

A BUDDHIST APPROACH TO TEACHING ENGLISH

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Abstract

This article posits a different approach to the learning and teaching of the English Language. It envisages using the mental disciplines of Buddhist meditation with breathing, Anapanasati and memory palace techniques to instill a spirit of autodidactism and to overcome the brain damage young people incur from abusing mass media devices in both learners and teachers alike. Generally English is taught incorrectly in Thailand, with students being taught grammar before being able to speak, read or write the language properly. The author proposes teaching English the way Thais learn their native language. Learn to speak and listen, then to read and write. Then grammar is taught last. The focus is on reading, gifting the learner the ability to enter the world of books and to be able to teach him or herself i.e. convert the student into a bibliophile and autodidact.

Keywords: Meditation; Autodidactism; Memory Palace; Kalamasutra; Introspection

Introduction

The purpose of this article is to apply the teachings and methodologies of mental development taught by the Lord Buddha, to enhance the teaching of English. In today's World, modern education prides itself on teaching so called critical thinking. However, this is only in theory. In practice students today do not think critically. Critical thinking is not just asking questions, but being introspective and questioning the fundamental thinking of the herd mentality, which has turned "critical thinking" into a buzzword. They have become imbued with the mechanised Anglo-Saxon approach of mediocrity, paying lip service to so called critical thinking, whilst neglecting to inculcate learners with a sense of

introspection and autodidacticism. Unfortunately the commercialisation of society and its attendant loss of honour and morality is now the driving force behind American, thus Anglo-Saxon, academic thinking. It is this mindset of maximum profit which aims not to build up society, but to extract maximum benefits for selfish ends, thereby attacking basic morality and promoting immorality which undermines the order and structure of society, built up over generations. It does this by the promotion of commercial thinking i.e. everything must be profitable (Bartok, 2011). There is no interest in learning for the sake of pure knowledge. There is also the current Orwellian trend of political correctness prevalent in the English speaking countries which have had the effect of stifling truth, free speech and altering the meaning of everyday words e.g. the word "gay". Originally "gay" meant happy (McCarthy, & O'Dell, 2006). Now it refers to someone who is homosexual. The great English literature, prior to the sixties, used the word in this context, happiness or joy. Therefore the objective of this article is to use the sage teachings of the Lord Buddha's Kalamasutta to instill in students and teachers alike a spirit of true enquiry, autodidacticism, and an earnest desire for self-improvement.

Background

Mental Obstacles and Hindrances to Learning, Nowadays education and young learners suffer from the deleterious effects of mass communication devices, such as television, smart phones and computers. If used properly these devices can be a very useful tool in the furtherance of learning. However most young learners have much lower attention spans and reduced memory retention than the youth of thirty or forty years ago. This is due to the fact that continuous viewing of television and LED screens by children and young people causes damage to the cerebral cortex of the brain. Studies going back many years have shown that colour TV, in particular, has an extremely adverse effect on young and developing brains. In fact the American Academy of Pediatrics recommends that for children under the age of two, there should be no TV viewing, except for video chatting. For children up to the age of twelve TV viewing should be restricted to one hour per day of high quality programming. This is because literacy depends on the power of words to stimulate, or paint a picture in the imagination of the reader. If the imagination or the ability to visualise is not developed at an early age then brains become dull, inanimate and stultified. Brainwave measurements of TV viewers, whilst viewing TV show similarities

to those of people inebriated on the effects of cannabis. Short term memory loss is also apparent e.g. ask someone watching TV what happened five minutes previously and nine times of ten they will be unable to do so. As a result, with the exception of China, Japan, Singapore, Korea, Finland, Taiwan and several other countries; most countries, worldwide, have seen a marked decline in overall educational standards. This is particularly so in the Anglo-Saxon countries, USA, UK, Canada and Australia, where increasing indiscipline and lowering of academic standards have led to an overall dumbing down of the general population. Discipline in schools has caused alienation of students and frequent assaults on teachers by refractory students (Sykes, 1995). This has become commonplace in most Anglo- Saxon countries. Mobile phones are another device which is believed to have an adverse effect on the brains of users. In fact it is a fact that many students will play games on their smart phones during lectures. With regard to brain damage, currently there exists only anecdotal evidence of this, due to fact that any definitive study is likely to be discouraged, or suppressed by the vast commercial interests involved in the industry.

Teaching Methods Inimical to the Teaching of English

One of the most important things to remember when teaching or learning English is that one must learn it in the same way one learns one's mother tongue. First comes speaking, concurrent with listening. After that reading and writing. Then, and only then, should the finer points of grammar be learnt. This over emphasis on grammar, is a constant source of exasperation among foreign teachers of English in Thailand because learners are constantly trying to be grammatically correct. As a result it's difficult for them to become fluent. They must be encouraged to think in English (Stout, 2000). Only then can real fluency be achieved. Another bad practice is the multiple choice questionnaire. This leads to mental sloth in students and a concomitant retardation in memory retention and mental agility. The brain is a muscle and must be constantly exercised to avoid atrophy. Finland, which has one of the best education systems in the World frowns on the multiple choice questionnaire. They argue that one should know the answer, one shouldn't be allowed to make a lucky guess. Another adverse factor inhibiting the retention of knowledge is the abuse of Google in answering questions. Of course as most students have smart phones it is

imperative they learn to avail themselves of online dictionaries whenever they encounter new vocabulary.

Meditation

One practice which is extremely beneficial in reversing and countering the adverse and debilitating effects of the misuse and abuse of TV and other forms of mass media is the regular practice of meditation. Specifically Anapanasati, or meditation with breathing. There are a plethora of scientific studies, books and newspaper articles attesting to this fact. A simple google search on meditation will attest to the veracity of my contention. One book of great pedagogical value in this regard is the book. However the meditation must be on a daily basis, even if only for ten to fifteen minutes. Twice daily, once in the morning and evening is preferable. As previously mentioned the benefits are immense; increased concentration, better memory retention, mental discipline and constancy of purpose (Phra Bhramagunabhorn P.A.Payutto, 2014). There are also a large number of health benefits to be accrued. I would personally recommend that Mahamakut Buddhist University make available meditation classes to all the students and faculties of the university. The surroundings of MBU are very conducive to the practice of meditation. As per the Latin saying: *mens sana in corpore sano*. A healthy mind in a healthy body.

The Memory Palace

One of the best methods for training and enhancing one's powers of retention is constructing a memory palace, or method of loci in the mind. John O'Keefe and Lynn Nadel refer to it as: " 'the method of loci', an imaginal technique known to the ancient Greeks and Romans and described by Yates (1966) in her book, *The Art of Memory* as well as by Luria (1966). In this technique the subject memorises the layout of some building, or the arrangement of shops on a street, or any geographical entity which is of a number of discrete loci. When desiring to remember a set of items the subject 'walks' through these loci in their imagination and commits an item to each one by forming an image between the item and any feature of that locus. Retrieval of items is achieved by 'walking' through the loci, allowing the latter to activate the desired items. The efficacy of the technique has been well established, as is the minimal interference seen with its use."

The memory palace was used widely by Jesuit missionaries to China, Japan and other parts of the World in the 15th and 16th Centuries. In those days books were at a premium and it would have been impossible to transport a library with oneself. Hence the memory palace.

It is of vital importance to remember the mind is a muscle, it can be trained to accomplish astounding feats of memory. Like any muscle to be developed, one begins with mental exercises. There are a plethora of games that can be used to train the mind e.g. chess, go, draughts and scrabble to name just a few. Scrabble is a superb method for building vocabulary and boosting brain power.

Vocabulary

It is estimated that English has a vocabulary of a least 500,000 words, by the broadest and most extensive vocabulary of any other language in the world. Obviously it is impossible for anyone to retain and use even a small portion of the words available in English. Winston Churchill, British Prime minister during World War Two was famous for his vocabulary, estimated at 60,000 words. He was one of the finest writers in the English language and although he is rightly famous for his wartime leadership of Britain, few people realise he won the Nobel Prize for Literature in 1953, "for his mastery historical and biographical description, as well as for brilliant oratory in defending exalted human values.

For normal day to day English discourse, and other activities, such as reading a newspaper a speaker would need 5,000 words. Most university educated speakers would have a vocabulary of between 20,000 to 40,000 words depending on where and when they studied. Nowadays there appears to be a dumbing down effect in many Anglo-Saxon universities post 1980 as many universities have adopted the US system of commercial education i.e. universities are run as businesses. This has resulted in skyrocketing fees and ballooning student debt. Thus many students begin their working lives mired in debt, sometimes for the rest of their lives. The author has personally observed this; university students post 1980, unable to use academic vocabulary. This could be an area of future study. Therefore it can be said that if grammar is the frame work of a language, then vocabulary is the actual construction material i.e. the bricks and mortar. Thus it is of paramount importance that students be

encouraged to rigorously expand their vocabulary. Books on how to study vocabulary have been referenced to this article. A website for downloading these books will also be provided.

A Suggested English Programme for First Year Through to Fourth Year Students

The programme hereunder is suggested for students in the English programme at Mahamakut Buddhist University. It emphasizes self-learning, the development of introspection in order that students learn to evaluate themselves and correct their own shortcomings. Students should be asked to list their bad points at least once every month and also mention what steps they are taking to correct them.

1. For first year students, first semester, an intensive course in phonetics is recommended, with a particular emphasis on the sh, tch, dge sounds e.g. cash, catch, cadge. Other sounds are ts, sts, ds e.g. hit, hits, list, lists and lids. Other sounds not in the Thai language are ugh, as in struggle, v as in victor. They can be taught through means of tongue-twisters e.g. the sixth sick sheik, sixth sheep's sick.

Students should be taught to develop their listening skills through the medium of old radio shows, many of them are available on You Tube. The author of this article grew up without television in the fifties and sixties and would often listen to radio dramas, or spine-chillers such as "The Creaking Door". This particular series is available on You Tube. It's recommended that students be given a week to listen to a show, they may pause it as often as they wish, and then write a short paragraph, or precis about the story. The dramas are about 25 minutes in duration. The goal of any teacher is to instill a sense of autodidacticism in students. For every hour spent in a classroom a student should engage in self-learning for at least four hours. It is only through auto-didacticism that students can develop analytical skills, and the ability to introspect i.e. the ability to think inwardly to evaluate their own progress and ideas critically.

Another very important means for developing listening skills is dictation. During the sixties in schools in Australia this was a daily activity. The teacher would read a paragraph aloud several times, with suitable pauses, and students would have to write the paragraph in their exercise books. In one of the author's

schools students would receive a stroke of the cane for every spelling mistake. However this is not recommended, nor allowed, as a pedagogical method in this day and age. The aforementioned activities and methods are all excellent and of proven worth, which, when combined with meditation will enable the student to overcome the mental stultification and bad habits acquired since childhood. By combining self-learning with meditation the students powers of memory become more retentive, effective and efficient.

2. As the students proceed to the second year the tempo and pace is accelerated. It is imperative to instil in the students a rudimentary knowledge of English history and the multi-faceted cultures of the countries that comprise the English speaking world e.g. Australia, Canada, New Zealand, South Africa, Ireland and USA. In addition in much of the World, English is a lingua franca, a language of communication between two people whose native language is not English, but will use English to communicate e.g. a Vietnamese and a Thai neither of whom speak each other's language, will use English. Thus an overview of World geography is of utmost importance. In today's World a knowledge of geography is a must.

The best method to learn a subject is through reading. Some of the greatest men in history were avid and omnivorous readers; Churchill, Hitler, Mao Tse Tung, Truman, Gandhi to name just a few. It is a grievous error of the modern age to think that learning by rote produces robotic students unable to think for themselves. Nothing could be further from the truth; one need only look at the United States where 10% of the adult population believe that chocolate milk comes from brown cows. Therefore students should be moderately drilled to learn through repetition. Furthermore it is an added bonus, if during the course of English classes teachers can insert items of general knowledge into their lessons, no matter how trivial. Thus poetry should also be taught and students be taught to write short limericks. Limericks are short and witty single verse poems, usually humorous, five line, predominantly anapestic meter. The first, second and fifth lines rhyme, while the third and fourth are shorter and share a different rhyme. An example is given below.

“There was an old man with a beard. Who said it is just as I feared. Two owls and a hen, four larks and a wren. Have all built their nests in my beard.” This is very easy form of poetry to write and it may seem like a waste of time. However it boosts the imagination and creativity of the learners.

Reading Aloud

The most important reason for teaching students to read aloud is to enable students to learn the correct way to use punctuation in their speech. A major goal of punctuation is allow readers aloud to breathe properly. When in the course of reading aloud students encounter a full stop, or period in US English, it means a pause of one second, before commencing to read the next sentence. This also applies to! exclamation marks,? question marks, : colons, ; semi-colons. For commas and conjunctions, such as "and" "or" or "otherwise" a pause of half a second is necessary. Likewise the Latin abbreviations are still in use today in both spoken and written English. The most common abbreviations are: i.e id est (latin) that is to say, or in other words, e.g. exempli gratia (latin) for example N.B. nota bene (latin) Note Well or remember well. Punctuation, when used correctly, helps speakers to modulate their voices and helps them develop a melodious voice, instead of speaking in a monotone or stilted, staccato manner.

Another key aspect of learning a language, which must be reiterated strongly is the moderate use of language drills. Modern education in the Anglo-Saxon countries is dismissive of what they perceive as rote learning. However when one learns to play the piano, ballet, or any other type of dancing, one practice. There is no point in doing a thing once, one must hone one's skills by constant repetition, otherwise, the ability becomes atrophied and the skill must be relearned.

Reading is the most important skill of all and an illiterate population is the greatest bane of any country in the World. Unfortunately, in so-called developed countries, illiteracy is growing. Let us examine the USA, which is extolled and idealized as a paragon of educational excellence. According to the National Center for Education Statistics, NCES, in the US today, 19% of adults cannot read a newspaper or complete a job application, 50% cannot read a book at 8th grade level. Remember this in the mother-tongue of most Americans. Quite frankly, the mind boggles at such a wealthy society allowing a situation like this to exist. Even more mind boggling are the number of countries that wish to emulate the US system. Just because Harvard is purportedly the so-called best university in the World doesn't mean that the country as a whole has the best education. The costs of such ignorance are incalculable.

3. As the students advance to the third year, public speaking is added to the curriculum. This is extremely important and students will be able to put the reading skills they've acquired in the first and second year to good use. At first the students will be taught to write and give short presentations. They'll be briefed on correct posture, breathing exercises to calm nerves and overcome stage fright, maintaining general eye contact with the audience, and modulating their voices to avoid a droning presentation, which tends to put audiences to sleep. Above all students must be encouraged to gain the full attention and interest of their listeners by interjecting humour and telling jokes to put audiences and themselves at ease. Nothing gives a speaker more confidence than being able to elicit a laugh from an audience. As one learns to speak effectively one begins to "feed off" the energy of your audience and all nervousness and lack of fluency disappears. This is a very common attribute of many of the great orators, the ability to speak extemporaneously, without notes. Fidel Castro of Cuba had this ability; he once gave a six hour speech to the United Nations General Assembly. Other famous orators were Winston Churchill, Sukarno, Hitler and Martin Luther King, who is famous for his "I have a dream speech".

As the students progress through first, second and third year they will be expected to read books and critique them. Also to listen to radio dramas and summarise them. Not only will students learn and expand their English vocabulary, but as per the old adage, "reading is the writer's apprenticeship", they will gain a knowledge of, and grasp of English through osmosis. It is from reading that one acquires the necessary vocabulary, syntax and necessary techniques to write well. There is a general rule in English that one should never use the same five letter word in a paragraph more than once. Hence being able to use a thesaurus is imperative in order to write well. Of course there are exceptions to every rule, so this is not a slavish rule to be followed blindly. Sometimes repetition of a word adds strength to the message the writer wishes to impart.

4. As students enter fourth year they will begin to acquire a true mastery of the English language. They will have acquired an international soul through being schooled in the various accents e.g. RP or Received Pronunciation, which is the original BBC English, Australian, Scottish, Irish, Welsh, Indian, South African, Indian, Malaysian and so on. They will be introduced to the art of debate in which two opposing teams debate a topic as the Affirmative and the

Negative. Teams will usually comprise three members, one member will be the Captain and will open his or her team's argument. The Affirmative will assert a positive statement e.g. city life is preferable to country life. The Negative will try to refute the Affirmative argument by presenting countervailing arguments. Each member of either the Affirmative or Negative team will take turns to rebut the opposing team's arguments. At the conclusion of the debate the audience will grade each debate team member's performance and also vote on the winner of the debate. The audience may wish to critique the individual performance of each debater.

Another important means for learners to improve their proficiency at English is the group discussion. In British army slang a group discussion is known as a "Chinese Parliament", it means that regardless of rank anyone can interject by offering their honest opinion without any repercussions from senior officers. It's often used by small units when encountering an emergency combat situation. A teacher must always elicit the opinions of his or her students and encourage them to give their honest opinions, freely, without let or hindrance.

Report writing is a very important area of endeavour for students. In effect they are a mini thesis. The first paragraph encapsulates what the report is about. The main body could be anywhere from five to twenty paragraphs in length. The main body should be in chronological order, it should weigh the pros and cons of any proposed solution to a given situation, and avoid any bias by allowing for any countervailing arguments. Following the main body we have conclusions. This sums up the main body of the report and concludes the arguments therein. Finally, in the recommendations a course of action will be proposed. In many ways it is similar to a legal brief, one of the author's had extensive experience of in his work as a Public Prosecutor. In addition to writing reports, students will be schooled in developing plans. Even business schools base their planning on operational orders used in the military. Nowadays the NATO format is used. The format comprises five distinct headings written as SMESCC.

1. Situation. This explains the situation, problems and any obstacles likely to be encountered.
2. Mission. What is to be accomplished, best use the 5Ws who, what, where, when and why!

3. Execution. How the task is to be executed or carried out and most importantly the aims or goals of the commander or person in charge!

4. Sustainment. The tools and logistics needed to complete the job.

5. Command and Control. Who is in charge and in the event of him or her becoming incapacitated who will take his place.

Although this may appear an unnecessary accomplishment, it will give students a basic idea on how plans are made and if they can retain the basic formula in their heads this will enable them to administer their classes more efficiently upon graduation.

Buddhist Methodology

Let us now proceed to the most important and relevant means of Buddhist enquiry, the Kalamasutta, or as it is known in Pali, the Kesamutti Sutta (Phra Bhramagunabhorn P.A.Payutto, 2014). It predates any Western method of scientific investigation by millennia. The Lord Buddha stressed that one must not blindly follow or believe religious teachings just because they are claimed to be true. The ten points of the Sutta are listed below:

1. Do not go upon what has been acquired by repeated hearing (anussava).
2. Nor upon tradition (parampara).
3. Nor upon rumour (itikira).
4. Nor upon what is in scripture (pitaka-sampadana).
5. Nor upon surmise (takka-hetu).
6. Nor upon an axiom (naya-hetu)
7. Nor upon specious reasoning (akara-parivitakka)
8. Nor upon a bias towards a notion that has been pondered over (dittinijjan-akkh-antiya).
9. Nor upon another's seeming ability (bhabba-rupataya).
10. Nor upon the consideration, the monk is our teacher (samano no garu).

Kalamas, when you yourselves know. "These things are good; these things are not blamable; these things are praised by the wise; undertaken and observed, these things lead to benefit and happiness," enter on and abide in them

The Kalamasutta is a perfect list of instructions for both students and teachers to follow. They must constantly introspect; undergo a daily self-examination to ascertain their own shortcomings and failures. There is no stricter judge of a man than a man himself (De Silva, 1992). This is why the military upon completion of a military operation will have a debriefing to ascertain what went wrong and also what went right (Donald et al., 2000). Obviously, due to time constraints it would be impossible for this to be done in

class. Both students and teachers should be encouraged to this privately e.g. when they are sitting in a bus stuck in a traffic jam. Any private moment should be used to reflect on and rigorously judge one's own faults and shortcomings.

Teaching

In the Kevatta Sutta, the Lord Buddha describes there being three types of miracles: the miracle of psychic powers, the miracle of foretelling the future, and the miracle of instruction or teaching. The miracle of psychic powers is not very important and is in fact a hindrance to the path of enlightenment. The great Hindu Avatar and mystic Sri Ramakrishna, likened psychic powers to a soiled robe and adjured his students not to seek to acquire them. The miracle of foretelling the future is also not important. In fact it's just a spiritual gimmick and distracts from the spiritual path.

The miracle of teaching or instruction is very important because it can lead the student to virtue and meditation and the student can go out and change the world. Sometimes the seeds of a lesson may take years to come to fruition. The seed may be sown in childhood and the lesson understood and realised in adulthood. The Jesuits, or Society of Jesus are a Catholic order of priests established in the 15th century to proselytise Catholicism worldwide, are renowned for their intellectual rigour and erudition. They are a very famous teaching order and regarded as being able to impart the best education. One of their most famous sayings pertaining to education of young minds is: Give me a child until he is seven, help me change his world and I will show the man who can become anything he wants to. "Give me a child until he is seven and I will show you the man."

Thus while the miseducation of young minds can be undone later in life, it is preferable to expose children as young as possible to a second language. It's easier to get them to think in the language and they will be able to use English naturally without having to undertake a laborious translation process in their head every time they speak English. In effect they will have acquired an "English Soul" and will speak English fluently.

Discussion

Qualities of A Good Teacher, Obviously a teacher must have an excellent command of the English language. He or she must also have a good

knowledge of history, because so many common English sayings have their origins in an historical event e.g. the phrase "to turn a blind eye", meaning to ignore undesirable information is often attributed to Admiral Nelson at the Battle of Copenhagen 1801. Nelson, who had lost an eye in an earlier battle was given the order to withdraw by signal flags. He raised his telescope to his blind eye and said he couldn't see anything. He continued the attack and emerged victorious.

Another attribute of a good teacher is being able to explain the anomalies and minutiae of English. One anomaly that even native speakers of English accept without question is the pronoun "you". Why can it be used in both the singular and plural sense? In old English, the English of Elizabethan England, the time of William Shakespeare, there was a "you" singular, which was thou, thee, thine, thy. Thus when students study Shakespeare in the original they will be able to know and understand the archaisms. So it's important for students and teachers to be continuously aware of the wise words of Aristotle, "The more you know, the more you realise you don't know". Teachers should never be ashamed of admitting when they don't know. One should never be too proud to learn something from a student.

Now for the Buddhist qualities a good teacher must strive to emulate and apply on a daily basis to his or her teaching and towards the students. By doing this a teacher will evince his or her respect for the students. Too many teachers demand respect. Respect must be earned. In Thailand teachers are respected and as a foreigner teaching in Thailand one of the authors is fully cognisant of the enormous privilege and honour it is to teach Thai students.

The first Buddhist quality a teacher must have is Metta, loving-kindness. This does not mean any laxity in correcting a student's mistakes. Do it in a kindly way, without any anger or malice towards the student. Above all show learners that you desire only what is best for them.

The second Buddhist quality is Karuna, compassion. This means remembering one's own days as a student and the difficulties one incurred whilst studying. It's the ability to get to know one's students' personal problems and how they may impact their studies.

The third Buddhist quality is Mudita, sympathetic joy. This means joy or happiness at the success of others. It is the complete opposite of envy or jealousy. Above all a teacher must eschew all sense of schadenfreude when a refractory student gets his comeuppance. Schadenfreude is a borrowed word from German and means having malicious joy at someone's misfortune. A "serve you right attitude". Envy, schadenfreude are difficult traits to overcome but become soul destroying unless they are eradicated. It's important for students and teachers alike.

The fourth Buddhist quality is Upekkha, equanimity. This is maintaining an unruffled calm and both an inner and outer serenity. A very difficult task at times in the stressful conditions of Bangkok with its traffic jams and constant noise. There are occasions when a refractory student will attempt to disrupt a class and the teacher must exercise patience. Humour is the best solution in most situations. However Anapanasati is the ultimate panacea for stress and most mental ailments and teachers and students alike are strongly adjured to practise it regularly. A note of caution here, whilst Anapanasati can be embarked on alone, one must never engage in Vipassana, or Insight meditation unless it is conducted under the strictest supervision of a fully qualified instructor. Newspapers are full of stories of Insight meditation students being improperly taught, going haywire and requiring psychiatric treatment.

Another fun way to distract oneself from stress is by creating a memory palace in one's imagination of items you wish to remember, such as class notes and sundry items. One can turn what one imagines to be a small mind into an immense repository of useful facts and data.

Conclusion

In conclusion, learning is lifelong activity. Just because one graduates from university or finishes school does not mean one should abandon one's studies. Most people in the world today once they finish university and get a job, stop studying, in effect they become ambulatory vegetables. No intellectual curiosity. No desire to learn for the sake of learning. One can learn from reading, meditation, studying another language, music i.e autodidactic. The list is endless. It is recommended that Mahamakut Buddhist University adopt some of suggestions therein, particularly with regard to meditation by introducing optional daily courses for students and teachers alike. The mental and physical

benefits, although slow to accrue in the short term, would become very apparent in the long term. It is important to take a far sighted view of English education and students and teachers alike should be constantly exhorted to innovate and adapt to changes in English usage. Language constantly evolves and learners must also evolve.

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