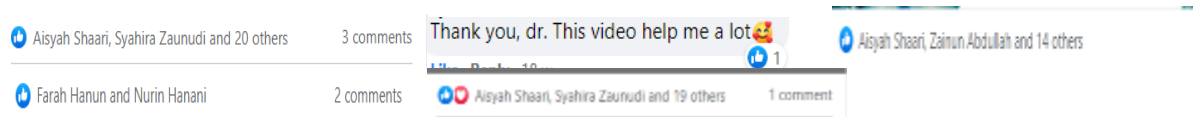


Figure 3.

#### 4. ACADEMIC WRITING FOR UITM STUDENTS (AW4UITM)

Figures below show videos and a quiz available in Tengku Intan's Facebook, AW4UITM.



Figure 4. AW4UITM final output

#### 5. CONCLUSION AND SUGGESTIONS

Although many ELT practitioners might shy away from social media platforms for lacking formality, the findings above show that students enjoy using less formal platforms for its immediate, easy access and ease of making comments. It allows emoticon use to prompt feedbacks. Therefore, for non-assessments related e-content, social media platforms can be adopted as a learning field. This innovative act has encouraged learning especially in academic writing.

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Kelulusan daripada pihak YBhg. Profesor dalam perkara ini amat dihargai.

Sekian, terima kasih.

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