

# Development of English Media Model for Monks and Novices

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## Abstract

The research studies the development of the English media model for monks and novices due to the media of teaching and learning have many roles in teaching and learning English. The development of the English media model for monks and novices includes four skills of English learning namely listening, speaking, reading, and writing. These are important skills for communication. English communication is necessary as a tool for acquiring new knowledge and new experiences. The objectives of the study are: 1) to study the English media models for monks and novices; 2) to examine the effectiveness of the English media models for monks and novices; and 3) to evaluate the satisfaction of using English media models for monks and novices.

This study utilized a mixed method: documentary, quantitative, qualitative, and action research. The data obtained from 320 monks from 25 temples was analyzed.

The result of the research revealed the following: 1) the opinions of the monks and the novices on the process of developing the English media model for monks and novices showed a mean score of 4.29, which is at a high level. The development of the English media model for monks and novices includes (1) adding a great number of English North cultural tourist books or English tourist books written by Thai and foreign authors enough to the learners, (2) suggesting English cultural tourist website for the learners, (3) training the learners speaking English in daily life, (4) training the learners to practice speaking with the foreigners, (5) using multimedia and visual media in teaching and learning, (6) making e-book for teaching and learning English cultural tourist, (7) making English cultural tourist website for the learners (8) organizing English club in school, (9) organizing the activities of English speaking training.

2) On the effectiveness of the English media models for monks and novices based on training English media model for monks and novices, the result of comparison of pre-test and post-test using English media model for monks and novices showed that monks and novices

in the General Education Section of PhraPariyattidhamma Schools having the result of testing after participating training in the first time (evaluation after training) ( $\bar{x} = 16.44$  S.D. = 1.37) and the second time (evaluation after the first time one week) ( $\bar{x} = 18.34$  S.D. = 1.02) is higher than before participating the training ( $\bar{x} = 8.38$  S.D. = 1.38). Then, monks and novices in the General Education Section of PhraPariyattidhamma Schools having the testing before using the English instruction media and after using the English instruction media for monks and novices is different statistically significant at the 0.05 level.

3) The satisfaction level on the use of English media models for monks and novices is in the average at 4.44 which is at the high level.

**Keyword:** Development, English media for learning, English Communication

## Introduction

Teaching and Learning generally have three main important components: teachers, students, and the instructional media. Teachers generally use instructional media to facilitate learning. With the advent of technology, various types of instructional media become readily available. The instructional media are considered the teachers' third hands, helping and supporting teachers can more enjoyable and effective for teaching. Thus, the role of instructional media in lessons is to serve as an intermediary, a facilitator to provide information knowledge to students.

However, for these instructional media to be effective, they must be aligned with the lesson's objectives, content, and activities and also be used economically and efficiently. There are many types of instructional media that unique characteristics in different types. Therefore, those responsible persons such as administrators and teachers must be knowledgeable about selecting appropriate instructional media. Some types of media may be expensive, so they may find ways to create and adapt local resources into teaching aids.

Additionally, proper maintenance of various media is crucial. Administrators must also be knowledgeable about instructional media to provide guidance to teachers, support and facilitate to access to the instructional media. This includes understanding the necessary aspects for administrators and teachers regarding instructional media, such as its definition, types, benefits, usage, production, maintenance, and management, as well as the role of school administrators in relation to instructional media. It is a critical factor in helping educational institutions to achieve the curriculum's goals. The Media serves as a needed tool to convey knowledge, ideas, and values, and to enhance the students' morals, ethics, and experiences (Ampa Boonchuay, 1997: 98).

In the field of education, these media have various names for instructional media such as teaching aids, audio-visual aids, and educational media have been used. Currently, the term

"instructional media" is commonly preferred. All of these terms refer to the medium used in education, but they have different nuances namely "teaching aids" emphasizes the teacher's role, while "learning aids" focuses on the learner. Then, teaching and learning are interconnected processes, the term "instructional media" is considered appropriate (Anusak Samitsan, 1997: 179-180).

First of all, the term "teaching aids" referred to items used to support teaching. Later, it was recognized that the most of these aids required visual and auditory perception leading to use the term "audio-visual aids". As the understanding of teaching and learning processes evolved to be seen as communication processes with key components—teacher as the sender, curriculum content as the message, instructional methods and materials as the media, and students as the receivers—the term "instructional media" became more appropriate. (Duangduen Saengchai, 1990: 14).

For the reasons mentioned, the term "media" replaced "aids," leading to the term "teaching media" focusing on the teacher's role. At the present day, the education increasingly emphasizes the learner, the term "learning media" is emerged. However, the most educators still use "teaching media" and "learning media." To clarify, the term used should depend on the user. For instance, the items which teacher uses to support teaching, such as charts, pictures, and diagrams, are called "teaching media." (Weerayut Phongsiri, 2017: 34-43).

Education without a teacher might be occurred. Students might be observed, heard, or engaged in various activities on their own way using different types of media, which is called as learning media. Whenever teaching occurs, learning must be always there. If teaching media and learning media are aligned, the teaching and learning process will be efficient and success curriculum goals. For example, a teacher uses a chart to explain the parts of a bird, and simultaneously, distributes printed bird diagrams to students. They listen to the teacher's explanation and take notes on the bird diagram. This teaching process facilitates smooth, quick, and clear learning. The chart is called as teaching media, and the bird diagrams as learning media. Since the materials, the teacher uses are also used by students for learning. Then, it makes sense to call them instructional media. tools that assist in learning, used by both teachers and students, rationally called educational goals.

The instructional media refers to any tools teacher and learner use, help them to efficiently achieve the goal process. These include:

1. Simplifying complex concepts.
2. Creating motivation and interest.
3. Enhancing thinking and problem-solving skills to students.

4. Overcoming various limitations of time; periods, and size, such as:
  - a. Slowing down fast-moving objects for study.
  - b. Speeding up slow-moving processes to observe changes.
  - c. Studying past events.
  - d. Reducing large objects to a convenient size for study.
  - e. Enlarging small objects.
  - f. Making abstract concepts more concrete.
  - g. Studying distant phenomena (Anusak Samitsant, 1997: 179-180).

The Learning media plays a crucial role in improving quality of life, particularly in English language education. English is a global language which is essential for participating into the ASEAN community. Proficiency of native and international languages are main force to drive on cooperation among ASEAN member countries through three main cooperative projects: the ASEAN Political and Security Community, the ASEAN Economic Community (AEC), and the ASEAN Socio-Cultural Community. Media enables children to develop emotion, society, and intellectual. Encouraging children to love and enjoy reading and appreciate the value of books is a vital task for adults, as it is one of the best ways to ensure their future development. Media serves as an important tool for conveying events, experiences, emotions, thoughts, and a wealth of knowledge from authors or compilers to readers. Thus, media acts as a treasure trove of knowledge, a vast repository of wisdom and entertainment for humanity. Recognizing this, the research team is interested in studying the development of English instructional media for monks and novices. English learning encompasses four skills: listening, speaking, reading, and writing. Each skill is distinct and collectively covers all aspects of communication. Therefore, English communication is vital and key to acquiring knowledge, staying informed, fostering ideas and experiences, and providing enjoyment. To effectively learn English, students need to be knowledgeable and practice to gain proficiency. Many students begin learning English in secondary school but they struggle to communicate with native speakers. The lack of confidence can lead to discouragement and hinder career advancement or higher education opportunities (Surasak Silawanna, 2007: b).

The Importance of English Language skills for Monks and Novices in today's context is crucial for both monks and novices to learn English language skills. They are cultural and religious ambassadors, and if they can communicate well in English, it will significantly expand the reach of the teachings of the Buddha to a global audience. Additionally, they can accurately communicate and promote Thai culture, especially aspects related to Buddhism. Some individuals can speak English but lack of knowledge of Buddhism or Thai culture which is a disadvantage. Conversely, some monks and novices are knowledgeable in Buddhism or culture

but they cannot communicate as well in English which is lead to limit the global spread of Buddhism and Thai culture. Therefore, English proficiency is essential for monks and novices in these day. Learning media plays a vital role in English language education. Developing instructional media for monks and novices is important, as English learning involves four skills: listening, speaking, reading, and writing. Each skill is distinct and together they encompass all aspects of communication. English communication is crucial as it is a tool for gaining knowledge, staying informed, fostering ideas and experiences, and providing enjoyment. The researcher recognizes this and sees the need to study the development of English instructional media for monks and novices and then do this research by integrating English language teaching content and relevant theories to develop a new instructional model (Sujanna Panichkul, 2006: 2).

### **Research Objectives**

1. To study the English media model for monks and novices.
2. To examine the effectiveness of the English media model for monks and novices
3. To evaluate the satisfaction of the use of English media model for monks and novices

### **Scope of the Research Area**

**The area:** the area of the research is Phrapariyattidhamm Schools: samansueksa section for monks and novices, Chiang Mai province.

**The population:** The population is monks and novices studying in Phrapariyattidhamm Schools: general education section for monks and novices, Chiang Mai province. A sample of 320 individuals who have knowledge and ability to provide information, were selected.

**Research Methodology:** The research used mixed-method research: documentary, quantitative, qualitative, action research. This comprehensive research process aimed to develop a manual for English instructional media for monks and novices.

### **Research Results**

1. To study the English media model for monks and novices, an opinion survey was conducted among 250 monks and novices from 10 general education schools. The findings are as follows: Demographics accounts Novices: 216 (86.4%), Monks: 34 (13.6%) respectively. Age Distribution is 18-19 years: 57 (22.8%), 14-15 years: 56 (22.4%), 16-17 years: 53 (21.2%), 11-13 years: 50 (20.0%), 20+ years: 34 (13.6%). Education Level is High school: 148 (59.2%), Middle school: 102 (40.8%), English Proficiency: Not fluent: 163 (65.2%), Fluent: 87 (34.8%), respectively.

Opinions on the Development of English Media for monks and novices: the overall average rating was 4.29 out of 5, indicating a high level of agreement with the effectiveness of the media development process. Highest-rated aspects underscore trainers' skills in using English instructional media and clear communication ( $\bar{x} = 4.64$ ), Appropriateness of training materials and equipment ( $\bar{x} = 4.40$ ), and trainers' ability to align instructional media with content and adjust participants' English knowledge base ( $\bar{x} = 4.34$ ). The monks and novices generally agreed that the development and the use of English instructional media were 4.29 average highly effective, as reflected by the high average ratings.

The data was collected from the director of the Phrapariyattham schools: general education section and teacher members of the English teaching program, Faculty of Education, Mahachulalongkornrajavidyalaya University with a total of 10 persons are reviewed to know policies and guidelines to developing English teaching materials for monks and novices. Additionally, interviews and group discussions were conducted with English teachers and academics, including heads of foreign language departments and English teachers at the Phrapariyattham schools: general education section at a total of 10 individuals, to review the development guidelines for English teaching materials for monks and novices.

#### **Policy for Developing English Language Teaching Media for Novice Monks:**

1. Increase the number of English language books on cultural tourism or English language related to tourism to ensure an adequate supply for students, with a variety written by Thai and foreign teachers.
2. Find websites related to cultural and tourism-oriented English language conversations and recommend them to students.
3. Train students through English language conversations and speak English in daily life, using their own experiences as media to explain various stories within the temple.
4. Train students to use English with foreigners, which is a highly effective teaching method.
5. Use multimedia and visual media extensively in teaching.
6. Create e-books for teaching English and English for cultural tourism.
7. Create websites related to English language for cultural tourism.
8. Establish an English language club at the school.
9. Emphasize activities related to practicing English conversation.

### **The Process of Developing English media model for Cultural Tourism for monks and novices:**

1. Data Analysis for Media Design includes analyzing learner information, analyzing skill information, analyzing English language proficiency, analyzing learning media information, analyzing materials and production information, analyzing information for the production of learning media.

2. Media used in Instruction should include visuals and audio focused on local cultural tourism and suitable for high school-level students.

3. The media should be entertaining to ensure that learners do not get bored: media is related to temples, religion, various Buddhist rituals, and local cultural traditions.

4. Correct and Clear Language Sentences according to grammar must be considered.

### **To study the Development of English Instructional Media model for Monks and Novices in Cultural Tourism is:**

1. Sources of Materials available in Schools: materials such as various unused or surplus items.

2. Sources of Materials Organized by the School: teachers collaborate to produce the media.

3. Sources of Materials available within the monasteries or local areas.

4. Sources of Materials from Outside the Community or Other Localities: Diagrams, exercises, supplementary reading books, and websites related to English teaching, which are widely available on the Internet.

5. When the materials are collected, these should be organized for training sessions for teachers to develop proficiency and expertise in using instructional media.

### **Problems, Obstacles, and guidelines for Promoting the Development of English Media model for Monks and Novices in Cultural Tourism.**

#### **Problems and Obstacles:**

1. Personnel Issues: the lack of knowledge and understanding in media production, the lack of experience and expertise in using educational innovation media, the lack of continuous support for media use.

2. Material, equipment, and budget Issues: insufficient budget support for providing materials and equipment for media production or adapting media for various teaching purposes.

3. Environmental Issues: environmental factors that hinder or are unsuitable for using certain types of media, some innovative media are not suitable for activities in large classrooms.

4. Teaching and learning issues: learners' differences result in varied outcomes when using media; some are interested while others are not. Some media or innovations take too long to use, making them unsuitable for the allocated class time.

5. Measurement and evaluation issues: lack of measurement and evaluation of media use, making it difficult to determine the effectiveness of different media or innovations on learners.

**The guidelines for promoting the development of teaching and learning media model:**

1. The applied media or innovations clearly excel in helping teaching more than traditional teaching methods, such as using videos to present topics like animal growth, which are more beneficial than teaching solely from textbooks.

2. The selected media or innovations must align with the school environment and the students' living conditions. For example, using examples of train running to teach speed should not be used in schools where the trains do not pass, as it would be unsuitable.

3. Choose media or innovations supported by research or case studies that can be used in similar situations. When they are used in one school, they can be used in others, allowing students from both the initial and subsequent schools to understand closely related content.

4. The media and innovations should be relevant to the students' needs. For example, using news and books that students are interested in to explain various social situations.

5. Consider the budget of each school when selecting or producing media and innovations. It aims for cost-effectiveness and choose media that can be used repeatedly rather than single-use items.

6. Before using different media and innovations, users should study usage manuals or design appropriate methods to ensure efficient and damage-free use of the media.

7. Currently, the use of technology in media is increasing, such as using internet images instead of printing pictures or having students submit assignments via email instead of printing reports.

In summary, English teaching activities should be diverse by blending teaching activities more realistically. It helps to make teaching more enjoyable. Learning media is an essential factor and a tool for transferring knowledge, experiences, and stimulating students to develop their potential. Learning media is divided into print media, personal media, electronic

media, and learning media. There are a variety of teacher selection principles that are appropriate to the condition and needs of the students

**2. to examine the Effectiveness of English Media for Monks and Novices: Process for Developing Knowledge Sets, Measures, and Manuals are:**

1. Setting Objectives: define the objectives of developing the English instructional media manual for monks and novices, Study documents, texts, and research to identify key development areas for the manual focusing on enhancing English communication skills for cultural tourism.

2. Creating the Manual: develop the instructional media manual for monks and novices, present it to experts for approval.

3. Expert Review: present the draft manual to 10 experts to evaluate the consistency of concepts and English teaching skills for monks and novices. Revise the manual based on expert feedback.

4. Pilot Training: conduct a pilot training session using the manual with monks and novices representing 25 temples.

5. Manual Improvement: revise and improve the manual to address any incomplete or misunderstood content. Use the feedback to enhance the English instructional media manual for monks and novices.

6. Conduct training using the English language teaching media handbook for novice monks, represented by 25 monks from 25 temples for the second session.

7. Implement the effectiveness assessment form of the handbook for developing English language teaching media for novice monks in its actual form.

8. Announce the recruitment of 50 novice monks for training using the English language teaching media handbook. Subsequently, train and impart knowledge to 10 monks representing 10 schools, using the English language teaching media handbook.

9. Promote and develop activities for the process of developing the English language teaching media handbook for novice and monks in 10 areas, in collaboration with school principals. This includes developing measures and managing learning in English language teaching for monks and novices.

10. Strengthen the network for developing media management skills in English language learning for monks and novices, through collaboration with the school principal of the Phrapariyattidham school: general education section and Mahachulalongkornrajavidyalaya University.

11. Analyze the knowledge framework, processes, and outcomes of developing the knowledge sets and learning processes in English language management for monks and novices.

They participate into to be acquainted with manuals on English language teaching media for monks and novices from a sample group of 50 images from 10 schools. The overview comparison of pre-test and post-test of English language teaching media usage tests for monks and novices found higher test scores after training activity participation in 1st time assessment (post-training evaluation) ( $\bar{x} = 16.44$ , S.D. = 1.37) and 2nd time assessment (1 week after first assessment) ( $\bar{x} = 18.34$ , S.D. = 1.02) than before training participation ( $\bar{x} = 8.38$ , S.D. = 1.38). The differences in test scores before and after using English language teaching media for monks and novices are statistically significant at the 0.05 level.

**Summary:** Teaching aids are crucial for effective learning as they facilitate better understanding of complex subjects in a short time, encourage critical thinking accurately and swiftly, stimulate interest, making learning enjoyable and preventing boredom. They ensure consistent understanding among students, foster shared experiences in the subject being studied, increase student participation in teaching activities, and promote positive relationships among students and teachers.

### **3. To evaluate the satisfaction of the use of English media models for monks and novices:**

The opinions of monks and novices regarding their satisfaction with the use of English language teaching media from 250 people of 10 schools was found that the overall satisfaction among monks and novices with English language teaching media is high, with an average satisfaction score of 4.44 out of 5. Specifically, when we look into the topics, it was found that the content of the lessons aligns well with the local context ( $\bar{x} = 4.57$ ), the content's relevance to real-life application is also highly rated ( $\bar{x} = 4.54$ ), the language structure taught is considered practical for improving English communication skills ( $\bar{x} = 4.50$ ) respectively. The overall satisfaction is 4.44 average according to the criteria set at a high level.

**Conclusion,** the satisfaction arises when a person's needs are met or their goals are achieved to a certain extent. Such feelings will decrease and not arise if the need or purpose is not met. Teaching media makes students interested and want to learn more about various interested things such as reading, creativity, imagination, attitude, problem solving and artistic appreciation. It makes students have the same concept and also have a good attitude towards learning and teaching media stimulate students' satisfaction and provoke them to do their own activities.

## Research Recommendations:

### 1. Policy recommendations

1) Teachers should be encouraged to become producers of electronic teaching media in order to produce media that meets the needs and content of the curriculum.

2) Teachers should always follow up on techniques and methods for producing new electronic teaching media in order to be able to use them in a modern way.

### 2. Research recommendations

1) There should be an overall the study of suitability and the need for media use to teach electronics in all subjects and to push for the creation of a learning center with electronic media.

2) The scope of the sample should be expanded broader and more comprehensive.

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