

The Four Iddhipada – Based English Speaking Instructional System for Students’ Secondary School in Phrae Province

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ABSTRACT

The purposes of this research were 1) To investigate factors of English-speaking in students’ secondary school in Phrae Province. 2) To develop of the Iddhipada Four – based English-speaking instructional system for students’ secondary school in Phrae Province. 3) To experiment the model of the Iddhipada Four – based English-speaking instructional system for students’ secondary school in Phrae Province. And 4) To evaluate the model of the Iddhipada Four – based English-speaking instructional system for students’ secondary school in Phrae Province. This research was Research and Development (R&D). The Quantitative Research, sample group was 203 students in English Program in Phrae Province and Data were analyzed by finding frequency, percentage, mean, Standard Deviation and The Qualitative Research, the key informants were 10 experts’ English teachers, Using In-Depth Interview with key informants, and using content analysis techniques together with context presented in an essay with a frequency distribution table of key informants to support quantitative data. The Research Result;

1) The factors of English-speaking in students’ secondary school in Phrae Province. The analysis of English-Speaking Instructional System for Students’ Secondary School in Phrae Province in total of Instructional process was More ($\bar{x} = 4.05$, S.D. = 0.815).

2) The development of the Iddhipada Four – based English-speaking instructional system for students’ secondary school in Phrae Province. The researcher was developed CAPE model; 1) Contents are the building blocks of instructional systems, providing the substance and order necessary for effective teaching and learning. 2) Activities are fundamental components of educational systems because they are dynamic instruments for grabbing students’ attention, confirming knowledge, and promoting involvement. 3) Participation is a fundamental component of educational institutions, functioning as an incentive for active engagement and greater learning. 4) Evaluations are essential for the

effectiveness of instructional systems because they provide critical techniques for assessing learning outcomes and directing instructional decisions.

3) An experiment the model of the Iddhipada Four – based English-speaking instructional system for students’ secondary school in Phrae Province. The comparison of English learning achievement by individually found that the comparison of English learning achievement by individually, in differences 139 scores, students did pre-test in total 466 scores, and post-test in total 605 scores. And The comparison of English learning achievement between pre-test and post-test results found that the comparison of English learning achievement between pre-test and post-test results were; The average post-test score is equal to 12.26 and Standard deviation is equal to 1.43. The average pre-test score is equal to 15.92 and Standard deviation is equal to 1.48.

4) An evaluate the model of the Iddhipada Four – based English-speaking instructional system for students’ secondary school in Phrae Province. The analysis of The Four Iddhipada – Based English Speaking Instructional System for Students’ Secondary School in Phrae Province in total of The Four Iddhipada was More ($\bar{x} = 3.93$, S.D. = 0.777).

Keywords: English oral presentation; communicative activities; model

Introduction

Language is the major source of communication. It naturally helps in sharing our thoughts and ideas with one another. There are more than thousands of languages in the world. English was originally established in England as their national language, but later it gradually evolved as the primary language or the second language in many British colonies such as Canada, The United States, India, and Australia. Therefore, English has taken part in various fields. Nowadays, English is at huge impact on this global communities. It became almost universal language (Ajahn Brahm, 2007: 42). This however doesn’t mean that translation services are not relevant anymore. In fact, it’s quite contrary. It is the method through which we share our ideas and thoughts with others (Bailey, K. M., 2005: 15). There are thousands of languages in the world, and every country has its national language (John D. Ireland, 2022). In the global world, the importance of English cannot be denied and ignored. English serves the purpose of the common language. It helps maintain international relationships in science, technology, business, education, travel, tourism and so on. It is the language used mainly by scientists, business organizations, the internet, and higher education (Jahbel. K., 2017).

Education is very important to improve yourself but learning English also improves the quality of life. You have access to jobs that you could not even take into consideration, you can evaluate an international career and you can live in many countries with the ease of being able to go shopping or negotiate rent for the house. The benefits

they bring in the life of a person's knowledge of the English language are countless (Kunsang. Erik Pema, 2004: 57). What is important to understand is that the English language is able to knock down a lot of barriers, including cultural ones (Ledi Sayadaw, 2007: 92). Knowing the habits and customs of other countries allows us to understand ourselves and others. By better understanding our fellow man around the world we are always surprised at how we are different and similar at the same time (Musliadi, 2016: 34). The English language allows us to relate and therefore to understand each other.

Importantly, students may not be recognized for the importance of language and they have no direction which is focused on grammar mistakes. Among these characteristics are: language proficiency level, memory, affect, age, gender, learning disabilities in L1, and background knowledge as well as aptitude, processing skills, background biases, motivation, and confidence level (Ñāṇamoli Bhikkhu & Bhikkhu Bodhi, 2001: 32). As a result, mispronunciation related issues have raised interest around the world, because of the growing period of English as a global tool of communication, as many countries have the same problems of speaking English. At this point, a researcher is to emphasize that "speaking in the foreign language is often cited by students as their most anxiety-producing experiences." Some learners have difficulty speaking because they're thinking too much about how to say, distinguished by other contexts, usually common symptom of an active stress response, and students are more likely to avoid the different languages to attain especially English subjects. According to some experts, speaking is defined as: the ability to pronounce articulation of words for expressing, stating, and conveying thoughts, ideas, and feelings (Peter Harvey, 1955: 43). The process of uttering words, phrases, and sentences meaningfully using oral language in order to give information and ideas to say things, express thought aloud, and use the voice (Rhys Davids. T.W. & William Stede, 1921: 35). A productive skill, which consists of producing systematic verbal utterances to convey meaning and an interactive process of constructing meaning that involves producing, receiving, and processing speech sound. Speaking is also defined as a creative process; an active interaction between speaker and listener that involves thought and emotion. Based on some definitions, speaking is interactive process (between speaker and listener) for constructing meaning that involves producing, receiving, and processing speech sound/information as the main instrument in order to give information and ideas or communicate (Sanu Mahatthanadull, 2020: 82).

According to the four qualities for accomplishment (Iddhipada), the concepts and principles of Buddhism refer to the exploration of thought, opinion, idea and the general law and rule given by various Buddhist sages and academicians. Thailand, therefore, is land of Buddhism from ancient toward nowadays. This can confirm for life style of Thais and Buddhism always related with Thai society. The dhamma of Buddha always be taught

in common life. For education, the Buddha approach mention on the Iddhipada Four is either unknown or disregarded by foreign English language teachers in Thailand. The Four Iddhipada, a philosophy of principles and process in teaching and learning. Iddhipada is a compound Pali word comprising ‘Iddhi’ and ‘Pada’. ‘Iddhi’ can be translated as completeness or perfection. ‘Pada’ translates as the ‘root’ or ‘bases’. The various of Iddhipada were: 1) Chanda is the concept that there is nothing within or without one’s personality that can obstruct the attainment of the goal. 2) Virya is the energy and effort needed to achieve the goal against all odds, hardships and setbacks; denial of discouragement. 3) Citta is extreme, strong and ardent attachment to the goal. 4) Vimamsa is the conscious perception of the gaining of knowledge and wisdom (Underwood, M., 1996: 72). “It is knowledge that can clearly perceive the advantages and benefits of the Iddhi”.

In developing a model for English speaking, that should be applied to overcome the factors of the existing model for English speaking by making the students more active and autonomous in teaching and learning process (Ur, Penny., 1996: 31). The intended model will also develop all indicators of speaking and improve the students speaking skill. In this paper is aimed at: (1) investigating factors for developing English speaking for secondary school students; (2) developing an English-speaking model using the four qualities for accomplishment (Iddhipada) to enhance secondary school students; and (3) evaluating an English-speaking model using the four qualities for accomplishment (Iddhipada) to enhance secondary school students (Williams. Monier, 2008: 38). And, after developed the English-speaking model, researcher should evaluate the model through students who studies this model, then, show the result of results an English-speaking model using the four qualities for accomplishment (Iddhipada).

Research Questions

1. What are factors of English speaking in students’ secondary school in Phrae Province?
2. How is the Iddhipada Four – Based English Speaking Instructional System for Students’ secondary school in Phrae Province?
3. What are results of the model of the Iddhipada Four – based English-speaking instructional system for students’ secondary school in Phrae Province?

Research Objectives

1. To investigate factors of English-speaking in students’ secondary school in Phrae Province.

2. To develop of the Iddhipada Four – based English-speaking instructional system for students' secondary school in Phrae Province.

3. To evaluate the model of the Iddhipada Four – based English-speaking instructional system for students' secondary school in Phrae Province.

Research Methodology

The research process involves three steps: 1) Studying documents, journals, books, and research related to the Iddhipada Four-based English-speaking instructional system for students' secondary schools in Phrae Province.

2) Creating research instruments to analyze documents, concepts, theories, and research related to the Iddhipada Four-based English-speaking instructional system for students' secondary schools in Phrae Province.

3) Consulting an advisor for accuracy checks and consulting five experts for content validity evaluations. The Index of Item Objective Congruence (IOC) is calculated using a formula that determines the condition as follows: if the item correlated to the operational definition, not sure, or did not correlate.

4) Developing a model and analyzing language data based on the experts' suggestions.

5) Data collection involves analyzing documents, journals, books, and research related to the Iddhipada Four-based English-speaking instructional system for students' secondary schools in Phrae Province.

6) Data analysis involves analyzing the data from the document using content analysis processes.

7) Investigating factors of English-speaking in students' secondary schools in Phrae Province.

8) Using purposive sampling, the researcher collects data from 412 students studying in Nareerat School, Piriyalaya School, and Theppitak School in the English Program.

9) Creating a questionnaire of general information about models for the Iddhipada Four-based English-speaking instructional system for students' secondary schools in Phrae Province.

10) Evaluating quality research instruments, accurate contents, and clear language using the Index of Item Objective Congruence (IOC) of experts' opinions.

11) Improving the questionnaire details by the advisor and experts before taking it to the sample group.

The research aims to develop models for an English-speaking instructional system for secondary school students in Phrae Province. Data was collected from basic classes without activity, and the researcher coordinated with the program director and teachers to

inform the data. The data was analyzed using two questionnaires: one for teaching plans, physiology, and problem-solving, and another for behavior habits, emotions, and reasons.

The development process involves taking data results, indicating expected results, consulting advisors and experts to check accuracy, and calculating the Index of Item Objective Congruence (IOC) to examine content validity. The model development process involves designing models for 25 students in Nareerat School, Piriyalaya School, and Theppitak School who are willing to participate in the study and take the English subject.

The goal of the lesson is to develop models for the Iddhipada Four-based English-speaking instructional system by applying learning and knowledge management processes to improve English learning outcomes and promote learning competencies. The content of the lesson is the English subject for Nareerat School, Piriyalaya School, and Theppitak School students.

The design process includes seven processes: theories, objectives, expected results, content, social system, supporting, and evacuation. The principles of the study include integrating teaching and learning, evaluating classroom activities, improving student participation, and using the English on Excellent English book.

The instructional process involves two stages: the instructional preparation stage, which prepares learners for learning content, and the instructional stage, which integrates teaching and learning using the Iddhipada Four-based English-speaking instructional system. In the experimental section, learners conduct learning activities using knowledge management processes within groups. The process includes knowledge identification, knowledge capture, knowledge creation, knowledge storage, knowledge sharing, and knowledge evaluation.

The social system plays a crucial role in the learning process, with teachers acting as advisors and administrators providing support through various methods such as the internet, library, and sound lab room. The models for the Iddhipada Four-based English-speaking instructional system must be evaluated before and after teaching and learning.

A questionnaire was created to evaluate the validity of the model and the appropriate and consistent model. The mean ranges were interpreted using Best & Kahm, 1993:2473. The study obtained an Index of Item Objective Congruence (IOC) of 0.5, which is between 0.80-1.00.

The research aimed to experiment with the models for the Iddhipada Four-based English-speaking instructional system for students' secondary schools in Phrae Province. The target group consisted of 412 students from Nareerat School, Piriyalaya School, and Theppitak School in the English Program. The experimental pattern involved pre-experimental testing using pre and post-experiment with samples. The results showed that

the Iddhipada Four-based English-speaking instructional system was effective in enhancing students' learning experience.

The researcher conducted an experiment using Iddhipada Four-based English-speaking instructional systems for 25 students in Nareerat School, Piriyalaya School, and Theppitak School in Phrae Province. The process involved preparing teachers and learners, organizing activities for 5 weeks, testing students, evaluating model competency, organizing activities for 15 hours, and teaching and learning management according to lesson plans. After the experiment, a post-test was administered using questionnaires. The data collection instrument consisted of the competency of models for solving English-speaking problems and the test of their effectiveness.

The experiment involved two sections: general information of the sample group and skill of learning by using the models. The mean ranges were interpreted using Best & Kahm, 1993:2473. The study obtained an Index of Item Objective Congruence (IOC) of 0.5, which is between 0.80-1.00. The pretest and posttest consisted of 20 items, and the experiment of satisfaction consisted of 10 items. The results showed that the models effectively addressed English-speaking problems and improved students' English language skills.

The study aims to evaluate the effectiveness of the Iddhipada Four-based English-speaking instructional system for secondary school students in Phrae Province. The data collected includes information on the activity-based learning model, evaluation tests by experts, student competency evaluations, and satisfaction evaluations. The analysis of the data involves comparing the means of the models, analyzing the difficulty and discrimination ratings, and calculating reliability using the KR-20 test. The questionnaires were created and submitted to experts for consistency and development. The objective is to develop the model effectively and evaluate the participation of students in the system. The experiment process involves analyzing the results of the competency evaluation, achievement experiment, and satisfaction evaluations. The results are used to develop the models and evaluate their effectiveness and effectiveness. The study aims to develop the system effectively for secondary school students in Phrae Province.

Research Results

The study investigates factors affecting English-speaking in secondary schools in Phrae Province. The research focuses on three models: Direct, Audio-Lingual, and Presentation-Practice-Production (PPP). Direct models emphasize immediate and immersive communication in the target language, while Audio-Lingual models emphasize listening and speaking before reading and writing. PPP is a widely used teaching model for grammar and vocabulary, structured in three stages: presentation, practice, and production.

The study uses a questionnaire to study documents, journals, books, and research-related models for the Iddhipada Four-based English-speaking instructional system for students' secondary schools in Phrae Province. The questionnaire was evaluated by an advisor and experts, with the results showing an IOC of 1.00. The sample consisted of 14 female students and 11 male students.

The study found that students place importance on English communication, with an overall average of 4.22. The highest average was placed on English communication, with the second item being the importance of listening and speaking. The study highlights the need for improved English-speaking instructional systems in secondary schools in Phrae Province.

The study aims to develop an English-speaking instructional system for secondary school students in Phrae Province. The model will be based on the Iddhipada Four-based approach, which focuses on improving English learning outcomes and promoting learning competencies. The study will involve 25 students from Nareerat School, Piriyalaya School, and Theppitak School who are enrolled in the English Program. The goal is to improve English learning outcomes and promote learning competencies by applying learning principles and knowledge management processes. The study will also involve consulting advisors and experts to check the accuracy of the models. The study will also involve competency evaluation and effectiveness experiments of activity-based learning. The goal is to improve English learning outcomes and promote learning competencies for students in these schools. The study aims to contribute to the development of English-speaking instructional systems in Phrae Province.

The researcher uses a learning process to design and evaluate the Iddhipada Four-based English-speaking instructional system for secondary school students in Phrae Province. The process includes seven processes: theories, objectives, expected of study, content, social system, supporting, and evaluation. The principle is to integrate teaching and learning using models for the Iddhipada Four-based English-speaking instructional system.

The instructional process consists of two steps: the instructional preparation stage, which prepares learners for learning content, and the instructional stage, which integrates teaching and learning using the model. In the experimental section, learners conduct learning activities using knowledge management processes within groups.

Steps 1 and 2 involve knowledge identification, knowledge capture, knowledge creation, knowledge storage, knowledge sharing, knowledge evaluation, social system, and supporting. Knowledge identification involves students assessing their knowledge of each unit, while knowledge capture involves seeking, managing, and implementing knowledge. Knowledge creation involves creating, managing, and analyzing knowledge, and synthesizing

knowledge through collaborative learning. Knowledge storage involves summarizing the learning process and storing knowledge gained from studying and exchanging it with others.

Knowledge sharing involves students sharing, disseminating, and learning together, and knowledge evaluation assesses the effectiveness and efficiency of knowledge management. Social system involves students analyzing thinking by themselves and others, with teachers acting as advisors. Supporting factors include the internet, library, and sound lab room.

The model's validity and appropriateness were evaluated using a questionnaire consisting of 20 items divided into two sections. The overall average was 4.24, with the highest value being the teacher creating an atmosphere that makes students feel entertained and engaged. Classroom activities based on the model enabled learners to use English consistently without interruption or hesitation, promoting diverse and accurate vocabulary in reading English, and encouraging socialization and knowledge sharing.

The Four Iddhipada – Based English Speaking Instructional System for Students' Secondary School in Phrae Province consists of five stages: Inspire, Presentation, Practice, Communication, and Evaluation. Instructional systems inspire learners to transcend boundaries and reach new heights of understanding, fostering collaboration, critical thinking, and problem-solving. They also inspire a lifelong love of learning, encouraging learners to explore new ideas and embark on adventures of discovery.

Practice is a fundamental component of the learning process, providing learners with opportunities to reinforce their understanding, develop skills, and achieve mastery of learning objectives. Effective communication promotes clarity, understanding, engagement, collaboration, and inclusivity, ultimately enhancing teaching and learning processes and outcomes.

Evaluation is a multifaceted process that involves assessing learning objectives, measuring learning outcomes, analyzing assessment data, evaluating instructional strategies, assessing the learning environment, driving continuous improvement efforts, and engaging stakeholders in the assessment process. The Four Iddhipada represent the intrinsic desire or will to act, effort, mind, and investigation.

Experiment with the models for the Iddhipada Four – Based English-speaking instructional system for students' secondary school in Phrae Province was conducted using pre-experimental and post-experimental tests. The results showed that the Iddhipada Four – Based English-speaking instructional system for students' secondary school in Phrae Province has been effective in fostering lifelong learning, critical thinking, and problem-solving skills among students.

The researcher conducted an experiment using the Iddhipada Four-based English-speaking instructional system for 25 students in Nareerat School, Piriyalaya School, and

Theppitak School in Phrae Province. The process involved preparing teachers and learners to understand the system's instructions and objectives. The activity was organized for five weeks, with pre-testing, evaluation of competency, and post-testing.

The study used two sections: general information of the sample group and skill of learning by using the models. The manual of the models was checked for accuracy and content validity using the Index of Item Objective Congruence (IOC). The results showed that the students who scored higher in the post-test were more satisfied with the system than before.

The study also evaluated the satisfaction level of the students using the model. The overall average score was 4.30, with the highest average being the content that corresponds to the study objectives, clear and easy-to-understand instruction, interesting content in each topic, and the lowest level being the lowest level of confidence gained after using the learning activities.

In conclusion, the study found that the Iddhipada Four-based English-speaking instructional system was effective in solving English speaking problems between Thai and foreign students. The overall satisfaction level was at a satisfied level, with the highest satisfaction level being the content that corresponds to the study objectives, the instruction being clear and easy to understand, and the content being interesting.

Discussions

The study investigates factors affecting English-speaking students in secondary schools in Phrae Province. The study found that students place importance on English communication, family support, and believe they can communicate well in English. The Iddhipada Four-based English-speaking instructional system was developed for students in Phrae Province, and students who scored higher post-test were more satisfied with the system. The overall satisfaction level was 4.30, with the highest average being 4.64, which was attributed to the clear and easy-to-understand instruction. The content in each topic was also interesting, and students gained more confidence in speaking English after using the learning activities based on the model. Overall, the satisfaction of the English-speaking model was at a satisfied level, demonstrating the effectiveness of the system in addressing English-speaking issues between Thai and foreign students.

Knowledge from Research

The Four Iddhipada, a Buddhist concept, is essential for spiritual success, discipline, and self-mastery. It can be applied to language learning and communication, such as in a "Based English-Speaking Instructional System." The Four Iddhipada correspond to elements of an English-speaking instructional system: Chanda (Desire or Intention),

Viriya (Energy or Effort), Citta (Mind or Mental State), and Vimamsa (Wisdom or Investigation).

Chanda refers to the motivation or desire to speak English, while Viriya refers to the effort and sustaining energy required to improve. In a speaking-focused system, Chanda involves setting clear goals and intentions, fostering enthusiasm, and creating a curriculum that taps into learners' intrinsic motivations. Viriya encourages consistent practice, perseverance, and dedication, while Citta focuses on building confidence and resilience.

Vimamsa refers to wisdom, understanding, and insight, focusing on the connection between speaking English and broader goals. It encourages analytical thinking, metacognitive learning, self-reflection, and cultural context analysis.

An English-speaking instructional system based on the Four Iddhipada would aim to create a holistic learning environment that emphasizes linguistic skills, psychological resilience, motivation, and self-awareness. This system could be structured into a curriculum design, task-based learning, assessment and feedback, a supportive community, peer learning, motivational techniques, mindfulness and mental well-being, and growth mindset coaching.

Conclusion

By applying the Four Iddhipada to an English-speaking instructional system, you're integrating not only the mental skills and energy necessary for fluency but also a deeper sense of personal development and psychological well-being. This approach helps learners stay motivated, resilient, and self-aware throughout their language learning journey.

Suggestions

This research suggests a policy for learning activities, focusing on systematic thinking and community-based learning management. Students should be encouraged to engage in diverse learning processes and ask teachers for additional knowledge. A suitable learning environment should be established, with problem scenarios tailored to children's ages and grade levels. Further research should explore designing learning activities in conjunction with project-based learning, problem-based learning, and design thinking to create innovators and encourage productive learning. This approach will help students develop their own knowledge and develop their skills.

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