



## **Needs Analysis for Developing an English Textbook for Doctoral Students in the Context of Buddhism: Enhancing Listening and Speaking Skills**

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Received 05/12/2024	<b>ABSTRACT</b>
Received in revised form 13/03/2025	Needs analysis is essential for designing materials or textbooks, as it ensures that the content meets the specific needs and context of target learners. This research aims to explore the needs of doctoral students and stakeholders at a Buddhist university in Thailand to inform the design of an English textbook for doctoral students in listening and speaking skills. The study involved 155 doctoral students from various fields of study and 19 university administrative staff. Data were collected through a questionnaire focusing on the desired content and language functions for listening and speaking skills. The survey results identified topics and language functions related to Buddhism that met the needs of both students and additional stakeholders. Content areas such as traditions and festivals, education, science and technology, and social issues were rated highly by students and very highly by the administrative staff. In terms of language functions,
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	<p>listening for the main idea and details, making suggestions, giving instructions, expressing opinions, and providing reasons were perceived highly by students and very highly by administrative staff. These findings have implications for the development a textbook for an English course focused on Buddhism.</p> <p><b>Keywords:</b> needs analysis, listening and speaking skills, English textbook, Buddhist context</p>
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## Introduction

Textbooks play a crucial role in many language programs. In certain cases, they form the foundation for much of the language input learners receive and the practice that occurs in the classroom. They may provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice the students take part in (Richards, 2001). In the teaching of English as a Foreign Language (EFL), textbooks are often the primary source of language input. This is because many EFL contexts do not provide learners with sufficient opportunities to be exposed to good quality language input. The importance of textbooks is further emphasized when teaching English to a specific group of learners, such as Thai Buddhist monks. While general English helps learners develop essential grammar, vocabulary, and listening and speaking skills, textbooks or instructional resources tailored to learners' needs can significantly enhance their success in learning. These materials will allow learners to experience the immediate benefits of relevant and effective resources.

However, teaching English at a Buddhist university can present challenges from the nature of its cultural and religious context, traditional teaching methods, low student motivation, and limited English educational backgrounds. Additionally, based on years of experience teaching doctoral students at one particular Buddhist university in Thailand, the researchers of this study have observed that students lack any formal learning materials or an English textbook related to Buddhism, which is the core focus of the university. This absence of English materials connected to Buddhism makes the course content less meaningful. The materials currently used are not relevant to their Buddhist context, leading to decreased motivation and participation. Students may find it more difficult to understand or engage with the content, negatively impacting their language development. This aligns with the idea that textbooks are one of the key factors in influencing students' learning, and textbooks seem to help students learn and consolidate their

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knowledge and skills (Son & Diletti, 2017; Wakefield, 2007, as cited in Li & Wang, 2024).

At the Buddhist university in Thailand, which is the focus of this study, there are two required courses for doctoral students:

- *English for Doctoral Students: Listening and Speaking Skills*
- *English for Doctoral Students: Reading and Writing Skills*

These general English courses are designed to enhance doctoral students' proficiency in the four skills of English. This research aims to explore the needs of students and stakeholders regarding the first course, which focuses on listening and speaking skills. According to the course description, the goal is to provide students with extensive practice in English listening and speaking to ensure effective communication in English, meeting the demands of today's world. Students will engage in communication practice across various settings and for different purposes, including presentation skills and listening to academic talks. Based on the researchers' experience teaching this course for several years, it is clear that a textbook, specifically designed for these listening and speaking skills in a Buddhist context, is essential for the course.

However, before developing a textbook for this course, it is important to understand the students' needs regarding content and language functions in English. As Syaripuddin et al. (2023) mentioned, needs analysis is essential before setting learning objectives, determining assessment indicators, designing instructional materials, and developing content. It is a crucial step in developing educational materials or textbooks, ensuring that the content meets the specific needs of the students. In language learning, understanding these needs helps instructors focus on the content and language functions that will be most useful. This aligns with Richards and Rodgers (1986) assertion that needs analysis is critical in the field of English language study for identifying both general and specific language needs, which informs the development of goals, objectives, and content in language programs.

Furthermore, needs analysis allows instructors to select topics and exercises that connect with learners' real-life experiences. Materials designed with needs analysis support a learner-centered approach, enhancing engagement and retention (OpenAI, 2024). This approach not only meets individual learning needs but also enriches the educational experience for students at a Buddhist university. Developing such a textbook could significantly benefit students, helping them become effective communicators and successful professionals in their fields.

Therefore, this research was conducted with the following objectives:

- To investigate what doctoral students need in terms of subject content and English language functions for listening and speaking skills in the Buddhist context.

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- To investigate what stakeholders (university administrative staff) believe doctoral students need to know in terms of subject content and language functions for listening and speaking skills in the Buddhist context.

The research questions are as follows:

1. What kinds of content do doctoral students and stakeholders consider necessary for an English textbook in the Buddhist context to develop listening and speaking skills?

2. What language functions do doctoral students and stakeholders consider necessary for an English textbook in the Buddhist context to develop listening and speaking skills?

In conclusion, this research aims to examine the needs of doctoral students and stakeholders regarding both subject content and English language functions relevant to the Buddhist context, which are expected to be necessary for graduates of the Buddhist university.

## **Literature Review**

### **Need Analysis for Materials Development**

From previous studies, the term "needs analysis" has been defined in several ways. According to Badruddin (2016), needs analysis, in general terms, refers to the activities involved in gathering information that serves as the basis for developing a curriculum that meets the learning needs of a particular group of students. Needs analysis is the process of identifying and assessing the specific requirements, goals, and gaps of a target audience to create effective learning materials, programs, or interventions. In education, it involves gathering data on learners' backgrounds, objectives, existing knowledge, and learning preferences to ensure that the instructional content meets their particular needs. Through surveys, interviews, assessments, or observations, needs analysis helps educators design relevant and targeted content, making learning experiences more impactful and tailored to the audience's needs (OpenAI, 2024).

In a study carried out by Fadhi and Sufivandi (2020), needs analysis plays a key role in the stages of materials development. It is used to assess the appropriate content that relates to learners' present conditions and their needs for learning. According to Huang (2019), needs analysis plays an important role as the underlying and initial point for identifying learners' needs, as well as for curriculum design, text selection, task design, and material development. The information obtained from a thorough needs analysis can also be used as the basis for selecting or designing appropriate materials or textbooks to achieve learning goals (Litz, 2001).

In terms of material development, needs analysis is the process of identifying and understanding the needs, goals, and preferences of learners and other stakeholders to create appropriate teaching materials. This involves gathering information about learners' language proficiency levels, learning objectives, cultural backgrounds, and specific language skills they need to develop. Needs analysis ensures that the content and activities in the materials align with learners' real-world language use, making learning more relevant and motivating (OpenAI, 2024).

According to Richards (2001), needs analysis in language teaching can be used to find out what language skills a learner needs in order to perform a particular role. In this context, most of the students are Buddhist monks. In addition, the main purpose of needs analysis is to align the beliefs, expectations, and perceptions of teachers, administrators, and curricula with the needs of learners. Well-designed materials serve as the point of connection for all stakeholders and must be grounded in the needs analysis and its subsequent steps. Needs analysis can greatly help writers outline key approaches to develop ELT materials (Hariyadi & Yanti, 2019).

Several studies have applied needs analysis to develop materials or textbooks across various fields. The researchers reviewed several of these studies and found that needs analysis has been applied in a range of diverse contexts, including business and economics (Sari et al., 2020; Sahmar et al., 2022; Ria & Malik, 2020; Oktavia & Suwartono, 2020; Rimkeeratikul, 2022; Kifi et al., 2024; Syafitri et al., 2024), science and engineering (Salehi et al., 2013; Changpueng & Pattanapichet, 2023; Habbash & Albakrawi, 2014), and hotel and tourism (Clarisa et al., 2022; Guntoro, 2021; Saiful et al., 2022).

It is noticeable that this literature review highlights the limited number of studies on students' material needs within a Buddhism context. However, needs analysis has been explored in other religious contexts. For example, Abudhahir et al. (2015) conducted a study titled "*Needs Analysis and Material Development in English for Specific Purposes in Relation to English for Islamic Studies.*" This study discusses different approaches to needs analysis and various types and categories of materials used in related studies, aiming to provide readers with new insights for designing materials for any language in Specific Purposes programs. Also, Simarangkir (2020) conducted a study entitled "*Development of Teaching Materials on Christian Religious Education*" which aimed to give an understanding to teachers of Christian Religious Education about the development of teaching materials for use in learning and teaching.

## **Research on English as a Foreign Language (EFL) in the Buddhist Context**

There have been some EFL studies focused on the Buddhist context in the past. For instance, Inkruungkao et al. (2022) conducted a study to develop English content-based reading materials for Buddhist students at Mahachulalongkornrajavidyalaya University, using Tomlinson's materials development principles and Stoller and Grabe's Six-T approach. The study aimed to create appropriate materials and assess the attitudes of students and teachers toward their quality. The findings showed that by combining Tomlinson's six stages of materials development with the six components (themes, topics, texts, tasks, transitions, and treads) of the Six-T approach effectively, the researchers were able to identify both academic and physical aspects of the reading materials. The students expressed high satisfaction with the developed materials, with those having higher English proficiency showing a stronger positive attitude and greater satisfaction.

Similarly, Suphipat and Chinokul (2019) studied the development of English content-based reading materials for Buddhist student monks at Wat Phra Dhammakaya in Thailand. The study aimed to create these materials and assess their quality by examining the monks' attitudes. The materials were developed using Tomlinson's framework and Stoller and Grabe's Six-T approach. The findings showed that the materials were effective in enhancing reading comprehension. Moreover, the student monks demonstrated a positive attitude toward the six key aspects of the materials: content, organization, presentation, language use, activities, and layout/design.

Another study by Bajracharya and Phoochareonsil (2020) focused on the attitudes and motivation of Buddhist novices at Phra Pariyattidhamma School in Bangkok towards learning English. The study examined three aspects of attitudes: emotional, behavioral, and cognitive, and explored two types of motivation: instrumental (practical) and integrative (cultural or social). The findings revealed that the novices had a moderate attitude in all areas, with the cognitive aspect being the strongest. This can probably be explained by the fact that most novices viewed learning English as important for their future careers. Both types of motivation were strong, but instrumental motivation was slightly stronger.

Apart from the studies mentioned above, there have been additional studies in the Buddhist context focusing on developing materials for listening and speaking skills. For example, Khansamrong et al. (2018) conducted a study to improve the English-speaking skills of Buddhist monks and novices in tourist temples in Chiang Mai Province. The research aimed to develop a training manual for communication in English related to Buddhism, local arts,

and culture. The results showed that the training manuals were effective in improving speaking skills.

Soma (2023) conducted a research study to investigate the needs and challenges faced by Buddhist monks at Wat Arun Ratchawararam, a popular tourist destination temple in Thailand, regarding their English listening and speaking skills. The research findings indicate a significant need for English listening skills among the Buddhist monks, particularly in understanding questions related to the significance of places, comprehending Chinese English accents, and interpreting questions about the history of places. The necessity for English speaking skills was also high, with the most critical need being the ability to initiate or respond to greetings, followed by the capacity to express or respond to gratitude.

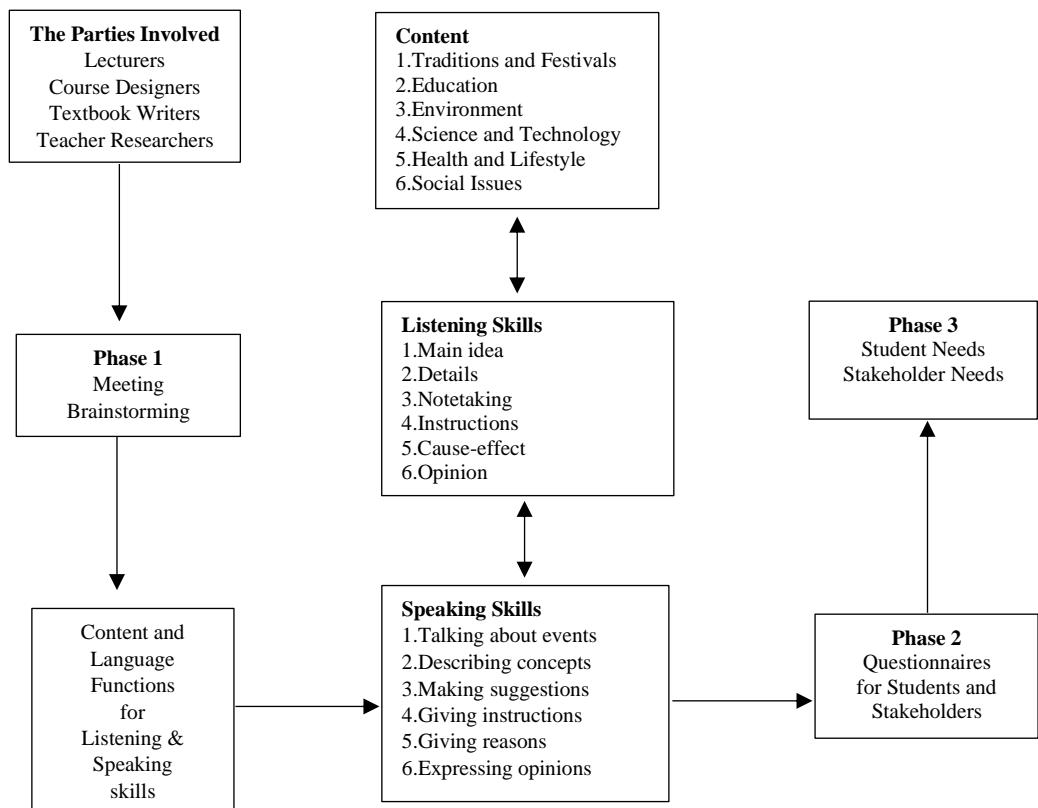
In addition, Pathomchaiwat (2015) examined the language forms and functions used by Buddhist monks and temple staff when communicating in English. The study found that temples are ideal for learning about history, culture, architecture, art, and Buddhism. However, it emphasized that temples should be managed within restricted areas, and tourists must show respect for the sacredness of these places.

In conclusion, while there have been some studies on English language learning and teaching in the Buddhist context, there is a lack of research examining students' needs at Buddhist universities. Therefore, it is hoped that the originality of this research will help teachers and stakeholders gain a better understanding of the English language needs of students within the Buddhist context.

## **Research Methodology**

### **Procedure**

The analysis in this study was conducted in three main phases: (1) brainstorming, which served as the foundation for gathering information from all relevant parties; (2) the development of tools specifically designed for the needs analysis; and (3) data collection to validate the expectations and requirements of both learners and stakeholders (see Figure 1).

**Figure 1***The Phases for Investigating Student and Stakeholder Needs*

According to Figure 1, the first phase of investigating the needs of students and stakeholders was conducted through brainstorming with all relevant parties from the Buddhist university (lecturers, course designers, textbook writers and teacher researchers). During this phase, all of the parties shared ideas and experiences in a meeting, and it was decided that the textbook should consist of six main topics: **Unit 1: Traditions and Festivals**, **Unit 2: Education**, **Unit 3: Environment**, **Unit 4: Science and Technology**, **Unit 5: Health and Lifestyle**, and **Unit 6: Social Issues**. For listening skills, it was agreed that the course should focus on teaching students to **listen for the main idea, identify details, take notes, follow instructions, understand cause-effect relationships, and interpret opinions**. Regarding speaking skills, all parties agreed that the course should

cover **discussing events, describing concepts, making suggestions, giving instructions, providing reasons, and expressing opinions.**

The second phase of the needs analysis focused on creating the necessary data collection instruments. Questionnaires for both students and stakeholders were designed based on the information obtained during the brainstorming stage. The final phase involved gathering data from students and stakeholders who were university administrative staff.

## Participants

The participants in this research consisted of 155 doctoral students and 19 stakeholders, who were university administrative staff at the Buddhist university. They were selected by purposive sampling. The doctoral students came from various majors across several faculties and were enrolled in the *English for Doctoral Students: Listening and Speaking Skills* course at the university. The stakeholders were university administrators involved in curriculum development for doctoral students.

Table 1 shows that 38.70% of the doctoral students were Buddhist monks, 31.61% were female laypersons, and 29.67% were male laypersons. In terms of age, 6.45% were under 30 years old, 12.90% were between 31-40 years old, 37.41% were between 41-50 years old, 30.32% were between 51-60 years old, and 12.90% were over 60 years old. Their majors included Buddhism (20.00%), Public Administration (9.67%), Political Science (9.03%), Buddhist Educational Administration (9.03%), and other fields (52.25%). Of the participants, 40.00% were in their first year, while the remaining students were in their second (48.38%), third (10.32%), and fourth (1.29%) years. In terms of English language proficiency in listening and speaking skills, the majority of students (68.38%) considered themselves to be at the beginner level, while 27.74% perceived themselves as intermediate; 3.87% believed they were at the advanced level.

**Table 1**

*Demographic Data of the Participants (Students)*

Items	Number of Participants (N=155)	Percentage (%)
<i>Status</i>		
Buddhist monk	60	38.70
Male layperson	46	29.67
Female layperson	49	31.61

<i>Age (years)</i>		
Less than 30	10	6.45
31-40	20	12.90
41-50	58	37.41
51-60	47	30.32
More than 60	20	12.90

<i>Major of Study</i>		
Buddhism	31	20.00
Public Administration	15	9.67
Political Science	14	9.03
Buddhist Education Administration	14	9.03
Others	81	52.25

<i>Year of Study</i>		
1 <sup>st</sup> year	62	40.00
2 <sup>nd</sup> year	75	48.38
3 <sup>rd</sup> year	16	10.32
4 <sup>th</sup> year	2	1.29

<i>Perceived Level of English Proficiency in Listening and Speaking skills</i>		
Beginner	106	68.38
Intermediate	3	27.74
Advanced	6	3.87

Regarding the other stakeholders, Table 2 shows that 52.63% were Buddhist monks, 26.31% were male laypersons, and 21.05% were female laypersons. Among the stakeholders, 5.26% were between 31-40 years old, 21.05% were between 41-50 years old, 57.89% were between 51-60 years old, and 15.78% were over 60 years old. In terms of education, 10.52% held a master's degree, while most (89.47%) held a doctoral degree. Regarding their experience as administrative staff at the Buddhist university, about half (52.63%) reported having been university administrators for more than 10 years. Additionally, 36.84% had been in their roles for 6-10 years, and 10.52% had been working as administrators for 1-5 years.

**Table 2***Demographic Data of the Participants (Stakeholders)*

Items	Number of Participants (N=19)	Percentage (%)
<i>Status</i>		
Buddhist monk	10	52.63
Male layperson	5	26.31
Female layperson	4	21.05
<i>Age (years)</i>		
Less than 30	0	0
31-40	1	5.26
41-50	4	21.05
51-60	11	57.89
More than 60	3	15.78
<i>Education Level</i>		
Master's degree	2	10.52
Doctoral degree	17	89.47
<i>Experience as administrative staff (years)</i>		
1-5	2	10.52
6-10	7	36.84
More than 10	10	52.63

## The Research Instrument

The instrument of this research study was a questionnaire asking all of the participants about their needs for content and English language functions in listening and speaking skills. After reviewing the principles of needs analysis and the course description for the *English for Doctoral Students: Listening and Speaking Skills* course, the questionnaire was created by the researchers. Once completed, the questionnaire was validated by three experts in the field of English language teaching. It was then refined according to the experts' suggestions before being distributed to the participants, both student and stakeholder participants.

The questionnaire for student participants contained both close-ended and open-ended questions in Thai and was created exclusively in an electronic format using Google Forms. It was divided into three parts as follows:

- **Part 1:** This section gathered participants' personal information, including status, age, major of study, year of study, and level of English proficiency in listening and speaking skills.
- **Part 2:** This section focused on students' needs for content and English language functions for listening and speaking skills.

Participants were asked to rate their level of agreement with the skills they wished to practice in the textbook.

- **Part 3:** This final part consisted of open-ended questions, inviting participants to share additional opinions or suggestions about their needs.

The questionnaire for stakeholder participants also contained both close-ended and open-ended questions in Thai and was created exclusively in an electronic format using Google Forms. It was divided into three parts as follows:

- **Part 1:** This section gathered participants' personal information, including status, age, educational level, and experience as university administrators.
- **Part 2:** This section focused on stakeholders' needs for content and English language functions for listening and speaking skills. Participants were asked to rate their level of agreement with the skills they believed students should practice in the textbook.
- **Part 3:** This final part consisted of open-ended questions, inviting participants to provide additional opinions or suggestions about their needs.

## **Data Analysis**

Quantitative data were collected in this study. After data collection, Part 1 and Part 2 of the questionnaire were analyzed quantitatively by using percentage, mean and standard deviation. For the open-ended questions in Part 3, all responses were analyzed using content analysis.

## **Results**

### **Results from the Student Participants**

According to Table 3, it was found that students expressed a high level of agreement regarding their needs for all content areas. The first item that students rated was the topic of traditions and festivals (mean score = 4.30), followed by education and social issues, both with the same mean score (4.26). Additionally, the topics of health and lifestyle, science and technology, and the environment were rated, with mean scores of 4.24, 4.17, and 4.16, respectively. The overall mean score of the student agreement on their needs in this aspect was 4.23, indicating a high level of agreement across the 6 topics.

**Table 3***Students' Needs Concerning the Content of the Textbook*

Items	Mean	S. D	Level of Agreement
1.Traditions and Festivals in the context of Buddhism	4.30	0.77	High
2.Education in the context of Buddhism	4.26	0.85	High
3.Environment in the context of Buddhism	4.16	0.82	High
4.Science and Technology in the context of Buddhism	4.17	0.83	High
5.Health and Lifestyle in the context of Buddhism	4.24	0.83	High
6.Social Issues in the context of Buddhism	4.26	0.84	High
Average mean score	4.23	0.82	High

According to the results shown in Table 4, the participants indicated a high level of agreement on the language functions they needed to study for listening skills. Listening for the main idea was rated as the top priority (mean score = 4.21), followed by listening to instructions (mean score = 4.17), and listening for opinions, agreement, and disagreement (mean score = 4.11). Participants also expressed a need to study listening for note-taking (mean score = 4.09), listening for cause and effect (mean score = 4.07), and for details (mean score = 4.05). The overall mean score of student agreement in this aspect was 4.23, indicating a high level.

**Table 4***Students' Needs Concerning Language Functions for Listening Skills in the Textbook*

Items	Mean	S. D	Level of Agreement
1. Listening for main ideas	4.21	0.83	High
2. Listening for details	4.05	0.82	High
3. Listening and taking notes	4.09	0.88	High
4. Listening to instructions	4.17	0.87	High
5. Listening for cause-effect	4.07	0.92	High
6. Listening for opinions, agreement and disagreement	4.11	0.91	High
Average mean score	4.12	0.87	High

As shown in Table 5, the participants indicated a high level of agreement on the language functions they needed to study for speaking skills. Speaking to explain reasons was rated highest (mean score = 4.20), followed

by giving information about events (mean score = 4.19) and expressing opinions, agreement, and disagreement (mean score = 4.17). Participants also expressed a need to study how to make suggestions (mean score = 4.15), give sets of instructions (mean score = 4.14), and describe concepts (mean score = 4.12). The overall mean score of student agreement in this aspect was 4.16, indicating a high level.

**Table 5**

*Students' Needs Concerning Language Functions for Speaking Skills in the Textbook*

Items	Mean	S. D	Level of Agreement
1. Giving information about events	4.19	0.83	High
2. Describing concepts	4.12	0.84	High
3. Making suggestions	4.15	0.84	High
4. Giving sets of instruction	4.14	0.83	High
5. Giving reasons	4.20	0.85	High
6. Expressing opinions, agreement and disagreement	4.17	0.86	High
Average mean score	4.16	0.84	High

## Results from the Stakeholder Participants

According to Table 6, stakeholders expressed a very high level of agreement regarding their needs for all content in the context of Buddhism. They identified education as the top priority for students to study (mean score = 4.83), followed by science and technology and social issues, both with the same mean score (4.72). The environment was rated with a mean score of 4.67. The topics of traditions and festivals, as well as health and lifestyle, were rated with the same mean score (4.61). The overall mean score of stakeholder agreement on their needs in this aspect was 4.69, indicating a very high level.

**Table 6**

*Stakeholders' Needs Concerning the Content in the Textbook*

Items	Mean	S. D	Level of Agreement
1. Traditions and Festivals in the context of Buddhism	4.61	0.24	Very High
2. Education in the context of Buddhism	4.83	0.14	Very High
3. Environment in the context of Buddhism	4.67	0.22	Very High
4. Science and Technology in the context of	4.72	0.20	Very High

Buddhism	Mean	S. D	Level of Agreement
5. Health and Lifestyle in the context of Buddhism	4.61	0.24	Very High
6. Social Issues in the context of Buddhism	4.72	0.20	Very High
Average mean score	4.69	0.21	Very High

According to the results shown in Table 7, the participants indicated a very high level of agreement on the language functions they wanted students to study for listening skills. Listening for the main idea and details were rated with the same mean score (4.89), followed by listening for instructions (mean score = 4.83). Additionally, listening for cause and effect (mean score = 4.79), listening for opinions, agreement, and disagreement (mean score = 4.67), and note-taking after listening (mean score = 4.50) were rated at a very high level. The overall mean score of stakeholder agreement in this aspect was 4.76, indicating a very high level.

**Table 7**

*Stakeholders' Needs Concerning Language Functions for Listening Skills in the Textbook*

Items	Mean	S. D	Level of Agreement
1. Listening for main ideas	4.89	0.10	Very High
2. Listening for details	4.89	0.10	Very High
3. Listening and taking notes	4.50	0.25	Very High
4. Listening to instructions	4.83	0.14	Very High
5. Listening for cause-effect	4.79	0.17	Very High
6. Listening for opinions, agreement and disagreement	4.67	0.22	Very High
Average mean score	4.76	0.16	Very High

As shown in Table 8, the stakeholder participants expressed a very high level of agreement regarding the language functions they wanted students to study for speaking skills. Making suggestions was rated the highest (mean score = 4.78), followed by giving sets of instructions, and expressing opinions, agreement, and disagreement, all with the same mean score (4.72). Participants also indicated the need for students to study how to give information about events and how to give reasons, both with the same mean score (4.67). The mean score for describing concepts was 4.61. The overall mean score of stakeholder agreement on this aspect was 4.69, indicating a very high level.

**Table 8**

*Stakeholders' Needs Concerning Language Functions for Speaking Skills in the Textbook*

Items	Mean	S. D	Level of Agreement
1. Giving information about events	4.67	0.22	Very High
2. Describing concepts	4.61	0.24	Very High
3. Making suggestions	4.78	0.17	Very High
4. Giving sets of instruction	4.72	0.20	Very High
5. Giving reasons	4.67	0.22	Very High
6. Expressing opinions, agreement and disagreement	4.72	0.20	Very High
Average mean score	4.69	0.21	Very High

Regarding the results of the open-ended question, only a few participants responded to this section. Among those who did, both students and stakeholders expressed agreement with the topics and language functions proposed in the questionnaire.

### Conclusion and Discussion

Darici (2016) emphasizes that conducting a needs analysis is a crucial initial step in designing course materials as it helps identify learning objectives and align them with course content. Therefore, in this study, the researcher conducted a needs analysis to determine what doctoral students and stakeholders need to learn in an English for Doctoral Students course.

From the data collected, the findings revealed that students rated all topics in the textbook at a high level, while stakeholders rated them at a very high level. Notably, both groups agreed that the topic of Education and Social Issues was essential. However, there was a difference of opinion regarding the topic of Science and Technology. Stakeholders considered it both useful and interesting, whereas the students, who were mostly monks and adult learners, did not share this opinion. Based on the researchers' observations while teaching the English course for doctoral students, it is evident that adult learners often feel uncomfortable when engaging with topics related to technology. As a result, this topic received one of the lowest ratings from the students.

Regarding language functions for both listening and speaking skills, the results show that students rated these functions highly, while stakeholders rated all language functions very highly. For listening skills, both students and

stakeholders agreed that listening for the main idea and listening for instructions were important. However, there was a difference in opinion regarding listening for details. Stakeholders considered it the most important, while students rated it as the least important. For speaking skills, both groups agreed that giving reasons and expressing opinions were essential to learn. Additionally, they shared the opinion that describing concepts was the least necessary language function.

The findings of the current study differ from those of other research, such as the study by Soma (2023), which investigated the needs and problems related to English listening and speaking skills among Buddhist monks at Wat Arun Ratchawararam. Soma's study highlighted the significant need for English listening skills, particularly in understanding questions about the significance of places, comprehending Chinese English accents, and interpreting questions regarding the history of places. The study also emphasized the importance of English-speaking skills, including the ability to initiate or respond to greetings and express or respond to gratitude.

In terms of needs analysis for material development, a significant issue that has persisted for a long time is whether needs analysis should be isolated to English for Specific Purposes (ESP) and disregarded in general English classrooms (Seedhouse, 1995). Most materials in the context of Buddhism focus on Buddhist content rather than on language skills or their application within the Buddhist context. In this study, the researchers aimed to gather information for writing a general English textbook within a Buddhist context, rather than for an ESP course. As a result, the textbook content does not specifically center on Buddhism, differentiating this study from previous research by Suphipat and Chinokul (2019) and Inkrungkao et al. (2022), which focused on developing ESP materials.

However, in Abudhahir et al.'s (2015) study titled "*Needs Analysis and Materials Development in English for Specific Purposes in Relation to English for Islamic Studies*", it was noted that a materials designer should be mindful that the goal is not only to teach students the content of Islamic Studies but also how to use English effectively in relation to their field, enabling them to communicate what they have learned in university to the community. This aligns with the objectives of the current study, as students in the *English for Doctoral Students: Listening and Speaking Skills* course come from various fields of study within the Buddhist university, not solely from Buddhist Studies.

## Implications and Recommendations

Needs analysis is crucial in English language teaching. If we fail to gather the needs of teachers, students, and administrators, we cannot produce appropriate materials (Darici, 2016). Therefore, the findings from this study

are believed to be applicable in developing well-designed teaching materials for English courses for students at a Buddhist university. It is also hoped that this research will provide a tailored approach to understanding English language needs within the context of Buddhism.

Hutchinson and Waters (1987) stated that when we understand why learners need English, the content of the language can be adjusted accordingly and the teaching process can focus on these needs. As such, this research can serve as a guideline for textbook writers or researchers in developing materials that will enhance satisfaction among all involved parties or stakeholders.

In this study, the researchers used only a questionnaire as the research instrument. According to Jianjing (2007), questionnaires are one of the most common research methods as they allow researchers to gather large amounts of information on various issues. However, for future research, it is recommended that data also be collected through interviews. Additionally, the participants should not only include students and university staff but also other relevant parties, such as teachers and textbook writers. Future studies could also explore how to enhance textbooks by incorporating more extensive materials.

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