

Creation and Development of English Vocabulary Knowledgebase on Buddhism for Thai Youth

Supakorn Napikul

Faculty of Humanities, Naresuan University, Thailand

E-mail: kiatkhajorn.napikul@gmail.com

Abstract

A study of Creation and Development of English Vocabulary Knowledgebase on Buddhism for Thai Youth aimed to study English vocabulary in Buddhism and to publish English vocabulary in Buddhism. The research was qualitative research. The participants were 10 seventh-grade novice students at Watmakhamwitthaya School and 10 seventh-grade students at Samakhiwitthayakhom School. The research tools were structured Interview and vocabulary test. The findings of this study revealed that students in both schools had the same knowledge level based on the analysis of score. Researchers determined three chapters to be analyzed including chapter 1. English Vocabulary for Buddhist principles. 2. Buddhist activities. 3. Religious places and artifacts. In addition, the result showed that the students in seventh-grade students had knowledge of English vocabulary about religious places and artifacts while the novices have the most knowledge of English vocabulary about principles. According to the score gathered in this study, students in both schools revealed the same rate of score in average. Moreover, it was found that novice students had knowledge of the principles while seventh-grade students had more knowledge of religious and the physical aspects. It could be said that the development of the syllabus of Buddhism in English should be promoted and supported. In addition, there should be a knowledgebase and developed into book category of English vocabulary in Buddhism.

Keywords: Terminology; Buddhism

Introduction

In the present day, Buddhism has become widespread and known to the general public. There are many people interest and want to study the principles and teachings of the Lord Buddha. However, it is difficult to study Buddhist in English language due to the vocabulary of Buddhism in the English language region is transliterated from Pali and there are specific words or terms that the person in general cannot understand the meaning when they are in English. In addition, there are many sages and educators who adopt academic term of Buddhism in Pali vocabulary to their books.

According to the basic education curriculum of 2001, the progress of various aspects of globalization affects the social and economic changes of all countries, including Thailand. Therefore, it is necessary to improve the national education curriculum which is an important mechanism for development of education quality in order to improve Thai people to be good people with intelligence, happiness, potential, and ready to compete and collaborate creatively on the global forum. The Department of Academic Affairs has always followed up and conducted research to develop the curriculum and the study indicated that the course that is currently used for more than 10 years. There are many limitations as it is unable to promote Thai society to the knowledge society in time of the following important matters:

1. Centralized curriculum designation cannot reflect the true condition of the school and the local area.
2. The curriculum and learning of mathematics, science and technology are not able to push Thailand to be a science leader. Therefore, the teaching and learning of Mathematics and technology in the region need to be improved.
3. The implementation of the curriculum is not able to create the basis for thinking.

The Constitution of the Kingdom of Thailand BE 2540 requires that people have equal rights to receive basic education, not having to spend many years in the state that must be managed thoroughly and with quality without charge. Must take into account the participation of local government organizations and communities, together with the National Education Act Thursday, November 22, 1979, has been assigned to study the learning process to create confidence for people and society by taking meticulous action. Learning and contributing to continuous learning throughout life, education must be developed to develop people. The national studies have determined that a ground level education program has been established. The well-being of the nation, livelihood and occupation for further education, the process of creating content of the curriculum in relation to solving problems in the community and the

wisdom surfing community. A place where features are conducive to being a good member of the family, community, society and nation, and such national education requires a competition.

To create a stable and sustainable nation belief in education policy, the use of technology is considered. Ministry of Education informed that it was deemed appropriate to establish a curriculum of basic education, BE 2544 (2001) based on the unity of policy and diversity in practice. That is, a core course with a flexible core structure.

Knowledge and skills in science and technology, knowledge, understanding and experience in the management, maintenance and utilization of natural resources and the environment in a sustainable balance Knowledge about religion, art, culture, sports, Thai wisdom and application of wisdom, knowledge and skills in occupation Living in a happy society, educational institutions organize learning processes that focus on thinking process skills. Managing situations and applying knowledge to prevent and solve problems, organize activities for learners to learn from real experiences Practice in practice to be able to think, act as a love of reading, and continue to pursue knowledge. Combining various knowledge, balance and balance Cultivate morality Good values and desirable characteristics in all learning strands, facilitating learning and being knowledgeable and able to use research as part of the learning process. Known by taking into account the differences between the people of the learner; manage learning to occur at any time. All locations and can be compared to transfer academic results and experience to all educational systems. In order to use the basic education curriculum to achieve the specified goals, the school must have coordination and cooperation with parents. Parents and people in the community continuously improve the quality of education in schools. In addition, the Ministry of Education also needs to support to promote the development of learning resources both in educational institutions and outside educational institutions to cover the curriculum and more extensive for development to be universal The Ministry of Education will prepare the course documentation such as a manual for using the curriculum, guidelines for making school curriculum Teacher manual, course documentation, various groups, guidelines for measurement and evaluation Providing guidance systems in educational institutions, research in schools and using research processes to develop learning as well as public relations documents for general public, parents and learners to understand and acknowledge their roles in self-development and Society (Basic Education Curriculum 2001)

In addition, the researchers therefore studied and researched on the research on vocabulary of Buddhism in English in order to study the vocabulary and to spread the vocabulary of Buddhism in English due to an insufficient dissemination of English vocabulary in Buddhism.

Purpose of the Study

There are two purposes in this study.

1. To study vocabulary of Buddhism in English
2. To disseminate vocabulary of Buddhism in English

Research Framework

Input **Process** **Output**

- Students - English vocabulary - Teacher -Vocabulary of Buddhism in English	The development of the use of English vocabulary in Buddhism	knowledge set of English vocabulary in Buddhism
--	--	--

Figure 1 Conceptual Framework

Research Methodology

The creating and developing knowledge sets of English vocabulary in Buddhism of Thai youth aims to study, develop and disseminate knowledge about English vocabulary in Buddhism of Thai youth with the following methods

1. Research design
2. Data sample group
3. Research Instruments
4. Data collection
5. Data analysis

Research Design

This study is Research and Development research. It aims to develop alternatives or new methods for improving the quality of work or quality of life.

Participants

The participants are 10 seventh-grade novice students at Maekhumwitthaya School and 10 seventh-grade students at Samakkhiwitthayakhom School.

Research Instruments

There are three research instruments: questionnaire, quiz, and observation. Details of these instruments and instruments design are presented below.

3.1. Study related information about English vocabulary in Buddhism

3.2 Create questionnaires and quizzes in an open-ended question on the topic of creating and developing knowledge sets of English vocabulary in Buddhism in Thai youth. The questionnaires and quizzes are adapted from Prakru Wimonsilapakit's research instruments and experts have validated it.

3.3 There is a pilot study with nine third-year novice students in the faculty of Humanities major in English. The research procedures are similar to the exact research.

Data Collection

Researchers collect data from questionnaires, quizzes, and observation to analyze in order to develop the knowledge sets and disseminates English vocabulary in Buddhism.

Data analysis

Researchers have divided content analysis as follows:

1. Analyze concepts of creating and developing knowledge sets of English vocabulary in Buddhism.

2. Study and analyze the creation and development of knowledge sets of English vocabulary in Buddhism.

3. Presenting forms and methods of creating and developing knowledge of English vocabulary in Buddhism

4. Results from qualitative data analysis are analyzed to measure the basic knowledge of Thai youth in order to create and develop knowledge of Buddhism vocabulary in English.

Result

According to the first research objective, to study vocabulary of Buddhism in English, researchers have found that there are many interesting Buddhism vocabulary, which can be used as a tool to disseminate Buddhism knowledge to people. Therefore, researchers have created vocabulary book and divided into six chapters: people in Buddhism, Buddhist doctrine, Buddhist holidays, religious places and artifacts, Buddhist activities, and equipment related to Buddhism. According to second research objective, to disseminate vocabulary of Buddhism in English, the result showed that students in both schools have similar knowledge level. Novice students

tended to know more about moral while normal students tended to know more about places and artifacts. Therefore, it resulted similar range of scores.

Research Discussion

There are two main issues in research discussion. Firstly, students from both schools performed medium range of score although their schools did not provide curriculum for teaching Buddhism vocabulary in English. It showed that Buddhism could gather people and help to cultivate Buddhism knowledge as a good foundation of society. Secondly, according to the questionnaires, most students were interested in Dhamma in English. Therefore, it could be concluded that students from both schools were interested and wanted to have more Buddhism vocabulary courses in English.

Recommendations for Further Studies

The curriculum for teaching Buddhism vocabulary in English should be developed practically and the evaluation of Buddhism knowledge. In addition, there should be research on developing Buddhism knowledge and the application of Buddhist knowledge.

References

- Boonto, S. (2015). The Research and Translation of Tipitaka. *Academic Journal Phranakhon Rajabhat University*, 6(2), 20-28.
- Pangaew, K., & Arnmile, N. (2009). *The Study of Problems in Writing Buddhism Articles in English of Fourth Year Students in the Faculty of Humanities at Mahachulalongkornrajavidyalaya University*. (Master of Arts Program in Buddhist Studies). Mahachulalongkornrajavidyalaya University.
- Paowpan, N. Wattanaboot, L., Satitanun, S., Sornsena, S. (2011). A Study on Learning English Vocabulary through a Visual Memory Model based on Theory of Multiple Intelligence for Vocational Diploma Students, Teerapada Technology School, Roi-Et Province. *Rajabhat Maha Sarakham University Journal*, 5(3),57-66.
- Plailek, T. (2012). The Study of English Learning Methods of Second Year Students at Rajabhat University in Bangkok. Suan Sunandha Rajabhat University. Retrieved from <http://www.ssruii.ssu.ac.th/bitstream/ssruir/748/1/168-55.pdf>