

**MINISTRY OF EDUCATION & TRAINING
HOA SEN UNIVERSITY
FACULTY OF FOREIGN LANGUAGES**

WORK EXPERIENCE INTERNSHIP REPORT

Company : Trung tâm Ngoại Ngữ Ngọc Việt
Department : Administration and Teaching department
Duration :25/07/2022-10/09/2022
Supervisor : Phạm Bích Ngọc
Student :Lê Nguyễn Tường Vy
Student ID : 2198599
Class : TE19112

<07/2022>

ACKNOWLEDGMENTS

Initially, I would like to thank our coordinator, Ms. Loan Vo, my teacher Nguyet Anh Ho and for guiding me in writing my internship report and for taking care of me during my internship

Secondly, I cannot thank Ms. Bich Ngoc Pham who is my supervisor also the director of Ngoc Viet for giving me the opportunity to be trained at Ngoc Viet English Center. She always gives me access to learn and practice in all levels of classes when I do my internship here. Next, I feel grateful to Ms. Kieu Anh, former Ngoc Viet Language Center, for supporting me during the first days of this internship. I would like to express my gratitude and respect to all officers and employees of the Department of Education and all teachers at Ngoc Viet. Although it is only been nearly two months, they have shown me kindness, love for the job and a dynamic working environment.

SUPERVISOR'S REMARKS

Student name: Le Nguyen Tuong Vy

Category: English Language Teaching **Course:** TE19112

School: Hoa Sen University

Internship period: July 25th , 2022 - September 10th ,2022

Instructor: Pham Bich Ngoc

Position: Ngoc Viet language center Director

Comment:

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Instructor

Verification of the organization

(sign and write full name)

(signature and seal)

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CHAPTER 1: INTRODUCTION

For this internship, each HSU student receives preparation for a business listing in advance of their internship. I found an internship before the businesses introduced by the school invited me to interview. I truly appreciate the opportunities that I have, and after carefully measuring the factors of time, location, and so forth, I have chosen Ngoc Viet Language Center, to which my friends recommended me. In this internship, I serve as administrative staff and the Teaching Assistant (TA) of a Starters, Movers, and Flyers class. I considered this to be a worthwhile opportunity because it would allow me to take lessons from each teacher at various levels while learning new skills and gaining more experience as a teaching assistant.

As for the cognitive internship for third-year students according to the career plan, I find it a bit late due to the impact of the Covid epidemic in the previous semesters. This internship aims to expose students to real-world scenarios and help them determine what kind of major they want to pursue. Additionally, the internship enables students to apply their knowledge through the jobs assigned by the employer. Being a teaching assistant is a beneficial opportunity for students majoring in ELT like me since it gives students experience in real-world work settings and enables them to recognize their strengths and shortcomings so they are better equipped for upcoming graduation projects and theses.

Regarding my desired goals, I hope to strengthen my own areas of weakness and develop my teaching skills over seven weeks (from July 25 to September 10) at Ngoc Viet Language Center. In addition, I also want to improve my own weaknesses and gain confidence in teaching. Beyond that, I want to learn how to organize and teach classes for students of all ages, how to adapt to the workplace and my coworkers, as well as how to apply the theories I

have studied to actual teaching circumstances. Additionally, I would like to know how to handle difficulties or issues that arise in the educational environment. As a result, I decided to do everything in my ability to accomplish my goal and to take advantage of any chance I have.

CHAPTER 2: ORGANIZATION

2.1 General information

In April 2016, the Ngoc Viet Language Center was formally created by the Ho Chi Minh City Department of Education and Training. The organization's specifics are included in the list below:

The organization is known by the abbreviation Ngoc Viet Language Center, while its full name is Ngoc Viet Technology Trading Production Company Limited.

Vietnamese locals know it's as Ngoại Ngữ Ngọc Việt which is located at 281 Nguyen Van Qua St. in Dong Hung Thuan ward, Dist 12, HCM . Its Tax identification number is 0314160318 and its capacity is 11 rooms.



Image 1. Ngoc Viet language center's logo

2.2 Business activities

Due to the effects of the previous pandemic, there were about 150 students, but that number is now rising once more, which has been about 210 recent admissions. Students at Ngoc Viet almost are from preschool to high school. There are numerous courses available at the Ngoc Viet language center, ranging from English to Young Learners, which includes the Cambridge English Test to English for Communication

2.3 Company structure

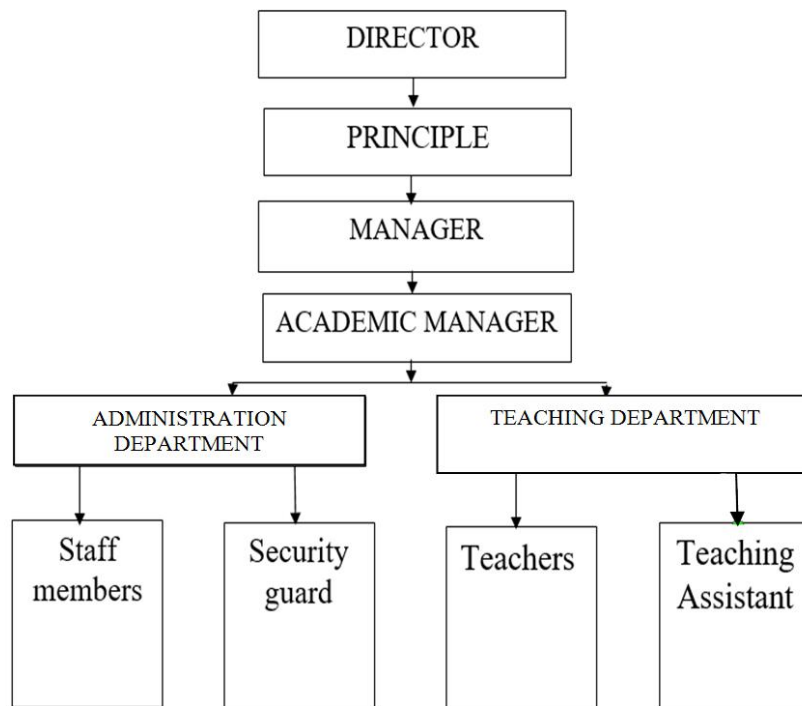


Figure 1. Organization of Ngoc Viet language center

2.4 Achievements

Nearly 300 students have graduated from Ngoc Viet after six years of operation, nearly half of them receiving YLE Cambridge English. Besides the greatest accomplishment, Ngoc Viet's human resources are also regarded. They seem to put their best effort into working and giving the company the finest service possible. Along with having the necessary knowledge, these staff members and educators have the parents' trust.

CHAPTER 3: POSITION AND TASKS

Without a doubt, an internship is an ideal way to learn about the jobs by doing and observing assigned responsibilities. My supervisors tasked me with doing administrative and teaching assistant during my internship because I was majoring in education. There are two administrative staff members and three interns working in the administrative department, which is located in the first room on the ground floor. Our primary responsibilities involve teaching assistants for classes with crowded learners while also helping teachers with the printing and preparation of instructional materials. Additionally, keep track of weak pupils in each class and create revision materials for them based on each class's progressive.

3.1 The academic staff

First, my work started by preparing and distributing the program for the Kids' class, specifically, I relied on books to compose topics, vocabulary, and grammar to send to teachers. Then there is the program for Movers and Flyers classes, the main curriculum of these classes will be Family & Friends books, this level will combine other books such as Get Ready for .. and Fun for. What I do is based on the form provided by the old documents at the center. After receiving the instructions and comments from Ms. Kieu Anh, I completed it and sent it to the center's office. After this task, I learned how to filter and distribute lessons to the Kids' levels. I also realized that learning the main book program was not enough, especially for students who are studying for a YLE.

I am also very honored to be able to practice while Ngoc Viet Foreign Language Center is preparing outdoor activities for the summer. In the first activity, I took on the role of teaching assistant for students to practice speaking before communicating with foreign teachers. At the second extracurricular activity, I edited and prepared materials for activities such as student handouts, game materials, and prizes, and participated in student management during the activity. Honestly, taking on this part of the job is pretty delightful. Partly because this is a

very different job from my major, I find that extracurricular activities like this are more motivating for students and teachers. Becoming an academic staff helps me know more ways to organize activities and events as well as gain more experience to organize classroom activities later.

As for the daily work, I will print the papers for the classes, and check the exchange messages of the teachers. Some other tasks such as entering information and managing student lists, and sending daily progress reports are also very meaningful because I know how to organize and manage records is very important in the operation. operate an education system.

3.2 Teaching Assistant

It is kind of unique importance that ELA students have time for observation, which motivates me to serve as an English teaching assistant. I have taken a variety of classes with individuals who range in age and academic ability. According to the number of each day's interns, I may perform 5 to 7 shifts per week for this task.

For example, in sessions on Monday, Wednesday and Friday there will be two classes that need teaching assistants. If there are many interns that day, it will be divided equally among each trainee. If there is only one intern, that person will take care of all classes. At first, I entered because the center was short of interns, so I became a teaching assistant for three Kids' classes for the first 2 to 3 weeks. After that, my number of tutoring classes decreased from 1 to 2, and started attending more teen classes.

As a teaching assistant in classes, I will tutor those who have not kept up with the class progress according to the list from the main teacher. Review materials will be provided by the teacher, if not, I will refer to the curriculum and prepare according to the progress of each class, this is the part I find necessary when assigned. First, I can observe and learn how the

teacher assigns lessons to the class over the weeks, and I can also track the progress of each class. These are also the first steps for me to practice preparing lesson plans for future experiences by receiving and preparing tutoring lesson plans for students.

In the third week, I was given the opportunity to be the lead teacher of two Kids' classes and a Teen class and I really appreciate this opportunity. I am in charge of teaching according to the delivery of the program given by the teacher of the class. After this experience, I have just realized my own weakness and have more opportunities to experience the knowledge I have learned in school and learn more experiences through feedback from Ms. Ngoc.

Being guided and self-studying through the sessions, I learned a lot of things. Being a teaching assistant is more than just walking around watching how students learn and supporting them. Teaching assistants can also be more flexible to help teachers by teaching a part of their the lesson.

CHAPTER 4: OBSERVATION TASKS

TASK 1: ATTENDING TO THE LEARNER

- GENERAL INFORMATION

- Age: 7-10 years old
- Level: Elementary level
- Number of students: 21
- Skills and Topics: Listening and Speaking, Food.

- **TASK OBJECTIVE:** observing and noting behaviors that attract students and their interactions.

- DATA COLLECTION

Hieu ^^N☺👋						Khanh Anh ^^N☺👋
Dat ☺^^👋						Khanh ^^☺👋
Dang ^^N👋						Bao ^^N☺👋
Phuc N^^☺👋👋						Ngan N☺👋
Bach N☺👋						Duong ^^ N☺👋
Khoi ^^☺👋						Ha ^^☺👋👋
Tai ^^N☺👋	Trung ^^N☺👋	Nguyen A N☺👋	Nguyen B ^^👋☺👋	Quynh Anh N^^☺👋	Quynh N☺👋	Linh ^^☺👋

Seating arrangements

Attending strategies

- Name (N)
- Simle (☺)
- High five (👋)
- Eye contact (^^)
- Giving compliment (👋)

Each teacher will have their own unique strategy for getting students' attention. I have seen a great example in the Movers class. The teacher is the one who always keeps an eye on the pupils' actions and words in coming up with the best solution. Understanding and subtlety are the qualities that are most required in these situations. Additionally, in order to better monitor and engage in question-and-answer sessions, the teacher must always change pupils' seating arrangements during each course. In my opinion, the student's seats should be changed around sometimes, so that they can engage with the teacher and as many other individuals as possible. The majority of the students in this class were good, but a few were easily distracted and annoyed those nearby. Teachers should offer as many possibilities for pairing as they can, such as pairs, groups, and so forth, rather than being strict and reminding that student in front of the class. Due to the tendency of pupils to lose interest when the teacher calls on each one individually, this method allows the teacher to communicate with the class simultaneously without the students becoming bored. The teacher will speak softly and discreetly to those who are acting a little rudely then give them a smile and a high-five as a sign of approval that they have made a promise to behave nicely. Students will feel that the teacher is approachable and connected to them in this way, making it simpler for them to open up to the teacher. So her pupils were usually grinning and eager to respond when their names were called. Using English frequently when making requests helps pupils become more accustomed to how to listen and use English. Speech and body language are two characteristics that attract students' attention. The teacher could use body language instead of having to use Vietnamese to communicate when students do not understand. For the kids to be more motivated to engage in the lesson, the teacher also should apply the "crowd effect," such as saying "Yeah" if the student replies properly.

- REFLECTION

Attending in the classroom allows me to observe all of the teachers' and students' behaviors, actions, and interactions. I observed the teacher's connected and delicate with her students, how she draws their attention with her words, eyes , gestures , and activities, and how she teaches them to recognize and correct their mistakes. I definitely need these valuable experiences from the teacher in order that I may practice and improve my classroom management skills in the future.

TASK 2: OPENING AND CLOSURES

- GENERAL INFORMATION

- Age: 7-9 years old
- Level: Elementary level
- Number of students: 15
- Textbook: YLE Starters
- Skills: Listening and Reading

- ***TASK OBJECTIVE***: this task aim to learn how to begin and end a lesson, as well as their respective functions.

- DATA COLLECTION

	Teacher language	Non-verbal signals	Teacher language analyzed	Interactive pattern
Opening	<ul style="list-style-type: none"> -Greeting: "Good afternoon, how are you" - Simple commands in English: "Look at me", "Look at the screen" -Simple sentences: "Last week, we learnt some vocabularies about food", "Let's review/ Start a lesson/ Play a game" 	<ul style="list-style-type: none"> -Pointing her hands/ objectives. -Smiling -Moving her body or using hand gestures. 	<ul style="list-style-type: none"> - T enters class. - T starts to review the previous lesson. 	T-C
Closure	<ul style="list-style-type: none"> - Simple questions "What did we already learn?" - Simple commands in English "Remember to do your homework" - Say "good bye, have a nice day" 	<ul style="list-style-type: none"> - Smiling - Using hands. - Clapping hands. 	<ul style="list-style-type: none"> - T summarizes the highlights of the lesson - T reminds S of homework. 	T-C T-G T-S

I decided to attend the opening and closure of the YLE training class. The teacher is an enthusiastic and skilled educator. She also has expertise in teaching children of various ages. To collect data for this activity, I make a graph that contains teacher language, and nonverbal signals, and analyzed the language teacher. It is essential that a class begin with an introduction and end with a conclusion. I anticipate that the introduction will be intricate and nuanced before we begin our observations, and the conclusion will include homework assignments and a summary of the lessons that have been taught. Following my observations, I found that the most crucial opening element is to engage and motivate learners. The teacher

simply needs to review the previous lesson, share information related to the topic, and reiterate the lesson's key points at the conclusion. These introductions and conclusions can be delivered in a number of different ways, such as through games, pairings, or group discussions. Formulating a lesson plan, from pre-teaching through post-teaching, involves several different stages. In order for the lesson to successfully follow its sequence, it is critical for the teacher to estimate the length of time required for each task. Because the class I chose is for Kids, it will be difficult for the teacher to retain control if the rules and conditions are not established prior to the start of the course. The teacher should establish clear and short-term goals, such as "The team that completes the prescribed job within the time she counts will receive points." Students will be motivated to study well in this way, and teachers will have more time for other tasks. The closure is thought to be the component that is most likely to get out of hand or simply be ignored because in class may have many problems arise. There are numerous methods for time management in the classroom. Teachers can follow the plan by first specifying the timing for each stage. Therefore, non-critical chores like setting, relocating, and stabilizing must be managed. For instance, teachers should set up devices and seating in advance, then have students seated, and start teaching right away. As a result, the closing step will be to recap the important knowledge.

- REFLECTION

I believe that the introduction and the end are crucial to the success of the class because I got the chance to observe the lesson in action. This means that the teacher's demeanor at the start of the lecture will impact how the entire class behaves that day. The environment in the classroom will be quite tense if the teacher is angry, which will make the pupils feel terrified. Teachers must therefore present themselves with a positive attitude in order to inspire children to learn. Also, the teacher should ask the pupils to review their knowledge by completing homework at the conclusion of the class.

TASK 3: MANAGING PAIR AND GROUP WORK

- GENERAL INFORMATION

- Age: 8-10 years old
- Level: Elementary level
- Number of students: 21
- Textbook: Family & Friends 4
- Skills and Topics: Reading and Speaking, Animals

- **TASK OBJECTIVE:** to investigate the value of instructors' attitudes toward innovation through teamwork and pair work.

- DATA COLLECTION:

	Activities	Teacher	Results
Group work	<ul style="list-style-type: none"> - Class is divided into two teams, the first team to stand in the designated teacher's position will receive a plus point for the whole group. - Students line up and sit down and the teacher starts talking about the requirements of the game. - Ss work in a group of 11 to answering sample sentences: "What animal is this?" "How many (monkey) are there?" "It's a...", "There are..." 	<ul style="list-style-type: none"> - T asks students to form a circle, then gives the number of members for a group and the time to pair up. - T calls students' number based on the based on the number that the teacher tells students to count in order of their seats. -Ss go to the board to answering questions then back to the line. 	<ul style="list-style-type: none"> - Most members can do good. - Save time and all students are called
Pair work	<ul style="list-style-type: none"> - Ss read following the audio with the teachers. - Ss work in pairs next to students. - Ss have 5 minutes to practice a dialog with their partner. - Ss will play a role based on the character in the dialog and come forward to speak loudly in front of the class. 	<ul style="list-style-type: none"> - T will go around to check each pair during the practice time. - Confirm the finished group. - Inviting each pair to perform in front of the class. - Checking and receiving feedback from other pairs. - Giving rewards to the group and the pair work. 	<ul style="list-style-type: none"> - Most of the students practice well with the help of their teachers or partners.

In all courses, pair or group work is accessible. I have attentively studied the teacher's attitude and the procedure of pupils working in groups. In order to maximize opportunities for interaction and growth, teachers in the vibrant, crowded class I recently attended usually provide several grouping options such as pair, group of 3, or 4 based on the lesson.

The teacher's demeanor when encouraging students to take part in group activities with games plays an essential role. In order for pupils to attend a group, the teacher will provide a number, such as two or five. The first lesson is reading, the teacher required the class to split into two groups of 11 pupils each for a minute. The teacher motivates the pupils by asking the fastest established team to get the extra score. The teacher establishes prerequisites before the activity begins, such as picking a team captain and awarding extra points for a stable and quiet team. Pupils can have a learning spirit while willing to participate in class activities in this manner. Teachers guide students by making humorous gestures with their movements and eye contact, which helps them concentrate on the teacher. When the group activity begins, the teacher will let student count their number based on their seat. When the teacher calls the number, the students will recognize their own number and participate in answering the question. This ensures that all pupils are involved while also saving time. For noisy groups, the teacher will not deduct points or punish but instead will add points to the other team. This does not make students lose interest, but noisy groups will also settle down on their own. The winning team will get two stickers for one person, the other team will get one. This way both ensure that whether they win or lose, students are motivated to try harder.

The teacher and the entire class read the article together before the speaking portion began. Following completion, the teacher separated the class into pairs so that they may practice together and still following by the old rule. To foster unity, the teacher encourages the students to high-five together. The teacher then set rules that group work requires

whispering rather than shouting and that practice will last for five minutes. The finished team will raise their hand so the teacher can confirm it. During the speaking performance, students were required to speak clearly and other teams must be quiet so that the entire class can hear and respond. After each group has finished practicing, the teacher always commends each student and invites them to give additional ideas to improve the work. Not only do teachers have the chance to speak, but other groups are also allowed to raise their hands and express their ideas. The teacher concluded by applauding the entire class and complimenting the groups on their work. The class will choose the best pair to get awards after speaking.

- REFLECTION

After observing this class, I realized that a teacher's attitude affects how well pupils collaborate in groups. Since they will act indifferently, without feeling, and without originality if you simply make a request and then allow the kids to take action on their own. Following the behaviors, words, and attitudes of both instructors and students has led me to believe that students' positivity stems from the positivity that teachers offer to them. Students will rely on that to enhance their creative skills in an absolute method if they receive things like encouragement and precise directions. Additionally, encouraging them with tiny presents would encourage them to work harder and enjoy their studies more. This is a valuable experience I need to learn to be able to manage and organize class activities in the future.

CHAPTER 5: WORKING ENVIRONMENT

When it comes to the working environment, the Ngoc Viet language center not only concentrates on teaching strategies but also gives consideration to the quality of teaching and working environment. The facility comprises 11 rooms, but only 9 are used frequently, including the administration room, the director's room, which also serves as a document and book storage area, 5 classrooms, and 2 warehouses. There are modern conveniences in every office space, including air conditioning, laptops, and televisions.

I work at the administrative office on the ground floor, which is fully furnished with all the essential devices, including laptops, PCs, printers, and stationery tools.

My university interns, two academic staff members, and I all work out of the same location at the center. Because of their kindness and sense of humor, I find working with them to be quite comfortable and enjoyable. I greatly value their willingness to offer assistance when I'm unsure or confronted with a challenge. In addition, I am grateful to have two talented and motivated supervisors. The first person is Ms. Bich Ngoc Pham, the center director, who is always accommodating and offers me as many opportunities to interact with individuals and situations as possible. Besides, Ms. Kieu Anh - manager of the academic department, is always willing to assist, support, and guide me in all my tasks.

CHAPTER 6: SELF-EVALUATION

I have no regrets about spending my internship period at the Ngoc Viet language center. First, I was given academic assignments to help me expand my knowledge and experience. Second, everyone at workplace is friendly and supportive of me when I face with problems at work, specially my supervisors. The best aspect of my internship is that compiling the curriculum for classes at the Kids levels. This task, in my opinion, provided an opportunity to gain knowledge about structuring and delivering instructional programs. Despite the fact that I still have a lot of shortcomings, everyone offered me wonderful advice, and I also try my best to complete it. I honestly feel pleased of my final product. On a scale of 1 to 10, my workplace receives a 9 from my heart.

In addition, my supervisor also gave me the opportunity to demonstrate in front of people to help me apply the knowledge learned in practice, and I also realized my weaknesses and strengths in terms of teaching.

Strengths:

- Willing to take on any tasks that are assigned.
- Always make an effort to finish the task promptly.
- Willingness to accept comments from superiors and make corrections.
- Work with patience and honesty.
- Possessing the capacity to learn and impart potential in teaching.
- Control well the class during being a teaching assistant.

Weaknesses:

- Cannot solve problems related to Microsoft office like excels.

- Cannot work well with the printer.

- Still weak in being dynamic toward students.

It is important to take action to get rid of these drawbacks after identifying them. At the end of this semester, I will learn more skills in using Microsoft office and the printer. Second, I will strive to be more confident and communicative, as well as more lively. Furthermore, I will step out of my comfort zone and learn and practice as much as I can.

CHAPTER 7: CONCLUSION AND RECOMMENDATIONS

7.1 Conclusion

In short, I have gained a lot in just 7 weeks. This internship provided me with the opportunity to meet friendly and caring coworkers, to be an office girl, and to strengthen my problem-solving skills. In addition, putting theories into practice gives me a lot of new experiences. Secondly, possessing the chance to take part in planning activities for the center and the classroom, as well as observation. The third opportunity is composed curriculum distribution. I will therefore aim to accomplish five of the six personal objectives outlined in chapter one. I have not yet reached my objective of being more active during this internship, but I believe that I will in my upcoming internship.

I very much appreciate that I established this internship to help me define what the job I am pursuing is like. I think the way the Business Affairs Department works is very good. Although the opportunity and place of internship I was recommended by my friends, the school still actively supports students a lot by providing the necessary data and forms. Always clearly communicate the steps to be taken, including detailed requirements and time-lines.

7.2 Recommendations

After 7 weeks of working at Ngoc Viet language center, there are some suggestions I would like to note with the aim of moving towards the sustainable development of the organization. It is advisable to equip the rooms with better air conditioning. The fact is that some classes are now very crowded with students and the quality of the air conditioner is not as comfortable.

APPENDICES



Appendice 1 : Coffe Day at Ngoc Viet language



Appendice 2: Summer Days



SỔ NHẬT KÝ THỰC TẬP

Họ tên sinh viên: LÊ NGUYỄN TƯỜNG VY

Lớp: TE19112

Cơ quan đến thực tập: Trung Tâm Ngoại Ngữ Ngọc Việt

Thời gian từ 25/07/2022 đến 10/09/2022

09/2022

PHIẾU THEO DÕI THỰC TẬP

Họ tên: LÊ NGUYỄN TƯỜNG VY

MSSV : 2198599 Lớp: TE19112

Học kỳ: 2134 Năm: 2022

Nơi thực tập: Trung Tâm Ngoại Ngữ Ngọc Việt

Họ tên người hướng dẫn: Phạm Bích Ngọc

‘TUẦN	NGÀY	CHỮ KÝ
1	Từ 26 đến 31/07/2022	
2	Từ 01 đến 07/08/2022	
3	Từ 08 đến 13/08/2022	
4	Từ 15 đến 21/08/2022	
5	Từ 23 đến 28/08/2022	
6	Từ 29/08 đến 04/09/2022	
7	Từ 05 đến 10/09/2022	

Tuần 1: Từ ngày 26 đến ngày 31 tháng 07 năm 2022

Thứ	Ngày/Tháng/Năm	Nội dung công việc
Thứ 3	26/07/2022	<ul style="list-style-type: none"> - Chiều: Chuẩn bị tài liệu cho các lớp học - Điểm danh học sinh - Dự thính lớp Starters + Trợ giảng vào giờ thầy Adam
Thứ 4	27/07/2022	<ul style="list-style-type: none"> - Sáng: Nghe phổ biến nội dung công việc - Soạn phân phối chương trình giảng dạy cho lớp Kids
		<ul style="list-style-type: none"> - Chiều: - In tài liệu cho các lớp - Điểm danh học viên - Dự thính và trợ giảng lớp Movers
Thứ 5	28/07/2022	<ul style="list-style-type: none"> - Sáng: soạn phân phối chương trình giảng dạy cho lớp Kids
		<ul style="list-style-type: none"> - Chiều: - Chuẩn bị tài liệu cho các lớp học - Điểm danh học sinh - Trợ giảng lớp Starters
Thứ 6	29/07/2022	<ul style="list-style-type: none"> - Sáng: soạn phân phối chương trình giảng dạy cho lớp Kids
		<ul style="list-style-type: none"> - Chiều: - In tài liệu cho các lớp - Điểm danh học sinh - Phụ đạo cho các bạn học sinh yếu lớp Movers - Trợ giảng lớp Movers
Thứ 7	30/07/2022	<ul style="list-style-type: none"> - Sáng: soạn phân phối chương trình giảng dạy cho lớp Kids

		<ul style="list-style-type: none"> - Điểm danh học sinh - Tham gia dự thính lớp Flyers
		<ul style="list-style-type: none"> - Chiều: In tài liệu cho các lớp - Điểm danh học sinh - Phụ đạo cho các bạn học sinh yếu lớp Movers - Soạn bảng báo cáo tiến độ dạy học theo tuần
Chủ nhật	31/07/2022	<ul style="list-style-type: none"> - Sáng: soạn phân phối chương trình giảng dạy cho lớp Kids - Điểm danh học sinh - Tham gia dự thính lớp Flyers

Xác nhận của người theo dõi thực tập

(ký ghi rõ họ tên)

Nhận xét

Tuần 2: Từ ngày 01 đến ngày 07 tháng 08 năm 2022

Thứ	Ngày/Tháng/Năm	Nội dung công việc
Thứ 2	01/08/2022	- Sáng: soạn phân phối chương trình giảng dạy cho lớp Movers
		- Chiều: - In tài liệu cho các lớp - Điểm danh học viên - Phụ đạo cho các bạn học sinh trước giờ học và trợ giảng cho lớp Movers trong giờ của thầy Eric.
Thứ 3	02/08/2022	- Chiều: - In tài liệu cho các lớp - Điểm danh học viên - Trợ giảng lớp Starters
Thứ 6	05/08/2022	- Sáng: soạn phân phối chương trình giảng dạy cho lớp Movers
		- Chiều: - In tài liệu cho các lớp - Điểm danh học viên - Phụ đạo cho các bạn học sinh trước giờ học và trợ giảng cho lớp Movers.
Thứ 7	06/08/2022	- Sáng: soạn phân phối chương trình giảng dạy cho lớp Kids - Tham gia dự thính lớp Flyers
		- Chiều: - In tài liệu cho các lớp - Điểm danh học sinh - Phụ đạo cho các bạn học sinh yếu lớp Movers

		<ul style="list-style-type: none"> - Soạn bảng báo cáo tiến độ dạy học theo tuần
Chủ nhật	07/08/2022	<ul style="list-style-type: none"> - Sáng: soạn phân phối chương trình giảng dạy cho lớp Kids - Tham gia dự thính lớp Flyers
		<ul style="list-style-type: none"> - Chiều: - In tài liệu cho các lớp - Điền danh học sinh - Phụ đạo cho các bạn học sinh yếu lớp Movers - Soạn và gửi bảng báo cáo tiến độ dạy học theo tuần

Xác nhận của người theo dõi thực tập
(*ký ghi rõ họ tên*)

Nhận xét

Tuần 3: Từ ngày 08 đến ngày 13 tháng 08 năm 2022

Thứ	Ngày/Tháng/Năm	Nội dung công việc
Thứ 2	08/08/2022	-Sáng: soạn phân phối chương trình giảng dạy cho lớp Flyers
		<ul style="list-style-type: none">- Chiều:- Dạy lớp Starters (vocabulary, reading)- Dạy lớp Pet (Grammar + Practice exercise)- Viết báo bài gửi cho phụ huynh
Thứ 3	09/08/2022	<ul style="list-style-type: none">- Chiều:- Dạy lớp Starters training (Practice Listening) + trợ giảng cho giáo viên Eric- Điểm danh học viên- Viết báo bài gửi cho phụ huynh
Thứ 4	10/08/2022	-Sáng: soạn phân phối chương trình giảng dạy cho lớp Flyers
		<ul style="list-style-type: none">- Chiều:- Dạy lớp Starters (review vocabulary, listening, grammar)- Dạy lớp Pet (Reading + Practice exercise)- Viết báo bài gửi cho phụ huynh

Thứ 5	11/08/2022	<ul style="list-style-type: none"> - Chiều: - Dạy lớp Starters training (Review vocabulary + Practice Speaking) - Điểm danh học viên - Viết báo bài gửi cho phụ huynh
Thứ 6	12/08/2022	- Sáng: Trợ giảng cho các giáo viên và thầy Eric trong buổi hoạt động ngoại khóa
		<ul style="list-style-type: none"> - Chiều: - Dạy lớp Starters (review grammar, Practice speaking) + trợ giảng giáo viên Eric. - Dạy lớp Pet (Reading + Speaking) - Viết báo bài gửi cho phụ huynh
Thứ 7	13/08/2022	<ul style="list-style-type: none"> - Sáng: - Điểm danh học viên - Tham gia dự thính và trợ giảng lớp Flyers
		<ul style="list-style-type: none"> - Chiều: - In tài liệu cho các lớp - Phụ đạo cho các bạn học sinh yếu lớp Movers - Soạn báo cáo bảng tiến độ dạy học theo tuần

Xác nhận của người theo dõi thực tập

(ký ghi rõ họ tên)

Nhận xét

Tuần 4: Từ ngày 15 tháng 08 đến ngày 21 tháng 08 năm 2022

Thứ	Ngày/Tháng/Năm	Nội dung công việc
Thứ 2	15/08/2022	<ul style="list-style-type: none">- Sáng: Soạn và tổng hợp kết quả của hoạt động ngoại khóa
		<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids + hỗ trợ giờ của giáo viên Eric- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp Movers
Thứ 4	17/08/2022	<ul style="list-style-type: none">- Sáng: Soạn hồ sơ thông tin học viên- Soạn bài tập phụ đạo cho lớp Movers
		<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp Movers
Thứ 5	18/08/2022	<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp Movers
Thứ 6	19/08/2022	<ul style="list-style-type: none">- Sáng: Làm file nhận xét giáo viên nước ngoài

		<ul style="list-style-type: none"> - Soạn bài phụ đạo cho lớp Movers
		<ul style="list-style-type: none"> - Chiều: - Phụ đạo cho các bạn lớp Movers - In tài liệu cho các lớp - Điểm danh học sinh
Thứ 7	20/08/2022	<ul style="list-style-type: none"> - Sáng: - Điểm danh học sinh - Tham gia dự thính lớp Flyers - Trợ giảng lớp Flyers
		<ul style="list-style-type: none"> - Chiều: - In tài liệu cho các lớp - Điểm danh học sinh - Phụ đạo cho các bạn học sinh yếu lớp Movers - Soạn bảng báo cáo tiến độ dạy học theo tuần
Chủ nhật	21/08/2022	<ul style="list-style-type: none"> - Sáng: - Điểm danh học sinh - Tham gia dự thính lớp Flyers - Trợ giảng lớp Flyers
		<ul style="list-style-type: none"> - Chiều: - In tài liệu cho các lớp - Điểm danh học sinh - Phụ đạo cho các bạn học sinh yếu lớp Movers - Soạn và gửi bảng báo cáo tiến độ dạy học theo tuần - Thống kê danh sách học viên vắng

Xác nhận của người theo dõi thực tập

Nhận xét

(ký ghi rõ họ tên)

Tuần 5: Từ ngày 23 đến ngày 28 tháng 08 năm 2022

Thứ	Ngày/Tháng/Năm	Nội dung công việc
Thứ 3	23/08/2022	<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids giờ thầy Eric- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp Movers giờ thầy Eric- Dự thính lớp Ket
Thứ 4	24/08/2022	<ul style="list-style-type: none">- Sáng: Soạn hồ sơ thông tin học viên- Soạn tài liệu phụ đạo cho lớp Movers
		<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp Movers
Thứ 5	25/08/2022	<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp Movers- Dự thính lớp Ket
Thứ 6	26/08/2022	<ul style="list-style-type: none">- Sáng: Soạn hồ sơ thông tin học viên- Soạn tài liệu phụ đạo cho lớp Flyers +

		<p>Movers</p> <ul style="list-style-type: none"> - Chiều: - In tài liệu cho các lớp - Trợ giảng cho lớp Kids - Điểm danh học viên - Phụ đạo cho các bạn học sinh yếu lớp Movers - Trợ giảng lớp Movers - Dự thính lớp Ket
Thứ 7	27/08/2022	<ul style="list-style-type: none"> - Sáng: - Tham gia dự thính lớp Flyers - Trợ giảng lớp Flyers
		<ul style="list-style-type: none"> - Chiều: - Phụ đạo cho các bạn học sinh yếu lớp Movers - Dự thính lớp Pet - Chuẩn bị nguyên vật liệu cho hoạt động ngoại khóa - Hỗ trợ các bạn học sinh và giáo viên Eric trong hoạt động
Chủ nhật	28/08/2022	<ul style="list-style-type: none"> - Sáng: - Dạy lớp Flyers (Reading & Writing)
		<ul style="list-style-type: none"> - Chiều: - In tài liệu cho các lớp - Điểm danh học viên - Phụ đạo cho các bạn học sinh yếu lớp Movers - Dự thính lớp Pet - Soạn bài phụ đạo cho lớp Flyers - Soạn và gửi bảng báo cáo tiến độ dạy học theo tuần

Xác nhận của người theo dõi thực tập

(ký ghi rõ họ tên)

Nhận xét

Tuần 6: Từ ngày 29 tháng 08 đến ngày 04 tháng 09 năm 2022

Thứ	Ngày/Tháng/Năm	Nội dung công việc
Thứ 2	29/08/2022	<ul style="list-style-type: none">- Sáng: soạn bài phụ đạo cho lớp Movers- Điểm danh học viên
		<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids trong giờ giáo viên Eric- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp Movers trong giờ giáo viên Eric
Thứ 4	30/08/2022	<ul style="list-style-type: none">- Sáng: soạn bài phụ đạo cho lớp Movers- Điểm danh học viên
		<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp Movers
Thứ 5	01/09/2022	<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers

		<ul style="list-style-type: none"> - Trợ giảng lớp Movers Dự thính lớp Ket
Thứ 7	03/09/2022	<ul style="list-style-type: none"> - Sáng: - Điểm danh học viên - In tài liệu cho các lớp học - Soạn bài phụ đạo cho lớp Movers
		<ul style="list-style-type: none"> - Chiều: - In bài cho các lớp - Phụ đạo cho các bạn học sinh yếu lớp Movers - Soạn bảng báo cáo tiến độ dạy học theo tuần
Chủ nhật	04/09/2022	<ul style="list-style-type: none"> - Sáng: - Tham gia dự thính lớp Flyers và trợ giảng lớp Flyers
		<ul style="list-style-type: none"> - Chiều: - In bài cho các lớp - Phụ đạo cho các bạn học sinh yếu lớp Movers - Soạn và gửi bảng báo cáo tiến độ dạy học theo tuần

Xác nhận của người theo dõi thực tập

(ký ghi rõ họ tên)

Nhận xét

Tuần 7: Từ ngày 05 đến ngày 10 tháng 09 năm 2022

Thứ	Ngày/Tháng/Năm	Nội dung công việc
Thứ 2	05/09/2022	<ul style="list-style-type: none">- Sáng: soạn bài phụ đạo cho lớp Movers- Điểm danh học viên
		<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids trong giờ giáo viên Eric- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp Movers trong giờ giáo viên Eric
Thứ 3	06/09/2022	<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp MoversDự thính lớp Ket
Thứ 5	08/09/2022	<ul style="list-style-type: none">- Chiều:- In tài liệu cho các lớp- Trợ giảng cho lớp Kids- Điểm danh học viên- Phụ đạo cho các bạn học sinh yếu lớp Movers- Trợ giảng lớp MoversDự thính lớp Ket

Thứ 6	09/09/2022	<ul style="list-style-type: none"> - Sáng: soạn bài phụ đạo cho lớp Movers - Điểm danh học viên
		<ul style="list-style-type: none"> - Chiều: - In tài liệu cho các lớp - Trợ giảng cho lớp Kids - Điểm danh học viên - Phụ đạo cho các bạn học sinh yếu lớp Movers - Trợ giảng lớp Movers
Thứ 7	10/09/2022	<ul style="list-style-type: none"> - Chiều: - In bài cho các lớp - Phụ đạo cho các bạn học sinh yếu lớp Movers - Soạn bài phụ đạo cho lớp Flyers - Soạn bảng báo cáo tiến độ dạy học theo tuần

Xác nhận của người theo dõi thực tập
(ký ghi rõ họ tên)

Nhận xét