

DEVELOPING EFFECTIVE ORAL PRESENTATION STRATEGIES IN THE BUDDHIST MEDITATION COURSE TO ENHANCE ENGLISH SPEAKING SKILLS AMONG FOURTH-YEAR STUDENTS AT MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY, CHIANG MAI CAMPUS

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Abstract

This research aimed to (1) examine the current problems in English oral presentations faced by fourth-year students in the Buddhist Meditation Course, (2) implement the developed oral presentation strategies based on the B-OPS (Buddhist-Oriented Oral Presentation Strategies), and (3) evaluate the effectiveness of the strategies by comparing students' English-speaking proficiency before and after implementation. The study employed a quasi-experimental one-group pretest–posttest design. The sample consisted of 29 fourth-year students enrolled in the Buddhist Meditation Course at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus, selected through purposive sampling. Research instruments included a questionnaire on problems in English oral presentations, lesson plans based on the Buddhist-Oriented Oral Presentation Strategies (B-OPS), and an English oral presentation rubric administered as both a pretest-posttest. Data were analyzed using mean, standard deviation, efficiency index (E1/E2), and paired-samples t-test.

The findings indicated that students experienced a moderate level of problems in English oral presentations ($\bar{X} = 3.48$), with the highest difficulties in presentation strategies ($\bar{X} = 3.57$), English language skills ($\bar{X} = 3.55$), and personal factors affecting presentations ($\bar{X} = 3.51$). The implementation of the B-OPS over six weeks demonstrated instructional efficiency exceeding the established 80/80 criterion ($E1/E2 = 81.68/80.67$). The comparison of pretest-posttest scores showed a statistically significant improvement ($t = -16.98, p < .05$), with the mean score increasing from 52.55 to 80.64. The results indicate that the developed oral presentation strategies can enhance students' fluency, content organization, communicative competence, and confidence while reducing speaking anxiety. Overall, the integration of structured presentation techniques with Buddhist-oriented content provided a framework for improving English speaking proficiency in a monastic higher education context.

Keywords: MEME model, Buddhist-oriented oral presentation strategies, English-speaking proficiency, Buddhist meditation course

Introduction

This research is a quasi-experimental study using a one-group pretest-posttest design to examine the effectiveness of the developed oral presentation strategies in improving English-speaking proficiency among fourth-year students in the Buddhist Meditation Course at Mahachulalongkornrajavidyalaya University. The sample consisted of 29 purposively selected students. Research instruments included a questionnaire, lesson plans, pretest–posttest rubrics, classroom observations, and expert evaluation forms. Quantitative data were analyzed using descriptive statistics, efficiency analysis (E1/E2), and paired-samples t-test, while qualitative data were analyzed through content analysis.

In Buddhist higher education, many students struggle with English oral presentations, especially when conveying abstract Dhamma concepts. At Mahachulalongkornrajavidyalaya University, fourth-year students in the Buddhist Meditation Course face linguistic limitations, speaking anxiety, and a lack of strategic competence, hindering their ability to communicate Buddhist teachings to international audiences. These challenges reflect broader issues in Thai EFL contexts, where anxiety and insufficient oral strategies significantly impede communicative effectiveness (Kurakan, 2021). Similarly, the implications for language pedagogy indicate that Thai students need structured training in academic presentations, including exposure to effective strategies and authentic examples. Such approaches can help improve their presentation competence and better prepare them for success in higher education, particularly in international contexts (Duklim & Musigrungsi, 2018). In addition, the study found that students' anxiety led to difficulties in explaining topics, overreliance on reading, and avoidance of eye contact. Anxiety and low confidence were the main barriers to oral presentations. Students suggested that improving grammar, understanding content, and practicing more could help overcome these challenges (M et al., 2023). These findings highlight the need for context-sensitive instructional approaches that address linguistic, strategic, and psychological dimensions of English oral presentation in Buddhist higher education.

The present study is grounded in key theoretical frameworks related to communicative language teaching, strategy-based instruction, and Buddhist contemplative pedagogy. From the perspective of Communicative Language Teaching (CLT), effective speaking instruction emphasizes meaningful interaction, authentic tasks, and learner-centered activities that promote communicative competence rather than mere grammatical accuracy (Richards, 2006). These approaches support the systematic development of presentation skills through structured preparation and guided practice. Furthermore, this study integrates concepts from mindfulness and contemplative education, which emphasize awareness, concentration, and emotional regulation as foundations for effective communication. Mindfulness practice has been shown to reduce speaking anxiety and enhance cognitive clarity, thereby improving learners' confidence and performance in public speaking contexts (Kabat-Zinn, 2003). Within Buddhist educational philosophy, meditative learning environments encourage reflective thinking and ethical communication, aligning cognitive development with moral and mental cultivation. By synthesizing communicative language theory, strategy-based instruction, and mindfulness-based learning principles, the present research establishes a theoretical foundation for developing structured oral presentation strategies suitable for students in Buddhist higher education.

Based on the identified problems and related theoretical frameworks, English oral presentation instruction in Buddhist higher education requires systematically designed strategies that integrate

communicative competence, structured practice, and reflective learning. However, limited research has specifically focused on developing and empirically validating oral presentation strategies for students in a Buddhist Meditation Course. Therefore, this study aims (1) to develop structured oral presentation strategies for fourth-year students in the Buddhist Meditation Course at Mahachulalongkornrajavidyalaya University, (2) to determine the efficiency of the developed strategies according to established criteria, and (3) to examine their effectiveness in improving students' English-speaking proficiency. These objectives guide the corresponding research questions concerning strategy development, instructional efficiency, and students' post-implementation speaking achievement.

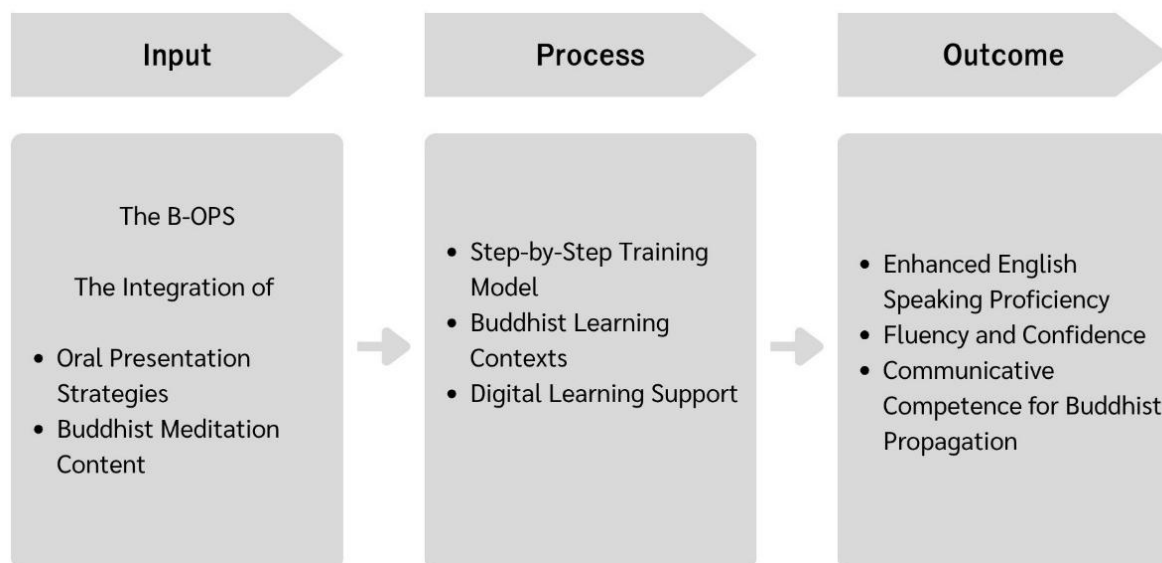


Figure 1 Conceptual Framework of the Study Based on the Buddhist-Oriented Oral Presentation Strategies (B-OPS)

Conceptual framework of the study illustrating the integration of oral presentation strategies with Buddhist meditation content through the B-OPS, leading to the enhancement of students' English-speaking proficiency.

The input component integrates oral presentation strategies with Buddhist meditation content to ensure contextual relevance and meaningful learning. The process component emphasizes a step-by-step training model aligned with Buddhist learning contexts, supported by digital tools to promote communicative competence. The outcome component reflects the enhancement of students' English-speaking proficiency, particularly in terms of fluency, clarity, confidence, and effective communication for Buddhist propagation.

Research Objectives

1. To examine the current problems in English oral presentations in the Buddhist Meditation Course faced by the fourth-year students at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus

2. To implement the developed oral presentation strategies in the Buddhist Meditation Course to enhance English-speaking proficiency of fourth-year students at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus

3. To evaluate the effectiveness of the developed oral presentation strategies by comparing students' English-speaking proficiency before and after implementation

Methodology

This study employed a quasi-experimental research design with a one-group pretest-posttest design to investigate the effectiveness of the developed oral presentation strategies in enhancing English-speaking proficiency. The target group consisted of 29 fourth-year students enrolled in the Buddhist Meditation Course at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus, during the 2025 academic year. The participants were selected using purposive sampling.

1. Research Instruments

The research instruments were developed in accordance with the three research objectives as follows:

1.1 Questionnaire on Problems in English Oral Presentations

A questionnaire was employed to investigate the current problems in English oral presentations encountered by fourth-year students in the Buddhist Meditation Course. The questionnaire covered key aspects including presentation strategies, English language proficiency, personal factors, confidence, audience anxiety, and subject-specific content. Content validity was examined by experts, and the instrument was used to collect baseline data addressing the first research objective.

1.2 Instructional Materials Based on the B-OPS

A set of lesson plans based on the B-OPS was developed to implement oral presentation strategies integrated with Buddhist meditation content. The lesson plans were designed to systematically enhance students' English-speaking proficiency through structured training, guided rehearsal, feedback, and practice activities aligned with Buddhist learning contexts. These materials addressed the second research objective.

1.3 The Oral Presentation Rubric

An English oral presentation rubric was administered as both a pretest-posttest to evaluate students' English-speaking proficiency before and after the implementation of the developed strategies. The test assessed pronunciation, fluency, vocabulary usage, grammatical accuracy, and content organization. This instrument was used to address the third research objective.

2. Research Instrument Validation

All research instruments, the questionnaire, lesson plan based on B-OPS and the oral presentation rubric, were examined for content validity by five experts in English language teaching and Buddhist studies. The Index of Item-Objective Congruence (IOC) was employed to determine the consistency between each item and the research objectives. Items with IOC values ranging from 0.60 to 1.00 were considered acceptable.

To ensure the quality of the research instruments, the questionnaire was pilot-tested with a sample of 30 participants in order to determine its reliability. The reliability coefficient

was calculated using Cronbach's Alpha method. The analysis revealed that the overall reliability of the questionnaire was $\alpha = 0.926$, indicating a high level of internal consistency and confirming that the instrument was appropriate for data collection.

In addition, two formative tests were pilot-tested with a sample of 30 participants to analyze item difficulty and discrimination indices. Each test consisted of 20 items. Based on the analysis, 10 items from each test were selected, with item difficulty values ranging between 0.20 and 1.00 and discrimination indices higher than 0.20, meeting the established criteria. After revisions based on the results of the item analysis, the finalized versions of the questionnaire and the tests were prepared for use with the actual research sample.

3. Data Collection

Data collection was conducted over one academic semester. Initially, the questionnaire was administered to collect data on students' current problems in English oral presentations. Subsequently, a pretest was administered to assess students' baseline English-speaking proficiency.

The instructional intervention was then implemented over six weeks using the B-OPS. During the instructional process, students participated in structured learning activities and received continuous feedback through digital tools, particularly the Line application. At the end of the intervention, a posttest was administered to evaluate improvements in students' English-speaking proficiency.

4. Data Analysis

The collected data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including mean and standard deviation, were used to analyze the questionnaire results and students' opinion scores.

To evaluate the efficiency of the instructional process, the efficiency index (E1/E2) was calculated. The process efficiency (E1) was determined based on students' scores obtained during the instructional activities, while the outcome efficiency (E2) was derived from students' posttest scores. The efficiency of the instructional model was compared with the established criterion of 80/80.

In addition, a paired-samples t-test was employed to compare the pre-test and post-test scores in order to examine the effectiveness of the developed oral presentation strategies in enhancing students' English-speaking proficiency ($p < .05$).

Results

The results of this study are presented in accordance with the three research objectives.

1. Results of the Study on Current Problems in English Oral Presentations

Table 1 The All-Parts' Results of the Current Problems in English Oral Presentations

No.	Parts	Mean	SD	Interpretation
1	The personal problems (Affecting Oral Presentations)	3.51	0.76	High
2	The Confidence Problems	3.43	0.75	Moderate
3	The concerns for listeners	3.33	0.83	Moderate
4	The oral presentation strategy problems	3.57	0.77	High
5	The English language skills problems	3.55	0.74	High
6	The problems related to the Buddhist Meditation course	3.46	0.91	Moderate
	Total	3.48	0.79	Moderate

The current problems in English oral presentations encountered by fourth-year students in the Buddhist Meditation Course at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus were overall at a moderate level ($\bar{X} = 3.48$, S.D. = 0.79). When examining individual aspects, it was observed that most respondents face the oral presentation strategy problems ($\bar{X} = 3.57$), followed closely by the English language skills problems ($\bar{X} = 3.55$), the personal problems affecting oral presentations were also rated at a high level ($\bar{X} = 3.51$), the problems related to the Buddhist Meditation course were rated at a moderate level ($\bar{X} = 3.46$), the confidence problems were also interpreted as moderate ($\bar{X} = 3.43$), and the concerns for listeners, which were interpreted at a moderate level ($\bar{X} = 3.33$) respectively.

2. Results of the Implementation of the Developed Oral Presentation Strategies

2.1 Classroom Observations and Instructional Comments

The findings from classroom observations, instructional feedback, and students' audio–video recordings throughout the six-week implementation indicate a clear progression in English oral presentation skills. At the initial stage, students commonly relied on reading from scripts, resulting in limited eye contact, monotonous delivery, and weak audience engagement. Frequent pronunciation errors, particularly in technical Buddhist terminology were observed, along with disorganized content lacking clear introductions, transitions, and conclusions. Video evidence also reflected noticeable speaking anxiety, including rigid posture and minimal gestures.

After the introduction of structured oral presentation strategies and continuous feedback, gradual improvement became evident. Students revised their drafts using clearer sentence structures and signposting expressions, demonstrated better pronunciation and pacing in recordings, and showed reduced hesitation through repeated rehearsal. In the final stage, particularly during formal rehearsals and posttest presentations, most students delivered more coherent and confidently structured presentations. They exhibited improved fluency, clearer organization, better time management, and more natural body language, shifting from script-dependent reading to more extemporaneous delivery.

Overall, the sequential improvements observed across instructional tasks and recorded performances confirm that the developed oral presentation strategies effectively supported students in recognizing weaknesses, applying feedback, and progressively enhancing their English oral presentation competence in alignment with the objectives of the B-OPS.

2.2 The Efficiency of the Lesson Plans Evaluated Using the Efficiency Index (E1/E2)

Table 2 Results of the Analysis of the Efficiency (E1/E2) Based on the B-OPS

Assessment	N	Percentage (%) of each	Average Percentage (%)	$\bar{X}$
During Instruction Process (E1)	29	2nd lesson: 86.55% S.D. = 12.33 3rd lesson: 77.59% S.D. = 15.27 4th lesson: 88.62% S.D. = 10.60 5th lesson: 73.97% S.D. = 20.87	81.68%	16.26
Posttest Product (E2)			80.67%	11.69

The results showed that the instructional process efficiency (E1) was 81.68, while the learning outcome efficiency (E2) was 80.67. The overall efficiency value of 81.68/80.67 exceeded the established criterion of 80/80, indicating that the instructional materials and procedures were effective and appropriate for enhancing English oral presentation skills.

3. Results of the Evaluation of English-Speaking Proficiency Before and After Implementation of the B-OPS

Table 3 The Results of the Comparison of Learning Achievement Before and After

Score	N	$\bar{X}$	S.D.	t	p
Pretest	29	52.55	12.58	- 16.98	.000
Posttest	29	80.64	11.69		

Instruction in the Implementation of the Effectiveness of the B-OPS

The comparison of students' English oral presentation scores before and after the implementation of the B-OPS revealed a statistically significant improvement. The mean score of the pretest was 52.55, while the mean score of the posttest increased to 80.64.

The paired-samples t-test analysis showed that the posttest scores were significantly higher than the pretest scores ($t = -16.98$, $p < .05$). This result confirms that the developed oral presentation strategies had a significant effect on improving students' English-speaking proficiency.

Discussion

The findings of this study demonstrate that the implementation of the developed oral presentation strategies significantly enhanced the English-speaking proficiency of fourth-year students enrolled in the Buddhist Meditation Course at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus. The results align with the proposed conceptual framework, which integrates oral presentation strategies with Buddhist content through a structured instructional process and supportive learning environment, ultimately leading to improved communicative competence.

1. The Current Problems in English Oral Presentations in the Buddhist Meditation Course Faced by the Fourth-Year Students at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus

The study revealed that students face high levels of difficulty in English oral presentations. The most critical challenges were presentation strategies, followed by English language proficiency and personal factors. Conversely, issues regarding self-confidence, audience anxiety, and subject-specific content within the Buddhist Meditation Course were found at a moderate level. These results indicate that oral presentation difficulties arise from a combination of strategic delivery problems and linguistic limitations, which is consistent with current trends in English language development research in higher education. English language development research, which is consistent with the research, the finding showed that students often face challenges during oral presentations, such as, language barriers, technical issues, and a lack of confidence (Tuyen, 2023). Also consistent with the research of La-Ongsri, found that the overall results revealed that respondents showed consistently moderate trends across all categories. They also said that oral presentations are difficult because they feel unconfident (La-Ongsri, 2022).

2. Implement the Developed Oral Presentation Strategies in the Buddhist Meditation Course to Enhance English-Speaking Proficiency of Fourth-Year Students at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus

The findings confirm that the B-OPS can enhance students' English-speaking proficiency through its structured progression from diagnostic assessment to strategic training and guided rehearsal, resulting in learning efficiency exceeding the 80/80 criterion ($E1/E2 = 81.68/80.67$). The integration of Buddhist-oriented content with systematic oral presentation strategies improved students' fluency, confidence, and communicative competence. Although students initially experienced anxiety and lacked presentation techniques, the significant increase in posttest scores indicated that structured instruction and guided practice successfully reduced nervousness and strengthened their overall presentation performance. This finding is consistent with the study conducted by Thaksanan (2024), the study indicated that by implementing structured lesson plans and specific presentation strategies, one can effectively reduce nervousness and also boost students' confidence,

enabling them to deliver complex and abstract content more effectively, and in accordance with the research of Suratina & Sribayak (2025), the findings showed that repeated practice played a key role in reducing English oral presentation anxiety. Through continuous rehearsal during and outside class, students became more familiar with presentation tasks, which led to increased confidence and lower anxiety in subsequent lessons.

3. The Evaluation of the Effectiveness of the Developed Oral Presentation Strategies by Comparing Students' English-Speaking Proficiency Before and After Implementation

The increase in the posttest mean score from 52.55 to 80.64 reflects that the English oral presentation strategies developed by the researcher were effective in enhancing the students' communication skills. This effectiveness can be attributed to the fact that the strategies did not focus solely on language skills, but also emphasized organizing ideas and the use of appropriate presentation techniques suited to Buddhist content, and by practicing seriously and consistently. As a result, these strategies helped address students' lack of confidence and nervousness observed during the initial stage of the research, which is consistent with the research of Souksavanh et al. (2024), revealed that practicing sharing Buddhist teachings with foreign audiences through English presentations or conversations provides valuable opportunities to develop and improve students' language skills. Moreover, related to the research of Chaiyasit (2018) showed that the activities enhanced participants' confidence and communication skills, particularly with foreign tourists, and significantly improved their ability to discuss Buddhism and culture in English.

Overall, the significant improvement in posttest scores confirms that the developed oral presentation strategies effectively enhanced students' English-speaking proficiency by combining systematic practice, content organization, and presentation techniques appropriate to Buddhist contexts, leading to increased confidence and reduced speaking anxiety.

Body of Knowledge

This study contributes a new body of knowledge by reconceptualizing English oral presentation instruction within a Buddhist meditation context. Rather than viewing oral presentation as a purely technical language skill, the MEME Model positions English-speaking development as a mindful, reflective, and practice-based process grounded in Buddhist pedagogy. The innovation consists of four interconnected components: (1) mindfulness foundation, (2) effective oral presentation strategies in a Buddhist context, (3) a meditative learning environment, and (4) enhancement of English-speaking proficiency.

1. Mindfulness Foundation in English Oral Presentation Learning

Mindfulness serves as the internal foundation of English oral presentation learning. Students cultivate awareness of thoughts, emotions, anxiety, and self-judgment during speaking tasks, enabling emotional regulation and composure. Embedding mindfulness into speaking

activities transforms oral presentation from performance-based practice into a process of self-awareness and inner development, reducing fear and supporting clearer expression.

2. Effective Oral Presentation Strategies in a Buddhist Context

1) Buddhist-Oriented Oral Presentation Strategies Framework

This framework integrates linguistic accuracy, presentation techniques, psychological support, and Buddhist content mastery, grounded in Sila (ethical communication), Samadhi (focused rehearsal), and Panya (deep understanding). It strengthens English communication while preserving Buddhist spiritual foundations.

2) Integration with Buddhist Meditation Content

Oral presentation strategies were systematically integrated with meditation topics through three stages: planning, practice, and presenting. This process enabled students to organize abstract Dhamma concepts clearly and communicate them accurately and ethically in English.

3. Meditative Learning Environment

1) Step-by-Step Training Model

A structured six-week process reflecting gradual development (Anupubbasikkha) emphasized planning, language scaffolding, guided rehearsal, presentation performance, and reflective feedback. This systematic progression reduced anxiety and supported continuous improvement.

2) Use of Digital Tools

The Line application functioned as a supportive language clinic, extending practice beyond the classroom. It promoted repeated rehearsal, self-reflection, and autonomy while respecting the monastic learning context.

4. Enhancement of English-speaking proficiency

1) Communicative Competence for Buddhist Propagation

Students demonstrated significant improvement in fluency, pronunciation, coherence, and confidence, enabling meaningful communication of Buddhist teachings in international contexts.

2) Contribution of the MEME Innovation

The integration of mindfulness, presentation strategies, Buddhist content, and supportive learning conditions enhanced speaking skills holistically. English-speaking proficiency emerged not only as linguistic ability but as ethically grounded and context-sensitive communication.

The MEME Model demonstrates that English oral presentation development in a Buddhist Meditation Course can be effectively achieved through the systematic integration of mindfulness, strategic instruction, supportive environments, and communicative application. This innovation strengthens English communication while sustaining the spiritual and educational values of Buddhist higher education.

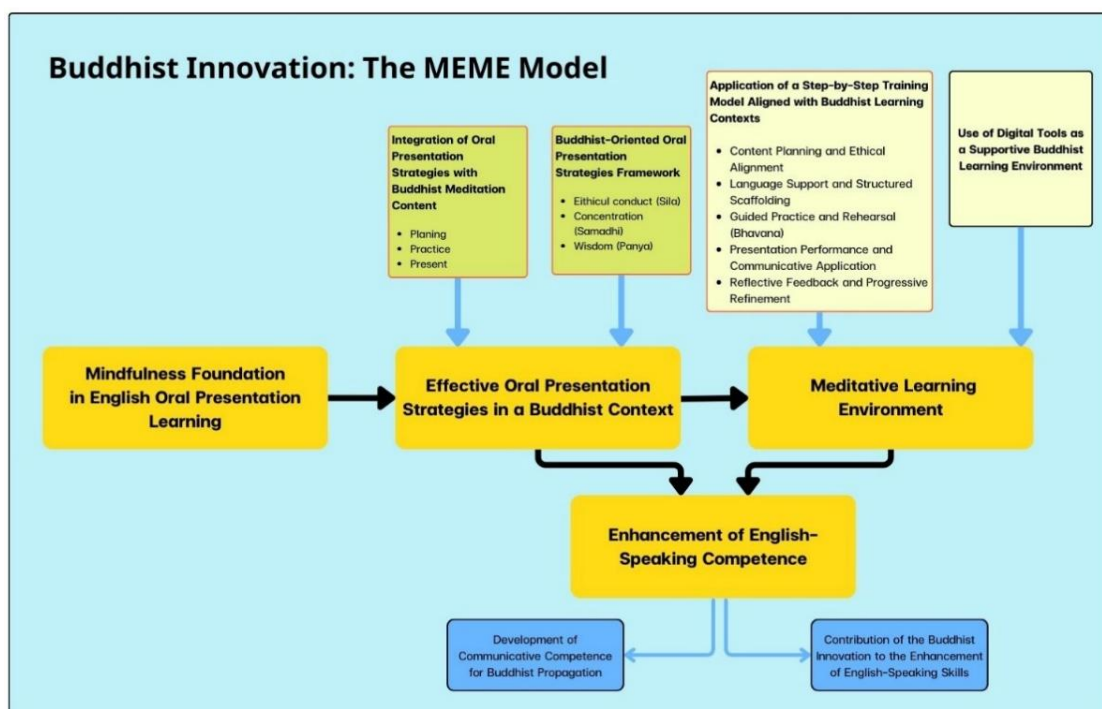


Figure 2 Buddhist Innovation: The MEME Model

Conclusion and Recommendations

This study implemented the B-OPS to improve English-speaking proficiency and found significant improvement in fluency, confidence, and communicative competence, with efficiency exceeding the 80/80 criterion. Although the approach proved effective within the monastic context, its sustainable application requires careful instructional practice and further research. Therefore, recommendations are presented in three areas: practical implementation, instructional application, and future research.

1. Recommendations for Practical Implementation

- 1) Future teaching should emphasize students' motivation and active engagement in English oral presentation activities.
- 2) Buddhist institutions should integrate structured oral presentation training into meditation-related courses to support effective Dhamma communication in English.
- 3) Instructors should provide continuous encouragement, anxiety reduction support, and constructive feedback, including the appropriate use of digital tools for extended practice.

2. Suggestions for Instructional Implementation

- 1) The MEME Model should be introduced gradually, beginning with simple and familiar Buddhist topics before moving to abstract concepts.
- 2) Regular speaking practice should be embedded in each lesson to build confidence and reduce anxiety.
- 3) Oral presentation activities should be conducted with supportive feedback and respect for the monastic context and institutional responsibilities.

3. Recommendations for Future Research

- 1) Future studies should explore students' motivation, inspiration, and psychological development in relation to English speaking improvement.
- 2) The MEME Model should be tested in other Buddhist subjects or different learner levels to examine broader applicability.
- 3) Further research using comparative, experimental, or in-depth qualitative designs is recommended to strengthen empirical evidence.

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