

**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: