



Daffodil
International
University

**AN ENGLISH TEACHER’S JOURNEY
A REPORT OF AN INTERNSHIP EXPERIENCE AT
“WEST SENERCHAR GOVT. PRIMARY SCHOOL”**

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This internship report is submitted to the Department of English at Daffodil International University as a partial fulfillment of the requirements for the degree of Bachelor of Arts (B.A.) in English.

STUDENT'S DECLARATION

Report titled “An English Teacher’s Journey: A Report of an Internship Experience at West Senerchar Govt. Primary School” is an authentic account of my own work. This report was completed under the supervision of Mr. Emran Khan, Lecturer in the Department of English at DIU. It is not published to any other educational institution or organization previously.

I affirm that this study does not violate ant existing law.



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Signature

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CERTIFICATION OF THE ACADEMIC SUPERVISOR

The internship report titled “An English Teacher’s Journey, A Report of an Internship Experience at West Senerchar Govt. Primary School” has been submitted under my supervision for the completion of the project paper with internship requirement. The author of this report is Miss Sadia Afrin Tarin, with ID 201-10-2169, from the Department of English. This report is intended for submission to the Department of English at Daffodil International University.

The content presented in this project report reflects her authentic contributions and outstanding performance. I pray for her overall well-being and hope she achieves infinite success in her future life and career.



Mr. Emran Khan

Lecturer

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ACKNOWLEDGEMENTS

First of all, I want to express my gratitude to my parents for their unconditional love and support, encouragement, and invaluable assistance. Without them, it would have been impossible for me to complete my internship journey.

I would like to thank my supervisor Mr. Emran Khan, Lecturer, Department of English, for his invaluable guidance, unwavering determination and continuous assistance. Being mentored by him has been a blessing, and I feel extremely fortunate to have had the privilege of working with such a considerate and supportive teacher as he. Without his guidance, completing this internship journey would have been impossible.

Furthermore, I thank Head Master of “West Senerchar Primary School”, Md. Abu Alem sir, for his support and guidance since the beginning of my journey as an intern teacher. He helped me a lot and taught me how to make myself comfortable with the students, how to engage with them. Overall, he taught me “how to prepare myself as a teacher” for that. I am truly grateful to him.

ABSTRACT

It is said that a nation's future is shaped in its classrooms, and the person who shapes it is the teacher. They pass on knowledge and values in every generation. A teacher plays a crucial role in developing one's life. They are considered one of the main pillars of a sound and progressive society and they had a long-lasting impact on students in building up their future.

Since childhood, I have always desired to become a teacher and my view of the profession was different. However, my perception and mindset radically changed after entering into this profession as an intern. The primary goal of my internship was to teach for a duration of two to three months, to gain some practical experience and then leave. However, my current goal is to pursue a career as a full-time teacher.

Throughout the entire journey, my objective was to make a positive impact on their learning, by making it as easy and effective as possible. I tried my best to understand their learning preferences, interests and difficulties, utilizing a several teaching methods that I have learned through my tutoring experience, as well as knowledge that I gained from my university's respected teachers.

While acknowledging the areas for improvement within the administrative framework to enhance future performance, I also assisted them in various fields to facilitate improvement. Throughout this internship, I have realized that, being a teacher is not merely a job. As teachers helps the students entering into the store-houses of knowledge without which a refined and higher life cannot be thought of. Teachers play a vital role as the backbone of a nation and serve as role models for both society and students. Therefore, choosing to pursue a career in teaching is not a decision to be taken lightly.

CHAPTER 1

INTRODUCTION

Introduction

Education is one of the most important parts of our life. The kind of education we all receive largely depends upon the kind of teachers we have in the educational institution. It is said that a nation's future is shaped in its classrooms and the man who shapes it is the teacher. Teaching molds the mind of the next generation. By listening to students, letting them know they are valuable and giving them a supportive and nurturing classroom environment teacher can inspire an uninterested student to become engrossed in learning.

I have always had a strong desire to become a teacher since childhood. Witnessing the illiteracy rate of our country and the sufferings that people go through because of it has motivated me to pursue a career in teaching so that I can provide proper knowledge, confidence and support to help students grow. I believe the purpose of education is to help students prepare for the real world by helping them become strong independent citizens and by providing them with knowledge needed for future career. After being admitted to DIU, I started tutoring to support myself financially. Serving as an English tutor for approximately 4 years ignited my passion for pursuing teaching as a profession. Through this experience, I learned how important to taking the time to know who they are, what they stand for, what they like and most importantly what they feel about learning makes a world of a difference. Treating students like people and not like kids helped create in them a sense of responsibility to meet expectations. Additionally, I gained valuable insights into different learning styles and strategies of teaching. To fulfill the requirements of my Bachelor's degree, I pursued an internship opportunity. Without considering alternative options, I directly applied to several schools.

The internship, which began on February 10th, lasted for a duration of three months at West Senerchar Primary School. At first, I was assigned the task of teaching English classes for 4th and 5th grade students as a proxy. On the initial day, the principal introduced me to the class and he remarked that the majority of students are disheartened and apprehensive about learning English. When I entered the classroom, I felt afraid too, their inquisitiveness made me slightly apprehensive. However, with may thought in my mind I started the journey. Teaching is much more difficult than I anticipated in front of 40 students because I was often learning along with the class. I always had to discover what were the topics or issues that made them uninterested and I had to figure out ways to connect what they were interested in to the lessons I was trying to teach. At first it was difficult but planning kept me organized and focused.

Responsibilities and Duties of a Teacher

As previously stated, a teacher's role isn't solely about imparting knowledge to students. The responsibilities of a teacher are multifaceted and challenging to summarize briefly. If we describe an ideal teacher in a few words, we must say that an ideal teacher has the ability to serve as a model before his students. His teaching ability attracts the attention of the students easily. However, we've compiled the fundamental rules and responsibilities that a teacher must uphold throughout their teaching careers.

1. Developing and implementing age-appropriate curriculum and lesson plans that encourage physical, emotional and social growth.
2. Managing student's behavior (morality) or inculcate certain virtues among students (such as regular studies, punctuality, care of health, perseverance, kindheartedness etc.)
3. Assessing student performance frequently.
4. Providing a safe and secure learning environment.
5. Offering appropriate and engaging instruction.
6. Encouraging and motivating students.
7. Leveraging technology to support learning.
8. Using technology (use of interactive whiteboards to present multimedia content and facilitate in class activities.)
9. Enabling students to become global citizens.

Required Skills and Knowledge for a Teacher

Identifying the abilities, expertise and qualifications required for a teacher to excel is a challenging task. As we have different categories of educational institution, we have also different kinds of teachers teaching from primary level to the university level. Teaching skills encompass a range of competencies that allow educators to plan, present and assess content in ways that engage and inform students. They include understanding learner's needs, creating a positive learning environment, implementing effective instructional strategies and utilizing feedback to adjust instruction and promote student success.

According to Robert Frost, there are two kinds of teachers; the kind that fill you with so much quail shot that you can't move, and the kind that just gives you a little prod behind and you jump to the skies.

Additionally, a teacher needs to have expertise in the subject matter, curricular knowledge, teaching methodologies and understanding of the learning environment to fulfill their duties effectively. Hourigan (2006) emphasized four key components of teaching and learning.

As learner types are persistently switching just as no two people are the same, no two students learn in the exact the same way or at the exact same rate. Individual students vary in their understanding and receptiveness. Effective educators need to be able to pivot and craft instruction that meets the needs of the individual student. Additionally, to effectively meet the needs of their students, teachers must remain updated.

CHAPTER 2

OBJECTIVES

OBJECTIVES

The objectives are as follows:

1. To facilitate students to acquire and comprehend both the written and spoken aspects of the English language.
2. To comprehend the level of fear that has grown among students regarding the English language and remove it from their minds.
3. To identify the inadequacies and weaknesses in student's English language and devise strategies to effectively address and overcome them.
4. To enhance student's proficiency in utilizing English in their daily lives and real-world scenarios.
5. To establish multiple clubs and interactive programs to engage students in the enjoyable exploration English language learning.
6. To improve students overall English communication skills through the implementation of diverse teaching methods.
7. To transmit academical and practical knowledge of English language, obtained through my university education, to the students.

CHAPTER 3

METHODOLOGY

METHODOLOGY

To fulfill my internship requirements, school named “West Senerchar Primary School” which is situated in Zajira, Shariatpur, Dhaka. Fortunately, I was assigned as an intern teacher.

In the second week of February (12-02-24), I started my journey as an intern teacher. During the initial week, I conducted three classes for the students of 4th and 5th grade.

Furthermore, I collaborated with fellow teachers to discuss lesson planning, materials (including mandatory equipment needed for multimedia classes), teaching methods and strategies.

For the purpose of class observation, I selected classes among 4th to 5th grade.

Throughout the classes, I utilized several teaching methodologies to impart knowledge to the students. Below, I’ll provide a succinct overview of them:

3.1 Teaching Method In this context, I would like to assert that, I did not strictly follow any specific teaching methods or techniques. Instead, I utilized various strategies and methodologies that seems appropriate to me. Also applied the techniques I learned from my university, which I find engaging for learning English. I used methods such as GTM, The Direct Method and the Audiolingual Methods. Furthermore, I employed a proficiency rubric to thoroughly evaluate their current learning progress in terms of enhancing. In this regard, I also employed the storytelling method sporadically to foster a communicative classroom atmosphere, with the aim of actively engaging students in the learning process.

Therefore, this chapter will comprehensively address the tools and methodologies I utilized during my internship.

GTM:

In the chronicles of educational pedagogy, the GTM has frequently been denoted as the “Classical method” or the “traditional method”. The term “Classical method” is applied to this technique because it’s a traditional approach used historically to teach Latin and Greek. This method is referred to as the deductive approach to language instruction, as it requires students to review the rules before progressing the learning phase. Gollin (1998) argues that the Grammar-Translation approach demonstrates the closest alignment with language education principles. Furthermore, scholars have listed several key aspects of the Grammar-Translation method, as outlined below:

- i. Limited use of the target language is observed in the classroom setting, as instructors primarily rely on their mother tongue, exemplified by the use of Bangla for teaching English.
- ii. To ensure clear understanding, instructor should avoid using complicated and unnecessary words (vocabulary).
- iii. Elaborate and extensive explanations of grammar concepts are presented. This should be avoided.
- iv. The content of the text used for exercises is not given considerable attention.

Storytelling:

Storytelling can be a powerful tool in language learning as it provides context, engages learners emotionally and helps them remember vocabulary and grammar structure more effectively. Moreover, storytelling allows for exposure to authentic language use, including tone, colloquial expressions, idiomatic phrases and cultural allusions. It fosters engagement, creativity and cultural awareness, making the learning process more enjoyable and effective for learners. I used this method to teach my students, aiming to make language learning an enjoyable experience for them.

In his article, Ilmu (2016) emphasized the need for students to utilize an interactive methodology to enhance their speaking skills. He also noted a strong inclination among students towards hearing their teacher tell stories, particularly those originating from folk traditions.

Public speaking anxiety is a common challenge faced by many individuals, including teachers. However, classroom interaction and storytelling provide a promising pathway for reducing this anxiety.

Sentence Analysis:

Sentence analysis in language learning involves breaking down sentences which includes identifying elements such as nouns, verbs, adjectives (parts of speech) to understand its structure and meaning. By understanding the sentence structure and grammar rules, students can improve the accuracy of their language, analyzing texts such as articles, stories and dialogues, to observe how language is used. Throughout this process, my goal was to interact with the students by asking questions to assess their understanding.

Overall, in learning a language, sentence analysis helps learners identify new words within context, allowing them to learn vocabulary more effectively. By understanding how words function within a sentence, learners can grasp their meaning and usage more comprehensively.

CHAPTER 4

INSTITUTION DETAILS

INSTITUTION DETAILS

Name of the institute: West Senerchar Govt. Primary School

Location: Zajira, Shariatpur, Dhaka

Year of Establishment: 1935

Academic building: 02

Shift: One-Day shift

Number of teachers: 07 (3-Male and 4-Female)

Staffs: 02

Number of students: 370

Headmaster: Md Abu Alem

Class: From 1 to 5

CHAPTER 5

INTERNSHIP ACTIVITY

5.1 CLASS OBSERVATION EXPERIENCE

As an integral part of fulfilling my internship requirements, I have observed five classes from 3rd to 5th standard.

Class 5

I started my internship on 12th February, I conducted three classes that week, I couldn't observe any classes in that week. In the second week, I had the opportunity for class observation. On February 19th, I went to the school to observe the fifth-grade class. The head teacher of the school, Md. Abu Alem, had already begun the class. With his permission, I entered the classroom where he was instructing the students on how to greet each other properly. With a playful demeanor, he taught the students how to greet each other nicely. The students were highly enthusiastic and proactive, demonstrating strong communication and interaction skills and they had no fear of asking questions. Md. Abu Alem, being a highly experienced teacher, possesses the skill to simplify concepts for students. He invited two to three students onto the stage and instructed them to greet each other. And they performed with confidence in front of the entire class. The objective was to teach them formal greetings and prepare them for formal conversations.

Class Information

Name of the teacher: Md. Abu Alem

Number of students: 20

Topic name: Greetings (How to greet each other's)

Given task: Pair works

Active students: 85%

Class 5

On 26 February, once again I went for the class observation of class 5. Their class teacher Md. Abu Alem was reading a dialogue from their textbook to them. The class objectives were to teach the students intonation, tone and pronunciation. During the class, Md. Abu Alem consistently used English as the medium of instruction, making sure it was clear and easy to understand for the students. He encouraged them to talk to each other in English, creating a supportive environment for language practice. Despite making grammatical mistakes, the students actively tried to communicate with each other in English.

Class Information

Name of the teacher: Md. Abu Alem

Number of Students: 25

Topic name: Dialogue

Given task: Pair works

Active students: 75%

Class 4

On 3rd March, again I went to the school and the class teacher was teaching them how to introduce themselves to others. In that class, there were two parts: the first part was about 'how to introduce yourself,' and the second part was on paragraph writing. The class objectives were to teach them how to introduce themselves in a formal way and how to write a paragraph to improve their writing and speaking skills. During that class, the teacher also assigned them a task.

Class Information

Name of the teacher: MD. Jamat Ali

Number of students: 17

Topic Name: How to introduce yourself and paragraph writing

Given task: Write a paragraph on “Your School”

Active students: 90%

Class 5

Next, on 12th March, I observed Md. Abu Alem sir’s class once more. He was teaching the topic named “Food Pyramid”. His instructional method encompasses a creative blend of interactive activities, including games, collaborative pair work, and discussions, thereby fostering an engaging and dynamic educational setting. He was teaching the students about healthy food and eating habits. He was also asking them questions about good food and what they like to eat. The objective was to educate the students about healthy lifestyle and the benefits associated with them.

Class Information

Name of the teacher: Md. Abu Alem

Number of students: 30

Topic Name: Food Pyramid

Given task: Asking question on that following topic

Active students: 93%

Class 4

On the 21st of March, I went to observe the class of Class 4. Their teacher, Md. Jamat Ali, was teaching them how to write a paragraph about themselves. The objective was to teach them personal information, including students' names, fathers' names, mothers' names, and their locations.

Class Information

Name of the teacher: MD. Jamat Ali

Number of students: 32

Topic Name: About Yourself

Given task: Write a paragraph on “About Yourself”

Active students: 93%

INTERNSHIP ACTIVITY

5.2 Internship Activity: A person with proper vision, experience and an education degree can enter the teaching profession. That person is called teacher. An indispensable factor in pursuing a career in teaching is the genuine love and unwavering passion for the profession. If we describe a good teacher in a few words, we must say that a good teacher has the ability to serve as a model before his students.

Class Experience

Week 1:

In my first week as an intern teacher, I wasn't quite prepared to handle subjective classes. Instead, I focused on introductory class such as introducing myself to the students. It was more of a trial class for me to become familiar with the teaching atmosphere. So, my very first class was with class 5. It was an overwhelming moment for me to see those innocent eyes for the first time. Their curiosity made me feel slightly nervous. However, I managed to overcome my nervousness with a very friendly gesture. I was uncertain about what I would teach and how to engage with them because it was my first class, and I didn't prepare any lesson plan.

Throughout the whole class, I was actively engaged with the students by asking them questions related to their interests, telling stories and employing various interactive methods to keep the class engaging. In the first week, I faced difficulties in following my planned lessons and couldn't fully grasp my responsibilities as well as the needs of my students.

Week 2:

After observing one class taught by the teacher, I officially began my journey as an intern teacher on February 18th. My first class was with fifth standard. With proper vision and confidence, I prepared a lesson plan on the topic named "Saikat's Family" and promptly started the class. Initially, I read out the text with the help of two students and then proceeded to ask questions on the topic to gauge their understanding. I was pleasantly surprised that they were all very responsive. Before concluding the class, I provided feedback to the students, identifying those who were particularly engaged, and asked them about their learning experience. I collected feedback from three students, and one of them, named Torikul, provided outstanding feedback for which I rewarded him with a prize. Overall, it was an outstanding experience.

Week 3:

In the third week, I conducted a total of three classes. On February 27th, I started teaching the fifth standard class. I covered the topic named "Leisure Time." Before jumping into the class, I asked them a few questions related to the topic, such as what leisure time means, what they like to do in their leisure time, and whether they had read the text before. Three to four students had some ideas about the topic and shared their experiences, while the rest of the class struggled as they were more familiar with "free time" rather than "leisure time." Then I gave them a proper idea about the topic and explained that the two words are similar. Thus, all the students were ready to answer what they like to do in their free time. Therefore, I read out the text and gave them exercises from their textbook. All students were very active, and they all received good marks. Before leaving, I provided them with feedback and asked them questions about what they had learned today. Four students gave feedback, and they summarized the whole class in two minutes.

Week 4:

Throughout this entire week, I tried my best to identify students lacking in every sector. This week was hectic because I administered 2 quizzes. I prepared the questions from the topics that I taught them throughout the whole month, with the objective of identifying their shortcomings and preparing them for the exam. Surprisingly, they all did well in those two quizzes. Additionally, I found out their problems regarding the questions. Their problems were making some spelling mistakes, and some of the students had problems with making sentences properly. During that week, I also tried my best to give them a lesson on how they could do better in the topics.

Week 5:

This week, I attended classes on some fundamental needs, including how to meet and greet people, how to introduce yourself to others, and how to communicate effectively. In each class, I assigned specific tasks related to the topic which being taught. In that particular class, I instructed students to select a friend and introduce themselves to others. The objectives were to teach formal introduction techniques and encourage speaking in English. The students' participation was beyond my expectations, and before the class ended, I collected feedback from them and assigned a task on the related topic.

5.3 LEARNINGS:

Throughout this internship journey, I learned many important elements which are essential for every step in my life. This hand-on experience helped me grow personally, improving skills like communication, adaptability and teamwork. It also made me better at connecting with people in professional setting. The experience profoundly shaped my personal growth, enhancing my soft and interpersonal skills. Bellow, I've listed the key elements from my learning experience:

1. As a result of attending continuous classes, my presentation skills have improved significantly.
2. I used to be really scared of speaking in public, overcoming this fear has greatly bolstered my confidence.
3. My communication skills improved as I noticed subtle changes in my conversations while interacting with people.
4. Improved time management skills.
5. Improved my problem-solving skills as each day I had to make quick decisions on my lesson plan and participate in problem-solving meetings with colleagues, where I had to come up with solutions.

CHAPTER 6
ADMINISTRATIVE WORK

ADMISTRATIVE WORK

Most of the time, I was busy with the classes and thinking about how I could improve myself as a teacher. Nevertheless, during examination periods, I also undertook administrative responsibilities, here is a list of them:

1. I was part of the question committee, which meant I had to create questions and ensure they were error-free.
2. Before the examination, I arranged a practice test to prepare them for the upcoming exam. This activity helped them understand the question pattern and made them ready to sit for the exam.
3. I was involved in the lesson planning and since there was no computer club, I explained the benefits of computer club.
4. For research purposes, I organized classroom activities like presentation, quizzes and free-hand writing on specific topic.

CHAPTER 7

OVERALL FINDINGS

OVERALL FINDINGS

1. First thing that really disappointed me is that there are no whiteboards or multimedia facilities in any of the classrooms. Multimedia classes can make complex concepts more accessible and understandable by using visuals and real-world examples.
2. The number of teachers is only six, which puts a lot of pressure on them to follow their plans strictly and maintain the consistency of the quality of education.
3. The school lacks a computer lab and has only two laptops for the entire school.
4. Another thing is the arrangement of the classrooms, they were very colorful and adorned with alphabet, picture and words. Additionally, for class 3,4 and 5 there were some images and proverbs to teach them morality.
5. Teachers are very passionate and friendly towards the students, and students also obediently follow their guidance.
6. Students exhibit good manners and etiquette and above all, they are highly enthusiastic about learning new things.
7. I was worried about my teaching method and technique because it was unfamiliar to them, however, it ended up motivating them to learn new things, which made me truly happy.

CHAPTER 8
RECOMMENDATIONS AND
CONCLUSION

8.1 Recommendations

After attending classes continuously for 3 months, I have identified several weaknesses within the institution. In my opinion, whiteboards and multimedia facilities are essentials for learning. Visual and auditory stimuli in multimedia classes can help student grasp concept more easily and retain information better.

1. Regarding the issue with the playground, my suggestion is to establish a common room equipped with various games and facilities to promote healthy entertainment.
2. It is crucial to incorporate lessons on moral values into the school curriculum, this includes teaching students' things like cleaning their classrooms, roads and surrounding, being kind to each other and more.
3. Students should actively participate in discussion, games and quiz competitions to enhance their creative and communication skills.
4. Throughout these three months, I have not witnessed any parents.
5. Although the teachers are highly qualified and very passionate about their work, the number of teachers should be increased.

8.2 Conclusion

Interning as an English teacher has been an incredible experience for me, allowing me to acquire valuable insights and collaborate with outstanding students and teachers.

Internship as a teacher, I dedicated myself to understanding my students and passing on the knowledge I gained from my teachers. As a newcomer to teaching, navigating effective teaching methods was challenging. However, I persevered and developed my own strategies to overcome obstacles. Drawing from my university education, I improved my teaching skills. I continuously sought opportunities for improvement, recognizing teaching as an avenue for mutual learning with my students.

Throughout my teaching journey, I was fortunate enough to encounter a group of exceptional students who exhibited a genuine eagerness to learn and demonstrated unwavering enthusiasm for attending class. Their consistent excitement and dedication served as a significant source of motivation for me. Witnessing their thirst for knowledge and active participation in the classroom inspired me to strive for excellence in my teaching.

My primary goal was to assist them in enhancing their pronunciation, vocabulary, reading, and comprehension abilities. I believe that I positively impacted their grasp of English learning, and as a teacher, this has been the most rewarding aspect of my internship journey.

Overall, this has been an amazing experience for me. Additionally, my time in the classroom provided valuable insight. Throughout this journey, I acquired skills that will continue to benefit me in the long run. I learned how to communicate effectively with students, how to break down complicated stuff with a friendly vibe, how to interact with coworkers, and collaborate with them effectively

CHAPTER 9

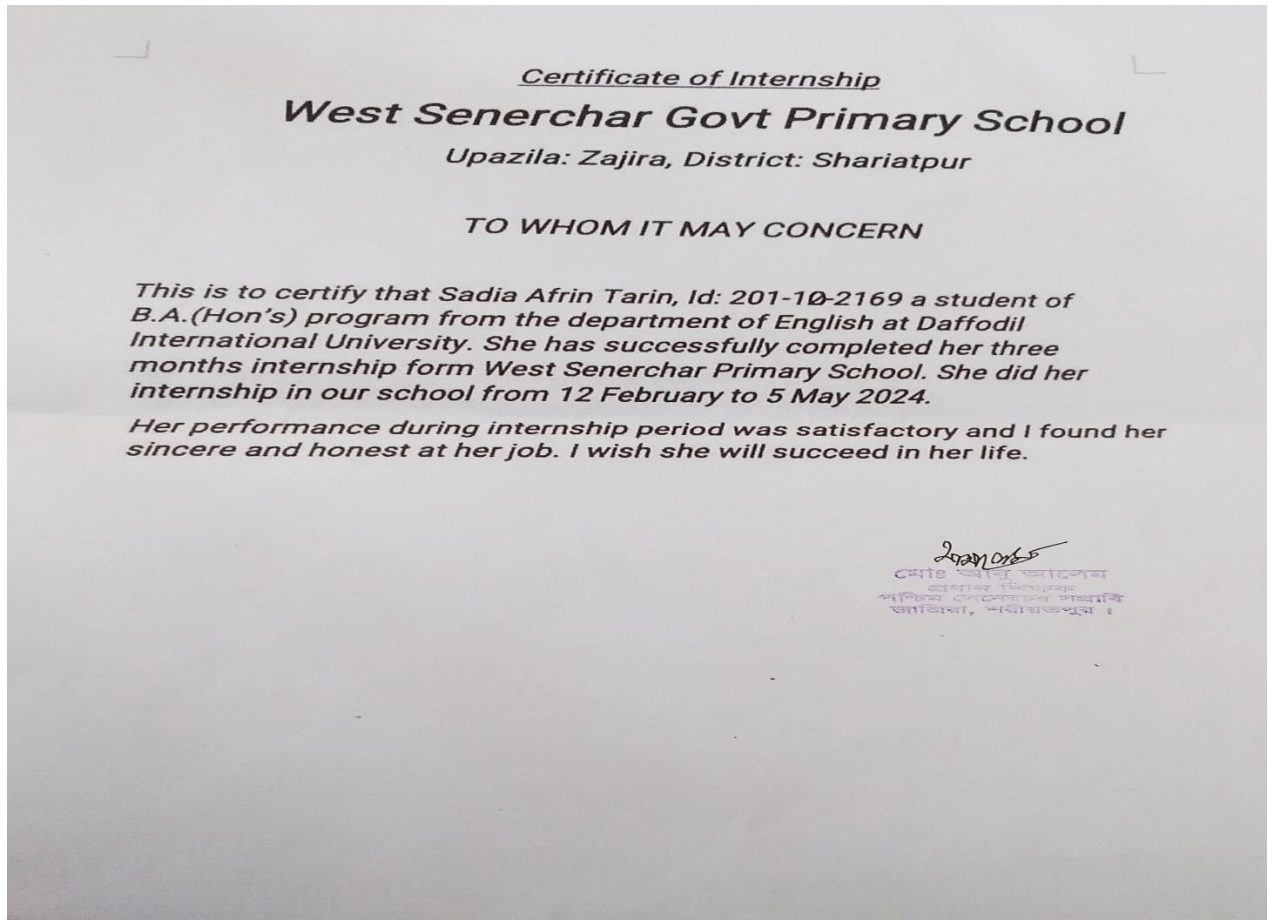
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CHAPTER 10
APPENDICES

10.1 INTERNSHIP CERTIFICATION



10.2 PHOTOGRAPHS



During and after taking the class



Asking questions from the topic to comprehend their understanding



Assuring active participation



Taking feedbacks from the students

10.3 Plagiarism Report

201-10-2169

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