PEOPLE'S COMMITTEE OF DONG NAI PROVINCE

DONG NAI UNIVERSITY

FOREIGN LANGUAGE FACULTY

APPRENTICE REPORT

AT BABY SKILLS EDUCATION CENTER

ASSIGNMENT FOR TRANSLATION

HOW TO BE A GOOD ENGLISH TEACHING ASSISTANT FOR KIDS

IN BABY SKILLS EDUCATION CENTER

Advisor's name:

Student's name:

Class:

Academic years: 2014 - 2018

Acknowledgements

TẢI 10 LỜI CẢM ƠN BÁO CÁO THỰC TẬP BẰNG TIẾNG ANH
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CƠ QUAN/ĐƠN VỊ

…….

…….

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập – Tự do – Hạnh phúc

==========

……, ngày ……. tháng ……. năm ……..

GIẤY TIẾP NHẬN SINH VIÊN THỰC TẬP

Cơ quan / Đơn vị:

Địa chỉ:

Điện thoại: …….. Fax:

Đồng ý tiếp nhận anh / chị: ……Ngày sinh:……

Là sinh viên trường Đại học Đồng Nai, khoa Ngoại ngữ:

Chuyên ngành:

Làm việc tại bộ phận:…… của cơ quan / đơn vị chúng tôi trong thời gian ……tháng, kể từ ngày ……đến ngày

Với nhiệm vụ:

Anh / Chị sinh viên lao động thực tế tại Cơ quan / Đơn vị chấp hành đúng nội qui kỷ luật và phân công của Cơ quan / Đơn vị.

Xác nhận của Cơ quan / Đơn vị

(Ký và ghi rõ họ và tên, chức vụ, đóng dấu)

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CƠ QUAN/ĐƠN VỊ

…….

…….

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập – Tự do – Hạnh phúc

==========

……, ngày ……. tháng ……. năm ……..

PHIẾU NHẬN XÉT THỰC TẬP

Họ và tên:……. Sinh năm…….

Là sinh viên lớp:……. Khoa Ngoại ngữ: ……

Trường Đại Học Đồng Nai.

Lao động tại:

Nhận xét của Cơ quan / Doanh nghiệp: *(Quí Cơ quan / Doanh nghiệp có thể nhận xét theo các tiêu chí sau: Chấp hành nội qui, kỷ luật, giờ làm việc, chấp hành phân công, tinh thần, thái độ lao động, khả năng ứng dụng kiến thức chuyên môn vào công việc cụ thể.)*

Họ và tên người nhận xét:

Chức vụ:

(*Ký tên, đóng dấu*)

UBND TỈNH ĐỒNG NAI
TRƯỜNG ĐẠI HỌC ĐỒNG NAI

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập – Tự do – Hạnh phúc

BIÊN BẢN CHẤM BÁO CÁO THỰC TẬP

Họ và tên sinh viên:

Sinh ngày:……Lớp:…….. Khoa;

Điểm chấm từng phần:

STT	Mục	Điểm	STT	Mục	Điểm
1	**Company's comment**		7	**Structures**	
2	**Format**		8	**grammar**	
3	**Introduction**		9	**Spelling**	
4	**Overview**		10	**Bonus**	
5	**Content**				
6	**Conclusion**				
	Cộng			**Cộng**	

Điểm tổng cộng: ……. (in written: …….)

Nhận xét chung:

Ngày ……tháng…….. năm…….

Instructor’s signature

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Student's name: i

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I.Introduction

II.GENERAL INFORMATION ABOUT BABY SKILLS EDUCATION CENTER

1.1 Introducing about Baby skills education center

Baby skills education center was firstly opened on 20th March, 2015 at the main campus at No. 3, An Chu hamlet, Bac son Commune, Trang Bom district, Dong Nai province

Just two years and a half after the openning date, Baby skills education center has developed three more campuses in the same district - the second opened in April 2016, the third in January and the fourth in May 2017- and thus raised the total quantity of students from 800 in 2015 up to 4,415 in 2017 over the four campuses. This fast enlargement of Baby Skills Education Center has marked it as the biggest English Language School System in Bac son Commune, Trang Bom district, Dong Nai province till this moment.

1.2 Vision and mission

1.2.1 Vision

Baby skills education center leads our students to achieve measurable progress in communicative competence and provides an interactive and stimulating learning environment based on the use of communicative approaches, creative instructional practices, technology-related resources, and goals aligned with students' linguistic, cultural and academic growth.

Baby skills education center fosters an international English learning environment for students. Baby skills education center embraces this vision through partnership with other advanced English schools abroad and send our students to those for cultural exchanges and study experience in an English-speaking environment.

Baby skills education center will recruit and train TESOL teachers for enhancing quality of teaching English at the school as well as promoting professional development for the community. Since 2018, Baby skills education center will promote partnerships with reputable foreign education providers to organize internationally English learning courses for the students.

1.2.2 Mission

Provide quality programs for learners with general or specialized English needs and goals;

Develop and conduct high quality English proficiency assessment;

Empower students to become full paticipants in the school through excellent instruction in language, study skills and cultural awareness;

Contribute to the advancement of TESOL profession;

Serve the local people, helping them improve their English skills to gain their future goals;

Assist students with their academic and non-academic needs and connect them to other resources of Baby skills education center.

Prepare and equip students with academic knowledge as well as essential soft skills so that students can satisfy education providers' requirements and quickly fit in international environment.

Be students' companion during their study life from the very first step of preparation to the end of their courses.

Guarantee to create greatest values for Baby skills education center partners.

1.2.3 Core Values

Respect: Respect maintains all kinds of relationships. We value and respect

each other and everyone we come into contact with.

Learning: We are committed to life-long learning. We provide opportunity for growth in a caring, motivational and professional environment.

Achievement: Success requires hard work and courage. We acknowledge the factors impacting achievement; we recruit professional staff, invest in up-to-date technologies and actively engage our students in learning.

1.2.4 Approach

Baby Skills has focused on the learner-centred approach because of the following reasons:

- Learner-centered teaching indicates explicit skill instruction.

Learner-centered teachers guide students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses—all those learning skills essential to mastering material in the discipline. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content.

- Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it.

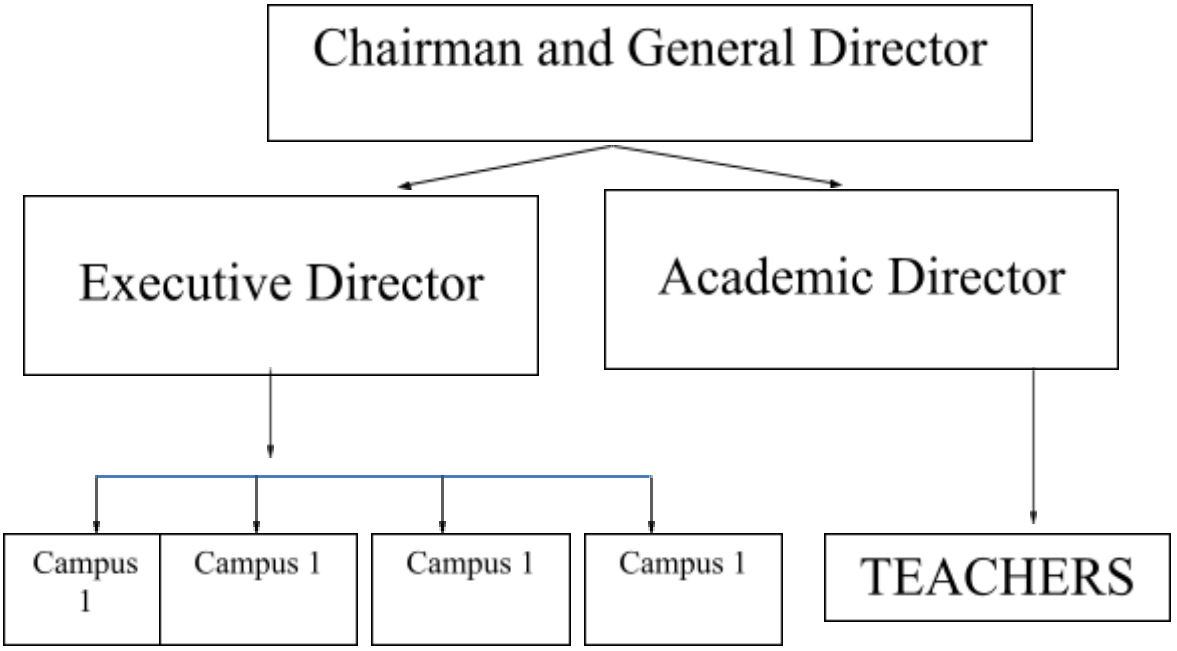
Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class they may talk about their own learning. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.

- Learner-centered teaching encourages collaboration.

It sees online or face-to-face classrooms as communities of learners. Learner-centered teachers recognize that students can learn from and with each

other. Certainly the teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience.

1.3 Structural organization



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III.INTERNSHIP PROCESS AT BABY SKILLS ENGLISH SCHOOL

3.1 Work assignments

Teaching Assistant's work:

- Helping Vietnamese and native teachers make plans for lessons.
- Arrange and making sure that needed teaching facilities do work.
- Controlling classroom and taking attendance.
- Helping Native teachers interpret and communicate with students.
- Translating other document for Baby skills education center.

Doing decoration works :

- Making decoration items with various topics such as places, jobs, feelings,… by papers and fabric.
- Decorating classroom to provide students with active environment.
- Helping teachers prepare the festival celebration.
- Tiding up the storage room.

3.2 Translation in Teaching Assistant

3.2.1 Family in Western Culture.

The lesson for Native teacher today is Family in Solutions 2nd Ed - Elementary – Student Book. Thus he needs translating into vietnamese for the teenagers

In English language, “Grand” used to form nouns indicating that someone is two generations away, for instance, grand-mother, grand-father, grand-parents, grand-son, grand-nephew, grand-aunt. Actually the “Grand” means “to, lớn”, thus, when it connect to mother to make “Grand-mother”, we have the meaning is “Bà nội (Bà ngoại)”; or “grand-father” means “Ông nội (ông ngoại);... it seem to be reasonable. However, when we use “grand-son” meaning “cháu trai” that is different from “Grand” meaning “To, lớn”, because “cháu trai” is lower level.

Moreover, Relationships with in-laws play the important role in individuals’ lives in which most Americans consider relationships with in-laws important. The in-law tie involves a formal demarcation not evident in friendships or many other ties, a discrete ritual—the wedding. Before the marriage, the people may have a relationship, but the “in-law” label is conciliated when the spouses get married.

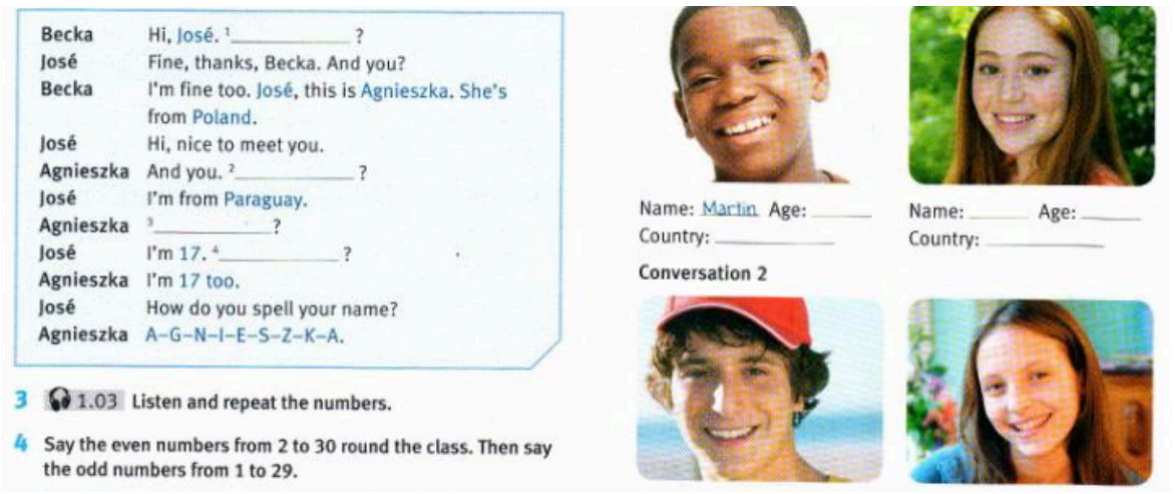
For instance, picture 3.1 shows that Owen and Kate are James’ and Sarah’s parents. Then James married to Emma and Sarah married to Elliot, as the result, Emma becomes Owen’s and Kate’s daughter in-law and Elliot becomes Owen’s and Kate’s son in-law. They have relative relationship by marriage.

3.2.2 Names in Western Culture.

In the toher class, native teacher also teach solution book, and the topic today is Names in English .

English names are used in England including a given name, commonly referred to as a first name or Christian name, and a family name called surname which is most commonly patrilineal, also referred to as a last name. Moreover, some of these being often referred to as a middle name.

Picture 3. 2: Meeting People (Page 4) - Solutions 2nd Ed - Elementary – Student Book



Becka Hi, José. [1]_____?
José Fine, thanks, Becka. And you?
Becka I'm fine too. José, this is Agnieszka. She's from Poland.
José Hi, nice to meet you.
Agnieszka And you. [2]_____?
José I'm from Paraguay.
Agnieszka [3]_____?
José I'm 17. [4]_____?
Agnieszka I'm 17 too.
José How do you spell your name?
Agnieszka A-G-N-I-E-S-Z-K-A.

3 1.03 Listen and repeat the numbers.

4 Say the even numbers from 2 to 30 round the class. Then say the odd numbers from 1 to 29.

Name: Martin Age: _____
Country: _____

Name: _____ Age: _____
Country: _____

Conversation 2

Solution Textbook have mentioned English Names I some first lessons. Most given names used in England do not have English etymology such as: José, Agnieszka, Martin, ... However, their names are quite complicated to write down. Thus, the Westerners have to spell their names whenever they introduce themselves.

Moreover, surnames always go after first-name. For instance, a Chinese Zhihao who lives in Britain with his wife Hua and son Joshua says: "In western countries, if we say Tony or George, people will never know whom I am talking about. But, if I say Blair or Bush, they all know I am talking about the top leaders of two developed countries. But in Vietnam, if you say Nguyen, Ly, Tran, ..., which are very popular surnames with millions of the population sharing each one, people get lost about who you are referring to, even though the speaker wants to mention to "Nguyen Tan Dung, Ly Thuong Kiet, Tran Hung Dao". Similarly, in a smaller context, like in a small work unit, we use surnames a lot, but English people by contrast use first names instead. So, we may notice in England that every shop, every company has a Sarah, Jenny, Tom, Elizabeth, or even maybe two."

3.2.3 English Greeting.

Next class, the native teacher taught the topic “Greeting”

In English languages and culture, the same word or gesture is used to greet and make farewell. Moreover, English usually bow and handshake whenever they greet and leave taking.

Greeting is an act of communication in which people intent to make their presence known to each other, to show attention to, and to suggest a type of relationship or social status between individuals or groups of people coming in contact with each other.

This is the first lesson in Solution 2nd Ed – Elementary that introduce the learners how to introduce themselves, how to make friends, how to deal with their peers, juniors and seniors.

For example, Mr., Mrs., Ms. and Miss are titles that are used before surnames or full names as a sign of respect. Speakers should know clearly about these terms, to make sure that speakers can use them correctly in their conversation.

In western culture, Mr. is an abbreviation for Mister, a title used before a surname or full name of a male, even though he is married or not., it is pronounced like the word Mister. The abbreviation Mr. has been in use since the fifteenth century, it is a variant of the word master. Master is still occasionally used as a title for a boy, there is no abbreviation.

Mrs., an abbreviation for the word Missus, is a title used before a surname or full name of a married female that is pronounced like the word Missus. The abbreviation Mrs., a variant of the word mistress., has been in use since the sixteenth century.

Ms., an abbreviation of mistress, is a title used before a surname of full name of a female if she is married or not. Ms., a portmanteau of the words Miss

and Missus, has been in use since the 1950s. The title of Ms. was popularized by Ms. magazine in the 1970s.

In addition, it is very crude if asking western women's age without reasons. Women prefer someone roughly around their own age. Before 30, they're looking for slightly older men; once they hit 30, they are interested in someone slightly younger.

To sum up, the stranslator must be careful when translating to women in English. We must translate their titles in polite and correct ways, even though we know and do not know their mariage status.

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3.2.4 Linking Sounds in English

One of the most important factors affectong to translation and interpretation is linking sounds. Linking sounds in English is a major reason that casual English is so difficult for non- native speakers. When native teachers speak fast or accidentally, they link sounds and words together. Linking is a way of joining the pronunciation of two words so that they are easy to say and flow together smoothly. In English there are different ways that this happens.

For instance, the sentence: “My cousin lives in the US” in picture 4.10, we can link the sound “Z” of the word ‘lives” with “I” of the word “in”, thus we have “zin” when speaking.

Picture 3. 4: Practice Speaking (Page9) - Solutions 2nd Ed - Elementary – Student Book



Consonant links to Vowel is very popular in Spoken English. When a word ends in a consonant sound and is followed by a word that starts with a vowel sound, the speaker should push that consonant sound forward and connect it to the vowel in the next word.

For Examples

“Stop it” –> “Sto pit” [STA pit]

“I need it” –> “I nee dit” [aiy NIY dit]

“Play a song” –> “Play ya song” [pley yə Saŋ]

“Read a book” — “Rea da book” [RIY də bʊk]

As the result, the translator must be familar to native teachers’ voice and intonation. It is totally different from Vietnamese, thus, it makes the translate confused in some situations.

3.2.5 Order of Components in English

When translating and interpreting, the learner should coonsider the rules in English. It is sometimes diffrent from Vietnamese.

For instance, to examine the ‘syntactic’ aspects of compounds, we focus on two complex factors. The constituent internal phrases are able to be discerned as syntax in which the syntactic properties and the positions in the sentence is considered. So finding the syntactic properties of the adjective is advantageous. Adjectives in Adjective Phrases through the features are evaluated, as in some articles of climate change from theguardian.com listed below.

For syntactic function, basically, English adjectives have two most popular positions in a sentence. One is before a noun when the adjectives modify for the noun coming after them; and for syntactic function, not so complicate as English, Vietnamese adjectives almost always come after nouns. Consequently, In Vietnamese, it is usual for an adjective come after a noun while in English, it is unusual for some adjectives to come after verb

Table 3. 1: Syntactical features of Compound Words in “Australian trees 'sweat' to survive extreme heatwaves, researchers reveal” in English and Vietnamese equivalents

Modifier	**+ Head Noun**	**= Compound**
Australian (1)	Tree (2)	Australian tree
Thuộc về Úc	Cây	(1) (2)

		Cây cối ở Úc (2) (1)
Extreme (1) Vô cùng	Heatwaves (2) Sóng nhiệt	Extreme heatwaves (1) (2) Sóng nhiệt vô cùng (2) (1)
Year-long (1) Một năm dài	Experiment (2) Kinh nghiệm	Year-long experiment (1) (2) Kinh nghiệm một năm dài
Native (1) Tự nhiên	Forests (2) Rừng	Native forests (1) (2) Rừng tự nhiên (2) (1)
Increased (1) Gia tăng	Frequency (2) Tần số	Increased frequency (1) (2) Tần số gia tăng (2) (1)
Ambient (1) Xung quanh	Temperature (2) Nhiệt độ	Ambient temperature (1) (2) Nhiệt độ xung quanh (2) (1)

Annual (1) Hàng năm	Temperatures (2) Nhiệt độ	Annual temperatures (1) (2) Nhiệt độ hàng năm (2) (1)
Accurate (1) Chính xác	Modelling (2) Mô hình hóa	Accurate modelling (1) (2) Mô hình hóa chính xác (2) (1)

Order of components in English compounds and their Vietnamese equivalents is considered much different. This is affected by the position of modifiers in English and Vietnamese noun phrase.

According to the above table, the words or the compounds which play role as modifier are usually placed before head noun, called premodifier. While the premodifiers are placed after the head noun in Vietnamese.

However, there are modifiers are placed after head noun in English, the same in Vietnamese.

The connection of adjective and noun makes the compounds that take the compounding process in which words are already well formed. These compounds are done to accomplish the morphological process that create another well-formed syntactic structure. Thus, it is reasonable to regard the component as Syntactical features of the adjective plus noun construction.

Following the way to translate, there are a difference between Vietnamese compound and English compound. To the meaning of both of compounds are not different. However, about syntactical features are different. In English *adjective* goes before *noun* to modify *noun*. As the result of this, the translation start with

head noun first, then the modifier *adjective* later.

Most importantly and grammatically, when being a modifier, adjectives of English and Vietnamese occur at two opposite sides of the noun. English adjectives usually come before the noun, and this situation is the reverse of that in Vietnamese. According to linguists, it is because of Vietnamese grammar's flexibility which is influenced by Eastern-oriented culture, following the natural and logical thinking of human beings. That is why, when producing phrases in general and noun phrases in particular, Vietnamese people have a great tendency to put what they first think of or what is more important at the beginning places.

Moreover, there are the same between way to make compounds while putting words by words to have a compound. However, the meaning is not totally same as the roots.

3.3 Problems Relating Translating English into Vietnamese

Firstly, the english words are very complicated because of variety of its structures in English as above analysis that are both the same and different from Vietnamese. Every compound word exists inside a defined structure with its own agreed upon rules. The complication and peculiarity of this framework directly correspond to the troubles of translation. As a result, interpreters and translators regularly have to accrete, decrease, and change around source words to effectively communicate in the English language.

Secondly, the English **c**ompounds are formed by connecting two or more than two words, but the comprehensive meaning of the compounds cannot reverberate the meaning of its constituent words. The words can be divided into three separate groups. The first group means precisely what its meaning contains. while the second group means only half of what its meaning contains. Moreover, the third group shows meanings that presents nothing to do with the meanings of the separate words involved. there are a lot of hyphenated compounds with two

words or more than two words in which teaching translating English compounds requires more skill in reading and to be good at vocabulary as well. It means that the verbs go with a preposition will make different meaning against the root. there are variety of meaning of the compounds that make learners and translators confused when learning from these. The same word may mean multiple things depending on where it's placed and how it's used in a sentence.

Thirdly, difference between vietnamese intonation and native speakers' intonation makes translators confused when translating and interpreting. As in the case of several Asian languages, Vietnamese have trouble pronouncing words ending with consonants; so naturally, learners are usually very confused with final consonants and thus end up deleting or substituting most of them.

Fourthly, English language is closely connected with different socio-economic and cultural factors that cause foreign students in trouble for their translation. The English language and the Vietnamese one are far different because "English words are polysyllabic, with most words containing one to five syllables". The differences between the English language and Vietnamese language in term of word formation, mainly words in use trouble Vietnamese learnerss for language translating and learning in Vietnam context.

IV. CONCLUSION

4.1 Summary

Vietnamese and English are two languages with so many distinctive different features. However, there are some similar characteristics in word formation and use. This study presents the variety of word forms in English. In addition, there are some of the similarities and differences in these aspects that helps students to better understand clearly the two languages.

As the result, the users can enrich their English in their teaching, translating, interpreting and learning. There are some major implications to teach translating English. First, when beginning to translate a complexity and a multiple meaning words, the teachers should show their students the ways to identify structures and components. Moreover, teacher lead students to translate technical texts. It means that the teachers help students to familiarize with context they are going to translate. Moreover, this is the difference between culture that the translator learn more social knowledge to support translation job.

Generally, English language have different features such as locative, comparison, manner, material and temporal meaning that requires more skills of the syntactic feature and the semantic feature from the translators and interpretors. While grammatical structure can be divided, English are considered as solid blocks. In addition, English has specialized meanings, becuase some of them have idiomatic status. This feature also causes many troubles for the translators. So, we must pay attention to this feature. Let’s continue by figuring out how many types it consists. In term of formal classification, there are three types with many kinds of english part of speech such as noun, verb, adverb, and adjective..... thus english words are made into many forms such as the closed form, in which the words are mixed together; the hyphenated form; and the open form.

To sum up, language is a diverse tool for human to learn and translate because of its variety of word forms. Thus, it requires all english learners study carefully to meet its difficulties. In addition, teaching assistant plays an important part in assisting students to learn more effectively. Perhaps, the report is very useful to present all aspects about english translation that brings some knowledge which translators and interpretors can apply to their jobs.

4.2 Lessons learned

4.2.1.New skills acquired and skills improved

Taking note skill

In the internship, I had to deal with tasks including lots of information, so I had to get used to with taking notes in order to advoid missing main points of those tasks.

Communication skill

I learnt to communicate, express and convey my thoughts as well as information percisely. I also learnt how to interact effectively with colleagues, host teachers and students,too.

Problem solving skill

In my internship, I did learn and accumulate experience on problem-solving skill. For example, when I experienced an electrical loss, I had to make an idea to handle the situation. Hence, I made a suggestion that students had better be gathered in the main hall and sang an English song together. This boosted the classrooms' atmosphere and helped children learn English through that songs.

Teamwork

I had an opportunity to learn how to share works with my colleagues so as to accelerate appointed assignments. This was also considered to be an ideal way to deal with workload by taking advantages of members' strength points.

4.2.2 Management techniques observed.

Throughout the internship period, I learnt the time management techniques from my director. There were 2 main techniques to keep management successful :

Making To-do-list

Making a list concluding all the tasks that needed finishing helped me to increase productivity in work performances and keep myself motivated. Besides , this gave me a hand in remembering all the daily tasks.

Prioritizing works

This type of technique helped me to notice which work should be done first and ones should be done afterwards. It helped me to order tasks with different priorities.

Improving translation and interpretation

The most important skills that I have improved much are translation and interpretation. When working with native and vietnamese teachers, I leant a lot from them. they taught me how to translate well, as well as explaining me the complicated issues in translation. The native teachers also help me know more about their culture to make sure that I can be good translator in the future.

4.2.3. Classroom skills employed

Teamwork

First of all, I can say that teamwork is a huge part of the university life. As you may kown, I have to get along with a variety of people while I was performing the internship. I needed to take others' opinions into account and make sure that I considered them when making a decision. Effective teamwork and collaboration not only helped me with efficiently completing missions but also broaden my horizons to ideas or solutions that I had never known.

Presentation

Presentation skill is one of the most crucial skills that I obtained a thorough in-depth instruction and practice while I was studying at Dong Nai unniversity. This skill turned out to be very helpful during my internship at Smart Bee English Center as I could be confident to stand in front of plenty of students as well as teachers to talk about my ideas successfully. I personally think that it was a result from practicing presentation hundreds of time and accumulating valuable techniques at Dong Nai university.

The ability to accept and learn forn criticism

To improve performances well in the future, I need to learn ways of accepting the criticism. “Constructive criticism is never an insult” is what I learnt from my university lecturers. I noticed that criticism was always the best feedback to what I had done and it always did teach me a lesson.

4.2 Recommendations

Solution 1 : Use adaptation

The teachers should adapt their lessons in Vietnamese context besides teaching their culture and western-country contents in English books. The adaptation will attract Vietnamese students to their teaching. It will be better to make Vietnamese students understand their lessons..

Solution 2: use more visual aids

To teach the teenagers, the teachers should use manay visual aids that are effective to attract their students’ attention. The visual aids also helps students to remembers new words clearly and directly in which theteacher do not need to explain or translate into Vietnamese much.

Solution 3: Baby skills education center should recuite 3 teaching assistants more.

As a teaching assistant help all teachers prepare for lessons by preparing resources, or putting out equipment at the start of a lesson. The teaching assistant also help native teachers translate into Vietnamese for the students in some cases. They support students to engage in learning and stay on task during the lesson or activity, as well as supporting the social and emotional development of the students, then, they can report issues as necessary to the supervisors; somtimes, they are students' friends that help the, manage challenging behaviour, as well as guiding and monitor the students' progress.

KHO BÁO CÁO THỰC TẬP NGÔN NGỮ ANH
https://baocaothuctap.net/bao-cao-thuc-tap-ngon-ngu-anh/

NẾU CẦN HỖ TRỢ VIẾT BÀI, BẠN XEM DỊCH VỤ LÀM TRỌN GÓI CỦA MÌNH NHÉ
https://zalo.me/0909232620

VIẾT THUÊ BÁO CÁO THỰC TẬP TIẾNG ANH, REPORT
https://baocaothuctap.net/viet-thue-bao-cao-tieng-anh-ngon-ngu-anh/