

Effective Business Communication

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Friday, May 1, 2015

Long Report Example | Long Report Sample



Long Report Example | Long Report Sample

A long report is a long formal document, so it needs to be well planned, well researched, and well structured. In style, a long report is impersonal and restrained in tone. In a long report, a writer generally does not use the first person (I or WE). The writer generally use third-person reference in some tactful ways. While writing a long report like Proposal Report, Research Report, Academic Report, and Technical Report, you should find accurate information, solve problems, and organize and present your ideas clearly. It is always an act of wise to check a long report with an expert/teacher for specific assessment requirements. However, a long report should have the following

structure.

Structure of a long report:

1. Title Page
2. Contents
3. Executive Summary
4. Introduction
5. Body
6. Conclusions
7. Recommendations
8. Appendices
9. Bibliography
10. Glossary (Letter of transmittal, Cover, Extract)

An Example of a Long Formal Report

Letter of Transmittal

English Department
Western University
Sector: 11, Uttara
Dhaka 1230

01 May 2015

The Vice Chancellor
Western University
Sector: 11, Uttara
Dhaka 1230

Dear Sir

The enclosed report *Bad Pronunciation and Fluency in English of the University Students in Bangladesh* is the product of the research we did about the problem. In a meeting of the university officials held on 05 April 2015, a commission headed by me was set up to carry on an investigation into the matter.

As it was thought that possibly the problem originated at the school level, so we have visited about 50 schools (primary and secondary) in different parts of the country, carried out an elaborate research into the matter, and produced this report.

I shall be happy to answer any questions you or your staff might have about or work.

Yours faithfully,

Mohammad Kamrul Islam
Head of English Department
Enc.

Title Page

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**BAD PRONUNCIATION AND FLUENCY
IN ENGLISH OF THE UNIVERSITY
STUDENTS IN BANGLADESH**

Prepared By

The Commission for Probing into the Problem of Bad Pronunciation and Fluency in English in English of the University Students in Bangladesh.

01 May 2015

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BAD PRONUNCIATION AND FLUENCY IN ENGLISH OF THE UNIVERSITY STUDENTS IN BANGLADESH

Executive Summary

The report was occasioned by the realization of the problem of the deplorable state of the pronunciation and fluency in English of the students of this university. A commission for probing into the problem was set up in a meeting of the high officials of this university held on 05 May 2015. The commission set out on the 7th of May to investigate the matter and carried out research with about fifty primary and secondary schools in both villages and towns. The research revealed the low level of knowledge, efficiency, and teaching methods of English teachers in those institutions. The commission realized that these were the basic reasons for the unreasonably low standard of pronunciation and fluency in English of the university students. It has made some recommendations to improve the situations.

Introduction

Pronunciation of English is in a state of disorder, misunderstanding, and neglect in Bangladesh. Most of the teachers involved in all stages of our education system from the primary up to tertiary levels are neither aware of the importance of English pronunciation, nor do they have any knowledge about it or inclined to practise it in their teaching. The state of pronunciation is especially deplorable at the primary and secondary levels. And it is still far more worse in the villages than in the towns.

At a high level meeting of the Western University held on 05 May 2015, the problem of the low level of the standard of pronunciation of the university students in Bangladesh was focused. After a thorough discussion the members came to realize that we should do something about it, and conjectured that the problem originated from the primary and secondary levels. The meeting chaired by the Vice Chancellor immediately set up a commission of five members headed by me to probe into the problem, and suggested solutions.

Accordingly, we, the members of the commission, set out on 07 May 2015 for the purpose. We visited about 50 schools (primary and secondary) in different parts of the country in remote villages and towns and found out the following facts.

Body of the Report

(1) Most of the teachers who teach English at the primary and secondary levels do not have any idea about the correct pronunciation of the standard English language.

(2) They do not have the least idea about the phonetic symbols given in the *Oxford Advanced Learner's Dictionary*, or any other English dictionary. They are only acquainted with *Student's Favourite Dictionary*, or *Bangla Academy Dictionary*, or *Samsad Dictionary*. The most pitiful condition is that some of them do not even own a dictionary, and still some others do not even know the names of dictionaries.

(3) What they do is teach their students in the translation method. It requires that students first know the Bangla word for a thing, and then the teacher tells them the English word for it.

(4) While uttering an English word, the teacher pronounces the word as he knows it, whether right or wrong. For example, they pronounce the word school as /isku:l/, not as /sku:l/, the correct one. They do not differentiate between the sounds of vowels and diphthongs. For example, they pronounce the word 'say' as /se/, not its correct form /sei/. In consonantal sound they substitute 'p' for the English 'f'. That means they substitute the bilabial for the labiodentals. They treat the different sounds /z/ and /dz/ as identical, so they would pronounce 'breeze' and 'bridge' in the same way, using /z/ in both words.

They do not have any idea about the differences in lengths of vowels. They pronounce /i:/ and /ɪ/ in 'seat' and 'sit' in the same way. As regards stress and intonation they do not have the least idea. They speak English with a level stress as in Bangla. They utter the word in syllables. In intonation, they have similar problems. They do not at all use rise and fall in their utterances of any sentences.

Conclusions

From the above findings we can reach the following conclusions:



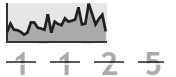
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- (1) Most of the teachers of primary and secondary levels do not have any idea about correct English pronunciation.
- (2) Their students are also being taught with no idea of correct pronunciation. Even they do not know that there is something like correct and incorrect pronunciations.
- (3) Once taught with the incorrect pronunciations, the students cannot change their pronunciation even when they grow up and enter the tertiary level of education.
- (4) The teachers at primary and secondary levels are primarily responsible for the state of English pronunciation of the students at the university level. The matter of pronunciation is such that once fixed in the speech organs it is very difficult to change them later.

Recommendations

If we want to bring about an improvement in the English pronunciation of the students at the university level, we should train the teachers of English of primary and secondary levels. Training should be reasonably long, and repeated at some intervals. Secondly, in the curriculum and syllabus of those levels, some marks should be assigned to pronunciation of students. Thirdly, inspection teams should be appointed to check occasionally whether the teachers are following the rules and practices of correct pronunciation. Fourthly, a National Bureau for correct pronunciation should be set up to provide instruction and guidance to all concerned when necessary. Lastly, both students and teachers at all levels should be made conscious about the importance of good pronunciation.

Appendices

[This section should be given in a separate page. The documents of the following methods to conduct research have to be given here. For example, audio cassette of the recorded pronunciation of the students and teachers, some specimens of text books, names and designations of the persons who has helped in carrying the research out, etc.]

Bibliography

[This section should also be given in a separate page. There are different style manuals like MLA or APA. Any of the styles should be followed.]

Posted by kamrul islam at [11:05 PM](#)

3 comments:



Jhon Jack October 9, 2019 at 10:28 PM

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SaintLorna March 3, 2021 at 11:54 AM

Very informative

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Anonymous July 26, 2022 at 3:10 PM

Ahhhhhhh

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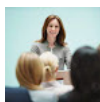
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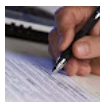


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