



Kim Jung Eun

Introduction

Jung Eun 's
Teaching Portfolio



This product portfolio demonstrates how I, as an English teacher, have developed professionalism through various experience.

The evidences in this portfolio will give you a snapshot of my previous teaching career, other experience and the development I have undergone through MA TESOL program at Sook Myung Women's University in Seoul.



Table of contents

Background

- Resume
- Teaching philosophy
- Working experience
- Reference

Teaching (GEP)

- Lesson plan & Materials
- GEP class pictures
- Reflective Journal
- Students' message

Achievement

- Action research
- Certificate

Background



This chapter is about all of my working experience and my view of teaching

Resume

Teaching Philosophy

Teaching & Other work experience

Reference

All about me

Jung Eun 's Teaching Portfolio



• Education

- ◆ M.A in TESOL (in progress) Sook Myoung Women's university
- ◆ Pre-graduate program, Pace university, NY
- ◆ SMU-TESOL certificate ,Sook Myung Women's university
- ◆ B.A in Law Kookmin University,

• Employment

- ◆ TBS Efm :English radio station
- ◆ International Language School of Dan Kook University
- ◆ Teaching Business English (Hynix, Hana Bank, LIG NEX1, Dong Yang Financial., Samsung SDI, Han Hwa, Simense, Daum communications)
- ◆ Plan T institute
- ◆ Sin Se Gae Department store
- ◆ Jung chul Institute

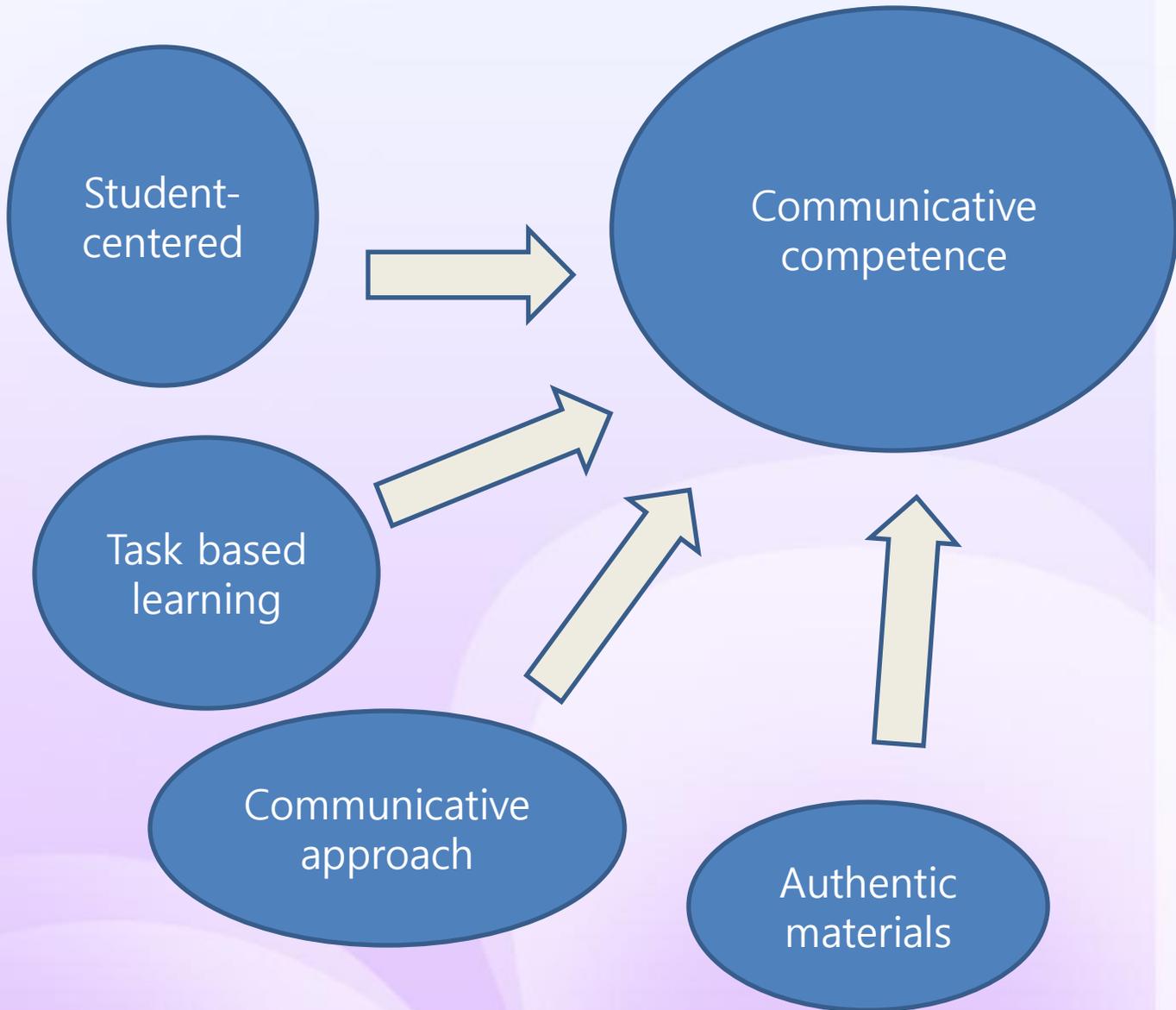
All about me

- **Activities**

- Jun.2006-Aug.2006 Sung Kok Global Ambassador
Representative student of Law school, Kook Min University
Interview with professors of Law department, Fairfield University,
Connecticut
- Aug. 2007 New York Legal Assistance, volunteering
- Nov.2007
Translator of 2007 Deloitte Asia Pacific Leadership Conference
- May.2009 Tbs efm mini world cup
Organized 8 different teams through expats community
- Aug.2009 Online lecture for Carrot online cafeteria
- November.2009 Interview with D-sound (Europe's
famous singer)
- Jan.2010-Present Online lecture for Han hwa Group
- Mar.2010 Interview with Amerie (America's famous
singer)
- May 2010 Tbs efm mini world cup
Organized 16 different teams through expats community
-

Teaching philosophy

Jung Eun 's
Teaching Portfolio



Teaching philosophy

Jung Eun 's

Teaching Portfolio



- I believe that students can learn more and create more when they feel comfortable during the class. Therefore, “English is easy” has been my teaching motto and it will be. Based on this motto, I would like to define my role as a “language doctor” who can heal their fears when it comes to speaking. I begin with these two things from the fact that all of my students come into the classroom with preexisting knowledge which came from their education and lived experience; however, they cannot use their preexisting knowledge while they speak in English. My students are adults who have been studying English at least 10 years since they were in high school. From the Korean adults’ point of view, English has been difficult part, due to the wrong way teaching in schools. Too much emphasis on grammar in school made them feel difficult to produce the language therefore; they are afraid of making mistakes and think too much before they speak. Naturally these things lead the lack of confidences. To break their stereotype, English should be easy. To break stereotype that English is difficult, and to make them students more participate in class, I do my best to make my classes based on communicative approach and student-based and task based teaching to help students achieve communicative competence(Canale and Swain 1980).

Teaching philosophy

Jung Eun 's

Teaching Portfolio



- First, I started thinking why fun is the critical factor when it comes to classes for the adult learners. Then, I needed to think what Fun means in language class. Students can think class is fun when they fully participate in the class with the familiar topic based on through communicative approach, we can make class fun way. They already lost their interest even though they come into the class with their own purposes. Some want to study English for their work, some want to study English for getting jobs. To build the fun class, I need to find a way to motivate them to participate in the class 100%. I found that students are interested in the topics that they are familiar with .Authentic materials should be considered to make authentic class. Authentic materials help bring the real world into the classroom, exposing the students to cultural features, generating a deeper understating as well as interest in the target language .
- Second, to make the authentic class, "Communicative approach "(Larsen-Freeman 2000)should be based o the class. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Therefore I choose the real life topics but not for the travel English but for the real life topics. To give them an authentic topic, I try to show them some video clips , for instance, for a business men, I choose news or the soap opera which is based on a company life, for the housewives, I choose the soap opera which is based on their family life. Showing them video clips is the one of the way of deriving their interests. In the mean while, they also found that some useful expressions which they can use on a daily basis. "Communicative approach" is the first thing; I need to do follow things to make the students start to feel comfortable during the class.

Teaching philosophy

Jung Eun 's

Teaching Portfolio



- Third, participation is the next thing I need to consider. After they start to find themselves to enjoy the class, and now, they want to talk. To make the most of the learners' participations, the class should be students-based. Most classes that the all Koreans had had so far were teacher centered and one-way teaching class. That was the one of the biggest reasons that students started to build their stereotype of English as a difficult language. Furthermore, when it comes to language class, students should talk a lot. Students can talk more when they can involve the class actively, to achieve this goal, I do my best to interact with my students and give them lots of chances to talk through group works and pair works
- Last, when a fun factor, a communicative approach and the participation are combined, the task-based learning can be worked. Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication. When the students complete the tasks, they can get not merely target languages, but also confidences through the completing tasks. After they get some confidences through the comfortable atmosphere, finally, they can achieve communicative competence. Communicative competence (Canale and Swain 1980) is not only for grammar rules, but also how to use the target language in various contexts in appropriate way. Communicative competence, especially social communicative competence can be built through authentic tasks.

Teaching philosophy

- I hope my students can break their stereotype that English is difficult, therefore they can feel that English is easy which they can learn through the various authentic contexts. In a EFL situation, authentic material is a critical factor to bring a real world into the classroom. My students have been learning and will learn through various tasks, to make more student-centered class; furthermore, these tasks are likely to be familiar to the students (eg: visiting the doctor), students are more likely to be engaged, which may further motivate them in their language learning. I will provide them many chances to complete tasks through group and pair works. This could be one of ways to let students get confidences through authentic tasks so that they can think that English is easy and fun. Language should be spoken, if they cannot speak, their preexisting knowledge can be useless. As a language teacher, I will do my best to help them make the most of using their preexisting knowledge to help them speak more.



Language for Success... MP3 다운로드 교재 다운로드

미드로 외국인 동료 앞에서 당당해지기!
제 1강. 인사하기

일시 정지됨 00:17 / 02:53

강의목차

① 최신 미드를 통해 유용한 표현 모두 내것으로 만들기!

1강. 인사하기

◆ 1번 동영상

Nina: Hey, everyone. Hi. Oh, it's a beautiful morning, isn't it?
Thank you, sweetie. Oh, hey, Lynette.
I read the new mock-up proposal.
Oh, you guys hit it out of the park!

Lynette: Wow.

Nina: I like that color.

Lynette: Thanks. Hey, Nina.

Nina: Yeah?

- * It's a beautiful morning, isn't it? (아름다운 아침이에요. 그렇지 않아요?)
- * I like that color. (색이 맘에 드네요.)
- * mock-up 실물
- * hit it out of the park: 대단하다고 칭찬할 때 쓰는 말 (홈런을 생각하면서)

전체 강좌

인기 강좌

신규 강좌

고객만족센터
02)518-0036
helpcarrot@carrotkr.com

상담시간 안내
평 일: 09:00~18:00
토요일: 09:00~13:00

동영상강의 문의

동영상강의 TIP

강의수준 **중급**

강좌구성 3강으로 구성

교재 강의노트 제공

수강금액 **28,000원**

수강기간 30일

강사 Julie

인기도 ★★★★★

[샘플보기](#) [수강신청하기](#)

강의소개

- 최신 미드를 통해 유용한 표현 모두 내것으로!

- 격식 없는 대화가 아닌! 회사에서 유용하게 쓸 수 있는 표현들만 골라서 즐긴다.

- 드라마를 보면서 재미있게 expression도 배우고, tip도 얻고~

강의대상

1) 외국인과 함께 근무하는 직장인

2) 일반적 의사소통에 문제는 없으나 표현력이 다소 부족한 학습자

3) 문화적 차이로 대화를 이끌어 나가는데 어려움이 있는 학습자

강사정보

통통 튀는 목소리로 밝게 수업 진행하여 귀에 쏙쏙 들어오는 강의 진행

(現) 당근영어 우수 강사

(現) LG, 하이닉스, 지멘스 등 기업교육

(現) 교통방송(TBS)라디오 Reporter

(前) 정철어학원 강의



Drivetime

Mon-Sun 16:00 - 18:00

Producer Tim Alper

Presenters Sam & Annabelle

Researcher Lee Mi-ri

Take a journey into the final frontier of comedy with Sam & Annabelle. It's the best Drivetime show in Korea - by default. There are no other Drivetime shows in Korea.

[Introduction](#)

[Playlist](#)

[Message Board](#)

[Photo Gallery](#)

[Announcements](#)

[Features](#)

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Features



Love Doctor

The Love Doctor joins every Tuesday to address affairs of the heart. Got a love problem that you need fixing? Want a verdict on your relationship problems? Then get in touch with the Love Doctor via the message board!

Reference

Jung Eun 's Teaching Portfolio



SOOKMYUNG WOMEN'S UNIVERSITY

Graduate School of TESOL

May 26, 2010

TESOL MA Program

To whom it may concern,

It is a great pleasure to write a recommendation for a student as diligent and thoughtful in her approach to teaching as Ms. Jeong-Eun Kim. Despite her rather diverse background and wealth of experience in teaching and field of EFL, Jeong-Eun showed great development in her time here in the Sookmyung TESOL MA program. Based on this it is clear that she has the background, intelligence, and, energy to effectively handle any English teaching situation.

I have known Ms. Kim since 2008 when she entered the TESOL MA program at Sookmyung Women's University. She was a student in several of my classes during her time in the MA including the final semester Practicum class and I was always very pleased with her performance as a student and a teacher. I particularly enjoyed having Ms. Kim in my class because she was always insightful in her observations on language and language teaching. She was a very hard-working student who is well-versed in the central theories of TESOL and is very eager to apply these ideas in her own teaching. This has come as a result not only of her well-developed study skills, accrued in a varied and very busy career which involves many different aspects of the EFL. Among all the students in the program Ms. Kim has stood out for her diligence and level of devotion. Despite being very busy with multiple jobs while taking the course, she was a very eager student, determined to improve her knowledge and skills in teaching. Once more, the excellent skills she brought to bear in the classroom as a student carried over into her own teaching in her final semester Practicum class.

Although Ms. Kim was an excellent student throughout the program, it was during her Practicum course that she really pulled everything together. Ms. Kim showed herself to be an effective class leader and a great collaborator. She showed a high level of creativity and innovation in her lesson planning and was very effective in running both her group and the class itself. She came up with interesting and effective ways of introducing content and engaging the students with difficult materials. These skills, taken together, allowed her to excel in the Practicum for this semester and showed her to be a teacher who takes full advantage of the knowledge she has acquired both in her experience and in the MA program.

Based on her performance in my classes and particularly in the Practicum class, I am sure Ms. Kim has excellent skills, knowledge, and professionalism as an English instructor. The expertise she has acquired in the Sookmyung TESOL MA, in addition to her experience in the English education field serve to make her an excellent English teacher. I, therefore, have no qualms in recommending her most highly in your application process.

Yours truly,

A handwritten signature in black ink, appearing to read 'Stephen P. van Vlack'.

Stephen P. van Vlack (Ph.D.)

Teaching GEP

Jung Eun 's
Teaching Portfolio



This chapter is all about my teaching experience through GEP class.

Lesson Plan

Materials

Reflective journal

Messages from students



GEP class

Lesson plan & Materials



Lesson plan –week 10

Theme	Jobs and Careers
Function	Describing formally abstract entities like graphs and surveys
Language focus	Past, present, future and present perfect tenses Year, number, transition words

Main activities

Time	Activities	Material
7:50~8:00	Sharing homework / Overview of the Class / Group Setting (6 Groups)	Group Arrangement Sheet
8:00~8:20 (20min)	<u>Survey Dreaming Jobs</u> T gives some directions using charts to have Ss come up with ideas of this activity. Two groups will be combined after direction, two groups will be discussing what kinds jobs they are looking for. They need to come up with group survey data after 10 minutes and need to make pie chart to describe their results of the group survey. One spokes person will present their survey result in the front. When they are done this activity, they need to get back their original seats.	Group work : 3 Big groups Modeling pie charts to give direction Paper of each group, Makers Visualizer
8:20~8:40 (20mins)	<u>Job Profiles of Partner</u> Pairs will discuss together to find out some of personality traits and qualification of your partner. At the end of the presentation, they can suggest jobs for their partner based on survey. After finding out, each pair will have chances to present their results to the class in front of the class and some of the Ss will present. (T-S-S)	Pair work Makers Hand out - Partner's traits and qualification

8:40~9:00 (20mins)	<u>Describe your graphs</u> T explains some expressions for describing charts or graphs using PPT. T gives each group several pictures of the different graphs, each group chooses one picture and describes their graph. Each group has to be practiced their presentation. One spokesman needs to describe in front of the class.	Important Tips: tips for describing graphs by class leader Group work Handout(pictures and worksheet)															
9:00~9:10	<u>Break</u>																
9:10~9:45 (35mins)	<u>Phase I - Survey & Report</u> T explains the 4 steps to the class using ppt. Give some tips how they can design the survey. (Number of the questions, simple to survey). First of all, each group has to do brainstorming for the topic for survey in the group. After each group come up with the topic, they have to design the survey questions. After they design the survey, they have to walk around to do survey in 10 minutes and the finally they will talli the results in their groups.	Group work Various types of graphs to explain Paper of each group Visualizer Makers Stickers															
<table border="1"> <thead> <tr> <th>Step</th> <th>Time</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5'</td> <td>Brainstorming</td> </tr> <tr> <td>2</td> <td>10'</td> <td>Designing Survey</td> </tr> <tr> <td>3</td> <td>10'</td> <td>Survey</td> </tr> <tr> <td>4</td> <td>10'</td> <td>Talli the Results</td> </tr> </tbody> </table>			Step	Time	Contents	1	5'	Brainstorming	2	10'	Designing Survey	3	10'	Survey	4	10'	Talli the Results
Step	Time	Contents															
1	5'	Brainstorming															
2	10'	Designing Survey															
3	10'	Survey															
4	10'	Talli the Results															

Lesson plan & Materials



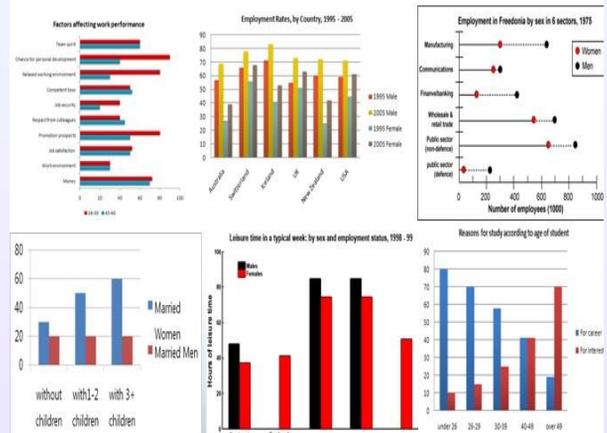
<p>9:45~10:05 (20min)</p>	<p><u>Phase II – Make graph & Practice</u> T asks each group to draw graphs based on their results of the survey and have them to be practice their presentation in 10 minutes. They can refer their vocabulary list which is given by class leaders. T also asks each group to choose spokesperson to be presented.</p> <table border="1" data-bbox="194 877 1003 993"> <thead> <tr> <th>Step</th> <th>Time</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>10'</td> <td>Make a graph</td> </tr> <tr> <td>6</td> <td>10'</td> <td>Practice for Presentation</td> </tr> </tbody> </table>	Step	Time	Contents	5	10'	Make a graph	6	10'	Practice for Presentation	<p>Vocabulary lists Paper for drawing graphs Markers</p>
Step	Time	Contents									
5	10'	Make a graph									
6	10'	Practice for Presentation									
<p>10:05~10:25 (20mins)</p>	<p><u>Phase III- Present your Survey</u> Spokesperson of each group will be presenting their graphs in front of the class.</p>	<p>Group work</p>									
<p>10:25~10:30 (5min)</p>	<p><u>Wrap up & Speaking Assignment</u> 당신은 외국계 기업에 취직하려 하고 내일은 영어 면접 날 입니다. 회사 측은 당신이 회사에 대해 얼마나 알고 있는지 알고 싶어 한다는 이야기를 들었습니다. 운 좋게 당신은 작년 회사의 판매실적 그래프를 얻었습니다. 당신은 이 회사에서 일한 지 2년 된 외국인 친구 Tom 에게 당신의 그래프에 대한 묘사가 맞는지 확인하려 합니다, 현재 Tom 은 출장 중이라 당신은 이메일로 당신의 녹음한 그래프 묘사를 보내주려 합니다. Tom: hey I am not able to you meet you, so can you send me your voice file through my email?</p>										

Lesson plan & Materials



3. Describing graphs

- Each group has different graph

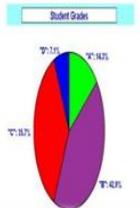
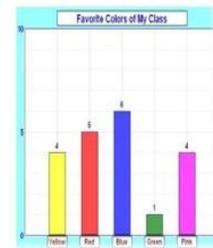


1 Survey : Dreaming jobs



Phase II – Make graph & Practice

Line Graph - Used to show information that is somehow connected (or changes) over time. Bar Graph - Used to show relative sizes of different results. Pie Chart - Used most often to show survey data that is to be reported in percentages.



Lesson plan & Materials



Lesson plan -week 12

Theme	Plastic Surgery
Function	Giving Opinion
Language focus	I agree/ disagree with you. I agree to I think/ feel/ believe/hope/imagine/understand/suppose/realize that

Main activities

Time	Activities	Material
7:50~8:00	Sharing homework / Overview of the Class / Group Setting (6 Groups)	Group Arrangement Sheet
8:00~8:20 (20min)	Have your Voice Ss will be watching video which is related with plastic surgery and have them in pairs to talk about this one, ask them to write some opinion and have them present of their opinion of good things and bad things. Appendix1. p1.	Pair work Video clip
8:20~8:40 (20mins)	Survey Group leaders will put some stickers on the back of the sisters. On the stickers, the glossary of plastic surgery is on the stickers. Ss are asked to be walked around to ask them what kinds of things could look different. When you tell the other students, do not tell too directly. The students who get right answers will be sitting their seat. Appendix 2. p 2	Group work 3 different articles

8:40~9:00 (20mins)	Get advice and give some opinion Two big groups will be seated into two lines. one row is for person who has a problem, the other row is for person who will give the other advice on their problem to do role play. The important thing is that no matter what kind of problem Ss will hear (as a counselor), they need to give them unexpected advice. Every three minute will be rotated in clock wise circle. Appendix. p. 8~9	Role play 24 role play cards Seat arrangement Bell
9:00~9:10	Break	
9:10~9:30 (20mins)	Debate Battle Phase I – Introduce topic , Setting groups , Assign the roles T introduces the topic, have them know the grouping which will be assigned con and pro sides. After that, T assigns the roles and explains the roles. T shows some model samples for them to be understood better. They will be watching a debate video to be referred before next step. Appendix. p 11~18	Group work Use debate video Seat Arrangement Paper Model statement Topic Pro/Con argument Template
9:30~9:50 (20min)	Phase II – Make arguments T asks each group to make three arguments based on their side. Have them discuss in group in 20 minutes to be ready for their debate._ Appendix. p 19-25	Vocabulary lists Paper for drawing graphs Markers

Lesson plan & Materials

Jung Eun 's Teaching Portfolio



Who am I?

One character on back

Give opinion their appearance

Walk around to find out Who you are

Plastic Surgery

Jin ah, Jeong Eun

Debate Battle Seats

Pro	MC & Timekeeper	Con
Intro Speaker 4 min	Note taking	Intro Speaker 4 min
Rebuttal Speaker1 3min	Recess 8 min	Rebuttal Speaker1 3min
Rebuttal Speaker2 3min	Recess 8 min	Rebuttal Speaker2 3min
Conclusion Speaker 4 min	Recess 8 min	Conclusion Speaker 4 min
	Judges (3/4)	
	Team Work	

Who am I?

Michael Jackson

Meg Ryan

Seo woo

Kim ah ioona

GEP class pictures

Jung Eun 's
Teaching Portfolio



Reflective journal

Jung Eun 's
Teaching Portfolio



This week was me and Gina's first actual teaching. The theme was studying abroad, the function is describing more formally. When we prepared the class, personally I was thinking it might be not that difficult for me. My students are university students therefore I was familiar with this kind of class. However, it was more difficult than I expected.

When I wrote other group's reflective journals, and when we talked in the class about the previous teaching, I found that there were several things we need to change or put more weight on.

This time we tried to focus on these things, but not every part was successful.

- ◆ Beginning –opening
- ◆ Managing time
- ◆ Teacher's standing position in the classroom
- ◆ Grouping
-
- I was the one who needed to start the class. I found that it was really difficult to have a very interactive opening, I asked some questions to students, but they didn't answer a lot. Gep class is once a week, so even it was week 6's class, I found that students need some time to be ready to get involved the class. Also, some of students were late; my opening didn't go really well. To make this better in the future, we need to know how to open the class with a full classroom interaction. Managing time is definitely not an easy task; some of activities took more time than our actual plan. We kept our eye on the watch; therefore we could finish on time But one of the problems was, it was not easy to stop students' group workings. Whenever we needed to move on presentation time, it was not easy to make students pay attention to us.

Reflective journal

Jung Eun 's
Teaching Portfolio



Gina said that she thought about using bell during the class to get students' attentions. We didn't do it, so I am thinking if we used that, it would be really helpful to us. Next time, I would like to some things that can help to stop the group working and to make the students pay attention to us.

Speaking of teachers' standing positions in the classroom, so far, all teachers needed to stand behind the computer to use the ppt files. Luckily, Gina has a ppt remote control, so we were able to move around the class, that was a good change.

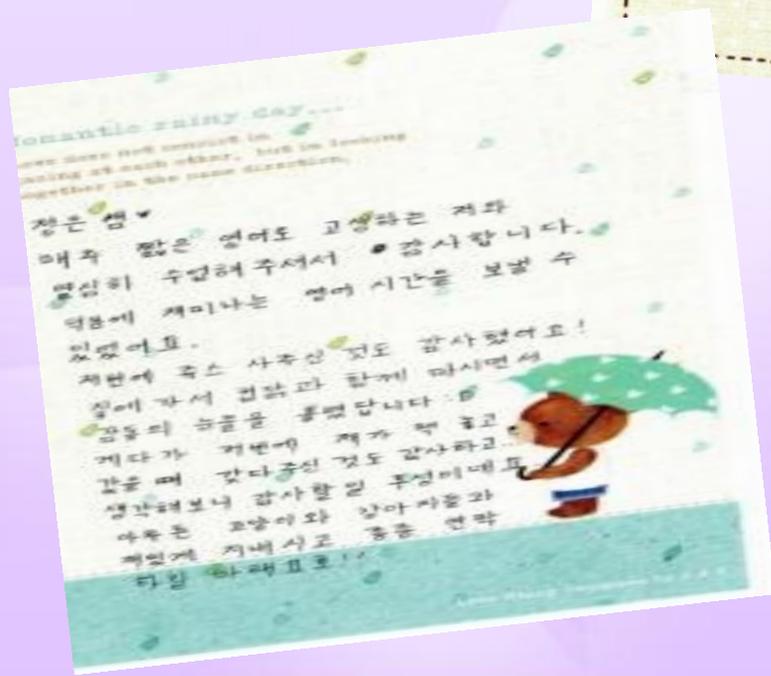
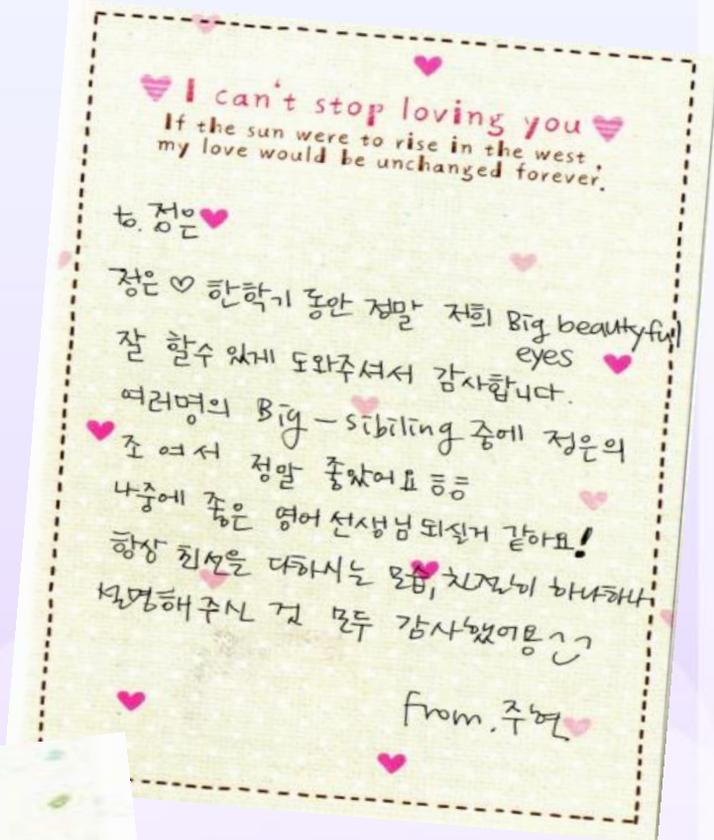
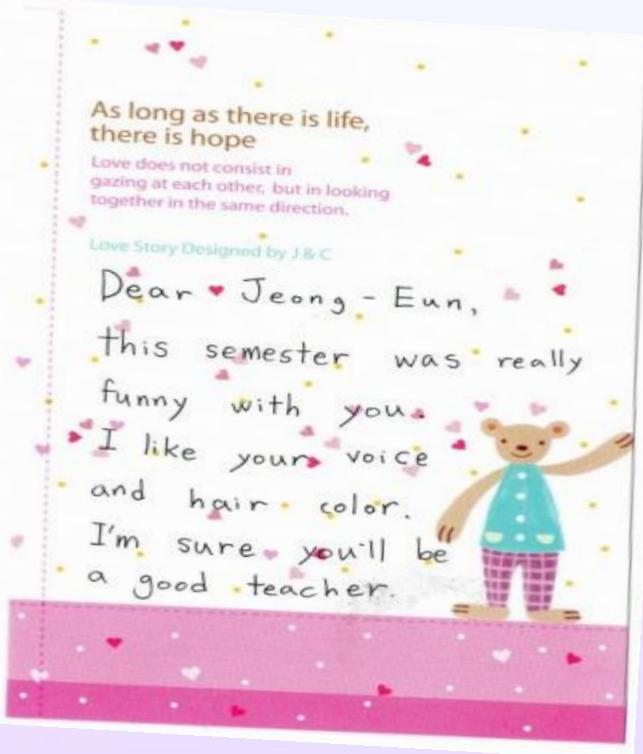
We divided into 7 groups, we were thinking to make 6 groups, however, we have 7 big siblings, and we'd rather keep 7 groups. Not only for that reason, but also, it could be the better way to give a lot of students to talk in the class.

However, due to the 7 grouping, when we had a presentation time, it was some what boring. I want to figure out how we can give a lot of chances to talk for the students during the class, but in an interesting atmosphere. This part might be not easy to deal with, if we make the fewer groups, it would not be boring, but in the meantime, students can lose their chances to talk. Definitely, this part needs to be considered.

My partner Gina was really professional, I really appreciate her work and also other big siblings. During the first activity, our group needs a lot of big siblings' help, they did their best to explain each school to the students. Without their help, we couldn't have done well, thanks for their hard works.

Messages from students

Jung Eun's Teaching Portfolio



Achievement



- This chapter is about what I have achieved during MA TESOL program at Sook Myung Women's University in Seoul.

Action research

Certificate



Problem and goal

• 1. Problem

Some rudimentary-high and moderate-emerging and low participants, Y, J, H, S, M, Y2 had difficulties presenting some topics Use pseudonyms for your participants.

2. Goal :

To find out better help low level students improve their English speaking proficiency in a GEP course

3. Participants

:Y, J, H, S, M, Y2



Literature review

1) Choose participants

Affective filter hypothesis Krashen(1981) claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition

Action research

Jing Eun's

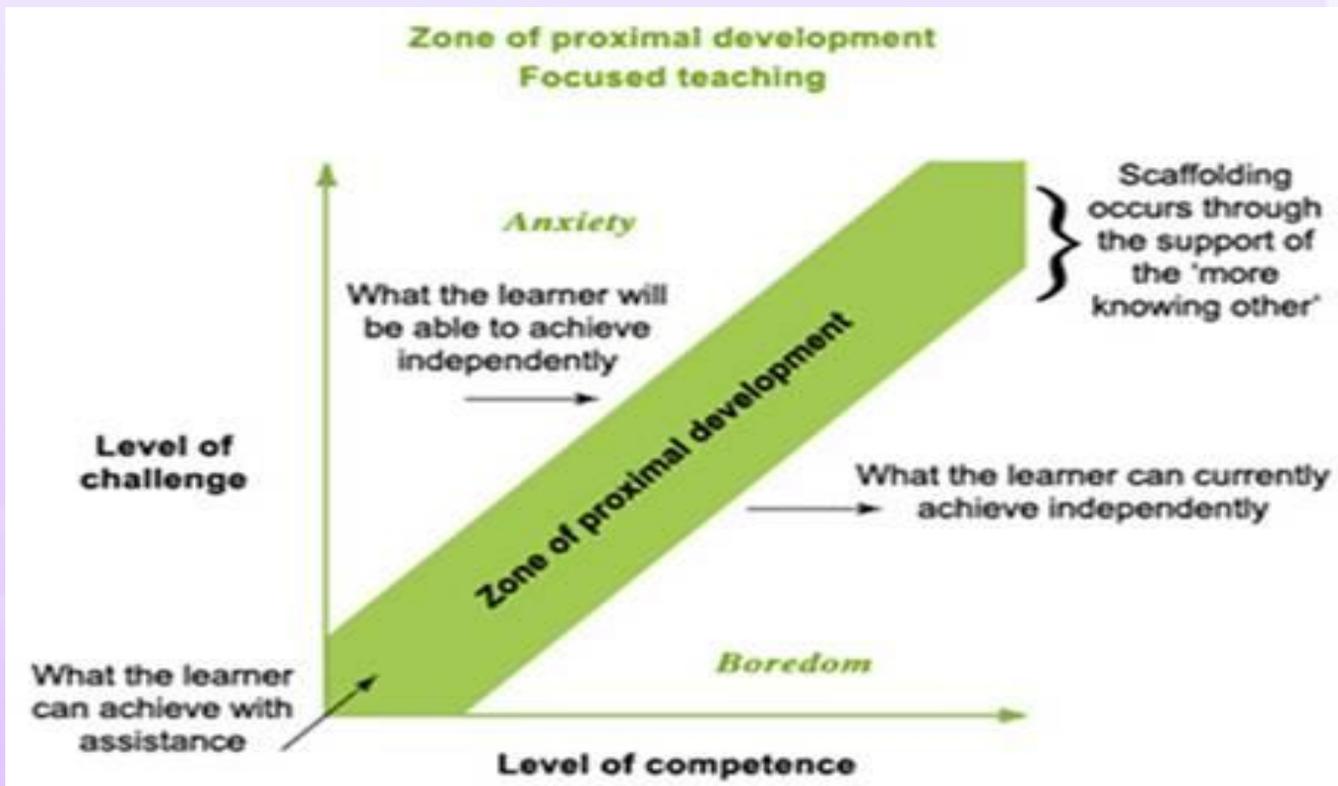
Teaching Portfolio



Literature review

2) design treatments

a zone of proximal development (ZPD)
-scaffolding ,interaction



Treatments

- Treatment1: Teachers help them write notes based on keywords.
- Treatment2: Teachers guide them time to practice the presentation with a partner or in a group.
- Treatment3: Teachers give them positive compliments with some tips of the language forms.
- Treatment4: Teachers give them the ideas of developing outlines; this origination can help them have a effective presentation.
- Treatment5: Teachers guide them not to read student's presentation. Students can use a short note but reading a presentation
- Treatment6: Teachers guide them to speak clearly, slowly and at an appropriate level for your audience.



Treatment

Time		Treatment
1 st period	Week 9 - April 29 th	Treatment #1),2),3)
	Week10 - May 6 th .	Treatment #1),2),3)
2 nd period	Week 11 - May 13 th	#(1),(2),(3),(4),(5),(6)
	Week 12 - May 20 th	#(1),(2),(3),(4),(5),(6)



Data analysis

PARTICIPANTS		M	J	S	H	Y2	Y
1. Clarity of Speech <i>(Details: See the Appendix A)</i>		3→4	3→3	3→5	2→3	4→3	2→3
Presentation Skills	2. Speech Volume	3→4	2→3	4→5	3→4	4→5	3→4
	3. Pace	4→4	3→3	2→4	1→3	3→4	2→3
	4. Appropriate use of Body Gesture	1→4	2→2	1→3	1→2	3→4	1→2
	5. Eye contact	3→4	2→2	1→2	1→2	4→4	1→2
Presentation Organization	6. Introduction	4→4	3→4	1→5	1→2	4→4	2→3
	7. Body: Enough Support with Example	3→3	3→4	2→4	2→4	5→5	2→3
	8. Conclusion	2→4	2→3	1→5	2→3	5→5	2→3
Total average of improvement (%)		18.75	12.5	56.25	31.25	6.25	21.875

Conclusion

- some limitations of our action research
 - the observing time
 - Not available participants
 - were no fixed and permanent groups

However,

if give special treatments and

encourage GEP students to practice,

➔ students will be improved in speaking proficiency in presentation skills

Certificate

Jung Eun 's
Teaching Portfolio



NO. 10-R1-012

MATE

Multimedia Assisted Test of English

CERTIFICATE OF COMPLETION

This is to certify that

Jungeun Kim

*has completed a MATE 16 hour Rater Training Workshop at
Sookmyung Women's University*

Completion Date

28 February 2010

Dean of General Education Institute



Certificate

Jung Eun 's
Teaching Portfolio



제 4481호



SOOKMYUNG WOMEN'S UNIVERSITY Graduate School of TESOL

Kim Jung Eun

김정은

국제영어교사자격증

위 사람은 국제영어교사 교육과정의 기준에 의거한 숙명여자대학교와 미국 메릴랜드대학교 (UMBC)의 공동협력 과정인 SMU - TESOL 프로그램을 성공적으로 수료하였으므로 TESOL 영어교사 자격증을 수여합니다.

교육기간: 2007. 2. 1 ~ 6. 21
전공교육과정: TESOL
2007년 6월 21일

Certificate of TESOL

This is to certify that the above-mentioned person has successfully completed the TESOL Program offered by SMU in cooperation with the University of Maryland, Baltimore County, U.S.A and is duly awarded the Certificate of Teaching English to Speakers of Other Languages.

Duration of the Training : February 1, 2007 ~ June 21, 2007
Specialization : TESOL
June 21, 2007

숙명여자대학교

Sookmyung Women's University

TESOL대학원 원장 목은균



Dr. Eungyun Mok
Dean, Graduate School of TESOL

총장 이경숙

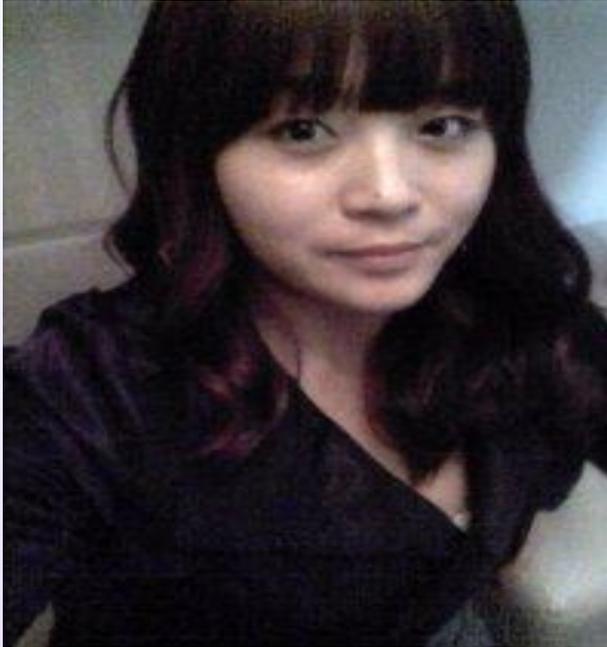


Dr. Kyungsook Lee
President, Sookmyung Women's University

Epilogou

This M.A course allowed me to broaden my knowledge when it comes to teaching English. This portfolio is not enough to show all things that I have gotten through this program. This portfolio is a good chance to reflective myself to have what it takes to be a good teacher. After graduation, I will apply all things that I have learned to develop a better class.

Jung Eun 's
Teaching Portfolio



Thank you !!!