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November 2007

I. Teaching English as a Second Language

Teaching in I Lu Adult Language School, Shanghai China

Teaching all levels of adults. January 31, 2007 to present

Curriculum is following various ESL materials including Side By Side and internet resources.

Highlights:

- ✧ Teaching groups of 10 to 15 students at a time. Students are either business people or university students.

Teaching English Conversation to Adults, Thailand

Phimarnvit School's night school program. Bangkok, Thailand, January-2003 to January 2007

While doing research for my PhD dissertation Thailand, I was regular teacher of English for adults Phimarnvit School.

Highlights:

- ✧ Taught four hours per day, M-F.
- ✧ Set up a teaching curriculum for all levels of adults using various conversation text books (often Side By Side) and newspaper articles. Also utilized audio-visual materials.
- ✧ Trained the school's Thai teachers in TESL methodologies.
- ✧ Was active in management affairs.

Workshop for Training Teachers of English as a Second Language (ESL) in South Thailand

At Phimarnvit School, Narathiwat, Southern Thailand, February 2006

I gave a seven day workshop at the Phimarnvit School in Narathiwat in the south of Thailand (not at the Phimarnvit School in Bangkok). The workshop was five hours a day teaching the methodology that I developed for teaching English to young learners in Asia which I call, Active English.

Highlights:

- ✧ Trained 4 teachers as a core group who would then train the other teachers.
- ✧ Worked for six days with full classes of students aged between 6 and 14 years. On the seventh day I did a four hour workshop for all English teachers in the school, wherein half alternated as being students and the other half being teachers.

Co-Author and Editor of the *Summerhill Kindergarten English Conversation Books in Taiwan*

This series of six textbooks is the creative culmination of my eight years teaching in kindergartens in Taiwan. Chung-Li City, Taiwan. 1998.

These books were written for the development of a total-immersion English kindergarten, wherein all subjects were to be taught in English. The textbooks are for teaching English conversation and represent my total teaching experience as well as the teaching methodology that I developed named, *Active English*.

Highlights:

- ✧ This series is suitable for any three year kindergarten ESL program.
- ✧ The program is based on developing the positive emotions of the students towards learning ESL.

Development of My *Active English* Methodology for Teaching Young Learners of ESL

This process of development covered 10 years, from 1988 to 1998, all in Taiwanese kindergartens and English language schools for young learners.

Highlights:

- ✧ Active English works by developing the students positive emotion towards learning ESL.

- ✧ This is done mostly through specially written songs for young learners of ESL and the use of theatre drama methodologies.
- ✧ The teacher's focus is on familiarization of the material rather than memorization.
- ✧ The teacher utilizes psychological principals of unconscious learning techniques.

Teacher of English as a Second Language to Young Learners, Taiwan

Various kindergartens and English conversation schools. Tainan City, Taiwan 1988→1994 and Chung Li City, Taiwan 1995→1998.

Taught ESL at various kindergartens and private language schools in Taiwan (1988→1998), with ever increasing responsibilities in program development, and teacher training. Worked with the full spectrum of Taiwanese students.

Highlights:

- ✧ Developed my *Active English* methodology for teaching English as a second language to young learners. In the kindergartens and language schools where I taught, enrollment increased due to the effectiveness of *Active English* methodology.
- ✧ Co-Author of the *Summerhill Kindergarten English Conversation Books*. Series of six textbooks covering a three-year total-immersion English conversation program for children aged three to six. Designed to be used with my *Active English* methodology.

Teacher of English as a Second Language to Adults, Taiwan

Various adult English conversation schools. Tainan City, Taiwan 1988→1994 and Chung Li City, Taiwan 1995→1998.

Highlights:

- ✧ Mastered various TESL methodologies: All students receiving equal time to talk, while the teacher talks as little as possible. The use of English materials to facilitate the students interest in conversing in English.

Teacher of English as a Second Language to Adults, South Korea

Taught ESL to adults, from many walks of life, full time for five years, Seoul, Korea 1980→1985.

Highlights:

✧ Taught in various English language institutes for adults developing teaching methodology for teaching adults ESL. This methodology is based on the teacher talking as little as possible while motivating the students to talk as much as possible,

II. The Academic Analysis of Buddhist Texts: 1979 to 2007

PhD Interdisciplinary Research in Pāli Buddhist Studies-Western Psychology 2002→2007

University of Utrecht, The Netherlands, December 2002→March 2007. I am writing my PhD dissertation comparing Pāli Buddhist psychology with Western psychology

Highlights:

✧ Published an interdisciplinary Buddhist Studies-Psychology article in the journal, *Constructivism in the Human Sciences*, vol. 11, no. 1 and 2, July 2006, titled, 'Conceptualizing the Efficacy of Mindfulness of Sensations on and in the Body in Mindfulness-based Interventions,' (See the Publications section below).

✧ Published an interdisciplinary Buddhist Studies-Psychology article in the *Buddhist Studies Review* vol. 23, no. 1, May 2006, titled 'Conceptualizing the Efficacy of Vipassana Meditation as Taught by S.N. Goenka,' (See the Publications section below).

✧ Teacher of research and writing methodology for writing interdisciplinary Buddhist psychology-Western psychology academic articles.

Ph.D. Research, Editor of Academic Articles in Buddhist Studies

The Library of Tibetan Works and Archives, Dharamsala, India. December 2003→September 2005.

Free reading for Ph.D. dissertation while editing for two academic projects. The first project is an anthology on the uses of Buddhist meditation in Western psychotherapy: DK Nauriyal, MS Drummond and YB Lal (eds.) *Buddhist Thought and Applied Psychological Research: Transcending the Boundaries*, London: Routledge Curzon, (2006). I was the Buddhist Studies and Psychology editor.

Full-time Teacher of Buddhist Studies

Mahachulalongkornrajavidyalaya Buddhist University (MCU), Bangkok, Thailand
2000→2001

Full responsibility for teaching introduction to critical research in Buddhist Studies. MCU, the primary Buddhist University in Thailand in MCU's new, 2 year all-English Master of Arts in Buddhist Studies in June of 2000.

Highlights:

- ✧ Designed a program of reading academic papers from Buddhist Studies journals. Goal was to write critically thought out essays on Theravāda doctrine. Teaching technique: Student centered learning.
- ✧ Participated in various MA and PhD candidate selection committees.
- ✧ Represented MCU at Conference on *Cultural Heritage Amidst Contemporary Change*. Assumption University, Bangkok. Presented my paper, *Vipassana Meditation and Addiction Therapy*.
- ✧ Recruited and trained one full-time American teacher of English as a second language to assist students with their limitations in English.

Education

Admitted as an interdisciplinary PhD researcher in Pāli Buddhist Studies and Psychology at the University of Utrecht, The Netherlands in the Faculty of Theology, December, 2002. Topic: Theravāda Buddhism as a Living Religion: The Role of *Vedanā* in Psychological Purification and the Vipassanā Meditation Teachings of SN Goenka. Advisor: the late Prof. Ria Kloppenborg.

Master of Arts in Buddhist Studies, Department of Theology and Religious Studies, University of Bristol, United Kingdom, 1999. Dissertation: *Paticca-samuppada: A Case of an Ancient Misinterpretation?*

Basic Pāli translating skills.

High survival conversation skill in Korean and a medium skill in full conversational Mandarin Chinese.

Harry Lundeberg School of Seamanship, Piney Point, Maryland, USA. Basic Seamanship Diploma from the training school of the Seafarers International Union, AFL-CIO, Brooklyn, New York. 1973.

III. Earlier Work History 1973-1989

Merchant Seaman

Able Body Seaman and Fireman, Oiler and Water-tender, Seafarers International Union, New York 1973→1989

Qualifications: Deck Department: Able Body Seaman (apprentice navigator), Engine Department: Fireman, Oiler and Water-tender (apprentice engineer).

Highlights:

✧ Over 12 six-month voyages to countries on every continent. Including the Soviet Union, 1973 and 1977. South Vietnam and Taiwan, 1974. Pakistan, 1976. Hawaiian Cruise ships, 1978. Zaire, Africa, 1979, Diego Garcia, 1989.

✧ Self educated while at sea in guitar playing, Western classical literature, modern Western history, specializing in American involvement in China and Vietnam. A total of six years sea-time.

Publications

Co-Author of the *Summerhill Kindergarten English Conversation Books*. This series of six textbooks is the creative culmination of my eight years teaching in kindergartens in Taiwan. Chung-Li City, Taiwan. 1998.

Drummond, MS, 'Conceptualizing the Efficacy of Mindfulness of Sensations on and in the Body in Mindfulness-based Interventions', *Constructivism in the Human Sciences*, vol. 11, no. 1 and 2, July 2006.

Drummond, MS, 'Conceptualizing the Efficacy of Vipassana Meditation as Taught by S.N. Goenka', *Buddhist Studies Review*, vol. 23, no. 1, May 2006.
Nauriyal, DK, Drummond MS and Lal, YB (eds.) *Buddhist Thought and Applied Psychological Research: Transcending the Boundaries*, London: Routledge Curzon, (2006).

Drummond, MS, 'Western Science Meets Eastern Wisdom to Experience Bodily Feelings' in DK Nauriyal, MS Drummond and YB Lal (eds.) *Buddhist Thought and Applied Psychological Research: Transcending the Boundaries*, London: Routledge Curzon, (2006).

Drummond, MS, 'Feelings and Therapy,' (2002) *Prajna Vihara*, published by Assumption University's Faculty of Philosophy and Religious Studies, Bangkok, Thailand.

The Second International Conference on World Peace, Boa Lien Monastery, Chung-Li City, Taiwan. Paper delivered: “The Spread of Intensive Buddhist Meditation in North America.” June 1997.

Various articles for the Torch of Wisdom Buddhist Newsletter. Torch of Wisdom Publications, Taipei, Taiwan. 1994→1997.

Conferences

November 2003: The Unifying Aspects of Cultures, Austria. Paper delivered: ‘The Concept of Self and its Purification in Early Buddhism’.

June 2003: 8th International Congress on Constructivism and Psychotherapy. Bari, Italy. Paper Delivered: ‘The De-sanctification of the Self and Purification of the Mind in Early Buddhism’.

May 2001: Cultural Heritage Amidst Contemporary Change, Assumption University, Bangkok, Thailand. Paper delivered: ‘Vipassana Meditation and Addiction Therapy’.

The Second International Conference on World Peace, Boa Lien Monastery, Chung-Li City, Taiwan. Paper delivered: “The Spread of Intensive Buddhist Meditation in North America.” June 1997.

References

Dr. Lalita Laopanich. Principal of Phimarnvit School, Bangkok, Thailand.

Mr. Stanley Qui, manager of I Lu Adult Language School’s ESL program.

Prof. Lin Chung-an. Professor of Space Science, Institute of Space Science, National Central University, Chung Li City, Taiwan.

Ven. Thiab Malai. Dean, Faculty of Buddhism, Mahachulalongkornrajavidyalaya (MCU) University, Wat Mahatat, Bangkok, Thailand.

Prof. Paul Williams. Professor of Buddhist Studies, University of Bristol, Department of Theology and Religious Studies, Bristol, United Kingdom.