

## Thorold (Thor) MAY, PhD

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### Career Profile



[Thor May, January 2013]

Thor May is a writer, lecturer, researcher, teacher and teacher trainer in English language & linguistics. He has been teaching English to non-native speakers, training teachers and lecturing linguistics since 1976. This work has taken him to seven countries in Oceania and East Asia, mostly with tertiary students, but with a couple of detours to teach secondary students and young children. He has special skills in adapting English language teaching to technical subject areas (e.g. mechanics, nursing etc). Altogether, he taught young adults for five years in China and seven years in South Korea. He has trained teachers in Australia, Fiji and South Korea.

### Qualifications

- 2010 Research Doctorate (PhD), *Language Tangle*, dealing with language teaching productivity. The official version of this dissertation is available online from the University of Newcastle, NSW at <http://hdl.handle.net/1959.13/804346>
- 2005 Master of Applied Linguistics, University of Newcastle, NSW, Australia. High distinction in all subjects.
- 1997 Certificate IV in Workplace Training Category 2: Assessor Kangan Batman Institute of TAFE, Melbourne, Australia
- 1996 RSA/Cambridge Certificate in Teaching English as a Foreign Language, International TESOL Training Centre, Holmes Colleges, Melbourne, Australia
- 1975 Postgraduate Diploma of Teaching -, Auckland Secondary Teachers College, New Zealand (1975; now a division of Auckland University). Teaching English as a Second Language specialization.
- 1974 Bachelor of Arts - Victoria University of Wellington, New Zealand. Majors in Linguistics and Social Anthropology

**Published papers** can be seen online at <http://independent.academia.edu/ThorMay> . I have also posted a number of essays on wide ranging topics to this site, reflecting a round-table discussion meetup, Active Thinking, which I host in Brisbane bi-weekly. As of January 2015 there are some 79 papers (pdf) in my repository at the site, as well as some teaching material. From statistics, this content appears to be widely read. Academia.edu itself has over 11,000,000 member researchers worldwide.

**Referees (2010):** 1. [Dr Christo Moskovsky](#), Thor May's doctoral supervisor; 2. [Professor Fu Li](#), [ [English](#); [Chinese](#) versions] Vice President of Zhengzhou Railway Vocational & Technical College (my co-employer in a joint venture with Holmes Institute); 3. [Iris Hong-Park](#), former Academic Coordinator of Holmes Institute.

**Professional affiliations:** Australian Linguistics Society

**Personal Details:** Australian ; male, 168 cm, 68 kg, single, d.o.b. 1945; very fit and active (distance running for over 50 years). Since 2011 I have been living in Brisbane, Australia, officially "retired", though personally fully engaged with writing and learning. I am always open to opportunities in teaching, lecturing or entirely new career challenges. Some current media are embedded at the end of this CV.

**Experience in Chinese institutions:**

From	To	Institution	Position
September 2007	December 2010	<a href="#">Holmes Institute</a> (Australian-Chinese joint venture) at <a href="#">Zhengzhou Railway Vocational &amp; Technical College</a> , Henan, China	Foreign Expert, IELTS focus: English Language; Preparatory English for Australian tertiary study (nursing; logistics) : teacher training seminars
September 1999	July 2000	<a href="#">Central China Normal University</a> , Wuhan, Hubei Province, PRC	Lecturer in English Language; EFL for undergraduates & postgraduates; teacher training
August 1998	July 1999	<a href="#">Wuhan Technical University of Surveying &amp; Mapping</a> , (now part of <a href="#">Wuhan University</a> ) Wuhan, Hubei, China	Lecturer in English Language; EFL for postgraduates (MSc & PhD); evening community EFL

**Experience in South Korean institutions:**

From	To	Institution	Position
August 2004	August 2007	<a href="#">Chungju National University</a> , Chungju, South Korea	Visiting Professor in English Language: undergraduate EFL
September 2003	August 2004	<a href="#">TESOL Unit, Pusan University of Foreign</a>	Visiting Professor in Applied Linguistics (postgraduate course)

[Studies](#), Busan, South Korea for Korean teaching graduates, cross-credited with international MAs). See [course content](#) here.

September 2000 August 2003 [Youngsan University](#), Busan, South Korea Visiting Professor in English Language: undergraduate EFL

## Courses Taught & Related Activities 1976 to 2010

### a) University lecturing & tutoring

Topic	Institution
<b>Second language acquisition</b>	<ul style="list-style-type: none"> <li>- Southern Cross University* - Lismore NSW (* at that time, NRCAE)</li> <li>- University of the South Pacific – Suva, Fiji + distance ed. &amp; satellite teaching; also Honiara, Solomon Islands summer program</li> <li>- Pusan University of Foreign Studies – Busan, South Korea</li> </ul>
<b>Child language acquisition</b>	<ul style="list-style-type: none"> <li>- Southern Cross University* - Lismore NSW (* at that time, NRCAE)</li> <li>- University of the South Pacific – Suva, Fiji + distance ed. &amp; satellite teaching; also Honiara, Solomon Islands summer program</li> </ul>
<b>Sociolinguistics &amp; Pragmatics</b>	<ul style="list-style-type: none"> <li>- University of Newcastle, NSW</li> <li>- University of the South Pacific – Suva, Fiji + distance ed. &amp; satellite teaching</li> <li>- Southern Cross University* - Lismore NSW (* at that time, NRCAE)</li> <li>- Pusan University of Foreign Studies – Busan, South Korea</li> </ul>
<b>Semantics</b>	<ul style="list-style-type: none"> <li>- University of Newcastle, NSW (tutoring) (note also own research, especially 2nd PhD work at University of Melbourne)</li> </ul>
<b>English phonology</b> – segmental & non-segmental	<ul style="list-style-type: none"> <li>- University of the South Pacific – Suva, Fiji + distance ed. &amp; satellite teaching</li> <li>- Pusan University of Foreign Studies – Busan, South Korea</li> </ul>
<b>Introduction to linguistics</b>	<ul style="list-style-type: none"> <li>- University of Newcastle, NSW (tutoring)</li> <li>- University of the South Pacific – Suva, Fiji + distance ed. &amp; satellite teaching</li> <li>- Pusan University of Foreign Studies – Busan, South Korea</li> </ul>
<b>Teaching English as a Second or Foreign Language</b> – methodology and teacher	<ul style="list-style-type: none"> <li>- University of Newcastle, NSW (Education Faculty)</li> <li>- Southern Cross University - Lismore NSW (aid project for Solomon Islands teachers)</li> <li>- Pusan University of Foreign Studies – Busan, South Korea</li> </ul>

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|---|---|
| training (including trainee practicums) | Korea<br>- Holmes Institute with ZRVTC (joint venture) – Zhengzhou China (seminars for Chinese teachers of English) |
| <b>Historical linguistics</b>           | - University of Newcastle, NSW (tutoring)   |

## b) Language Teaching & Related Activities

Curriculum Focus	Venue
<p><b>IELTS and Preparatory English</b></p> <p>- for Nursing &amp; Business Studies students – needs analysis, curriculum preparation, delivery and assessment; program evaluation for joint venture partners; syllabus development of an English for Nursing program; teaching method seminars for Chinese teachers of English. The program aimed to send Chinese students to Australia.</p>	<p><b>- Holmes Institute ( Australia, China) in a joint venture with Zhengzhou Railway Vocational &amp; Technical College, Zhengzhou city, Henan, China</b></p>
<p><b>English for Special or Academic Purposes</b></p> <p>- Business Studies / Surveying / Civil Engineering / Biological Sciences. Needs analysis in close cooperation with specialist subject lecturers, curriculum preparation, delivery and joint assessment with specialist subject lecturers. Emphasis on writing skills, with some student seminar presentation.</p>	<p><b>- Adult Migrant Education Service - Melbourne</b> - University of Technology – Lae, Papua New Guinea</p>
<p><b>English for non-English speaking mechanics</b></p> <p>- needs analysis, curriculum preparation, delivery and assessment. I also authored and published a book in this field: <i>English for Mechanics</i></p>	<p><b>- Kangan-Batman TAFE – Melbourne</b></p>
<p><b>General Adult Migrant English - teacher &amp; coordinator</b></p>	<p>- Adult Migrant Education Service – Sydney and Melbourne - Hunter TAFE – Newcastle - Australian Red Cross – Newcastle (voluntary teaching for refugees) - Kangan-Batman TAFE – Melbourne - Western Metropolitan TAFE – Melbourne - Northern Metropolitan TAFE – Melbourne - Box Hill TAFE – Melbourne</p>

**Industrial/workplace ESL**

– needs analysis, curriculum preparation, delivery and assessment

- Adult Migrant Education Service, Melbourne  
– at a variety of onsite industrial ventures

Activity	Venue
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**General & Academic English** (also called “Practical English”)

- for undergraduate and graduate tertiary students including English language majors, non-English majors and teacher trainees. Emphasis on oral and aural skills, plus some note taking. Also some adult community classes in Wuhan.

- Wuhan University of Surveying and Mapping (now incl. in Wuhan U.)  
- Central China Normal University, Wuhan, Hubei Province, China  
- Youngsan University, Busan city, South Korea  
- Chungju National University, Chungju city, South Korea

**Child TEFL**

- Youngsan University – Busan, South Korea

**ELICOS teaching**

- Adult Migrant Education Service – Sydney and Melbourne

**Language consultancy**

- for a mining company  
– needs analysis, technical report, pilot program.

- P.T. Koba Tin (a division of Renison Gold Mines), Pulau Banka, Indonesia – on behalf of Kangan-Batman TAFE

The brief was to find a way for Indonesian speaking mechanics to comprehend technical service manuals for heavy industrial equipment (bulldozers etc), write basic servicing reports and communicate with English speaking expatriate engineers.

**Language curriculum & resources development**

- for Solomon Islands Primary school teachers.

- Southern Cross University – Lismore NSW. This was a foreign aid project, funded from Canberra, and mostly conducted on-site in Lismore where the teachers undertook the program.

**Language rescue**

– Banjalang language. – very basic. See Case Study 7 in my doctoral dissertation.

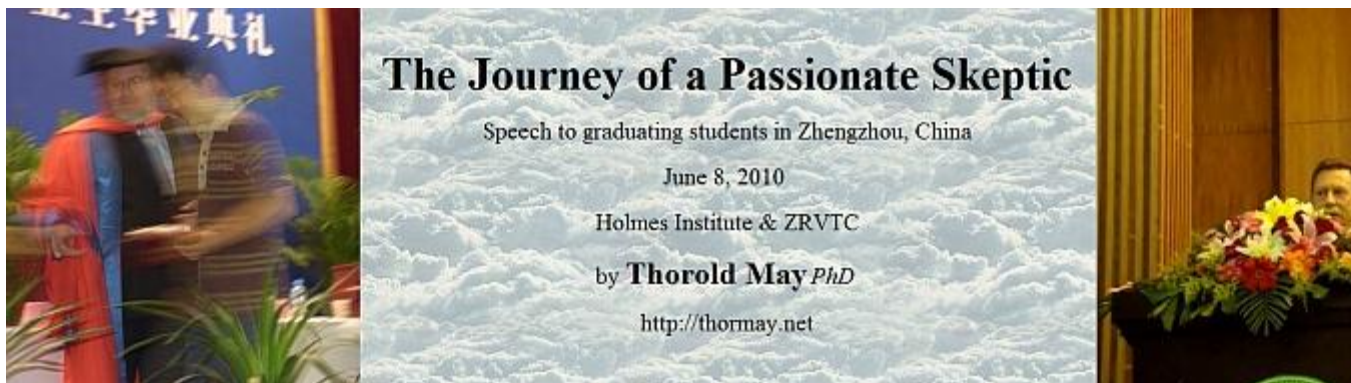
- Southern Cross University – Lismore NSW (undertaken at the request of the Aboriginal Studies Unit and funded by a Commonwealth grant)

Activity	Venue
<b>General Adult Migrant English - teacher &amp; coordinator</b>	<ul style="list-style-type: none"><li>- Adult Migrant Education Service – Sydney and Melbourne</li><li>- Hunter TAFE – Newcastle</li><li>- Australian Red Cross – Newcastle (voluntary teaching for refugees)</li><li>- Kangan-Batman TAFE – Melbourne</li><li>- Western Metropolitan TAFE – Melbourne</li><li>- Northern Metropolitan TAFE – Melbourne</li><li>- Box Hill TAFE – Melbourne</li></ul>
<b>Secondary high school English</b>  <ul style="list-style-type: none"><li>- in a NZ high school</li><li>- standard curriculum, but the students were 75% Polynesian so the ESL component was significant</li></ul>	<ul style="list-style-type: none"><li>- Tangaroa College, East Tamaki, New Zealand</li></ul>
<b>Secondary high school Economics</b>  <ul style="list-style-type: none"><li>- in a NZ high school</li></ul>	<ul style="list-style-type: none"><li>- Tangaroa College, East Tamaki, New Zealand</li></ul>

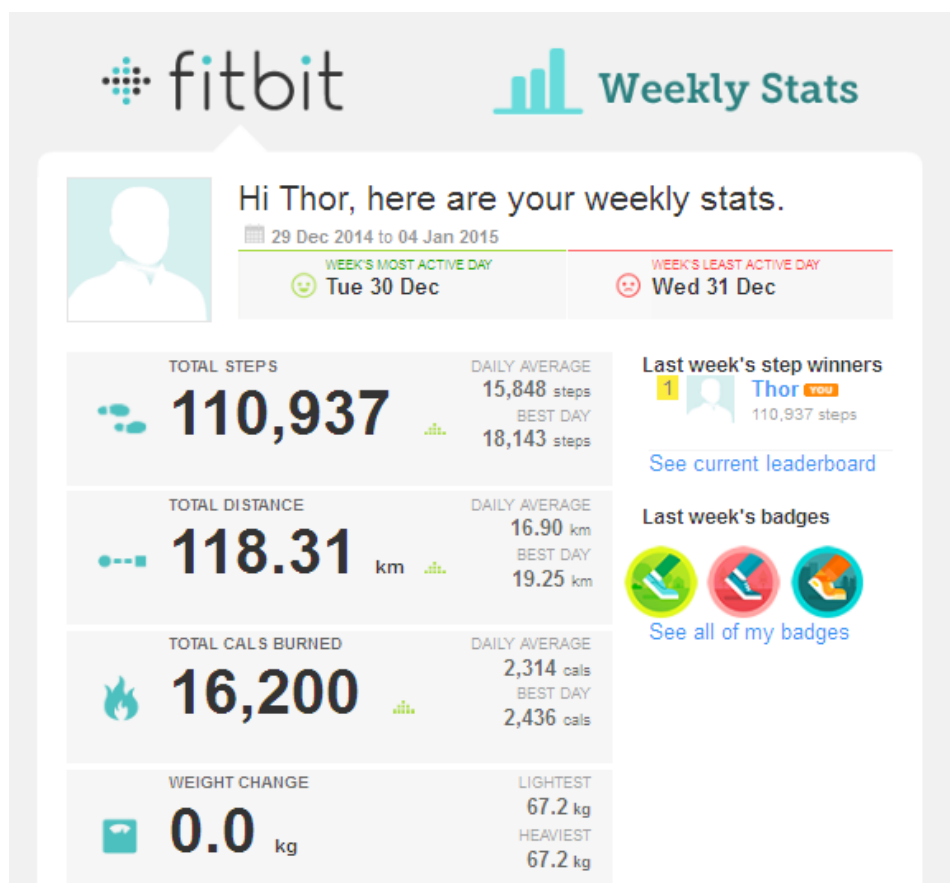
## Some supplementary media



Thor – debating – 5 January 2015 – Brisbane, Australia



see the video, "The Journey of a Passionate Skeptic " (4 minutes) at  
[http://thormay.net/ixesi/ZZESL\\_Holmes/zrvtcgraduation2010.htm](http://thormay.net/ixesi/ZZESL_Holmes/zrvtcgraduation2010.htm)



About 8km a day of the steps recorded here are running. Lots of folk are uncomfortable talking about exercise, and find statistics like the Fitbit clip above confronting. I'm not in the game of trying to confront anyone, and am long past trying to impress. Is there always time? There isn't time not to exercise! I multi-task, listening to podcasts and language courses on my feet. Being fit and keeping fit is the best support for active thinking and a productive life that I have found. The habit of consistent self-discipline transfers to teaching, writing, and all other areas of life.

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