CONFIDENTIAL GT2073

UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
SECOND SEMESTER 2004/2005

CODE/ COURSE : GT2073 / EYL CLASSROOM MANAGEMENT
DATE : 18 MARCH 2005
TIME : 9.00 – 11.30 A.M. (2 ½ HOURS)
VENUE : MPPPP

INSTRUCTIONS:
1. This exam paper consists of TWO (2) printed pages, excluding the cover page.
2. There are TWO sections: Section A and Section B.
3. Section A contains FOUR (4) questions, while Section B contains TWO (2) questions.
4. Answer ALL the questions in the answer sheets provided.

MATRIC NO. : ___________________________ ( in words )

IDENTITY CARD NO.:

LECTURER : DR. HARSHITA AINI HAROON

GROUP: TY TABLE NO. :

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO
SECTION A (40 marks)

INSTRUCTIONS:
Answer ALL questions.

1 State what you understand by the following:
   (a) Classroom management
   (b) Educational management
   (c) Conducive classroom

   (12 marks)

2 Explain FOUR (4) teacher characteristics that can help in effective EYL classroom management.

   (8 marks)

3 Grouping strategies are commonly used in classrooms today. Name TWO (2) grouping strategies you know and briefly explain how each one of them can be used in EYL classrooms to make teaching and learning more effective.

   (8 marks)

4 Define the terms given below. Describe TWO (2) characteristics of each of the terms.
   (a) An effective school
   (b) An effective classroom

   (12 marks)
SECTION B (60 marks)

INSTRUCTIONS:
Answer ALL questions.

1 The teacher’s role in understanding students’ needs and engaging them in their learning experiences are many.

Using the key points below, elaborate with examples, what you, as a teacher, would do in order to manage the teaching and learning of your EYL class effectively.

- Learning about the students
- Planning classroom environment and routines
- Organizing classroom facilities and resources
- Planning and organizing for instruction and assessment
- Reflecting upon practice

(30 marks)

2 The perception that school is boring grows as students move through the grades. This boredom relates to the passivity some administrators, teachers and public expect of students in the school. Many students seem simply to be ‘visitors’ or ‘tourists’ rather than ‘citizens’ in their classrooms.

(adapted from Rogers & Freiberg, 1994)

Keeping in view the concerns expressed above, how would you as an EYL teacher, with many roles to play, address this situation and make your students more of ‘citizens’ than ‘tourists’?

(30 marks)

END OF EXAM PAPER