



การพัฒนาสื่อการอ่านภาษาอังกฤษพหุวัฒนธรรมตามแนวคิดการจัดการเรียนรู้บูรณาการเนื้อหาและภาษาสำหรับ
นักเรียนไทยระดับชั้นมัธยมศึกษา

The Development of Multicultural Reading Materials based on Content and Language
Integrated Learning for Thai Secondary School Students

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บทคัดย่อ

งานวิจัยชิ้นนี้มุ่งพัฒนาสื่อการอ่านภาษาอังกฤษที่รวมประเด็นพหุวัฒนธรรม โดยมีเป้าหมายในการพัฒนาทักษะการอ่านภาษาอังกฤษของนักเรียน งานวิจัยนี้ได้ใช้ขั้นตอนการพัฒนาสื่อการเรียนรู้อิงแนวคิด 4Cs ของการจัดการเรียนรู้บูรณาการเนื้อหาและภาษา และการออกแบบการจัดการเรียนรู้การอ่าน วัตถุประสงค์ในการวิจัยเพื่อ 1) พัฒนาสื่อการอ่านภาษาอังกฤษพหุวัฒนธรรมตามแนวคิดการจัดการเรียนรู้บูรณาการเนื้อหาและภาษา 2) เพื่อหาค่าประสิทธิผลของสื่อการอ่านที่พัฒนาขึ้นและ 3) เพื่อสำรวจทัศนคติของผู้เรียนหลังจากได้เรียนรู้ผ่านสื่อการอ่านที่จัดทำขึ้น กลุ่มตัวอย่างในารศึกษาคั้งนี้คือนักเรียนระดับชั้นมัธยมศึกษาปีที่ 6 จำนวน 30 คน จากโรงเรียนมัธยมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา กรุงเทพมหานครเขต 1 ซึ่งลงทะเบียนเรียนรายวิชาภาษาอังกฤษเพื่อการสื่อสาร ภาคเรียนที่ 1 ปีการศึกษา 2565 โดยกลุ่มตัวอย่างได้รับการเลือกแบบเจาะจง ผู้วิจัยได้ดำเนินการเก็บข้อมูลในคาบเรียนละ 50 นาที จำนวน 6 ครั้ง เครื่องมือที่ใช้ในการวิจัยได้แก่ 1) แบบสำรวจเพื่อวิเคราะห์ความต้องการจำเป็น 2) แบบทดสอบทักษะการอ่านภาษาอังกฤษและ 3) แบบประเมินหลังใช้สื่อการอ่านภาษาอังกฤษ ผลการวิจัยพบว่าสื่อการอ่านภาษาอังกฤษที่พัฒนาขึ้นบนกรอบแนวคิด 4Cs ประกอบไปด้วยเนื้อหาวัฒนธรรมเรื่องสถานที่ท่องเที่ยว การแต่งกาย และอาหารเครื่องดื่ม สามารถพัฒนาทักษะการอ่านภาษาอังกฤษของนักเรียนได้อย่างมีนัยสำคัญ และนักเรียนมีทัศนคติต่อสื่อการอ่านในทางบวก

คำสำคัญ: การพัฒนาสื่อการเรียนรู้อิงเนื้อหา, สื่อการอ่านภาษาอังกฤษ, การจัดการเรียนรู้บูรณาการเนื้อหาและภาษา

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Abstract

This study aimed to develop English reading materials including multicultural thematic topics to enhance students' reading comprehension. The study implemented the six steps of material development and the 4Cs of the Content and Language Integrated Learning framework: Content, Cognition, Communication, and Culture following the reading instruction lesson design. The objectives of this study were 1) to develop Multicultural English Reading Materials based on Content and Language Integrated Learning, 2) to investigate the effectiveness of Multicultural Reading materials based on Content and Language Integrated Learning for Thai secondary school students, and 3) To explore the opinions of students after exploring Multicultural Reading Materials based on Content and Language Integrated Learning for Thai secondary school students. The participants in this study were thirty Grade 12 students at an all-boys government school who were enrolled in an English for Communication class during the first semester of the 2022 academic year. The participants were chosen by using Purposive Sampling. Data collection was conducted in six 50-minute class periods. The research instruments comprised a needs analysis questionnaire, an English reading ability test, and a material evaluation questionnaire. The study found that the designed English reading materials with cultural topics: tourist attractions, clothes, and food and drinks could effectively improve students' English reading comprehension, and the students who experienced the English reading materials expressed positive opinions.

Keywords: material development, reading material, content and language integrated learning

Introduction

Reading is one type of input that is important for language learning. Reading skill is also considered in terms of the ability of readers to comprehend various reading materials in written and printed texts (Rumelhart, 1994), as cited by Anderson (2012) as well as Chandran and Shah (2019). The development of this skill is especially required for second-language learners to become competent language users with fluency.

Content and language-integrated learning (CLIL) has been implemented extensively in English language teaching. This term is also known as an umbrella term for learning a foreign language through a content-based subject or learning content by using a foreign language as the medium of instruction (Cimermanova, 2020). Many scholars have conducted research on this topic, with the results showing that CLIL yields a wide range of advantages including multiliteracies, thinking skills, content learning, vocabulary acquisition, learners' motivation encouragement, and most importantly, reading skills development (Alonso, 2015; Cañado, 2018; Isidro-Smith & Lasagabaster, 2018; Ouazizi, 2016).

In the field of English Language Teaching (ELT), McGrath (2002) suggests the significance of materials, which comprise the sources used by teachers and learners for structured teaching and learning with methodological support and opportunities for preparation. Thus, materials such as course books play an important role in English language teaching and are used extensively worldwide (Littlejohn, 2011; Richards, 2014; Tomlinson, 2011). However, one does not seem to always fit all. Even though there are many benefits of using commercial course books for English language learning, Garton and Graves (2014) describe noticeable concerns regarding publication materials and course books. It was found that most ELT course books contain unauthentic and outdated content, as well as some content is not able to draw learners' attention as it is not well-contextualized.

Commercial course books generally do not support teachers' creativity and modification to match with learners' needs in specific cultural contexts (Tomlinson, 2011). Regarding the Thailand context, even though commercial materials have been broadly implemented throughout the country, the contents in the materials do not seem to reflect the diversities of English language contexts in terms of local culture. Especially with CLIL, the materials specifically made based on the CLIL framework are claimed to be rare according to CLIL teachers from the aspects of both language and subject teachers (Cimermanova, 2020). Amongst the limited numbers of commercial CLIL course books available in Thailand markets, the cultural topics presented are not relevant to students' daily lives, even though there are dedicated sections for 'Culture' as one of the 4Cs Framework including content, cognition, communication, and culture (Coyle, 2011). Ebe (2012) states that the materials must connect to students' cultures, lives, experiences, and languages. Thus, this does not mean commercial CLIL course books that contain multicultural topics are culturally relevant.

Therefore, promoting opportunities that are limited in daily life regarding Thai EFL context for learners to get exposed to ample sources, reading materials should provide the optimal inputs with distinguished characters as the resources for successful language learning through reading ability enhancement for students in a particular context. According to the issues raised earlier, the present study aims to redesign reading materials based on material development research and theories integrated with the Content and Language Integrated Learning framework, which could possibly support the reading ability of students in more compelling and comprehensible ways.

Objectives

1. To develop Multicultural Reading Materials based on Content and Language Integrated Learning for Thai secondary school students.

2. To investigate the effectiveness of Multicultural Reading materials based on Content and Language Integrated Learning for Thai secondary school students.

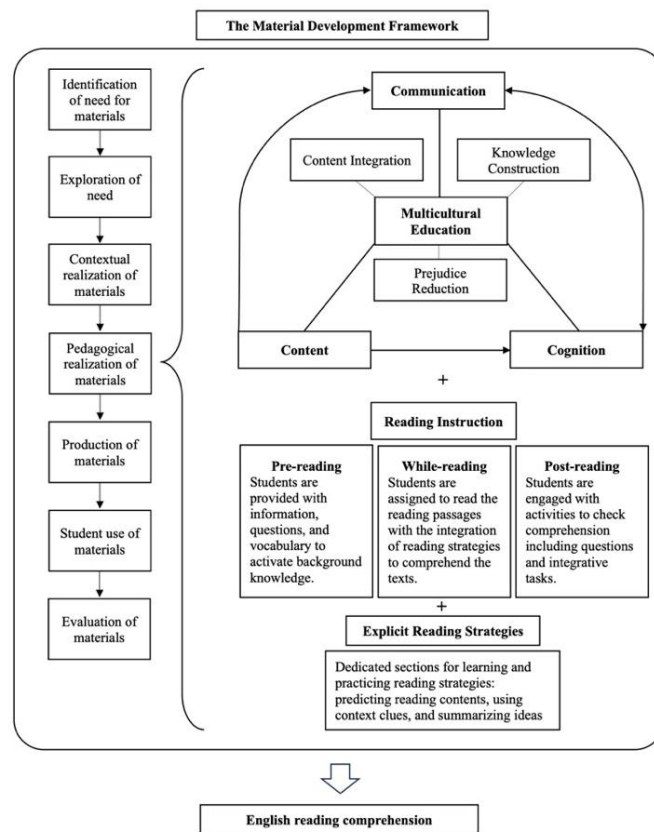
3. To explore the opinions of students after exploring Multicultural Reading Materials based on Content and Language Integrated Learning for Thai secondary school students.

Research Framework

The material development framework was adapted based on Jolly and Bolitho (2011) to systematically produce the learner-centered learning materials with empirical and effective usage. In addition, at Pedagogical Realization stage, Content and Language Integrated Learning (CLIL) was implemented by adopting a theoretical framework commonly referred to as the 4Cs model proposed by Coyle (2011). The 4Cs model is a holistic approach, where content, communication, cognition, and culture are integrated. Since the present study focused on the contents of multi-cultures, the concept of Multicultural Education (Banks, 2016) was also reviewed and embedded. Finally, to effectively provide contents in the form of reading materials, reading instruction steps including pre-reading, while-reading, and post-reading activities, and explicit reading strategies (Anderson, 2012) were used as a guideline to design lessons. Therefore, the research framework of the present study was formulated as follows.

Figure 1.

The Material Development Framework



Methodology

Research Design

This study employed a one-group quasi-experimental research design to compare the English reading ability of students before and after implementing the Multicultural Reading Materials based on Content and Language Integrated Learning by calculating and analyzing the mean scores for pre and post-test.

Participants

The participants of this study were from an all-boys government school located near the Chinatown area of Bangkok, where cultural diversities coexisted including Thai, Chinese and even Indian harmoniously blended in the same location. The main participants chosen were a group of 30 upper-secondary students in Grade 12 during the 2022 academic year. The participants were chosen by using Purposive Sampling method.

Research Instruments

The Needs Analysis Questionnaire

The questionnaire was developed and distributed to the student participants asking about the contents they preferred to learn, and the reading strategies they wanted to perform. The questionnaire consisted of 5-point Likert scale items divided into 4 categories including contents, cultural topics, reading strategies, and types of text preferred. After the development, the questionnaire was validated by 3 experts to analyze the validity using the Item-Objective Congruence Index (IOC), resulting in 0.67 for the content validity index.

The Materials Evaluation Questionnaire

The evaluation form was designed based on the criteria suggested by Mehisto (2012) and Litz (2005) to evaluate the designed materials. It was translated into Thai. The purpose of this questionnaire was to explore the opinions of the students toward English reading materials. The questionnaire was distributed after finishing the material implementation. A total of 17 items were designed to measure the levels of satisfaction with the layout and design, the contents, and the reading strategies implemented in the reading materials. Students completed the questionnaire within 15 minutes of time allocation. All 17 items in the questionnaire were presented in the table with a 4-point Likert Scale. Therefore, each scale item represented a list of response categories ranging from “strongly agree” to “strongly disagree”. The data gathered were analyzed using a quantitative method.

The English Reading Ability Test

The English Reading Ability Test was used as both a pre-test and a post-test. The test was conducted before and after the English reading materials were successfully implemented to assess the student’s English reading ability. The test consisted of three sections. Each section contained a

passage with 5 multiple-choice questions to answer. The test was conducted with Grade 12 students twice to identify students reading abilities. The test items required students to find the main ideas, identify details, determine word meanings, and draw conclusions.

Data Collection

The data collection for this study was conducted between June 2022 and July 2022, which was the beginning of the 2022 academic year. The entire duration of the experiment on English reading materials lasted for 9 weeks including the first week for course orientation and pre-test. Students who participated in this study were informed about the purposes of the designed materials. After finishing the material implementation, the post-test was conducted to examine the development of the students.

Data Analysis

The data analysis of the present study included a quantitative method for responding to research questions. The data obtained from pre and post-test scores were calculated to investigate the effectiveness of the materials. Dependent t-test statistics were used with the SPSS Statistics program to analyze the significant differences between pre-test and post-test mean scores. In addition, the data analysis of the questionnaire for students' opinions using mean scores for the 4-point Likert scale with descriptive statistics including mean scores and standard deviation were utilized to analyze the students' attitudes.

Results

Components of Reading Materials

To address the research question, a list of considerations for developing materials from the theory of material development suggested by Garton and Graves (2014), Content and Language Integrated Learning (CLIL) proposed by Coyle et al. (2010), and culturally relevant materials (Kibler & Chapman, 2018) was used, which determined the material design foundation, content organization, and reading strategies, as well as reading tasks and activities. The components of English reading materials are explained as follows:

1) Content

In designing the reading materials, theories of reading have been explored as a framework for creating a reading instruction syllabus following three stages of reading including pre-reading, while-reading, and post-reading. Therefore, the content of the materials was designed and organized according to the reading instruction framework. The thematic topics were derived from the needs analysis questionnaire, to which the students responded on the three most preferable topics, including 1) food and drinks ($M=4.00$, $SD=0.95$), 2) clothes ($M=4.00$, $SD=0.82$), and 3) tourist attractions ($M=3.77$, $SD=1.09$).

Pre-reading activities comprised students' prior preparation for introducing a topic and activating background knowledge. These activities helped in inspiring students' interest and arousing meaningful and purposeful reading. In this study, theme-related photos and guided questions were used to achieve the goals of pre-reading activities. Regarding the contents of the reading passage, three reading texts were created according to the thematic topics mentioned previously. The reading passages were placed in the while-reading stage. The while-reading activity is the stage in which students apply background knowledge and skills prepared from the previous stage to comprehend the reading texts. In addition, the reading passages were created using localized context with the aim of supporting students' connection between the reading texts and their personal experiences of nearby places.

The first passage contains information about tourist attractions near the school area and Chinatown. The text focuses on various religious historical places including a Buddhist temple (Wat Traimit), a Chinese shrine (The Guan Yin Shrine), and Indian shrines (Devasathan). Next, the second passage content is about traditional clothes and places where the costumes are sold near the school and in the Chinatown area. Two places are mentioned including Yaowarat Road, where traditional Chinese outfits are available, and Pahurat, which is considered a famous area where Indian clothes and textile shops are prevalent. Lastly, the third passage mainly mentions Charoenkrung Road, a famous culinary destination where many kinds of food and drinks are available. This also includes the arts and cultures of the surrounding area. The text is relevant to the history of Thai-Chinese cultures as reflected in food and drinks, as well as the decorations of many restaurants and cafes.

2) Cognition

Regarding the CLIL framework, cognitive development is one of the 4Cs that are integrated. According to the need's analysis of responses, the most required content expressed by students was an 'explicit explanation of reading comprehension strategy' ($M=3.72$, $SD=0.92$). Therefore, an English reading strategy technique section was included in each unit of the reading materials in this study, which aimed to provide effective practice for students to apply strategies in understanding the information in reading passages.

Regarding the results of the needs analysis survey, the top three most problematic reading strategies which students needed to learn are 1) guessing the meaning of a word or phrase by context ($M=3.72$, $SD=1.02$), 2) predicting the content of the text to be read ($M=3.64$, $SD=1.09$), and 3) summarizing information from the text ($M=3.46$, $SD=1.14$). Thus, three reading strategies were selected in this study to implement in the explicit reading strategy sections for each unit in the reading materials. In addition, the practice activities exemplified some contents in the reading passage to highlight the practicality of the reading strategies in a real-world context. Also, post-reading activities were set as an exercise to check students' comprehension after reading. The

comprehension questions required students to perform different types of reading techniques, namely determining the main idea, identifying detailed information, recognizing vocabulary meaning, and concluding the reading passages.

3) Communication

To promote communication, transfer activities have been integrated after students finish the reading activity from each unit. The transfer activities lead students to employ skills and knowledge after reading to complete beyond-text tasks. Apart from motivating students to communicate using English through processes of completing the tasks such as writing and speaking, the objective of the tasks in this study was to create a safe environment for students to express creativity considering multi-cultural awareness.

To exemplify, the first unit activity after reading about the tourist attractions is called 'Bangkok One-day Trip'. Students are assigned to complete a group task requiring them to plan a one-day trip to Bangkok to visit three historical attractions. The students then have to write the trip plan description as well as deliver oral presentations to their classmates. The second task after finishing reading about the clothes topic is Bangkok Fashion Week. Students are assigned to complete a group task requiring them to design a new student uniform that shows the school's identity and multiculturalism while being well-blended in the area around Chinatown. Students have to design the outfits and write descriptions for their concept clothes as well as deliver oral presentations to their classmates in the simulated competition. The last activity focusing on the food and drinks theme is 'Bangkok Food Blogger'. Students are assigned to complete a group task requiring them to virtually prepare a meal by selecting dishes, beverages, and desserts from a wide range of shops around Charoenkrung. Students then have to search for information such as pictures and ingredients, then write the description of each menu to complete the poster. They also deliver poster presentations and exhibitions to the class.

4) Culture

Culture is one of the important parts of CLIL and language learning. Also, it has been shown to have benefits for students in terms of reading comprehension (Kibler & Chapman, 2018). In this regard, cultural topics were included in the needs analysis to determine what students were interested in. The results showed that the three highest mean scores for cultural topics were 1) food and drinks ($M=4.00$, $SD=0.95$), 2) clothes ($M=4.00$, $SD=0.82$), and 3) tourist attractions ($M=3.77$, $SD=1.09$). Therefore, these cultural topics were integrated as the main thematic topics for each unit in designing the reading materials.

Regarding the first unit with the tourist attraction's theme, multi-cultures in religious aspects are represented in the reading texts to raise awareness of learners. The transfer activity also implements cultural aspects. Students are provided with a situation where visiting friends are from different countries and have various religious beliefs. The students then have to perform tasks with

multi-culture knowledge. In the second unit about clothes, multi-cultures in fashion and clothes aspects showing the harmony of various cultures in the same area are represented in the reading texts to raise awareness of learners. The transfer activity also implements cultural aspects. Students are required to perform group tasks in which multi-culture knowledge of the school's identity regarding a variety of harmoniously blended local cultures is needed. Lastly, multi-cultures in culinary and issues between traditional and modern art ideas are embedded in the reading text to raise awareness and reduce prejudice in terms of cultural bias regarding antique conservation and acceptance of modern technology. Also, transfer activity motivates students to consider a variety of food and drink menus, while the analysis of underlying cultures is reflected in local cuisine.

Effectiveness of Reading Materials

This research question investigates whether students' reading comprehension ability has been improved by using the designed reading materials.

Table 1.

Mean, standard deviation, t-value, and significance of the pre-test and post-test scores derived from the English reading ability test

Group	N	Mean	SD	t	df	Sig
		Difference				
Pretest	30	2.417	1.713	8.463	29	.001**
Posttest						

*Note: **p < .01*

The results of Table 1 showed that the post-test mean score (M=8.58) for the English reading ability test was higher than the pre-test scores (M=6.17). The full total score was 10, while the mean difference between the pre and post-test was 2.417. The t-value was 8.463 with a degree of freedom of 29 (n=30). Therefore, it can be interpreted that there was a significant difference between the pre-test and the post-test mean scores for the English reading ability test at a significance level of $p < .01$. As a result, the first hypothesis is accepted, which means students had significantly improved their reading comprehension ability after using the English reading materials. In summary, it can be concluded from the results that the English reading materials are effective as they could lead to students' development in reading ability after being implemented in the classroom.

Attitudes of Students towards the Reading Materials

Overall, the questionnaire results showed that students who participated in this study strongly agreed with or were very satisfied (M=3.70, SD=0.84) with the designed English reading materials. According to the layout and design aspect, the item that gained the highest score was

'the material objectives are apparent to both the teacher and students' (M=3.84, SD=0.91) In terms of CLIL criteria, the students reported that 'the learning intentions (language, content, learning skills) & process are visible to students' (M=3.89, SD=0.66), and 'the material fosters learning skills development and learner autonomy' (M=3.89, SD=0.69) had the highest score. Next, the reading strategy that students practiced and were satisfied with the most was the 'content predicting strategy' (M=3.86, SD=0.90).

The students enjoyed learning with specially-designed reading materials, tasks, and activities that were purposefully created based on their needs, interests, social contexts, and local cultures. Students performed well in engaging and motivating manners when using the reading materials as the contents, activities, and tasks relevant to their background knowledge, personal experiences, and familiarity in the areas. In addition, some students commented that the tasks were appealing since they related to the reading passages, which enabled them to express their creativity.

Discussion

The results of the present study were discussed regarding three main aspects including the material development process, CLIL, reading ability, and attitudes towards English reading materials.

Materials Development Processes

English reading materials were successfully and effectively constructed for a specific group of students. The result was directly influenced by the material development framework suggested by Grabe and Stoller (2014) as well as Tomlinson (2011). This may have been because the framework is comprised of 6 stages that support material developers in a systematic way for creating a new reading material starting from needs analysis to material evaluation (Jolly & Bolitho, 2011). Regarding each stage, feedback loops occurred to verify every process, which allowed the writers to revise the materials until achieving the complete version.

The findings have positive results similar to numerous previous studies aimed at developing materials for language learning. Edwards and Burns (2015) found that their newly-developed self-study materials integrating the materials development framework were effective and able to increase learners' motivation. In addition, the learning materials created by Rahmawati and Ashadi (2018) have also been proven to be effective in increasing students' critical thinking skills. Recently, Passakornkarn and Vibulphol (2020) developed World Englishes-based listening materials using the material development framework; the outcomes were shown to have positively increased the awareness of Thai students. The findings of the studies portray the effectiveness of the developed instructional materials and the satisfaction of the materials' stakeholders. Thus, it can be concluded that the

materials development framework could be integrated into the process of materials development for all language skills.

Content and Language Integrated Learning (CLIL)

The results of the present study highlighting CLIL framework effectiveness in implementing the reading materials show congruence with the findings of many past types of research which showed that CLIL yielded a wide range of advantages, namely multiliteracy, thinking skills, content learning, vocabulary acquisition, learners' motivation encouragement, and most importantly reading skills development (Alonso, 2015; Cañado, 2018; Isidro-Smith & Lasagabaster, 2018; Ouazizi, 2016).

In terms of reading skills, CLIL has been proven to effectively improve learners' reading ability. Recent studies have also illustrated and supported the findings. Casco and Mayorga (2021) conducted a study aiming to evaluate the effectiveness of CLIL in reading competence with EFL students. It was found that reading comprehension and vocabulary among students improved after using CLIL materials. In the same way, graded reading material design based on CLIL has been successful with the objective to maximize reading comprehension in the extensive reading study (Sepesiova & Strakova, 2018). In addition, Dahik et al. (2019) applied the CLIL method in their research, and it has been found that students got better comprehensible inputs and developed their communication skills. In contrast, there are also some studies that have stated that CLIL is overestimated and has minor to no significant effects on language learning (Feddermann et al., 2022; Pladevall-Ballester & Vallbona, 2016).

Reading Strategies

As stated by Anderson (2012), reading strategies are ultimately necessary for English language learners with a beginner level of proficiency. Thus, one of the main considerations for materials development guidelines in this study was integrating reading strategies, including predicting reading contents, using context clues, and summarizing ideas. The aforementioned reading strategies were considered important support to effectively progress students' reading ability. In the English reading materials, content organization was constructed based on reading instruction processes including pre-reading, while-reading, and post-reading phases. The designed materials provided the activation of background knowledge, explicit strategy instruction, and building reading fluency.

The findings of this study were supported by theoretical research about reading comprehension instruction, which stated that teaching ample reading strategies positively affected reading ability and the ability to recall information from texts (Anderson, 2012; Grabe & Stoller, 2014). In addition, the result is consistent with past research conducted by Arwae (2013), which developed tailor-made reading materials with explicit reading strategy teaching included, which improved reading ability. In the same way, Naidu et al. (2013) reported that post-reading assessment scores increased after implementing reading strategies in their instruction.

Culture Contents and English Reading Comprehension

Considering the results of the present study regarding designed Multicultural Reading Materials based on CLIL in which local cultural contents were integrated, students' reading comprehension scores improved at a considerably significant level. It can be concluded that culture can have a significantly progressive effect on English reading comprehension through content and language integrated learning (CLIL) since CLIL is an approach to language education that combines the teaching of language and content in a single integrated lesson, which allows students to learn both language and content simultaneously.

The findings of this research are congruent with numerous previous studies, such as research by Petnoosed and Palanukulwong (2021) that investigated the effects of cultural content on the reading comprehension of Thai university students. The study found that culturally familiar text resulted in significantly better literal, inferential, and overall comprehension. Another report by Razavi and Gilakjani (2020) examined the effects of cultural content on the reading comprehension of Iranian learners of English. The study results indicated that cultural content improved students' comprehension and knowledge of English, especially in terms of vocabulary acquisition. Similarly, a study by Sambayon et al. (2023) investigated the effects of culturally contextualized content on the reading comprehension of secondary-level EFL learners in the Philippines. The study also found that incorporating cultural content into the reading materials increased students' engagement, motivation, and comprehension of the texts. Therefore, the conclusion can be drawn that integrating cultural content into English reading materials can be an effective way to enhance EFL students' reading comprehension and cultural understanding.

Students' Attitude towards Multicultural Reading Materials based on CLIL

Apart from improvement in terms of academic achievement, the English reading materials were also evaluated for satisfaction by the students. As a result of the evaluation questionnaire, the students expressed positive attitudes toward the overall quality of the materials. This may be from the need analysis process and the CLIL framework. According to the materials development framework by Jolly and Bolitho (2011), need analysis is the initial step when designing the materials. Students were asked about the preferred topics, and types of texts, and required reading strategies to identify what exactly they wanted. This could possibly be the reason why they had a positive attitude towards the reading materials in which the contents were familiar and appealing. These benefits are also in line with the Content and Language Integrated Learning (CLIL) acclaimed by several researchers, in that "CLIL increases learners' motivation and confidence in both the language and the subject being taught" (Coyle, 2011; Coyle et al., 2010; Meyer, 2010).

In addition, the thematic topics in the present study were selected according to the students' most preferable topics with local multicultural content as culturally relevant texts have

been shown to benefit students (Kibler & Chapman, 2018). Previous studies conducted by many researchers have stated that students who are supported with well-designed culturally relevant materials can better comprehend the texts as they can utilize background knowledge to predict and infer the contents as well as promote classroom engagement (Ebe, 2012; Namaziandost, Shafiee, et al. 2021). Thus, it can be assumed that local community contents directly affect students' reading ability and motivation since they offer rich and familiar contexts linked with background knowledge for the students to learn English effectively and enjoyably.

Recommendations

Pedagogical Implications

The findings of this study led the authors to the following suggestions with regard to the development of English reading materials. First, all stakeholders should be taken into consideration, especially the students, when developing new material. Thus, a teacher may be required to conduct an analysis at the initial stage of the development process to achieve positive attitudes from students. Second, localized materials have been proven to be effective in terms of activating students' background knowledge and learning motivation. Moreover, this can lead to more meaningful and authentic language learning. Thus, it is suggested that teachers utilize local resources to achieve maximized learning objectives. Finally, sufficient theoretical frameworks are necessary for developing feasible material.

Recommendations for Further Studies

According to the previously discussed findings, several suggestions are proposed for further investigation as follows. First, the present study was conducted in a particular context with a specific group of students. Therefore, future studies may include a greater variety of participants or expand to concern a larger group of the population. Second, future research should include more in-depth qualitative data by interviewing students, teachers, and other stakeholders to obtain information from other aspects. Finally, a follow-up study should be conducted after the present study to evaluate the long-term effects on students.

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