

The Intrepidity Combine with Consciousness to Encourage in Speaking English for 21st Century Learners

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Received: January 31, 2022

Accepted: March 8, 2022

Online Published: March 11, 2022

doi:10.5430/wjel.v12n1p321

URL: <https://doi.org/10.5430/wjel.v12n1p321>

Abstract

The empirical studies have now proven the integration of Buddhist Principles (*Buddhadhamma*), and Psychological Principles. Encouragement is important for learners assertive in speaking English one's success also communicate is always high even among motivated and self-confident English language learners. The present study seeks to encourage the law of nature of the process of human learning motivational self-system. It draws on mixed methodology was qualitative and quantitative research.

A research design that involved analysis and synthesizes Buddhist Principles (*Buddhadhamma*), and Psychological Principles also include teaching and learning English. The data was subsequently collected and analyzed in parallel with in-depth interviews to collect data from 18 key experts' specialized informants. As well as data analysis using 6'C techniques presenting the Buddhist Principles Model (*Buddhadhamma* model) to encourage assertiveness in speaking English for students.

The three major findings were identified as confident English language skills and potential. First, is the Buddhism Principles Model. Second, take the three attributes and six skills in English, and third, a self-assertive activities book. Based on these, the present article ends with an encouraging assertiveness suggestion in speaking English.

Keywords: assertiveness, encouragement, intrepidity, speaking English

1. Introduction

Based on the ranking of English communication skills of the Education First (EF) Rating Office of Switzerland 2020 on November 17, 2020. These indicated that English language proficiency in Thailand is very low for ten consecutive years, ranked 89th out of 100 countries where English is not the primary language or an official language in their countries (Manochantharaphen, 2020). They scored only 419 points out of 100 points among the ten ASEAN countries. Thailand is in 8th position when considering teaching English in Thailand. English is not used at home, in the community, and society, and could not find the necessity of English. The traditional teaching method was more focused on grammar, and translation than communication. Despite, the National Education Act of 1999, the policy of reforming the teaching, and learning English. English usage is not in communication (communicative language teaching). It is because the method of teaching English still emphasizes grammatical structure. As the result, most Thai students cannot communicate effectively in English compared with the other countries in the world, where English is used as a second language or a foreign language (Choomchaiyo, 2017). Including the lack of concentration in reading, therefore, should encourage assertiveness in speaking English through the theoretical supported process. And there are research results to support that it works. According to the Law of nature, the process of human learning by the Buddhist method. To make human behavior change with consciousness as the motive all human beings have the same value, a brain, and two hands (Lama, 2001). If encouraging them will be the development of good things that will eventually become permanent behavior (Cooper, 1984).

Therefore, to encourage assertiveness of behavior should be a precedent matter to study. The term "courage" is not only Thai people in the world that do not assertive in speaking English. As far as I can see, there are countries still more than half of the world who do not speak English as their national language that also does not assertive in speaking English, such as ASEAN countries, Middle Eastern countries, African countries, etc.

According to the above statements, the researcher is particularly interested in studying “The intrepidity (*Vesārajjakarana-dhamma*) to encourage assertiveness in speaking English” to examine the principle of skill and potential that appeared both in Buddhism and Psychology for encouraging potential life and sustainable life. For example, to take a long story short, we will have assertiveness in speaking English. We have to have faith, love English, believe in our potential is well versed in the English language. Also has practiced tirelessly and can solve problems with wisdom, knowledgeable in the structure of sentences. Able to communicate to the audience understand the needs of the interlocutor without any anxiety it is revealed that foreign language affects success that (Coşkun & Taşgım, 2018) fear, or shyness. Therefore, the literature was reviewed on both Buddhist principles (*Buddhadham*) and Psychological principles related to assertiveness, courage, and self-confidence in Buddhism. As of now, writings are fundamental for changing conduct which has taken in model from moving substance to underline the students to make information by them, and learning by doing.

1.1 The Concept of Courage in Buddhism and the Theory of Courage in Psychology

The Concept of courage in Buddhism: In Buddhism mentioned the Buddhist principles (*Budhdhamma*) of courage is; Intrepidity (*Vesārajjā-dhamma*) comes from Pali as *Vesārajjā* means brave, *Karana* means action and *Dhamma* means things; nature, the truth, Buddhahood, and phenomena, so to sum it up, Intrepidity (*Vesārajjakarana-dhamma*) is the qualities making for intrepidity (Payutto, 2014) consisting of faith confidence or faith (*Saddhā*) for example, wholesome faith may arise, as a sample when you just by hearing the name “Buddha,” (Tan, 2009) or believing in what you know isn’t so. (Twain, 2020), good conduct or morality (*Sīla*) consisting good conduct or morality, is behaving well abstain from evil with the body, verbal, and mind, great learning or great learning (*Bāhusacca*) is knowledgeable, exertion or exertion (*Vīriyārambha*) is the perseverance, and wisdom or (*Paññā*) is the intelligence or understanding. To add to it, there must be consciousness or mindfulness or *Sati* in every moment or a purposeful focus on a certain place in the present moment without judgment and produces a tolerance to all things which leads to peace (Kabat-Zinn, 2009).

1.2 Intrepidity (*Vesārajjakarana-Dhamma*)

Buddhadhamma associated with assertiveness is intrepidity (*Vesārajjakarana-dhamma*), and mindfulness. As far as can see, in Buddhism, the Buddha period, Thachak Sutta on the topic of "the top of the flag" that occurred while the Lord Buddha was seated at the Chetawan temple, the monastery of the wealthy Anathabindik. Phra Nakhon Sawatthi had called the deities in the Dowadung class and said that "while in the war if you be afraid panic when it happened?" Then looked at the tip of the flag of Thao Sakkah or Indra. Which flag is the greatest in heaven, or Thao Pchabdee Devaraj, Thao Varun Devaraj, or Thao Isan Thewarat to make fear the panic disappear? But if you look at the top of the flags of the various Daoists, the fear has not disappeared. Maybe because the viewer has angry rulers or while in the forest or an empty house when fear arises, remember the Buddha, Dhamma, and Sangha meaning living with *Dhamma* also know the possibility of the emotions that may arise at that time, and do not prefer to cause fear, which is why it makes no bravery (Tipitaka, 2017).

It’s important to keep in mind that, in Buddhism mentioned the Buddhist principles (*Budhdhamma*) of courage is; Intrepidity (*Vesārajjā-dhamma*) comes from Pali as *Vesārajjā* means brave, *Karana* means action and *Dhamma* means things; nature, the truth, Buddhahood, and phenomena (Rajapariyattimuni, 2020). So, to sum it up, intrepidity (*Vesārajjakarana – dhamma*) is the qualities making for intrepidity (Payutto, 2014) consisting of faith confidence or faith (*Saddhā*) for example, wholesome faith may arise, as simple when you just by hearing the name “Buddha,” (Tan, 2021) or believing in what you know ain’t so (Mark, 2020). The good conduct or morality (*Sīla*) in Pali consists are behaving well abstain from evil with the body, verbal, and mind. The great learning (*Bāhusacca*) in Pali is knowledgeable. The exertion (*Vīriyārambha*) is the perseverance, and wisdom (*Paññā*) is the intelligence or understanding. To that end, there must be consciousness, mindfulness, or *Sati* in every moment, or a purposeful focus on a specific place in the present moment without judgment, which leads to peace (Kabat-Zinn, 2009).

1.3 Psychological Principles

Psychological principles: included a working memory of the brain about language, self-esteem, and self-efficiency "the bilingual practice was seen as helpful for the second language (L2) learning and that it might serve as an instrument to addresses the particular need of students with decreased self-viability (Rathert & Cabaroğlu, 2020) with a holistic view, self-confidence". Thorndike’s (1874–1949) connected learning, and Gaye’s (1972) learning conditions that are the principles that combine individual cognitive abilities with elements of cognitive skills, and attitude of the individual. Through the process of organizing information in the brain, there are events outside the body that stimulate, promote, or inhibit learning occurring within will determine, and self-application.

1.4 The Psychological Principles of Courage in Speaking English

(a) A working memory of the brain about the language the work of the brain's memory while operating according to Alan Baddeley & Hitch's (Baddeley & Hitch, 1974:47-89). The Multi-Component of working memory, the language memory system when receiving information or stimuli is a letter will be converted to a code with a sound in mind. (Sub vocalization) where participants must repeat the word or sentence repeatedly, the system will record the information in the left hemisphere temporoparietal region (Frith & Frackowiak, 1993), and the repetition of the data will be in the sub vocalization process. The frontal position of the Broca's area when words are memorized, or sentence form will give the participants the courage to express themselves in English without fear of mistakes; (b) 1.2.4.2 Self-Esteem Theory (Cooper, 1984) as believing that they can do it as self-respect based on the theory of self-respect, self-esteem, and self-efficiency with a holistic view, self-confidence; (c) Thorndike's (1874-1949) connected learning theory; as connection theory refers to the link between a stimulus and a response. The basic principle that learning arises from a connection between stimuli and responses that often come out in a variety of ways through trial, and error. Until you find the most suitable model and that learning has to be prepared by the students, whether in matters of the student body. And the subject of explaining the previous knowledge to create memorization of the content that had been learned before to create the connection, and must take into account individual differences, moods, preferences, conditionalization by providing instruction in the form of activities for learners to try and practice (learning by doing) reward, whether in the form of award or a compliment, etc.; and (d) Gaye's (1972) condition of learning theory that occasions in the climate impact the learning cycle. Incorporate hypothesis recognizes the overall kinds of human capacities that are learned. These capacities are the conduct changes (learning results) in a student (Gagné, 1985) to empower the capacity of communicating in English unhesitatingly.

2. Research Objectives

1. To study the problem and hindrance conditions of assertiveness in speaking English of Mahachulalongkornrajavidyalaya University students.
2. To Analyze, synthesize the problem, and hindrance conditions of assertiveness in speaking English.
3. To demonstrate the Buddhist Principles Model (*Buddhamma* Model) to encourage assertiveness in speaking English.
4. To compare the assertiveness of speaking English before and after participating in activities encouraging assertiveness in speaking English.

3. Research Questions

1. What is the problem and hindrance of the condition to assertiveness in speaking English?
2. How can the Buddhist Principles (*Buddhadhamma*) and psychological principles encourage assertiveness in speaking English?
3. How does the Buddhist Principles Model (*Buddhadhamma* model) encourage assertiveness in speaking English?

4. Research Hypothesis

1. The courage side of assertiveness in English speaking increased after participating in the activities.
2. English speaking skills increased after participating in activities to ~~promote~~ encourage assertiveness in speaking English.
3. Mindfulness fosters self-expression in spoken English after participating in an activity that encourages English speaking.

5. Definition of Key Terms

1. "6C technique analysis" or QDAT knowledge means a qualitative research data analysis process where any kind of raw data is used. Then, come into the analysis process synthesize to make changes to research information. It is a summary of research that makes a systematic analysis of thought and conceptual frameworks. With an analysis management cycle Synthetic from defining the educational issue (Concept), and the essence of the interview. Summary of key points (Contents), Classify groups and key points (Classify), categorize by summarizing new content (Category), establishing a research conceptual framework (Conceptualize), and interpret information (Communication).

2. "Buddhist principles" (*Buddhadhamma*) means the Buddhism principle or the doctrine of the Buddha for example, Path of accomplishment (four *Ittipadha*); basis for success, the three characteristics; impermanence; transiency or state of suffering or being oppressed, etc.
3. The learning process in Buddhism means the learning process into three steps: 1) Perception, namely dialogue, the faithful or good friend (*Kanyanmitra*), and listening to the truth (*Phra Sathatham*) or something good and right. 2) Thinking means proper attention (*Yonisomanasiksikāra*), and 3) Practice means nature, truth (*Dhamma*), and practice.
4. "Intrepidity" (*Vesārajjakaraṇa-dhamma*) means *Dhamma* (nature, truth), doing brave, moral qualities make for intrepidity: 1) "Faith" (*Saddhā*) means to believe what should be believed. What is the main confidence that holds and in what has been done (faith; confidence). 2) "Morality" (*Silā*) means the conduct that is correct and virtuous. Not behaving in violation of discipline is not immoral (good conduct; morality). 3) "Great learning" (*Bāhusacca*) means being a knowledgeable person who learns a lot in Pali's words also can be used diligently to practice English speaking skills not lazy will be able to remember the theory various sentence structures to be. 4) "Exertion" (*Vīriyārambha*) means perseverance the determination to get it leads to love to speak, and practice. Dare to speak without fear of wrong because they have faith in the English language and have a strong motivation to succeed in learning English, and achieve the desired results, and 5) "Wisdom" (*Paññā*) means understand deeply in reason that good and bad are useful that is not useful, such as knowledge, thinking, knowledge, diagnosis, and should know to manage.
5. "Nature, truth" (*Dhamma*) means practice.
6. "Reasoned attention" (*Yonisomanasiksikāra*) ordinary means thinking to increase wisdom, in the form of mental quality enhancement is the use of ideas to create charity a desire to learn and practice. It is a strategy for reducing locality, anger, and rule ship by employing or substituting a very good virtue.
7. "Another's utterance" (*Paratoghosa*) means another's utterance or hearing or learning from others, which is the common way of thinking to increase wisdom, in the form of mental quality enhancement is the use of ideas to create charity a desire to learn and practice.
8. "Good friend" (*Kanlayanamitra*) indicates having a good friend; having good company; friendship with the lovely; having a favorable social environment, external factor; environmental factor
9. "Mindfulness" (*Sati*) means remembering to be in the present moment, the awareness of personal actions such as bathing, brushing teeth, etc., with constant awareness and alertness (Lama, 1958). Mindfulness will guide you to remember and against all human action's mindfulness was applied to this research while participating in activities for students to practice or practice speaking English or while watching a video clip or listen to the model of a successful person in learning English, students must be aware of the moment while speaking, listening to video clips.
10. "The perception of human means in Buddhism" means the perception of human activities through the five aggregates of existence (*Khandha five*) (Payutto, 1996). Because humans consist of *Khandha five* or mind-body (*Nāma - Rāpa*) mind (*Nāma*) are the part that acts on the consciousness (*viññāṇa*), felling (*Vedanā*), perception (*saññā*), and thinking (*Saikhāra*). The corporeality (*Rāpa*): body; material form are a body and all physical behavior, course of such energy, and composed of earth, wind worships of fire elements to controlling the body to express both body (*Rāpa*) and mind (*Nāma*). Which is impermanent following the trinity law (the three Characteristics (*Tilakkhana*)), ie impermanence (*anicca*), state of suffering (*dukkha*), and intangible (*anattā*). The soullessness humans have a cognitive tool through external sense-fields (Indriya or *Ajjhittikāyatana*), and internal sense-fields (*Bāhirayātana*). The external sense-fields consist of form (*Rāpa*) sound (*Sadda*), smell (*Gandha*), taste (*Rasa*), touch (*Pho ññhabba*). The internal sense-fields consist of an eye (*Cakkhu*), ear (*Sota*), nose (*Ghāna*), tongue (*Jivhā*), body (*Kāyā*), mind (*Mana*). The previous activities will lead to thinking as reasoned attention (*Yonisomanasiksikra*) (Payutto, 2017) as follows:
 - i. Sense base object => consciousness => contact => felling=> perception => thinking =>
 - ii. =>proliferation=> diverse and complex perceptions
11. "Sense-fields" (*Ajjhittikāyatana*) means the instrument of sense and the thing that's known; sense-fields; sense-spheres as follows: (a) internal sense-fields include 1) the eye 2) the ear 3) the nose 4) the tongue 5) the body, and 6) the mind; (b) external sense-fields include 1) form; visible objects 2) sound 3) smell 4) taste 5) touch; tangible objects, and 6) mind-objects.

12. Encourage means encouraging or motivating the courage to do something etc.
13. Assertiveness means the behavior in which the ability to express, present, or express a person who is most naturally occurring according to the circumstances of the situation and can deal with problems in a positive way without anxiety, worry, fear, etc.

6. Method

This is a combination method of qualitative and quantitative research. There are stages in the entire research process, respectively, in the conduct of the research. The following steps shall be outlined:

6.1 Outline Construction

1. Outline construction which means the construction of the overall outline of the work in all the related dimensions corresponding to the objectives. The problem of discussion among the research advisers is then dealt with by discussing the problems encountered based on the importance of the studies.
2. Creating the intrepidity (*Vesārajjakaraṇa-dhamma*) activity model to encourage assertiveness in speaking English by analyzing and synthesizing the intrepidity (*Vesārajjakaraṇa-dhamma*), the Faith (*Saddhā*), the Morality (*Sīla*), Great learning (*Bāhusacca*), Exertion (*Viriya*) and Wisdom (*Paññā*) consciously speaking English principles of psychology and self-esteem (Cooper, 1984). The self-efficacy, and teaching techniques obtained by interviewing experts by combining ideas and principles of individual learning abilities with different cognitive skills elements. The intellectual skill combines the attitude of an individual through the process of organizing information in the brain. There are events outside the body that stimulate, promote, or inhibit learning occurring internally, and self-application use reinforcement to motivate new behaviors. Instead of continuing to repeat the behavior, positive reinforcement (Positive reinforcement) by giving a reward as an object or a complement to the system of memory while operating concerning language. Rather than making pronunciation of words, sentences, and conversations for the brain to work by entering the code, and then put into short-term memory for three-five minutes and after that, it will be stored for long memory. Besides the data processing process and keep it as a memory (Wongupparaj & Wongupparaj, 2013). There are three phases. Moreover, more exercises ought to be wanted to give more freedoms to students to foster methodologies to utilize bona fide language, and target discourse acts (Bak ýc ýá & Özbay, 2020).
3. The creation and retrieval phase of the encryption memory. This is the interpretation and collection of the obtained information.
4. The archiving, which is a permanent encrypted record additionally,
5. The retrieval or recall. It is a reminder of information that involves: (a) it has already been recorded for use in behaviors or activities that have language recognition systems. Contains the pronunciation mechanism of the language storage unit, and the pronunciation-related language memory (the phonological similarity effect) also includes the ability of participants to memorize a collection of texts, words, or phrases or words on a computer screen. In which case, the letters or words with the same pronunciation must not be similar because doing so will reduce memory capacity. And there must be letter stimuli that are a sound code that repeats in the mind (Sub vocalizations); (b) the words or text should not be too long (the word length effect), because if they are. The memorization will fade quickly, and if many words are remembered and unable to repeat the words in mind. Those words will be quickly forgotten (Thadphoothon, 2017); and (c) try to persuade the participants to pronounce out (a word) and repeat them, and to stimulate the work of the language which the memory part is in the brain, the temporal lobe of the temporoparietal region (Frith & Frackowiak, 1993). The data repetition system is located at the front of the brain region of Broca's area (Wager et al., 2003). The system converts the stimuli from text to sound and code in the language storage to work well.
6. There is recitation with (Sati) consciousness every time and/or often with knowing the present moment in every moment (here and now). This will lead to the new behavior in the language of communication that arises from thought or consciousness, resulting in relaxation. The language memory system will work better, and the behavior will appear outward (Nauriyal et al., 2006).
7. Every activity that uses the memory for language (Working memory), and has wisdom then wisdom is to be born "*Sativasang Vivaranangsana*" (Phravithedratthanabhon, 2020). These activities consist of four steps, which are as follows: (a) take meditation method by both breathing meditation (*Ānāpānasati*), and insight meditation (*Satipaṭṭhāna*) for 15 minutes then they will have both Buddhism wisdom worldly wisdom; (b) examine the structure, tenses, and verbs; (c) the graduate student from the university in India to share her

experience study in the English language. After that, she instructed her by playing the Kahoot game on vocabulary and subject sentence structure: present tense, past tense, present perfect tense, and future tense. Then PowerPoint Match words related to fruits, vegetables, places, colors, daily life, morning (a.m.), afternoon (p.m.); and (d) Documenting their behavior into self-assertive activities book for recording behavior or feelings from participating in activities with a speaking partner, as measured by an English-speaking questionnaire. In addition, use an observation form to observe their behavior. Participation both before and after the activity was completed (pre-test and post-test).

6.2 Data Collection Procedures

Data collection is the preparation of data to be encouraged in the research. Create in-depth interviews seven items about concepts for encouraging assertiveness in speaking English, and mindfulness by in-depth interviews from experts in Buddhist principles (*Buddhadhamma*), Psychological principles, and teaching and learning the English language which the interview forms were evaluated index of the item objective congruence (IOC) and construct validity index (CVI) by the five experts, and IOC = 0.95, CVI = 0.85 (Davis, 1992; Grant & Davis, 1997; Polit & Beck, 2004; Waltz et al., 2005: 155; Waltz & Bausell, 1981: 71).

6.3 Examining the Concept

Examining the concept of assertive in Buddhism, together with the theory of courage, self-esteem, learning, and neurological functions related to language in Psychology.

6.4 Data Analysis

The study was a mixed-methods study that included both a qualitative and quantitative component, with in-depth interviews conducted with 18 key informants to collect qualitative data. The population was undergraduate students at Mahachulalongkornrajavidyalaya University in Thailand in the academic year 2020, and the 40 samples were drawn using a purposive sampling method. A questionnaire and behavioral observations were used to collect quantitative data from 20 samples drawn from an experimental group and 20 samples drawn from a control group. Using 6c techniques to analyze qualitative data and statistics such as percentage, mean, standard deviation, and t-test to analyze quantitative data as follows:

1. An analysis on such issue is to be carefully made using Buddhist concepts and Psychology theories, and learning and teaching English experts, together with information obtained from the in-depth interviews with 18 key informants' examiners with criteria 1) be willing to provide information; 2) be competent and socially acceptable; 3) have academic performance or experience encouraging assertiveness in English speaking or counselling Buddhist principles (*Buddhadhamma*); and 4) Psychological principles which experience least 10 years as follows: (a) the Nobel Peace Prize 1989 was awarded, Dharamshala, India; (b) the vice-Rector for Student Affairs of Mahachulalongkornrajavidyalaya University (MCU), Thailand; (c) the dean of the Faculty of Buddhism of MCU, Thailand; (d) the secretary-General of the Thai Sangha in the USA; (e) the director of International Buddhist Studies College (IBSC) of MCU, Thailand; (f) the assistant to the Rector for Special Affairs of MCU Thailand; (g) the assistant of Rector for Public Relations MCU, Thailand; (h) the abbot of Wat Prodketchetharam America, USA; (i) the Deputy Director for Academic Affairs of IBSC, MCU, Thailand; (j) the director Policy and Planning Department Vipassana Meditation Institute of MCU, Thailand; (k) the abbot of Wat Pasukato, Chaiyaphum, Thailand; (l) the abbot of Wat Pasantidham, Chaiyaphum, Thailand; (m) the head of the Western Language Group Srinakharinwirot University Prasarnmit Demonstration School (secondary), Srinakharinwirot University, Thailand; (n) the director of the Medical Imaging Center Kasemrat Hospital International Rattanathibet, Thailand; (o) the director of Angkriz English Language School, Thailand; (p) the specialist in the department of Research and Applied Psychology, Former Dean of Faculty of Education, Burapha University, Thailand; (q) the specialist in the Department of Research and Applied Psychology, former Executive of the International Graduate Development Center Human resources, Burapha University, Thailand; and (r) the special instructor of Languages Institute of MCU, Thailand.
2. Take the data obtained from interviews were analyzed, and summarized by the method of content analysis (QDAT Knowledge: 6C) consists of (a) Concept; (b) Contents; (c) Classification; (d) Category; (e) Conceptualize; and (f) Communication Triangulation Technic (Keawnak, 2012: 4-14). They adopt a questionnaire using questions related to the context and situation in the daily life of students that express the characteristics of assertiveness in speaking English. A Likert scale is a question that is a five-point scale. The choices range from Strongly Agree to Strongly Disagree so the question maker can get a holistic view of students' opinions. The observational forms are associated with assertiveness in English speaking by using

intonation observation eyes, mannerism, fluency, vocabulary, sentence structure. Following that, bring the questionnaire form and the observation form to check the language usage forms were evaluated index of the item objective congruence (IOC) and construct validity index (CVI) by the five examiners to find the conformity index (Wongratana, 2010). That one IOC equal to 0.85, CVI equal to 0.85, try-out run reliability equal to 0.96, and take used to experiment with other groups as not in the same group as the experimental group 30 people were with using Google form.

3. Creating the Buddhist principles (*Vesārajjakaraṇa-dhamma*) activity model to encourage a sign of courage in speaking English it found that the Buddhist principles model (*Vesārajjakaraṇa-dhamma*) integrated three sciences of wisdom with "An Inspirational Activity" including Activity 1: Understanding Buddhist Principles based on faith (*Saddhā*), and morality (*Sīla*) or faith and precepts. Activity 2: Practicing the Courage, based on great learning (*Bāhusacca*) and exertion (*Viriyārambha*) or being wise and enthusiastic, and Activity 3: Growing Wisdom based on wisdom (*Paññā*).
4. Evaluation of the intrepidity (*Vesārajjakaraṇa-dhamma*) activity model to encourage assertiveness in speaking English by using group discussion (Focus Group) by inviting experts in specific fields and students who received the highest score from participating in motivational activities joined the group discussion totaling nine people.
5. Finalizing a completed version of the research project report, starting by identifying significant research findings; a compilation of bodies of knowledge and insights. Then it is formulating conclusions, conducting discussions, as well as suggesting useful information for possible further research.

7. Results

The combined research results were presented according to the research objectives, ordered as follows:

The Buddhist principles (*Buddhadhamma*) model integrated three sciences of wisdom with "An Inspirational Activity" including activity: (a) Understanding Buddhist Principles, bringing perseverance to oneself based on faith (*Saddhā*), and morality (*Sīla*), or faith and precepts; (b) Practicing the Courage, considering a courage based on great learning (*Bāhusacca*), and exertion (*Viriyārambha*), or being wise and enthusiastic; (c) Growing Wisdom based on wisdom (*Paññā*), or wisdom the results of which were the body of knowledge gained from study is assertiveness in speaking English consists of (1) Having knowledge of the intrepidity (*Vesārajjakaraṇa-Dhamma*) for courage and confidence faith (*Saddhā*), morality (*Sīla*), great learning (*Bāhusacca*), exertion (*Viriyārambha*), and wisdom (*Paññā*); (2) The three attributes are self-esteem, self-efficacy, and self- assertive expression; and (3) The six skills consisting of encouraging, speaking, listening, using, communicating, correcting in English and every activities are self-sustaining. For recording drily activities in English, the students use a self-assertive activities book.

Table 1. Understanding Buddhist Principles

Understanding Buddhist Principles	Experimental Group				Control Group			
	Before		After		Before		After	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Courage	2.40	0.89	4.03	0.42	2.30	0.78	3.00	0.66
English/Speaking	2.21	0.21	3.91	0.19	2.19	0.56	3.01	0.36
Mindfulness/Concentrate	3.25	0.50	3.80	0.23	1.81	0.74	3.20	0.76

As it is seen in Table 1, from the activity one found that experimental group had significantly increased the courage of speaking English after participating in activity with Mean = 4.03.

Table 2. The comparison of English speaking expressions of the experimental

Paired Samples Test								
	Mean	S. D.	Paired Differences			t	df	Sig (2-tailed)
			Mean	Lower	Upper			
pair 1			Std. Error	95% Confidence Interval of the Difference				
pre-post	2.33333	7.07407	4.40851	-31.78864	-12.87803	-23.912	4	0.000*

* P < .05

As shown in Table 2, it has been found that students have a statistically significant increase in the courage to speak English at a level of .05.

Table 3. The English speaking of Practicing the Courage

Practicing the courage	Experimental Group				Control Group			
	Before		After		Before		After	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Courage	2.40	0.29	4.13	0.37	2.30	0.78	3.00	0.66
English/Speaking	2.24	0.18	3.98	0.14	2.20	0.57	3.02	0.36
Mindfulness/Concentrate	3.17	0.43	3.82	0.38	1.81	0.75	3.20	0.77

As shown in Table 3, students had the highest expressiveness in courage in terms of self-expression after participating in activity three of Mean = 4.13, and S.D. = 0.37. This demonstrated that the activity resulted in courage students more, followed by English speaking Mean = 3.98, and concentration of S.D. = 0.38 respectively.

Table 4. The Comparison of the English-speaking expression of the experimental group in activity two

Paired Samples Test										
Paired Differences										
	Mean	S.D.	Sstd. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	p	pair 1
				Lower	Upper					
pre-post	-3.84615	9.93182	2.75459	-9.84789	2.15558	-42.018	12	0.000*		

* P < .05

The findings demonstrated in Table 4, it was found that the statistic was less than the .05 significance level. When the students participated in the second activity, there was no statistical difference in speaking English speaking at the .05 level.

Table 5. The courage of English Speaking of Growth Wisdom to express all three aspects

Growth Wisdom	Experimental Group				Control Group			
	Before		After		Before		After	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Courage	2.25	0.38	4.05	0.30	3.17	0.70	3.13	0.87
English/Speaking	2.22	0.16	3.87	0.14	2.28	0.46	3.01	0.38
Mindfulness/Concentrate	3.23	0.25	3.65	0.16	3.25	0.74	3.03	0.76

As shown in Table 5, students had the highest expressiveness in English speaking in terms of self-expression after participating in activity three of Mean = 4.05, and S.D. = 0.30. This demonstrated that the activity resulted in students speaking more English, followed by concentration Mean = 3.65, and assertiveness of S.D. = 0.61 respectively.

Table 6. The comparison of the English-speaking expression of the experimental group in activity three

Paired Samples Test										
Paired Differences										
	Mean	S.D.	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	p	pair 1
				Lower	Upper					
pre-post	37.000	3.46410	0.96077	39.09334	-34.90666	-38.511	12	0.000*		

* P < .05

Table 6 confirms the findings: a statistical significance of .05 was discovered. Indicating that the courage to speak English before and after participating in activities is related. When the third activity was completed by the students at the .05 level. The students had a statistically significant increase in assertiveness when speaking English.

8. Discussion

The researchers' objectives were to determine the following: (a) the problem and impediment conditions include a lack of vocabulary, a lack of understanding of sentence structure, and the use of the English language. The hindrance conditions included a lack of direct methods of teaching for appropriate techniques of teaching, motivation, updating teaching materials with non-appropriate learning environments, and fewer and continuous learning classes per week. (b) the Buddhist principles (*Buddhadhamma*) included intrepidity (*Vesārajjakaraṇa-dhamma*), self-confidence consisting of love and confidence in self-expression, self-discipline in learning, and incorporate enthusiasm for learning as well. The wise and well-trained in the principles and methods, and being mindful in endless learning; and the psychological principles; included a working memory of the brain concerning language, self-esteem, and self-efficacy with a holistic view, self-confidence. Thorndike's (1874–1949) connected learning, and Gaye's (1972) learning conditions that are the principles that combine individual cognitive abilities with elements of cognitive skills, and attitude of the individual. Through the process of organizing information in the brain, there are events outside the body that stimulate, promote, or inhibit learning occurring within will determine, and self-application. To succeed in this role, the students will be more confident in speaking English. Students must have faith, love English, and believe in their ability to communicate effectively in English. Furthermore, has practiced tirelessly and can solve problems with wisdom, be knowledgeable in sentence structure, and communicate to the audience to understand the needs of the interlocutor without any anxiety, fear, or shyness. Figure one depicts visual Buddhist principles (*Buddhadhamma*) and psychological principles gleaned from in-depth interviews with 18 experts:

Buddhadhamma + Psychological Theory = From In-Depth

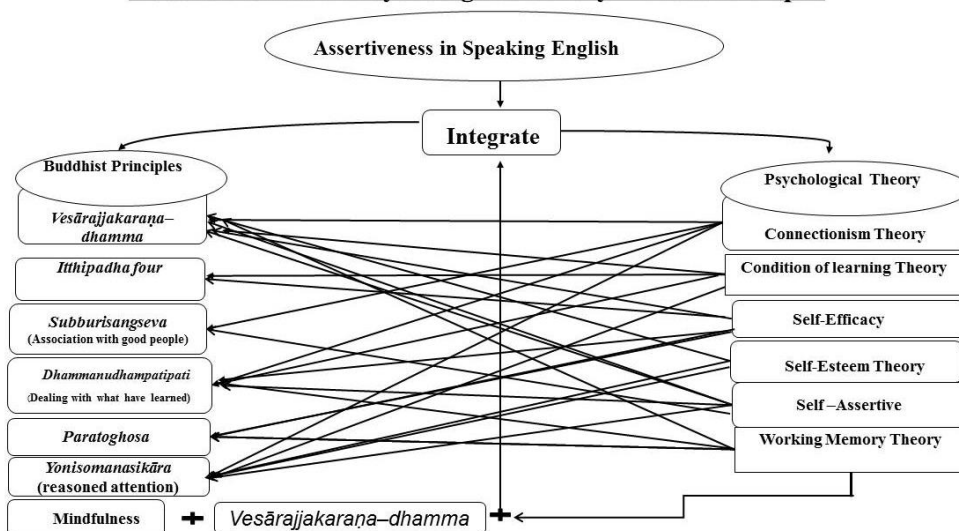


Figure 1. The Buddhist principles (*Buddhadhamma*) and Psychological Theory from In-Depth Interviews

From figure 1. Take the Buddhist principles (*Buddhadhamma*) which consisted; Intrepidity (*Vesārajjakaraṇa-dhamma*), reasoned attention (*Yonisomanasiksikār*), and another's utterance (*Paratoghosa*) to componentize with the psychological principles element, consisted of connectionism theory, condition of learning theory, self-esteem theory, and let's match the element; (c) the problem and hindrance conditions of students' courage in speaking English; including a lack of vocabulary, non-understanding sentence structure, without the English language using, a lack of a positive attitude consisting of shyness, fear, and anxiety. Also, teachers' problems include a lack of direct methods of teaching, appropriate techniques (Photitheerarat et al., 2017) motivation, update teaching materials and non-appropriate learning environments, and less and an insufficient number of hour classes. Therefore, learning English with modern technology by promoting English language learning through Google App, other social media applications, Twitter, Facebook, or Instagram as a search tool. Promote learning English and can be used to improve the teaching of English that is inline) it was found that the factors related to the problem of teaching and learning English depending on the technical side of English teaching methods and the use of technology in teaching as

an important factor and influencing the learning of English (Amin & Elhussien, 2018; Amin, 2020). Moreover, it was discovered that Instagram decidedly affected understudies' language learning depending on the accomplishment scores. Along these lines, it is inferred that Instagram can be utilized to upgrade the learning of English beneficial to formal educating by presenting the understudies to language while they are utilizing this stage as a feature of their regular practices (Erarслан, 2019); (d) the Buddhist principles (*Buddhadhamma*) included intrepidity (*Vesārajjakaraṇa-dhamma*) also love, and confidence in self-expression. The enthusiastic, well-trained in learning, principles, methods, mindfulness in endless learning, and psychological principles included a brain working memory with language. Thorndike's (1874–1949) connected learning and Gaye's (1972) learning conditions were linked by self-esteem and self-efficiency with a holistic view. As a result, anxiety, insecurity, fear, and embarrassment create an 'emotional filter' or 'mental blockage' or a brain or psychological blockage that blocks negative cognitive processes and hurts learning English. This is consistent with Durongpan (2017)'s research on the development of a thought structure therapy program in conjunction with emotion regulation for reducing anxiety in undergraduates learning English. According to research, cognitive structure, and emotional direction therapy play an important role in anxiety, a psychological variable that students' stress and anxiety have on their ability to learn English. As either a result, there must be an activity to treat the thought structure along with the direction of emotions for students (STER), and after students participate in activities, they will achieve better results in the English language, and they will continue to study English only using a pro-thought structure therapy program. Rafada & Madini (2017) researched "Effective Options for Reducing Speech Anxiety in the Saudi Arabian Classroom (English as a Foreign Language)." The effective strategies for reducing Saudi learners' fear of public speaking in EFL classrooms (Rafada & Madini, 2018). It was discovered that the factors related to the problem of teaching and learning English depend on the technical side of English teaching methods, and the use of technology in teaching as an important factor, and influencing English learning. This is consistent with the findings of (Khoshsima et al., 2018), who also used Google Apps in the English learning process; (e) the intrepidity (*Vesārajjakaraṇa -dhamma*) model integrated three sciences of wisdom with "An Inspirational Activity" including Activity 1: Understanding Buddhist Principles, based on faith (*Saddhā*), and morality (*Sīla*) or faith and precepts; Activity 2: Practicing the Courage, based on great learning (*Bāhusacca*), and exertion (*Viriyārambha*) or being wise and enthusiastic, and Activity 3: Growing Wisdom, based on wisdom (*Paññā*) the results of which were as follows: (1) Activity 1: found that the experimental group had significantly increased the expressiveness of speaking English after participating in the activity with a mean of 4.03. (2) Activity 2: found that the experimental group had significantly increased the expressiveness of speaking English after participating in the activity with a mean of 4.13. (3) Activity 3: found that the experimental group had significantly increased the expressiveness of speaking English after participating in the activity with a mean of 4.05.

9. Conclusions

The intrepidity (*Vesārajjakaraṇa-dhamma*) is the Buddhist Principles (*Buddhadhamma*) of courage and confidence, which includes faith (*Saddhā*), morality (*Sīla*), great learning (*Bāhusacca*), exertion (*Viriyārambha*), and or wisdom (*Paññā*). Include self-esteem, self-efficiency, and self-assertiveness. When students practice learning regularly, they develop the skills and potential to speak English confidently using six skills: encouraging, speaking, listening, using, communicating, correcting in English. All activities being mindful of all skills and movements with self-confidence is a summary of the findings. The body of knowledge from the aim is assertiveness in speaking English from figure 2.

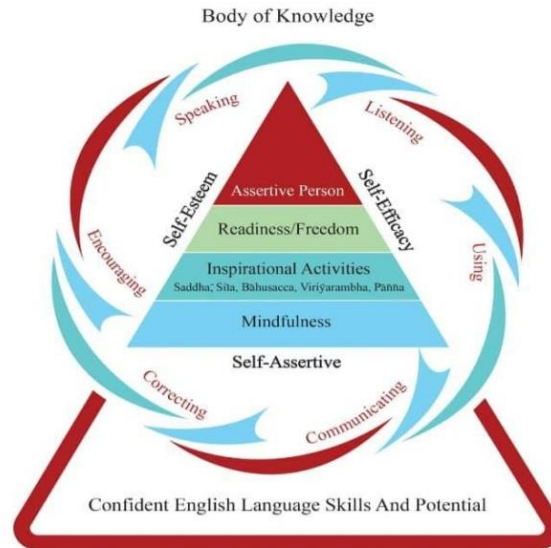


Figure 2. The Body of Knowledge F (KSF) Model F (Three Self + Six Skill) + Mindfulness

From figure 2: Confident of English language Potential and skills from integrating Buddhist methodology, Freedom, and psychological Principles; Self-Esteem, Self-Efficacy, and Self-Assertive. The Confident English Language Skills and Potential (Pongsiri, 2020).

The Buddhist Method, after obtaining the body of knowledge according to the Buddhist methodology will occur. It is the implementation of the provisions of the principle or study of the text to integrate with the psychological principles practical aspect of the true doctrine to be suitable for oneself. The process is as follows Figure 3.

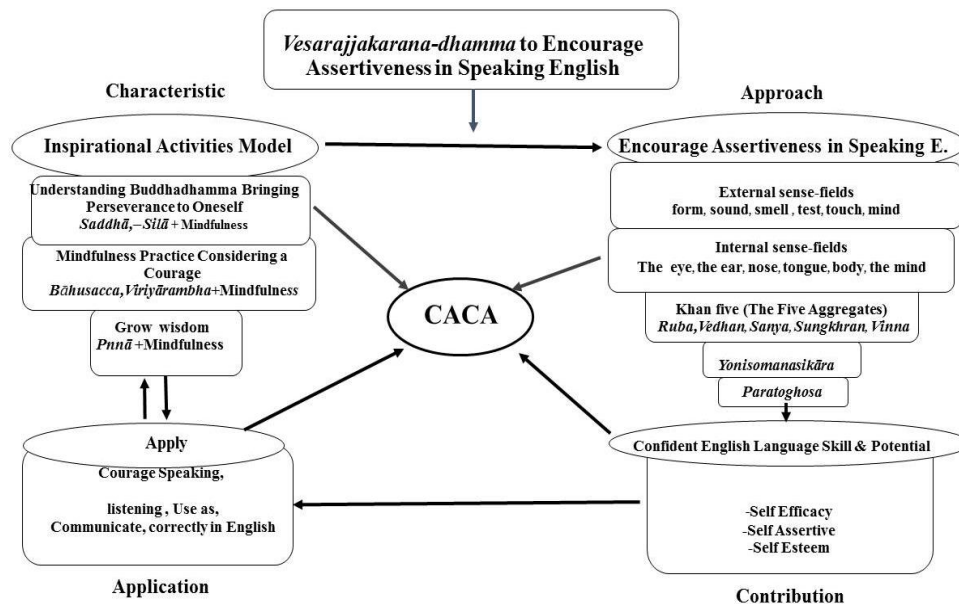


Figure 3. The Buddhist Method

CACA=Characteristic, Approach, Contribution, and Application

From figure 3: The creation process of knowledge from participating in activities. (Which integrates Buddhism and psychology) with the perception of human means in Buddhism method with sense-fields (*Ajjhittikāyatana*)-while arise cause wisdom and mind for confident English language potential and skills.

10. Implications for Research and Practice

1. Apply the intrepidity (*Vesārajjakaraṇa-Dhamma*) which the Buddha's teachings to spread to others.

2. There should be an organization a platform for exchanging knowledge, experience skill, and the result to each other, and generalize to Educational National Institution.
3. Students can assertiveness in speaking English, and apply this method of the activity set to practice in daily life, another subject, working, health, etc.

Acknowledgments

Thank you for your Holiness the Dalai Lama, Air Chief Marshal Dr. Napatr Kaewnak, and all the experts who gave the interview including the research equipment being examined. Particularly undergraduate students of the Faculty of Humanities Mahachulalongkornrajavidyalaya University. Including good friends (*Kanlayanmita*), who have helped and supported this research for success. In short, thank you for giving me Buddhism of the middle way for my peace, and know the three Characteristics which also follow: impermanence, state of suffering, and soullessness.

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