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**TESOL Jr. SS92, ESSAY #1**

**INCREASED AWARENESS THROUGH FUNDAMENTAL ANALYSIS**

The knowledge and experience attained through the previous TESOL course was both fulfilling and enriching. While working as an English instructor years ago, I used many of the techniques covered throughout the TESOL course without actually thinking about the psychology behind it. The TESOL course helped me to define the techniques I used, and it helped me to build upon it. When I signed up for the TESOL Junior course, I assumed that it will be easier than the previous course since adults are more complex in nature. However, I am starting to realize that there is more to the course than was expected as it will bring the teaching experience to a whole new level, it will give me a chance to think of new approaches in teaching English, and it will help me to understand the fundamentals of the learning experience.

Before the start of the course, I assumed that the different teaching approaches used for teaching TESOL to adults can be reused in teaching children. I just hypothesized that it must be easier to teach children since adults are more complex in nature. However, I am beginning to realize that it was just easier for me to understand the complexity involved in the adult learning experience because of the fact that I am an adult. The psychology behind teaching an adult is simple, whereas the developmental stage of a child and the appropriate approach to teaching a child is more complex, as the child’s age and psychological development stage is directly related to their learning behavior. This in fact brings the teaching experience to a whole new level as more aspects directly factor into the actual teaching approach.

If I had to go into a classroom a few years ago to teach English to a group of children varying from 5~12 years in age, I would have relied on using simple words, expressions, and pictures thinking that it was all that is needed. I would have assumed that one method could be used to teach all the children without considering the psychological implications behind it. I probably would have been dumbfounded as I realized that I could not teach all the children through the same approach. The older children would have understood the material, and the younger children would just mimic the older children. But, I wouldn’t have the first clue on how to effectively evaluate what they have learned. Through this TESOL Junior course, I am beginning to realize that the different approaches and attention to detail must be addressed in order to teach the children more effectively.

As we went through the last warmer activity together as a class, I realized that the fundamental of the learning experience is heavily involved with association. Adults associate new information with their schema for a faster understanding, and children input new material into their developing knowledge base through short association. I am beginning to realize that, regardless of age, association plays a large part in how quickly new information is learned. Aside from association, I am also starting to think about the other stimuli that can be used to enhance the learning behavior. These aspects include optical stimuli such as visual aids and our other 4 senses, and these factors play an important part in the fundamentals of the learning experience.

The TESOL Junior course has brought the English teaching experience under a different light. It is starting to give me more insight on the fundamentals of the learning behavior in different stages of development. I am starting to see how information can be conveyed to a student more effectively. Also, I am beginning to realize that children acquire knowledge though association of the simplest form of information, as awareness is increased through fundamental analysis.