

PEPERIKSAAN AKHIR
SEMESTER II SESI AKADEMIK 2011-2012
IJAZAH SARJANAMUDA DENGAN KEPUJIAN

JUN 2012

MASA : 2 JAM

KERTAS SOALAN

- KOD KURSUS : ZZZE1022
- TAJUK KURSUS : ACADEMIC COMMUNICATION II
- ARAHAN :
1. Jawab SEMUA soalan dalam buku jawapan yang diedarkan.
 2. Jumlah markah keseluruhan kertas ini 30 markah.
 3. Kertas soalan tidak dibenarkan dibawa keluar dari Dewan Peperiksaan.

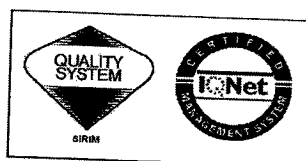
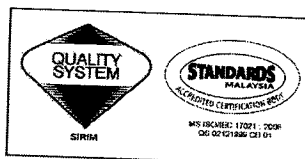
No. Pendaftaran :

--	--	--	--	--	--	--	--	--	--

(dengan perkataan)

Set :

Kertas soalan ini mengandungi 4 muka surat bercetak, tidak termasuk muka surat ini.



Read the following article and answer the questions that follow.

Why We Must Fire Bad Teachers

The relative decline of American education at the elementary and high-school levels has long been a national embarrassment as well as a threat to the nation's future. Once upon a time, American students tested better than any other students in the world. Now, ranked against European school children, America does about as well as Lithuania, behind at least 10 other nations. Within the United States, the achievement gap between white students and poor and minority students stubbornly persists – and as the population of disadvantaged students grows, overall scores continue to sag. I

For much of this time – roughly the last half century, professional educators believed that if they could only find the right pedagogy, the right method of instruction, all would be well. They tried New Math, open classrooms, Whole Language but nothing seemed to achieve significant or lasting improvements. II

In recent years researchers have discovered something that may seem obvious, but for many reasons was overlooked or denied. What really makes a difference, what matters more than the class size or the textbook, the teaching method or the technology, or even the curriculum, is the quality of the teacher. Much of the ability to teach is innate – an ability to inspire young minds as well as control unruly classrooms that some people instinctively possess (and some people definitely do not). Teaching can be taught, to some degree, but not the way many graduate schools of education do it, with a lot of insipid or marginally relevant theorizing and pedagogy. In any case the research shows that within about five years, you can generally tell who is a good teacher and who is not. III

It is also true and unfortunate that often the weakest teachers are relegated to teaching the neediest students, poor minority kids in inner-city schools. For these children, teachers can make or break. "The research shows that kids who have two, three, four strong teachers in a row will eventually excel, no matter what their background, while kids who have even two weak teachers in a row will never recover," says Kati Haycock of the Education Trust and co-author of the 2006 study entitled "Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality." IV

Nothing is more important than hiring good teachers and firing bad ones. But here is the rub. Although many teachers are caring and selfless, teaching in public schools has not always attracted the best and the brightest. There once was a time when teaching (along with nursing) was one of the few jobs not denied to women and minorities. But with social progress, many talented women and minorities chose other and more highly compensated fields. One recent review of the evidence by McKinsey & Co., the management consulting firm, showed that most school teachers are recruited from the bottom third of college-bound high school students. V

Over time, inner-city schools, in particular, succumbed to a defeatist mindset. The problem is not the teachers, it's the parents (or absence of parents); it's society with all its distractions and pathologies; it's the kids themselves. Not much can be done, really, except to keep the assembly line moving through "social promotion," regardless of academic performance, and hope the students graduate (only about 60 percent of blacks and Hispanics finish high school). Or so went the conventional wisdom in school superintendents' offices from Newark to L.A. By 1992, "there was such a dramatic achievement gap in the United States, far larger than in other countries, between socioeconomic classes and races," says Kate Walsh, president of the National Council on Teacher Quality.

VI

In the past two decades, some schools have sprung up that defy and refute what former president George W. Bush memorably called "the soft bigotry of low expectations." KIPP (Knowledge Is Power Program) have produced inner-city schools with high graduation rates (85 percent). KIPP schools don't cherry-pick – they take anyone who will sign a contract to play by the rules, which require some parental involvement. And they are not one-shot wonders. There are now 82 KIPP schools in 19 states and the District of Columbia, which routinely far outperform the local public schools. KIPP schools are mercifully free of red tape and bureaucratic rules. Their motto, "Work hard. Be nice," sums up the classroom requirements. KIPP schools require longer school days and a longer school year, but their greatest advantage is better teaching.

VII

Yet those few are multiplying. About 20 years ago, a Princeton senior named Wendy Kopp wrote her senior thesis proposing an organization to draw graduates from elite schools into teaching poor kids. Her idea was to hire them for just a couple of years. Today, Teach for America (TFA) sends about 4,100 graduates, many from Ivy League colleges, into inner-city schools every year. Some (about 8 percent) can't hack it, but most (about 61 percent) stay in teaching after their demanding two-year tours. Two thirds of TFA's 17,000 alumni are still involved in education and have become the core of a reform movement that is having real impact.

VIII

It will take a quiet revolution to improve American schools. Some educational experts have noticed an uptick in the academic quality of new teachers, at least at the high-school level, possibly because the recession has limited other job opportunities. One of the unions, the AFT under Randi Weingarten, seems to realize that sheer obstructionism won't work. "One of the most hopeful things I've seen is that the union people don't want to spend so much time defending the not-so-good teachers anymore. I think the pressure of accountability is paying off," says Haycock of the Education Trust. "They know they will be held responsible if they are defending teachers who aren't any good."

IX

Some teachers resent the reform movement as a bunch of elitists denigrating loyal and hardworking teachers – of whom, of course, there are many. But others welcome a boost in status that would come with higher standards. "You know, the Marine Corps never has any problem meeting its enlistment goals, because it's an elite corps, and people want to be part of something that is seen as the best," says Daniel Weisberg, general counsel of The New

X

Teacher Project and co-author of "The Widget Effect," a critique of teacher-evaluation programs. In Europe, where teachers enjoy more social prestige and higher salaries, schools have no trouble attracting new teachers with strong academic records.

Before the American public-education system can regain its lost crown as the envy of the world, local politicians and school administrators will have to step up. At Central Falls High School in Rhode Island, half the students drop out of school, and proficiency in math measured by state exams stands at a pitiful 7 percent among 11th graders. Under state pressure, the local superintendent, Frances Gallo, tried to improve scores by requiring teachers to work 25 minutes longer each day, eat lunch with students once a week, and agree to be evaluated by a third party. The teachers, who make about \$75,000 a year, far more than average in this depressed town, balked. They wanted another \$90 an hour. So Gallo took a brave and astonishing step: she recommended firing all 74 teachers. Her boldness was praised by Education Secretary Duncan and supported by President Obama. The teachers' union initially squawked that everyone was unfairly "blaming the teachers," but then last week backed off under a storm of media pressure and accepted the new rules requiring teachers to spend more time with the students. XI

The Central Falls High story was a notable breakthrough, but there is a long way to go. The media are beginning to root out the more outrageous examples: last year the *Los Angeles Times* ran a long series documenting the unwillingness of the education bureaucracy to fire bad teachers. *The Indianapolis Star* reported how Lawrence Township schools had quietly laid off – with generous cash settlements and secrecy agreements – a teacher accused of sexually assaulting a student; another accused of touching students and taking photos of female students; and another with a 20-year history of complaints about injuring and harassing students. At the time the story ran last summer, all four teachers still held active teaching licenses. While these horror stories are sensational, what's also disturbing is the immunity enjoyed by the thousands of teachers who let down their students in more ordinary ways. Many more teachers are overworked, underpaid, and underappreciated. Maybe they'd get more respect if the truly bad teachers were let go. XII

By Eve Conant and Sam Register

Taken and adapted from:

Newsweek

March 5, 2010

QUESTIONS (30 MARKS)

- a. “What really makes a difference, what matters more than the class size or the textbook, the teaching method or the technology, or even the curriculum, is the quality of the teacher.” (Paragraph III)

Give THREE (3) traits of a good teacher and illustrate how each trait boosts up the quality of teaching and learning at the school level.

(10 marks)

- b. List FIVE (5) problems faced by the American school system as mentioned in the text.

(5 marks)

- c. Give TWO (2) reasons why top graduates are not interested in becoming teachers. Elaborate on your answers.

(7 marks)

- d. What is your view regarding “the rules requiring teachers to spend more time with the students”? (Paragraph XI)

(3 marks)

- e. “Many more teachers are overworked, underpaid, and underappreciated.” (Paragraph XII)
Suggest TWO (2) ways to improve the situation.

(5 marks)

‘SELAMAT MAJU JAYA’

