วารสารอิเล็กทรอนิกส์
ทางการศึกษา

การพัฒนาสื่อการอ่านตามแนวการสอนแบบเน้นเนื้อหาสำหรับพระนิสิต:จากการวิเคราะห์ความต้องการ

THE DEVELOPMENT OF THE CONTENT-BASED READING MATERIALS FOR STUDENT MONKS: NEEDS
ANALYSIS

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) สำรวจความต้องการเพื่อพัฒนาสื่อการอ่านตามแนวการสอนแบบเน้นเนื้อหาสำหรับ
พระนิสิต และ 2) ประเมินความคิดเห็นของพระนิสิตที่มีต่อคุณภาพของสื่อการอ่านภาษาอังกฤษที่พัฒนาขึ้น งานวิจัยนี้
ประกอบด้วย 2 ขั้นตอนหลัก คือ 1) การระบุความต้องการและปัญหาที่จะได้รับการแก้ไขจากการพัฒนาสื่อการอ่าน และ 2) การ
ประเมินคุณภาพของสื่อการอ่านที่พัฒนาขึ้น ข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหา สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงปริมาณ
ได้แก่ ค่าแจกแจงความถี่ ร้อยละ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน ในขั้นตอนที่1 ข้อมูลเชิงคุณภาพได้จากการสัมภาษณ์แบบ
กึ่งโครงสร้างและข้อมูลเชิงปริมาณได้จากการตอบแบบสอบถามความต้องการโดยพระนิสิต 138 รูป ครูสอนภาษาอังกฤษ 6 คน
และผู้จัดหลักสูตร 10 คน จากสำนักการศึกษาวัดพระธรรมกาย ปีการศึกษา 2560 ผลที่ได้แสดงถึงปัญหาความขาดแคลนสื่อการ
เรียนที่เหมาะสมที่ออกแบบเฉพาะสำหรับพระนิสิตและความต้องการในด้านกิจกรรม หัวข้อ และลักษณะทางกายภาพของสื่อ ใน
ขั้นตอนที่2 ข้อมูลเชิงปริมาณได้จากการตอบแบบประเมินผลโดยพระนิสิต 42 รูป ผลที่ได้แสดงให้เห็นว่าพระนิสิตที่มี
ความสามารถทางภาษาอังกฤษสูงมีแนวโน้มที่จะมีทัศนคติในเชิงบวกหรือมีระดับความพึงพอใจที่สูงขึ้นต่อคุณภาพของสื่อการ
อ่านในด้านเนื้อหาและลักษณะทางกายภาพ

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Abstract

The objectives of this study were: 1) to identify the needs of the development of English content-based reading materials for Buddhist student monks, and 2) to investigate the attitudes of student monks towards the quality of the developed materials. The study was conducted in 2 phases: 1) the identification of the needs of materials or problems to be solved by the creation of the materials, and 2) the investigation of the attitude towards the quality of the developed materials. The qualitative data was analyzed by content analysis. The statistics used to analyze the quantitative data were frequency, percentage, mean, and standard deviation. In the first phase, qualitative data was obtained from the semi-structured interview and quantitative data was obtained from the needs analysis questionnaires distributed to 138 student monks, 6 English teachers, and 10 course administrators at the Education Department of Wat Phra Dhammakaya in the academic year 2017. The results showed problems with the lack of appropriate reading materials specifically designed for student monks and the needs of tasks, topics, and the physical appearance of the materials. In the second phase, quantitative data was obtained from the evaluation questionnaire distributed to 42 student monks. The results revealed that student monks with higher English proficiency tended to have a stronger positive attitude or greater satisfaction towards the quality of the reading materials in terms of content and physical aspects.

คำสำคัญ:การสอนแบบเน้นเนื้อหา/การพัฒนาสื่อเสริมทักษะการอ่าน/การวิเคราะห์ความต้องการ/ พระภิกษุ
KEYWORDS: CONTENT-BASED INSTRUCTION / READING MATERIALS DEVELOPMENT/ NEEDS ANALYSIS/ BUDDHIST MONKS

Introduction

Generally, when people think about language-learning materials, they tend to associate this term with course books for their experience of using this type of materials. Actually, this term refers to a broad range of resources that are used as tools to ease, encourage, improve and promote teaching and learning activities in any process of instruction (Ololube, Kpolovie, & Makewa, 2015). In English for Specific Purpose (ESP) context, despite the rich array of language-learning publication, some teachers encounter that the available materials fail to fulfil the needs of students or teachers for many reasons, such as, the irrelevant content, the insufficiency of authentic text, the unfamiliarity of the context, or the complexity of language use. For example, some languages normally used in a particular context might sound alien or offended to people from different context. The passage about snow or making wine in an EFL textbook seems inappropriate for a teacher to teach students in hot counties where many Muslims live (Tomlinson, 2011).

Similarly, Thai Buddhist student monks are also confronted with the same problems of using inappropriate reading materials. It is common to see them spending many years on learning subjects related to Buddhist doctrines and principles in their first language, concurrently, learning English as a separate subject from commercial textbooks of which contents usually talk about laypeople's lifestyle or activities mostly different from monastic

life. Consequently, after spending many years of learning English, many Buddhist monks with high knowledge in Buddhist area are unable to use their background knowledge to understand when performing reading activities in English due to the lack of tailor-made reading materials providing meaningful and relevant contents of what they have already learned in Thai. In short, the irrelevant and meaningless content of the commercial textbooks does not convince learners' interest and language acquisition (Tomlinson, 2011).

In addition, for Buddhist monks to comprehend the authentic materials, they need to know English in Buddhism that has distinct characteristics in the lexical, phrasal, and discourse levels. Chih-Yang Liu (2007) claimed English used in Buddhist filed as 'a completely new branch of ESP' (p. 60) called English for Religious Purposes (ERP) (p. 9). Reading comprehension is vital for Buddhist monks to perform their missions in religious dissemination and for academic purpose. In terms of dissemination, in 2013, there was an attempt to promote Thailand as the World's Buddhist Center (Li, 2013). Therefore, Thai student monks were expected to comprehend authentic English texts extensively available in several reading formats such as newsletters, journals, conference abstracts, newspapers, books, online materials, etc. to gain new information and to keep themselves updated to both world and religious knowledge for the benefit of religious mission accomplishment as the good Sangha community members (Duangchai, 2015).

In terms of academic purpose, reading is essential for higher education in Thailand and other countries. In Thailand, two prominent Buddhist public universities, Mahachulalongkornrajavidyalaya University (MCU) and Mahamakut Buddhist University (MBU), provide international programs for post graduate students (Ai & Asavisanu, 2016). In other countries, Buddhist studies are available in many leading universities such as University of Toronto, University of Oxford, University of Sydney, etc. Dealing with a large body of instructional materials written in English, Thai student monks need to be proficient readers who are able to effectively use reading strategies to comprehend the specialist subject materials throughout their academic studies.

To fill such gap of the lack of appropriate materials for teaching reading and to make student monks become good readers, the researcher tried to develop content-based reading materials as a rich source of learning input based on the exact needs of materials users, student monks and English teachers. To develop such materials requires a systematic process especially for novice materials writers. According to Tomlinson (2011) materials writing can be done through 6 dynamic steps: 1) identification of needs for materials, 2) exploration of needs, 3) contextual realization of materials, 4) pedagogical realization of materials, 5) production of materials and 6) evaluation of materials against agreed objectives. In the initial stage, needs analysis had to be conducted using diverse sources such as existing information, tests, observations, interviews, meetings, questionnaires, etc. (Brown, 2016).

Focusing on needs, Hutchinson and Waters (1987) classify it into target needs (what the learner needs to do in the target situation) and learning needs (what the learners needs to do in order to learn) (1987:58). Target needs is further divided into three types of needs: necessities, lacks, and wants. Necessities are analyzed as what the learners have to know to effectively use the language in target situation and are referred to required knowledge. Lacks are described as in what is called a deficiency analysis where what a learner already knows is set against necessities (Allwright & Allwright, 1977) and are referred to present knowledge. Wants are what learners wish to learn in order to operate in a target situation.

Specifically in ESP, Brown (2016) delimited needs or 'needs viewpoints' (p.13) into 4 different categories: the democratic view, discrepancy view, analytic view, and diagnostic view. Democratic view refers to whatever element of the ESP students and all stakeholder groups want and discrepancy view of needs refers to whatever is missing between the current ability of the learners and the ability they should do. These two views should go hand in hand when needs analysis is conducted because considering only the want is insufficient but the current ability and the expected outcome ability should be taken into consideration as well. The third view is the analytic view related to the hierarchy process of language learning in which learners have specific order of acquiring the language based on SLA theories, therefore the needs view will look at the logic order that comes after the learners' actual stage of learning. Lastly, the diagnostic view focuses on the learners' necessities, essentials, and prerequisites without which can do harm to the learners.

Besides needs analysis, the materials writer should bear in mind students' context. In this study, as the students were Buddhist monks, the researcher had to be aware that some kinds of activities incorporated in the materials that could be normally done by lay students might be inappropriate for student monks, for instance, clapping hands, singing or running. As a consequent, the design of activities had to comply with religious disciplines and principles.

Objectives

The objectives of this study were 1) to identify the needs of development of the English content-based reading materials for Buddhist student monks, and 2) to investigate the attitude of student monks' towards the quality of the developed materials.

Methodology

Research Design

 The study was conducted into 2 phases: 1) the identification of needs of materials or problems to be solved by the creation of the materials and 2) the investigation of the attitude towards the quality of the developed materials.

Population and Participants

The population of the study consisted of 153 Buddhist student monks at the Education Department of Wat Phra Dhammakaya in academic year 2017, 12 English teachers who had responsibility of teaching student monks, and 10 course administrators who were in charge of English course management. In this study, the sampling methods were used in 2 steps: 1) for the semi-interview, a purposive sampling was used to obtain 3 stakeholders as there were knowledgeable participants. They were 1 student monk who was student head, 1 English teacher with experience in teaching student monks for more than 10 years, and 1 course administrator who were responsible for English reading class operations. 2) for the needs analysis questionnaires, a stratified sampling was used to obtain 138 student monks (36 Year1, 39 Year2, 34 Year3, and 29 Year4) and a purposive sampling was used to obtain 6 English teachers and 10 course administrators.

Research Instruments

The present study used three research instruments. First, the semi-structured interview was used to identify problems to be solved by the creation of developed materials. Second, the needs analysis questionnaires were designed for 3 groups of respondents: student monks, English teachers, and course administrators. Every set of needs analysis questionnaires consisted of 4 sessions including 1) directions and objectives, 2) respondents' personal information, 3) purposes of reading, academic and physical aspects, and task types, and 4) reading topics. Third, the evaluation questionnaire for student monks. After the being constructed, all questionnaires were validated by 3 experts to test the content validity using the Item-Objective Congruence Index (IOC). After the revision, the needs analysis questionnaires were piloted with 3 student monks, 1 English teacher, and 1 course administrator. The evaluation questionnaire was piloted with 6 student monks. Two of them were the representatives of students with high, medium and low English proficiency based on the score of English subject of previous semester.

Data Analysis

In the initial step of this study, content analysis was used to analyze data collected from the semi-structured interview. In later steps, a descriptive statistical analysis was used to calculate basic statistic values such as mean, standard deviation, frequency, and percentage of the collect data. Mean and standard deviation were used to analyze data of the third session of the needs analysis questionnaires and the evaluation questionnaire. The respondents were asked to rate their attitude on scale from 1 to 4 depending on their agreement with the statements. The following evaluation criteria were used to interpret their level of agreement: 3.50-4.00 means strongly agree; 2.50-3.49 means agree; 1.50-2.49 means disagree; and 1.00-1.49 means strongly disagree. Frequency and percentage were used to analyze data of the fourth session of the needs analysis questionnaires asking about reading

topics. The items of largest percentage of selection would be included in the developed content-based reading materials.

Results

Phase 1: The identification of needs of materials or problems to be solved by the creation of the materials.

Semi-structured interview

According to the interviews, the researcher concluded the results into 3 aspects: the necessities, lacks, and wants.

Necessities

Student monks required knowledge of vocabularies, grammars, terminologies because English in Buddhist field had distinct characteristics in the lexical, phrasal, and discourse levels. Even though they knew those words in Thai and frequently used them, they could not related them to English terms, for instance, the word 'avijja' in Thai is 'ignorance' in English. Even more some words were related to their monastic life they had to daily perform, such as moderation in eating, confession, reflection, etc., they did know how to use those frequently used terms in English as they were not included in any commercially available textbooks. Moreover, student monks required to be equipped with reading strategies in order to achieve reading comprehension and become strategic readers.

Lacks

Student monks had good knowledge of Buddhist content, unfortunately, without the meaningful instructional materials for teaching English reading skills, they had difficulty in using their solid background to bear upon reading comprehension. What student monks were expected to do was to take advantage of their background to comprehend the same text written in English. Basically, they should be able to read texts relevant to their life such as history of the Buddha, the fundamental teachings, and the disciplines and principles restricted for monks. In short, they should be able to comprehend stories about Buddhism's core concept called the Triple Gem comprising of the Buddha, the Dhamma, and the Sangha.

Wants

They wanted to have reading materials that provided student monks with content that they had learned in other subjects using Thai as the medium of instruction, such as Buddhist history, canonical texts, meditation, etc.

Needs analysis questionnaires

The information gained from the interview was used to develop the needs analysis questionnaires of which results helped make decision in selecting and designing both academic and physical elements of the newly developed materials. The information collected from every set of needs analysis questionnaires was then coded and analyzed via

SPSS program for data processing and presentation. The analyses are presented in five main parts: personal information, level of English proficiency, purposes of reading, needs of academic and physical aspects and preferred task types, and preferred reading topics.

1. Personal information

Student monk group

The majority of student monks were at the age of 20-23 years old (51.4%) and all of them have been ordained less than 5 years (100%). In terms of Dhamma scholar and Pali scholar levels, majority of them received advanced level of Dhamma scholar (63.8%) and level 1-2 of Pali scholar (46%). Regarding the length of studying English, majority of them had been studying English for more than 10 years (55%). In short, they were new monks 'navaka', monks who have been ordained for less than 5 years. Most of them had been learning English for more than 10 years and had good knowledge of Buddhism.

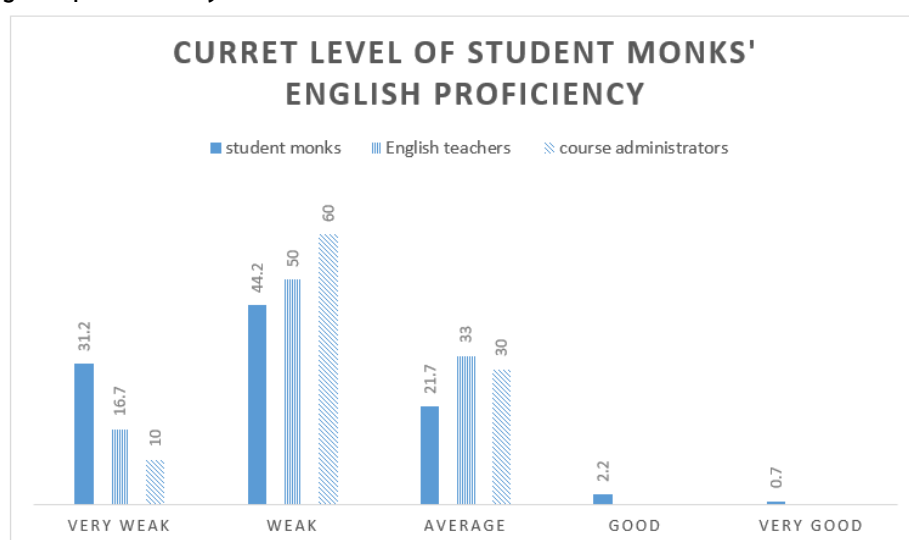## 2. Level of English proficiency

Figure 1 Current level of student monks' English proficiency

Figure 1 shows that all three groups had similar point of view that the English proficiency of student monks was weak.

3. Purposes of reading

The results of student monks' purposes of reading from three groups of respondents are compared using the mean scores as illustrated in Table 1.

Table 1 Comparison of student monks' purposes of reading

Questions	Student Monks (n = 138)	English Teachers (n = 6)	Course Administrators (n = 10)	Total (n = 154)
What are student monks' purposes of reading?				
For daily life	3.39	3.50	3.10	3.37
For education	3.47	3.67	3.80	3.50
For dissemination	3.59	3.17	3.70	3.58

From table 1, the results indicate that all groups of respondents have similar points of views regarding student monks' purposes of reading. Means of all purposes of every group range between 3.10 and 3.80 indicating that they agreed or strongly agreed that student monks' purposes of reading are for education, dissemination, and daily life. These purposes correspond with information from the interview previously conducted.

4. Academic and physical aspects and preferred task types

The results of needs of academic and physical aspects and preferred task types of materials development from three groups of respondents are compared using the mean scores as shown in Table 2.

Table 2 Comparison of needs of academic and physical aspects and task types

Questions	Student Monks (n = 138)	English Teachers (n = 6)	Course Administrators (n = 10)	Total (n = 154)
How much do you think each characteristic the teaching materials should have?				
Have beautiful decoration	3.25	3.33	3.40	3.27
Have related pictures and subtitle	3.64	3.50	3.60	3.64
Have an example before doing an exercise	3.56	3.33	3.70	3.56
Have enough answering space in exercise	3.25	3.67	3.20	3.26
Have enough empty space to take note	3.17	3.50	3.20	3.19
How much do you like student monks to complete each type of task?				
To complete individually	2.67	2.67	3.30	2.70
To complete in pair	3.07	3.17	3.20	3.08
To complete in group	3.43	3.50	3.40	3.43

In Table 2, regarding the needs of physical and academic aspects, all three groups of respondents agreed that content-based reading materials should include all physical and academic aspects (all aspects were rated $\bar{x}$ > 2.50). The most needed aspect is to have related pictures and subtitle ($\bar{x}$ = 3.64). The second needed aspect is to have an example before doing an exercise ($\bar{x}$ = 3.56). The third needed aspect is to have beautiful decoration ($\bar{x}$ = 3.27). The fourth needed aspect is to have enough answering space in exercise ($\bar{x}$ = 3.26). Finally, the fifth needed aspect is to have enough empty space to take note ($\bar{x}$ = 3.19). Regarding the preferred task types, all three groups of respondents agreed that student monks should complete tasks in group ($\bar{x}$ = 3.43), in pair ($\bar{x}$ = 3.08), and individually ($\bar{x}$ = 2.70).

In conclusion, every group saw that student monks read for education, dissemination, and daily life purposes. The content-based reading materials particularly designed for them should have related pictures and subtitle, example before doing an exercise, beautiful

decoration, enough answering space in exercise, and enough empty space to take note. In addition, these newly developed materials should include all types of tasks which require student monks to complete tasks individually, in-pair, and in-group.

5. Materials' topics

Data gathered from the interview were used to developed list of topics included in the needs analysis questionnaires divided into 3 parts, namely, the Buddha, the Dhamma, and the Sangha. They were the interwoven components of the Triple Gem which is the core focus of Buddhism. The results of personal preference towards content-based reading materials' topics of largest percentage of selection are summarized as shown in Table 3.

Table 3 Summary of needs of preferred topics of the content-based reading materials

Main Topics	Most Selected Topics	Percentage
The Lord Gotama Buddha's Biography	The first Dhamma lecture	50.0%
The Ten Jataka Tales: Ten birth stories of the Buddha	Mahosatha Jataka	60.0%
The important events in the Buddha's time	The Lord Buddha turned people to have the right view	70.0%
The important teachings	Dhammacakkappavattana Sutta	83.3%
Fruits of good deeds	Fruits of meditation	40.0%
Fruits of bad deeds	Fruits of not giving	40.0%
Duties and responsibilities for Buddhist monks	General practice	80.0%
The fruits of monkhood	Low fruits of true monkhood	80.0%
Monks in the Lord Buddha's time	Ananda	60.0%

After the interview and needs analysis were conducted, the researcher explored the needs and conducted document study, literature review, and theory review mainly on 4 main areas: content-based language teaching, materials development, reading strategies, and explicit instruction of reading strategy. To solve the existing problems and to deal with the necessities, lacks, and wants, it was crucial to developed the English content-based reading materials to enhance student monks' reading comprehension. The features to be concerned when developing the content-based materials were vocabulary, grammar, reading strategies, authentic sources, and tasks.

1) Along with the reading passages, the definitions of words would be provided. They were words for general English communication and those frequently used in Buddhist teaching, philosophy, and practice. For general English vocabulary, the concise and best-explained definitions were obtained from three well-known dictionaries including Cambridge Dictionary, Oxford Dictionary, and Merriam-Webster Dictionary. For English for Buddhism, the definitions obtained from other sources such as Buddhist Dictionaries, books, textbooks, etc.

2) 'Grammar Focus' with examples mainly retrieved from reading passages of the unit would be provided. Presenting language in context would help student monks have a

clear picture of how grammatical structures function in sentences. This not only facilitates their understanding of the language but also improve their communication skills.

3) Predicting, guessing the meaning, and summarizing main idea were selected reading strategies that would be explicitly and systematically instructed. They were recycled and revisited with higher levels of complexity. Once the student monks gain mastery, they would be able to independently employ them as a toll to deal with difficult texts and eventually develop fluent reading as well as comprehension.

4) The content-based reading materials should offer reading passages selected from authentic materials primarily from canonical texts, Tipitaka, which are the collections doctrinal foundation of Theravada Buddhsim, and other sources such as commentaries, sub-commentaries, Dhammapada, Jataka, etc. Nowadays, they come in different formats such as, books, online articles, VDOs, etc. The authentic and meaningful contents would enable student monks to establish the linkage between prior knowledge and new knowledge for deeper language learning and motivate them to read English. In other words, the authentic materials about the Buddha, the Dhamma, and the Sangha selected from various resources would increase student monks' motivation and interest. As content gathered from various authentic resources promoted learning of language used in real context (Stoller & Grabe, 2017).

5) To ensure appropriate challenge and to increase student monks engagement in learning, these materials should include variety of tasks which student monks would commonly need to perform in real situations outside the classroom for the purposes of education, dissemination, and daily use.

All in all, the results from the interview and the needs analysis questionnaires reviewed the problems of the unavailability of the proper reading instructional materials that could offer meaningful and relevant content, increase student monks' exposure to the language used in real religious situation, and facilitate student monks to use their solid background knowledge to bear upon reading comprehension. The findings also demonstrated that student monks' English proficiency was weak. They read with the purposes for dissemination, education, and daily life. In regards to needs of academic and physical aspects, three groups agreed or strongly agreed that the newly developed content-based reading materials should provide related pictures and subtitle, example before doing an exercise, beautiful decoration, enough answering space in exercise, and enough empty space to take note. In terms of preferred task types, all groups agreed that student monks should complete tasks in-group, in pair, and individually. Lastly, the most selected of 9 topics were to be included as the reading passages of each unit. Three topics were under theme of the Buddha (unit 1-3), 3 topics under theme of the Dhamma (unit 4-6), and the last three units under theme of the Sangha (unit 6-9).

Phase 2: the investigation of the attitude of student monks' towards the quality of the content-based reading materials.

When the English content-based reading materials were physically produced and validated, they were implemented in 3 classes where 42 student monks would learn only one theme of 3 units. In class I, 17 low English proficiency student monks learned unit 1-3 about the Buddha, in class II, 15 medium English proficiency student monks learned unit 4-6 about the Dhamma, and in class III, 10 high English proficiency student monks learned unit 7-9 about the Sangha. After using the newly developed content-based materials, the evaluation questionnaire was administered to examine their attitude towards the quality of the materials. Table 4 presents the mean score, standard deviation and interpretation of student monks' attitude.

Table 4 The statistical results of student monks' whilst-use evaluation questionnaire

No.	Criteria for evaluating the developed content-based materials	Class I N=17	Class II N=15	Class III N=10
1.	**The content**			
1.1	The content is aligned to learning objectives.	3.06	3.47	3.60
1.2	Each unit has clear introduction, purposes, benefits, and steps of using the reading strategy.	2.94	3.60	3.50
1.3	The content is in accordance with background knowledge and experiences of the student monks.	3.24	3.67	3.60
1.4	The content is culled from authentic resources.	3.41	3.33	3.60
2.	**The organization of content**			
2.1	The sequence of the units is logical.	3.06	3.47	3.40
2.2	The content is divided into sections and subsections.	3.18	3.53	3.60
2.3	Clear numbering.	3.29	3.60	3.70
2.4	There is a link between sections and units in each unit.	3.18	3.53	3.80
2.5	The length of each unit is appropriate keeping in view of the theme and title.	3.41	3.67	3.90
3.	**The presentation of content**			
3.1	The important points of content are highlighted for easy references.	3.06	3.33	3.60
3.2	The illustrations included in the text to promote interests, comprehension, and retention of information/ knowledge.	3.18	3.33	3.70
3.3	An adequate review section and exercise are included.	3.12	3.47	3.70
3.4	An adequate vocabulary list or glossary is included.	3.24	3.53	3.80
3.5	The grammar points presented with brief and easy examples and explanation.	3.24	3.40	3.70
3.6	The sources are given for further study.	3.18	3.13	3.60
4.	**The language use**			
4.1	The language used in the materials is authentic.	3.29	3.40	3.50
4.2	The language used is at the right level for the student monks'	3.29	3.40	3.60

	current English proficiency.			
4.3	The instructions are clear and easy to follow.	3.24	3.47	3.60
4.4	The vocabulary and expression used is relevant to student monks' background knowledge and experiences.	3.35	3.40	3.60
4.5	The vocabulary and expression in the texts is commonly used in the religious field.	3.47	3.80	3.70
5.	**The activities applied**			
5.1	The activities incorporate individual, pair, and group work.	3.29	3.40	3.60
5.2	Activities are appropriate to unit objectives and reading strategies.	3.18	3.53	3.80
5.3	Activities are included in the text to promote interests, comprehension, and retention of information/ knowledge.	3.29	3.53	3.80
5.4	Activities help student monks to master in using reading strategies.	3.06	3.40	3.90
5.5	The activities promote the student monks to see the value of knowledge and the real use in their monastic life.	3.41	3.53	4.00
5.6	Model answers are provided in the exercises.	3.18	3.53	3.70
6.	**The layout and design**			
6.1	The materials are organized effectively.	3.53	3.53	3.50
6.2	The design of the cover page is attractive and appealing.	3.53	3.67	3.70
6.3	The font size of the main text, unit headings, sub-headings, captions, etc., are appropriate.	3.65	3.60	3.60
6.4	The page number included in the materials is clear and easy to be noticed.	3.53	3.60	3.70
6.5	Spacing between lines is aligned properly.	3.24	3.47	3.80
6.6	Enough space is provided for writing useful information or the answers.	3.29	3.80	3.90
	Total	3.27	3.50	3.68

Table 4 shows the mean scores of the whilst-use evaluation questionnaire from low English proficiency class ($\bar{x}$ = 3.27), medium English proficiency class ($\bar{x}$ = 3.50), and high English proficiency class ($\bar{x}$ = 3.68). It was found that low English proficiency student monks in Class I agreed with most items (Item No.1.1-5.6 and 6.5-6.6) and strongly agreed on only 4 items, all of which are in the criteria of layout and design (Item No.6.1-6.4). For medium English proficiency student monks in Class II, they agreed on 21 items (Item No.1.1, 1.4-2.1, 3.1-3.3, 3.5-4.4, 5.1, 5.4, and 6.5) and strongly agreed on 17 items (Item No.1.2-1.3, 2.2-2.5, 3.4, 4.5, 5.2-5.3, 5.5-6.4). For high English proficiency student monks in Class III, almost all items (Item No. 1.1-1.4, and 2.2-6.6) received strongly agreed except one item of 'The sequence of the units is logical' (Item No. 2.1) received only agreed.

This indicates that the student monks who have higher English proficiency tend to have stronger positive attitude or greater satisfaction towards the quality of the English content-based materials in terms of content and physical aspects including the content, organization of content, presentation of content, language use, activities applied, and layout and design.

Discussion and Recommendation for Future Research

In view of the results reported above, when the available instructional materials seem unsuitable for learners' context, it is possible to translate the actual learners' needs into instructional materials development. In this study, in the initial process of the development, needs analysis appeared to be a crucial part to identify and solve the existing problems of the scarcity of tailor-made instructional materials specifically designed for Buddhist student monks and the failure of reading comprehension. Moreover, needs analysis gave guideline to materials writer to fulfill users' expectations.

The involvement of three different parties: student monks, English teachers, and course administrators in the interview and in needs analysis of selecting academic and physical aspects, task types, and reading topics of the developed materials revealed interesting points of view among three parties. Although in general, all parties appeared to share similar points of view and their preferences tended to be in the same direction, there were some points they see slightly different. For example, there were some differences of preferred topics under the topic of fruits of good deeds. While the most selected topics of student monks was fruits of believing in the Triple Gem, the most selected topics of teachers and course administrators was fruits of meditation. This indicates that different groups had different needs and the conduct of needs analysis helps keep their needs, lacks, and wants of those concerned groups in balance. This finding supports Brown's (2016) principle suggesting that needs analysis should be conducted with ESP students and all stakeholders groups called democratic view and discrepancy view to identify what they exactly want and what is missing between the current ability of the learners and the expected outcome ability. Thus, the needs analysis is the vital initial steps of instructional materials development.

Needs analysis also allows the participation of student monks in selecting preferred topics. They could learn the language through the familiar content relevant to their monastic life and able to use their solid background knowledge of Buddhism to comprehend authentic religious texts full of distinct language features for the purposes of education and religious mission. Such benefits are in line with the benefits mentioned by Genesee and Lindholm-Leary (2013) in that students become more motivated and engaged to learn English reading through the developed materials as meaningful and relevant academic content promotes opportunities for purposeful communication. They are also encouraged to map new language onto meaning and thought when being exposed to authentic. Lastly, they are encouraged to establish the linkage between prior knowledge and new knowledge for deeper learning. Thus, the topics of interest, and the meaningful and relevant texts would enhance reading comprehension (Deshpande, 2016; Nguyen, 2012;

Wallace, 2010), as well as increase motivation and engagement in meaningful and long-lasting content and language learning (Abdelhalim, 2017; Klauda & Guthrie, 2015).

Implication and Limitation

In order to produce content-based reading materials of good academic and physical aspects, teachers as material writers not just involve in a time consuming process but should also engage in team collaboration. Even though teacher has good knowledge of the target language, he or she should seek guidance and assistance from content and language experts for the accuracy and better quality of academic aspect. In addition, to gain impact of physical aspect, the team should involve graphic designer who has skill in using computer program such as InDesign having tolls for elaborated graphic and layout design. The collaboration among team members is crucial to optimize the academic and physical quality.

Regarding the limitation, time constraint is one of the limitation as 3 weeks of implementation is not enough for student monks to use the materials entirely. They evaluated the quality only from 3 units they were taught. To reflect the quality of materials as a whole, the implementation should last 9 weeks, one week for one unit.

Recommendation for Future Research

The results of this study led the researcher to the following suggestions.

1. In the process of materials development, students should have opportunity to participate in topic selection. It was found that learning through topics of high interest which are meaningful and relevant to students enhance their motivation and engagement in meaningful and long-lasting content and language learning.

2. Further research should include qualitative data such as interviewing with student monks to acquire more in depth information and triangulate with quantitative data.

3. The evaluation questionnaires should be administered to English teachers and course administrators to see their satisfaction towards the effectiveness of materials.

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