

FOUNDATION LEVEL ENGLISH [Certificate/Diploma Levels]
UNSTRUCTURED GAP-FILL [Pair/Group] **EXERCISE – 10**

NAME: _____ **LECTURE GROUP:** _____ **SCORE:** /20

Instructions: *Please write your answers (either a word or a phrase) in the space left below, you must discuss the answers with your own group(s) and prepare to tell the Tutor WHY you have chosen that answer ©*

Learning for its own sake might __1__ strange to most of us. After all, learning should be directed __2__ an outcome. Why learn and go to school, college, and university if at the end of the day, we have nothing __3__ show for it? Some educationists argue that we should view knowledge as 'human capital' whereby any investment we make in educating ourselves is comparable __4__ investment in tools and machinery or the stock market, and our investment on education __5__ expected to produce the same pay off.

As a result, we find from the beginning of the learning process, educators telling students that if they don't pass their exams, it means that they haven't __6__ a thing! __7__, a university education is often equated with a great job, a big house, a luxury car and other materialistic __8__. If we proceed on this basis, then we are equating knowledge __9__ tools and machinery, whether we realise it or not. Imagine this: An SPM scroll gets you a motorcycle; a Diploma gets you a Kancil; or at least a Proton __10__ your Degree.

We could go on and on, __11__ we? At which point do we stop and realise that this kind of thinking is __12__ unproductive and dangerous? The result as we can __13__ now is disastrous! Malaysian students at all levels learn just for __14__ exams, not for knowledge; adults learn just to gain better wages and other rewards. Thus, knowledge __15__ a mere commodity.

It becomes a vicious circle: Teachers argue __16__ the education system is too exam oriented, forcing students to learn by rote. __17__, teachers realise that learning must lead to getting a good job or a better position for everyone (including teachers themselves). Students __18__, hate the focus on exams, but want their teachers __19__ them pass with flying colours. Students hope to get extrinsically rewarded for their knowledge, and so turn to rote learning as __20__ way to achieve in their examinations.

* Adapted from Adnan, Airil Haimi (2000) 'Should knowledge be just a commodity?' *Star Education (Supplement) Malaysia*, July 2.

(Date) Week Ending: