

**UNIVERSITY OF FINANCE - MARKETING**

**FOREIGN LANGUAGE FACULTY**

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**An Internship Report**  
**on**  
**Studying the English Teaching Process**  
**on Grammar for Students Aging 8-15**  
**at Atlanta Language Educator**  
**(March - May 2021)**

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An Internship Report on Studying  
the English Teaching Process on Grammar  
for Students Aging 8-15 At Atlanta Language  
Educator (March - May 2021)

HCM City, May/ 2021

## **ACKNOWLEDGEMENT**

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## **ABSTRACT**

A good education requires a strong knowledge foundation. Therefore, teachers in specific are indispensable to students, and due to current globalization, English has become the potential part of education needing more attention and considerable investment, so English teachers have strongly proved their positions and importance so far. Choosing and pursuing this career path, the author determined on seeking opportunities for English teaching position, then successfully applied to Atlanta Language Educator and worked on this internship report entitled:” An Internship Report on Studying the English Teaching Process on Grammar for Students aging 8-15 At Atlanta Language Educator (March - May 2021)”.

With a 3-month-duration internship at the company, what she expects are chances to implement the theoretical knowledge and skills learnt at university to practical experiences on English teaching process for students. Furthermore, she looks

forward to obtaining better understanding on the essence of teaching, how a teaching process takes place and goes on, how to hold an English class for students productively and deal with immediate situations.

This internship report is formatted as follows: the introduction in the gist of the writing (her reasons for choosing this topic and purposes of the report); then, the company background consisting of its history, development, mission, vision and structure. Chapter 3 will provide readers with basic concepts of education, teaching, English teaching, grammar and English grammar so that they can conceive the mainstream and perspective used in this report. In chapter 4, her job description in both general and detail circumstances will be discussed; thereupon, her findings and experiences throughout the internship duration will be represented in chapter 5 and wide-ranging recommendations will be supposed in chapter 6.

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| 3            | <ul style="list-style-type: none"><li>• Introduction</li></ul>                                                                     |       |
| 4            | <ul style="list-style-type: none"><li>• Company</li><li>• Department</li></ul>                                                     |       |
| 5            | <ul style="list-style-type: none"><li>• Basic concept</li><li>• Job Description</li></ul>                                          |       |
| 6            | <ul style="list-style-type: none"><li>• Findings</li><li>• Experience</li></ul>                                                    |       |
| 7            | <ul style="list-style-type: none"><li>• Conclusion</li><li>• Recommendation</li></ul>                                              |       |
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| 3            | <ul style="list-style-type: none"> <li>• Introduction</li> </ul>                                                                        |       |
| 4            | <ul style="list-style-type: none"> <li>• Company</li> <li>• Department</li> </ul>                                                       |       |
| 5            | <ul style="list-style-type: none"> <li>• Basic concept</li> <li>• Job Description</li> </ul>                                            |       |
| 6            | <ul style="list-style-type: none"> <li>• Findings</li> <li>• Experience</li> </ul>                                                      |       |
| 7            | <ul style="list-style-type: none"> <li>• Conclusion</li> <li>• Recommendation</li> </ul>                                                |       |
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### INTRODUCTION

#### 1. Reasons for choosing the topic

In a world with fast-paced development, there is a trend of globalization among many fields: technology, economics, education, etc. However, differences in language are one of the major barriers for people speaking different languages that result in countless problems and misunderstanding. Therefore, a universal language is needed to facilitate that matter. English is now widely spoken that it truly represents “the language that the sun never sets” (Schreier, D., Hundt, M., & Schneider, E. W., 2019). It dominates others to become the official language of almost 50 countries around the world. As a result, there is a high demand for English teaching and learning in many countries including Vietnam.

Being one of the official foreign languages in a well-developing nation, Vietnam, English is the compulsory subject in most public and private schools. Perhaps more importantly, many secondary and high schools for the gifted enroll students by requiring them to achieve English Certificate with at least A2 level based on The Common European Framework of Reference for Language (CEFR). For all this reasons mentioned above, besides studying at schools, most Vietnamese children will enroll in different famous English centers' courses, one of them is from Atlanta Language Educator, in order not only to pass the examination with flying scores but also enhance their English skills: Grammar, Listening, Reading, Writing and Speaking.

However, these students' learning process would face real struggle without English teachers' assistance and support, especially kids and students since they have no ideas on the useful materials needed or which learning methods are suitable for them. It is undeniable that English teachers have important influences on these students' performance and improvement as they are well equipped with in-depth knowledge and skills. At Atlanta Language Educator, each teacher is in charge of teaching separate skills effectively and efficiently. By reasons of that importance mentioned above, the reporter applied to the English Teacher position at Atlanta Language Educator and chose that topic.

## **2. Purposes of the internship report**

Being a senior student majoring in Business English at University of Finance and Marketing, the reporter would love to have great opportunities to experience English teacher position at Atlanta Language Educator. Although her major focuses mainly on economics, she found strong interest and passion in education, especially teaching English for students in general and grammar in specific. On her 3-month internship duration, she looked forward to studying that English teaching process to build her self-development not only in terms of teaching knowledge but also soft skills. In addition, she would like to have practical experiences in dealing with issues in class management. Moreover, with her aspiration of spreading love for English among her beloved students, she was delighted to have closer connections with them to deepen understanding about their dilemma in learning English, from that she could put forward solutions to address the problems.

In the internship report, she described her English teaching process on grammar for students aging 8-15 at Atlanta Language Educator as well as her experiences and activities. This internship report also discussed how important her recommendations are to herself and why they should be taken into consideration.



## CHAPTER 1. COMPANY BACKGROUND

### 1.1 History and development

Atlanta Language Educator or Trung tâm Ngoại ngữ Á Lan Đại opened their first English classes on October 1<sup>st</sup>, 2007. A year later, in December 2008, they officially and successfully launched English Language Search System called A.T.E.S.S which takes responsibility of checking each student's entrance English level by inquiring them to take the tests provided by many prestigious and globally-recognized organizations such as Cambridge and ETS Institute, Longman, Oxford and other well-known publishers. Such a system provides them with objective and quick results so that they can design appropriate courses for their students.

Atlanta Language Educator has mainly provided their students with many 60-hour English Communication courses (Ielts courses from band 3.5 to 6.5), 12-week English for Kids courses (Starters, Movers and Flyers) and those for Teenagers (Young Learners). Thus far, they have successfully taught, assisted their students in learning throughout these courses and offered other educational programs in order to offer the best experiences and good results to their beloved students.



Figure 1- Atlanta Language Educator logo

## **1.2 Mission and vision**

With the mission and vision of bringing benefits, differences and professionalism in education and consulting services to Vietnamese students, Atlanta Language Educator always makes endless efforts to build a standard school environment with well-qualified English teachers and teaching assistants. By applying “Atlanta Mind Map”- teaching and applying English using a mind map designed privately, their teachers find it more effective in delivering the lessons and students are capable of absorbing easier as well. Besides, one of the differences of all classrooms from those in public schools and other English centers is that they are designed based on familiar places in life such as coffee shops, parks, forests, etc. Atlanta expects to offer their students friendly and comfortable studying environments in order to better their learning process and stimulate creativity as well as new ideas. In addition, by using round tables addressing the matter of difficulties in moving when students join activities, they have more opportunities to work in groups in which new relationships and teamwork skills are developed.

Furthermore, Atlanta primary priorities are their students’ results and experiences; thus, they always provide free courses on grammar, listening, speaking and pronunciation. Not only English teachers and teaching assistants but also academic staff is always ready to support and assist students conscientiously with their homework and lessons throughout their courses to guarantee that they can keep track of work.

## **1.3 The organization structure**

There are 2 branches of Atlanta Language Educator in Ho Chi Minh City located at 01 Hoa Dao Street, 2 Ward, Phu Nhuan district and at 236 Nguyen Thi Minh Khai Street, 6 Ward, District 3.

The head of Atlanta structure is a CEO managing and supervising the whole company operation, an Academic Manager and a Consultant Manager being responsible for quality management in both branches, Consultants and Academic Staffs who are in charge of controlling activities of teachers and teaching assistants. Other departments also make great contributions to company's growth and development.

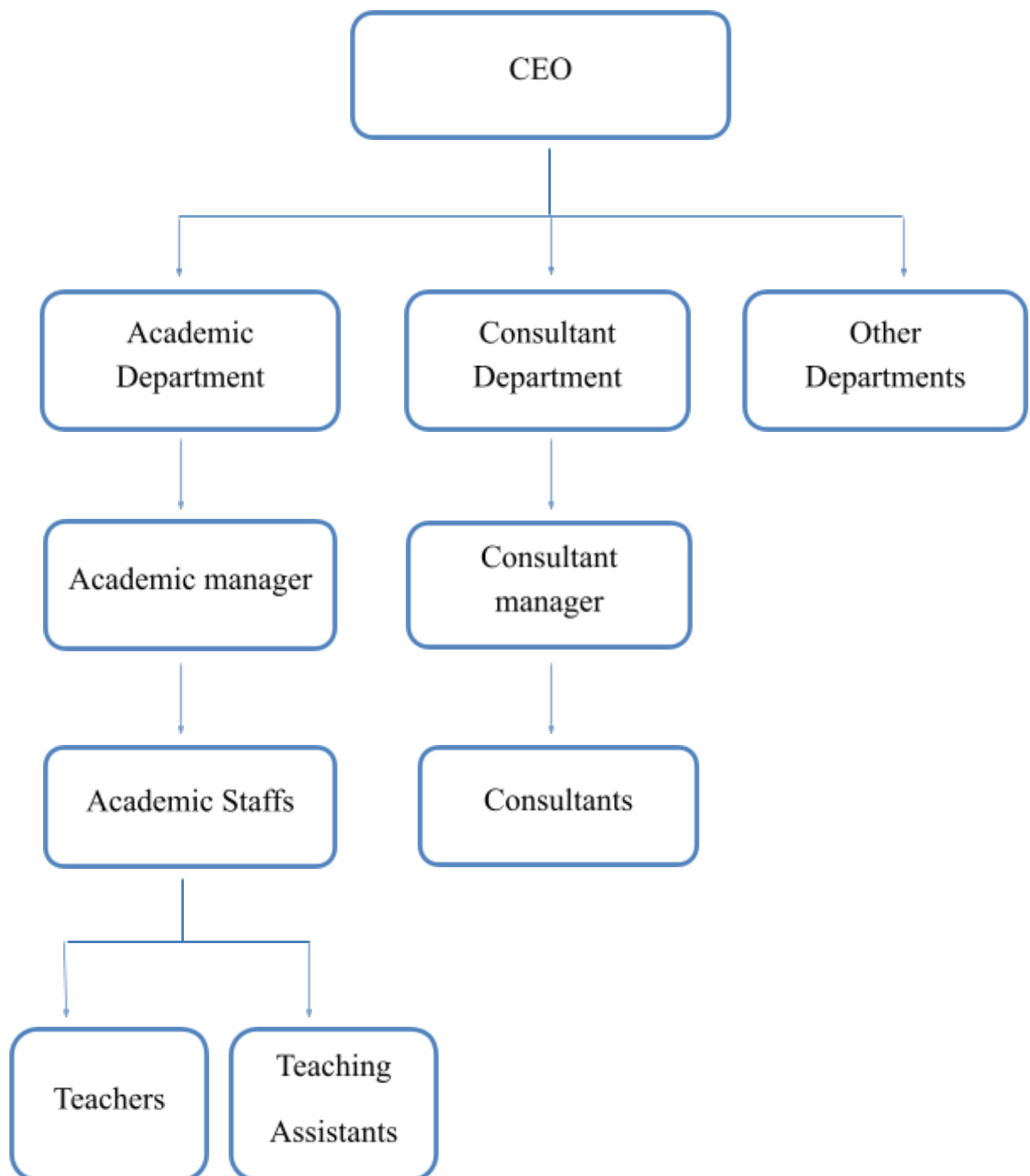


Figure SEQ Figure \\* ARABIC 2- Company structure

Source: Internal company- Academic department



## **CHAPTER 2. DEPARTMENT**

### **2.1 Basic information of academic department**

Atlanta Academic department activities of two branches are under control of academic manager- Mr. Hieu. The total academic staff is eight in which there are four staffs including one team leader in each branch.

### **2.2 Department function in company**

The fundamental function of the academic department is controlling activities of classes in general, teachers and teaching assistants in specific.

Academic staff is in charge of sending course information and timeline to teachers and teaching assistants via Gmail before these classes are officially opened. By monitoring cameras, they will check if teachers strictly follow the courses or teaching assistants complete all assigned tasks well and whether there are serious class issues so that they can have immediate solutions. Moreover, academic staff's frequent attendance is required in order to follow and inform new teachers of any inappropriate matter.

With students needing extra help in keeping track of lessons, they are responsible for assisting them with more exercises. In addition, their responsibilities include notifying students' parents the test date, designing the test format and invigilating students doing both midterm and final tests, then sending the results to them.

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### CHAPTER 3. BASIC CONCEPTS

#### 3.1 Basic concept of education

Education has a positive influence on almost all aspects of life as it provides the foundation of advancement in which national economic and social well being is built on.

It is said that the level of education highly correlates with that of national income, the one caused the other. Better education results in greater compensation and becomes fundamental (although not always sufficient) requisite for long-term economic growth (IIASA<sup>1</sup>, 2008). In 2012, UNESCO claimed: “for every US\$1 spent on education, as much as US\$10 to US\$15 can be generated in economic growth and if 75% more 150-year-old of forty-six of the world’s poorest countries were to reach the lowest OECD<sup>2</sup> benchmark for mathematics, economic growth could improve by 2.1% from its baseline and 104 million people could be lifted out of extreme poverty”.

Additionally, substantial investment in human capital is required for a sustainable national economic growth as well, by that rationale; education is one of the prior national policies and “educational policies are initiatives mostly by governments that determine the direction of an educational system became”- Okoroma said (2000) as well as being considered as a backbone of that country since its mission lies mainly within economic acceleration.

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<sup>1</sup> International Institute for Applied Systems Analysis

<sup>2</sup> The Organization for Economic Cooperation and Development

In many ways, education has its own definition such as Aristotle, a Greek philosopher and polymath also stated: “education is the process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society”. Nevertheless, in this internship report, the reporter headed toward to the academic viewpoint that education is a teaching and learning system aiming to socialize individuals and maximize their development.

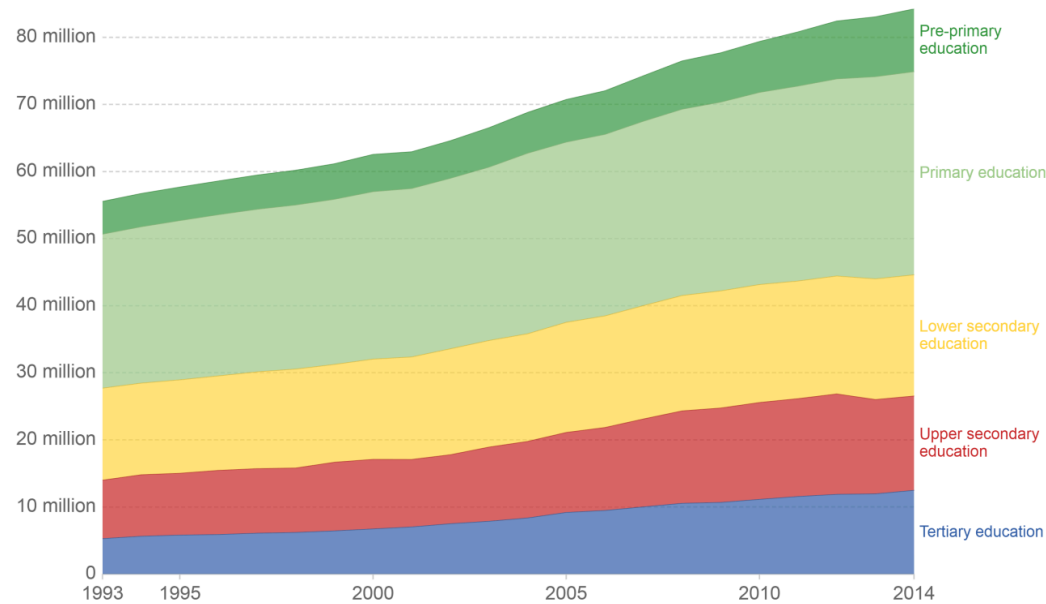
### **3.2 Basic concept of teaching and English teaching**

On the occasion of World Teacher’s Day, UNESCO Director-General Irina Bokova, International Labour Organization (ILO) Director-General Guy Ryder, United Nations Development Programme (UNDP) Administrator Helen Clark, and Education International General Secretary Fred van Leeuwen all stated: “Teachers not only help shape the individual futures of millions of children; they also help shape a better world for all,” (2016).

In today’s contemporary society, teaching has consolidated its position more and more professionally and stayed current with rapid development. The following chart below illustrates how education enlarged in the world and led to a flourishing of the teacher numbers across all levels of education (Roser, M. 2017).

### Number of teachers across education levels

Total number of teachers in public and private education institutions. Teachers are persons employed full time or part time in an official capacity to guide and direct the learning experience of pupils and students, irrespective of their qualifications or the delivery mechanism, i.e. face-to-face and/or at a distance.



Source: World Bank

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Figure 3- Number of teachers across educational levels

Source: ourworldindata.org (2021)

Sequeira defined teaching in ‘Introduction to concepts of learning and teaching’ (2012) as a set of events, outside the learner which are designed to support internal process of learning.

According to UNESCO Institute for Statistics (2016), it is estimated that we will need 69 million new teachers by 2030 to meet education goals. In 2020, John Knagg attending TESOL 2014 as a leader representative of British Council claimed that the number of English language learners worldwide is up to 1.5 billion” (Bentley, J. (2021)), hence; there is high demand for English teaching simply explained as teaching English for non-English speakers in many nations around the world. To be more specific, English education field is divided into two types: English as a second language (ESL) and English as a foreign language (EFL),

as a result; to be well-qualified enough to apply for English teaching position, teachers should achieve at least one of these certificates: Teaching English as a Second Language (TESL), Teaching English as Foreign Language (TEFL) and Teaching English to Speaker of other Languages (TESOL).

In general, these courses have the same purposes that is providing teachers with the necessary skills required to teach non-English speakers, nonetheless; the intended teaching location is their difference in which TESL is for students living in a nation where English is not their native language, TEFL is for ones of foreign language living in a native-English speaking countries and TESOL assists teachers intending to teach in both non-native English countries and within English speaking ones (Montrose, B., 2015).

### **3.3 Basic concept of grammar and English grammar**

We effectively communicate in language together thanks to grammar as Tomalin, B. said (2018): “Grammar is how we link words to express meaning. And we do that by forming sentences”.

To define grammar- the structure and system of a language, in “Defining Grammar: a critical primer” (2004), Wilcox, K. M. suggested: “Grammar can mean a system of rules which allows the users of the language in question to create meaning, by building both meaningful words and larger construction of sentences”. Crystal, D. wrote in "In Word and Deed" (2004): "Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English."

In this internship report, she focused on basic grammar such as tenses, prepositions, different clauses, etc.



## **CHAPTER 4. JOD DESCRIPTION**

### **4.1 General main responsibilities and duties**

Atlanta English teachers are required to use 80% English in order to create English-speaking environment for children when teaching separate skills including Grammar, the reporter's task.

In general, her primary responsibilities were to ensure that the teaching progress followed up the private courses and to guarantee educational quality involving planning and preparing lesson plans that meet core objectives and principles and delivering lessons using differentiated techniques that were appropriate to students' levels and met their diverse needs in specific. In the same way, she took upon herself to supervise each teenager's performance and modify instructional methods to meet individual demand effectively when necessary as well. Additionally, all the students' quizzes, mini-tests, midterm and final tests must be corrected exactly and sent to the academic department right after each lesson finished. Equally important, to meet the requirement of providing stimulating and productive learning environment, she also designed and implemented numerous activities requiring working mostly in groups during their study focused mainly on the vocabularies, e.g., guess the words, hangman, stop the bus, etc. in order to promote enjoyment of learning and diminish tiredness.

Together with all mentioned tasks, she was also responsible for writing daily report using Zoho projects application about lesson content, students' attitude and teaching assistants' support evaluated on a 5-point likert scale. Every her recommendation or suggestion would always be taken into account as they might make great contributions to company's growth and development. Besides, she was required to attend every training section and a parents/teacher conference at the end of each course to review students' progress and inform new course information. In conclusion, all responsibilities would be held professionally and efficiently so that

she could complete assigned tasks in the manner of a well-qualified English teacher and in detail, they are listed below.

#### **4.2. Job description in details**

**Các bạn tải phần: “Job description in details” Tại**

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### **CHAPTER 5. FINDINGS AND EXPERIENCES**

#### **5.1 Findings**

Teachers play an important role as the people shaping how children may form their future ahead. They provide them with motivation, purposes, set them up for success and inspire in them a drive to perform. English teachers, in present-time, contribute much more efforts and open up possibilities for students to take up promising job opportunities. For that reason, it is necessary for English teachers to equip themselves with complete and extensive academic knowledge along with skills. All these findings below are actually her strengths ameliorating her performances in internship duration. She will not only improve them but also enhance other skills

##### **5.1.1 Knowledge**

Although she had not attended any English Language Teacher Education class at university, she could complete her internship competently and conscientiously thanks to her language ability, English in specific. As a freshman, she found her English level atrocious and made constant efforts to surpass. It would not be an exaggeration to say that her English skills have improved considerably and remarkably during her studying at school thanks to English- speaking environment and listening and speaking modules school offered. She had to use English in most subjects; as a result, her speaking skill has been getting better and better so she took



full advantage of that to use English as the main language in an independent way when teaching at Atlanta.

Besides, the grammar and pronunciation module learnt in the first year also benefited her throughout the process. Having a good English grammar foundation and exact pronunciation boosted her performance markedly. The ways to do research on the teaching materials and reading comprehension skills were as important as other parts which she absorbed at university.

In general, all specialist knowledge meant a lot with her internship and report.

### **5.1.2 Skills**

Time management skill and problem-solving one played a role in her successful teaching process. Thanks to all lessons taken in these skills, she knew how to prioritize the more important part of a lesson and came up with immediate solutions to deal with class issues.

By observing her teachers' teaching process, she is acquainted with how to use appropriate words for students in a proper way. Besides, ways to have conversation with students and how to design PowerPoint to convey the lessons productively are essential manners she learnt and applied. Moreover, different ways to write a good email are worthwhile since her job involving working with staff mostly via Gmail.

### **5.1.3 Attitude**

She is studious and inquisitive that was her outstanding point at school and these characteristics have great influence on her. The quality of being confident and responsible possesses her ability in completing assigned tasks at school without any failure.

## **5.2 Experiences**

It is undeniable that what she absorbed at school made a great contribution to her successful internship duration. However, what she experienced, also known as her

weaknesses, is more valuable to her future career as a well-qualified English teacher.

### **5.2.1 Knowledge**

As mentioned above, she had not taken any English Language Teaching class before; she lacked this specialized knowledge. However, she had opportunities to acquire the basic knowledge through the training section held every month and predecessors' experiences. It is more valuable to gain the grasp from observation and being taught than absorbing passively only from theory. Not only did she complement the valuable insight but she also enriched her grammar and pronunciation further. Importantly, she recognized that unlike the academic writing she learnt at school, she had to submit the daily reports with simply descriptive writing.

### **5.2.2 Skills**

In terms of teaching, teaching language for students should be simple so that they could grasp easily and keep track. These lessons need designing as clear as it should be with more illustrations as teenager students could remember and recall more competently and they are at the age of better observing through pictures instead of academic knowledge like adults. In addition, more back-up activities should be prepared in case they were bored with prepared one.

At the outset, she found designing lesson plans tough as she did not know what she should do and how to make appropriate timelines for each activity. Recently, by learning from mistakes, she has become more proficient: set the specific objectives for each lesson and focused on how to deliver it productively with regard to knowledge and activities. During her internship, she could not manage class well in her first month on account of her meekness. By far, this situation has been at the stage of improvement thanks to her academic manager's advice.

Communication and teamwork skills also meant a lot to her since thanks to them, she built personal relationships with many staff that helps her know other job opportunities and collaborate with them to finish tasks well, and they really made a great team.

### **5.2.3 Attitude**

In terms of attitude, it is important that she had the proactiveness in self-studying. She always took advantage of every advice from academic staff and teaching assistants. In spite of being inexperienced in this field, she was aware of being ready to adapt and learn new things or changes. Aside from that, one of the essential skills she gained was problem solving which is considered as the key in any environment or occupation.

## CONCLUSION AND RECOMMENDATIONS

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