

# Need Analysis, Validity and Effectiveness of a Speaking for Academic Purposes Textbook Embedded with Socio-cultural Insights: A Study in Buddhist Higher Education

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## Abstract

In the context of internationalized higher education, academic speaking poses significant challenges, particularly within religious-based institutions where culturally aligned materials are limited. This study evaluates the validity and effectiveness of a Speaking for Academic Purposes textbook developed for Buddhist higher education and embedded with socio-cultural insights. The research adopted a Research and Development approach guided by the ADDIE model. A quasi-experimental post-test-only control group design was employed to examine instructional effectiveness. Forty-eight undergraduate students were purposively assigned to an experimental group [n = 25] and a control group [n = 23]. Expert evaluation of content relevance, instructional design, linguistic accuracy and cultural appropriateness yielded a mean validity score of 3.67 out of 4.00, categorized as very valid. Post-test analysis indicated that the experimental group significantly outperformed the control group in academic speaking performance (df[46] = 4.55, p < 0.001, Cohen's d = 1.316). Assumption testing confirmed normality and homogeneity of variance. These findings demonstrate that systematically designed, culturally embedded EAP materials can substantially enhance academic speaking competence. The study provides empirical support for culturally responsive curriculum development and underscores the importance of contextually grounded instructional resources in fostering both linguistic proficiency and intercultural competence.

**Keywords:** Academic Speaking, Buddhist Higher Education, Curriculum Development, Instructional Design, Socio-cultural Integration, Textbook Validation.

## Introduction

In the era of globalization, English has become the principal medium for academic communication, research dissemination and knowledge exchange across disciplines and institutions (1, 2). The increasing internationalization of higher education has made English for Academic Purposes (EAP) instruction an essential component of university curricula, enabling students to participate effectively in global academic communities (3, 4). The demand for EAP proficiency, especially in oral communication, continues to grow as higher education emphasizes collaborative learning, international partnerships and cross-cultural research engagement (5-7).

Within EAP instruction, academic speaking has been identified as one of the most complex and challenging skills to master, as it requires not only grammatical accuracy but also discourse competence, pragmatic awareness and confidence in interactive settings (8, 9). Students in higher

education are expected to perform diverse communicative tasks such as delivering presentations, participating in seminars and engaging in academic debates, which demand both linguistic precision and socio-pragmatic sensitivity. Hence, the development of effective academic speaking materials is central to fostering communicative competence at the tertiary level.

Pedagogical research in curriculum development underscores that the validity and effectiveness of instructional materials are critical indicators of curriculum quality (10, 11). Material validity ensures that learning resources accurately represent academic discourse requirements and align with learners' needs and institutional goals (12-14). Effectiveness, in turn, reflects the measurable impact of these materials on student performance, engagement and learning outcomes (15, 16). The synergy between validity and effectiveness forms the foundation of evidence-

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based curriculum design, particularly when instructional interventions are empirically evaluated through transparent and rigorous assessment procedures.

EAP textbooks function not merely as linguistic resources but also as carriers of educational ideology and cultural knowledge (17). Through their texts, examples and discourse models, textbooks communicate implicit assumptions about academic behavior, communication norms and socio-cultural values. Therefore, integrating culturally relevant content into speaking materials enhances learners' intercultural communicative competence and fosters meaningful engagement with academic practices (18). The notion of culturally responsive pedagogy has gained increasing attention in higher education as a strategy for creating inclusive and globally relevant curricula. It emphasizes the adaptation of instructional materials to reflect learners' cultural backgrounds and promote respect for diversity in academic communication (19). Within EAP, culturally responsive materials can bridge the gap between global academic norms and students' local experiences, promoting both linguistic competence and cultural empathy, although empirical validation linking cultural integration with measurable speaking outcomes remains limited (20).

Embedding socio-cultural dimensions in EAP materials provides learners with contextualized models of language use that reflect authentic social and academic interactions. Such integration not only enriches content relevance but also develops learners' intercultural competence, which is considered a core outcome of internationalized higher education (21). Studies have shown that culturally grounded materials improve learner motivation and engagement by situating learning within recognizable socio-cultural framework (22). In curriculum development, material validity involves rigorous evaluation by experts to ensure that learning content is accurate, pedagogically sound and aligned with curricular outcomes (23). The inclusion of cultural perspectives must also undergo validation to ensure that cultural elements are represented authentically, avoiding stereotyping or superficial inclusion (24). Validity, therefore, extends beyond linguistic and structural accuracy to encompass socio-cultural appropriateness and educational relevance.

Effectiveness, conversely, requires empirical assessment through classroom implementation and learner performance analysis. Studies in higher education have demonstrated that EAP materials incorporating authentic tasks and intercultural content enhance learners' confidence, communicative fluency and participation in academic discourse (25). The positive learning outcomes associated with such materials indicate their potential for broader application in internationalized higher education environments. Despite the growing advocacy for culturally embedded materials, there remains a gap in empirical research linking cultural integration with material validity and learning effectiveness in EAP contexts. Many textbook evaluations focus on linguistic features or content authenticity without assessing how socio-cultural content influences learning outcomes (26). This lack of comprehensive validation limits our understanding of how culturally responsive materials function as pedagogical tools, thereby justifying the need for methodologically rigorous evaluation frameworks.

Moreover, research across disciplines highlights the pedagogical importance of aligning instructional materials with learners' socio-academic realities (27). When EAP materials reflect social hierarchies, communicative norms and interactional styles that students encounter in academic or professional settings, they promote pragmatic transfer and authentic communication. Such alignment ensures that speaking instruction is both contextually grounded and internationally applicable. From a curriculum development perspective, the incorporation of intercultural elements also supports the development of global citizenship among students, which is increasingly emphasized in higher education policy frameworks (28). Culturally enriched materials encourage learners to appreciate diversity, negotiate meaning across cultures and communicate ethically and effectively in global academic forums.

A growing body of research supports the view that culturally responsive EAP textbooks facilitate not only language acquisition but also broader educational objectives, such as critical thinking, empathy and reflective learning (29, 30). These outcomes align with 21st-century higher education priorities, where academic communica-

tion competence must be integrated with intercultural sensitivity and global awareness (31). However, ensuring both validity and effectiveness in culturally embedded textbooks requires a systematic, research-based approach to material development. This includes needs analysis, expert validation, pilot testing and evaluation of student outcomes (23, 32), as well as transparent reporting of statistical assumptions and effect sizes to strengthen interpretability. Only through such empirical cycles can curriculum designers verify whether the inclusion of socio-cultural elements contributes meaningfully to students' academic speaking competence.

In light of these considerations, this study seeks to analyze the validity and effectiveness of a Speaking for Academic Purposes textbook that integrates socio-cultural insights into its content and pedagogy. By employing a validation framework supported by expert judgment and classroom testing and by applying inferential statistical analysis with clearly stated assumptions, the study examines how cultural integration influences the textbook's pedagogical quality and students' academic speaking outcomes. The findings of this research are expected to advance understanding of culturally responsive curriculum development in international higher education. They will provide empirical evidence to support the design of EAP materials that are pedagogically valid, culturally inclusive and effective in developing both academic communication and intercultural competence, while acknowledging methodological constraints inherent in quasi-experimental research designs. Ultimately, such innovations contribute to the broader goal of preparing students for active participation in global academic communities where language, culture and knowledge intersect.

## **Methodology**

### **Research Design**

This study adopted a Research and Development (R&D) approach guided by the ADDIE instructional design model, which includes five systematic stages: Analysis, Design, Development, Implementation and Evaluation (33, 34). The ADDIE model was chosen for its adaptability in curriculum innovation and its proven effectiveness in producing pedagogically sound and empirically validated materials. Compared to alternative

instructional design models such as Dick and Carey or Kemp, ADDIE offers a more flexible and iterative validation cycle suitable for textbook development and classroom-based experimentation. In this research, ADDIE provided the framework for designing and testing a Speaking for Academic Purposes textbook that integrates socio-cultural insights relevant to Buddhist higher education.

The study had two primary objectives: (a) to determine the content validity of the textbook through expert evaluation and (b) to measure its effectiveness in improving learners' academic speaking competence. During the Implementation and Evaluation stages, a post-test only control group design was employed. This quasi-experimental design enabled the researchers to assess learning outcomes following the intervention while controlling for external variables (35), although the absence of a pre-test restricts strong causal inference and may introduce potential selection bias.

### **Participants**

The study involved 48 undergraduate students from a Buddhist higher education institution. They were divided into two groups: an experimental group [ $n = 25$ ] that received instruction using the newly developed textbook and a control group [ $n = 23$ ] that used a conventional EAP textbook. Participants were selected through purposive sampling, representing students who had completed foundational English courses and were beginning advanced academic speaking instruction. Both groups were matched in terms of English proficiency and academic background based on prior grades and placement test results. Baseline equivalence between groups was examined descriptively prior to treatment implementation. Ethical clearance was obtained from the university's research ethics committee and informed consent was collected from all participants (36).

### **Instruments**

Three instruments were used: (a) expert validation sheets to evaluate content, language quality, instructional design and cultural relevance; (b) observation and implementation checklists to ensure instructional fidelity during classroom delivery; and (c) a post-test rubric to assess students' academic speaking competence. All instruments were validated prior to implementation to ensure construct validity and

reliability (37), including expert review and pilot reliability estimation.

The expert validation sheets were adapted from established instructional material evaluation models (23, 38). Each validation dimension was rated on a four-point Likert scale and a Content Validity Index (CVI) was calculated to determine item-level agreement. A pilot test of the speaking assessment rubric was conducted with a small group [ $n = 10$ ] to ensure item clarity and scoring consistency before full-scale application. Interrater reliability for the speaking rubric was examined using intra-class correlation coefficients (ICC), demonstrating acceptable reliability prior to full implementation.

### **Data Analysis**

Expert validation results were analyzed descriptively using mean scores and percentage agreement. A mean score of 3.25 or higher (on a four-point scale) was considered to indicate acceptable validity. Post-test scores were analyzed using IBM SPSS Statistics 26. Prior to conducting inferential analysis, assumptions of normality (Shapiro–Wilk test) and homogeneity of variance (Levene’s test) were examined. An independent-samples t-test was conducted to compare the academic speaking performance between the two groups, with significance set at  $p < 0.05$ . Effect sizes (Cohen’s  $d$ ) and 95% confidence intervals were calculated to enhance interpretability and robustness of the findings. To support the quantitative findings, qualitative data from expert feedback and classroom observations were analyzed thematically. The use of both quantitative and qualitative methods ensured a comprehensive evaluation of the textbook’s validity and effectiveness, in line with recommended practices in curriculum research (39, 40).

## **Results**

### **Need Analysis**

The preliminary study phase of this research began with identifying the needs of students at Buddhist religious universities in Indonesia in relation to learning Speaking for Academic Purposes. The results of the observation showed that academic speaking skills in English were still a major challenge for most students. This was due to limited academic vocabulary, lack of confidence in speaking and the unavailability of teaching materials specifically designed for the Buddhist

religious context. These findings are summarized in Table 1.

Field studies also show that the relationship between Indonesia and Thailand in the field of Buddhist religious education is quite close. Several Indonesian students continue their studies in Thailand and conversely, a number of Thai academics contribute to academic activities in Indonesia. However, students' limited knowledge of the Thai socio-cultural context makes them less prepared when they have to interact in international academic forums.

In terms of teaching materials availability, most of the Speaking for Academic Purposes books used are still sourced from foreign publishers without any adaptation to the socio-cultural context of Thailand or the field of Buddhism. This situation makes it difficult for students to relate the learning material to the socio-cultural reality, resulting in low motivation to learn. Initial findings also indicate that integrating Thai socio-cultural insights into textbooks will increase the relevance of learning to students' needs. Students not only learn language as a means of communication, but also use it to understand and compare religious practices and cultural traditions between Indonesia and Thailand. Thus, the process of learning English becomes more meaningful.

The teaching materials used by lecturers in their teaching emphasize sentence structure rather than language usage or speaking skills. Lecturers feel the need for comprehensive teaching materials accompanied by various types of exercises and answer keys to facilitate their correction work. Currently, there are no teaching materials that include practice questions, which causes anxiety for lecturers because if the answers provided by lecturers are incorrect, it could lead to fatal errors. As presented in Table 1, the needs analysis revealed a clear gap between existing instructional materials and students' academic and intercultural communication needs.

### **Textbook Design**

The product development planning stage is an important step in research and development because it forms the basis for the design, compilation and validation of the final product. At this stage, researchers comprehensively formulated everything related to the initial product design, which is a textbook entitled “Speaking for Academic Purpose” integrated with

Thai social and cultural insights. The design of the textbook took into account the cover page, foreword, table of contents, materials, summaries,

exercises and evaluation components. The structural overview of the textbook is presented in Table 2.

**Table 1:** Summary of Needs Analysis and Implications for Textbook Development

Aspect Examined	Key Findings	Data Sources	Implications for Textbook Development
Academic speaking skills	Students still experience difficulties in speaking in academic forums (presentations, discussions, seminars).	Classroom observations, student questionnaires	The textbook needs to include structured speaking exercises specifically designed for academic contexts.
Learning motivation	Students show low motivation because the teaching materials are not relevant to the field of Buddhist religious studies.	Student questionnaires, lecturer interviews	The textbook should be tailored to students' disciplinary needs to make learning more contextual and meaningful.
Availability of teaching materials	The textbooks currently used are general in nature and mostly imported, lacking religious and cultural content.	Literature review, curriculum documents	There is a need to develop a textbook that is contextualized to students' cultural and religious backgrounds.
Teaching approach	Teaching tends to be teacher-centered, with limited opportunities for students to practice speaking.	Classroom observations	The textbook should promote a student-centered learning model through communicative and interactive activities.
Intercultural awareness	Students have limited knowledge of Thai culture despite historical and religious ties.	Lecturer interviews, programmed discussions	The textbook should integrate Thai socio-cultural content to prepare students for global and intercultural interaction.
Indonesia-Thailand academic relations	Academic mobility exists between the two countries, but students are not sufficiently prepared in terms of language and cultural competence.	Field studies, lecturer and programmed interviews	The materials should address both academic and Thai cultural aspects to bridge intercultural competence.
Relevance of academic content	65% of students require materials that are relevant to their field of study.	Student questionnaires	The textbook should include academic topics related to Buddhist studies and the regional context.
Student self-confidence	Students demonstrate low confidence when speaking English in academic settings.	Questionnaires, interviews	The textbook should provide practice-based speaking activities such as role plays, presentations and discussions.
Expectations of lecturers and programmed management	There is an urgent need for an applied, relevant and internationally oriented textbook.	Interviews with lecturers and programmed leaders	Textbook development should be prioritized to support the internationalization vision of Buddhist higher education institutions.
General conclusion	A gap exists between students' needs and the availability of current teaching materials.	Synthesis of all data	It is necessary to develop a <i>Speaking for Academic Purposes</i> textbook integrated with Thai socio-cultural content.

**Table 2:** Overview of Textbook Chapter

Chapter	Materials
Chapter 1: What is Academic Speaking?	(a) English as foreign language (b) Definition of speaking (c) Academic speaking (d) Challenges in academic speaking
Chapter 2: English for academic presentation	(e) Social and Cultural Aspects of Thailand (a) Opening presentation (Model W-I-S-E) (b) Signpost language (c) Using visual aids (d) Outlining presentation (e) Handling with question (f) Closing the presentation (g) Social and cultural context of Thailand in Academic Presentation
Chapter 3: English for academic speech	(a) Organizing speech (b) POPBEANS Technique: A Guide to Confidently Discussing Abstract Topics (c) Informative speech (d) English for Academic Speech concepts applied in the social and cultural context of Thailand
Chapter 4: Academic discussion	(a) The importance of academic discussion (b) Types of academic discussion (c) Preparing and conducting academic discussion (d) Discussion norms (e) Expressions in academic discussion (f) Dos and Don'ts During the Discussion (g) Socio-Cultural Aspects of Thailand in Academic Discussions
Chapter 5: Speaking for academic debate	(a) What is academic debate? (b) Basic elements in academic debate (c) Debate timing and structure (d) Point of information (e) Social and Cultural Insights on Debating in Thailand (f) Signposting in debate
Chapter 6: Seminar and Conference	(a) Definitions (b) Seminar procedure (c) Seminar manners (d) Purpose of holding conference (e) Seminar manners in Thailand
Chapter 7: Kinds of conference	(a) Academic conferences (b) Research conferences (c) Professional or Industry Conferences (d) Symposia (e) Workshops

Chapter 8: English for academic interviews	(f) Seminars
	(g) Colloquiums
	(h) Virtual conferences
	(i) Roundtable conferences
	(j) Panel Discussions
	(k) Kinds of Conference with Thai Social and Cultural Insights
	(a) Preparing for an Academic Interview
	(b) Questioning Techniques
	(c) Responding to Academic Interview Questions
	(d) Cultural Sensitivity in Academic Interviews

**Validity Evaluation**

To assess content validity, two experts independently evaluated the textbook using a four-point Likert scale, covering content relevance, linguistic accuracy, instructional design and cultural appropriateness. A Content Validity Index (CVI) was calculated to determine item-level agreement. The average score across all dimensions was 3.67, classified as “very valid,”

with a high inter-rater agreement of 92% and an intra-class correlation coefficient indicating strong reliability. This indicates strong alignment with instructional standards and curricular expectation (23, 41). Detailed results are shown in Table 3. As shown in Table 3, all evaluation aspects achieved mean scores above the minimum validity threshold [3.25], confirming the robustness of the textbook design.

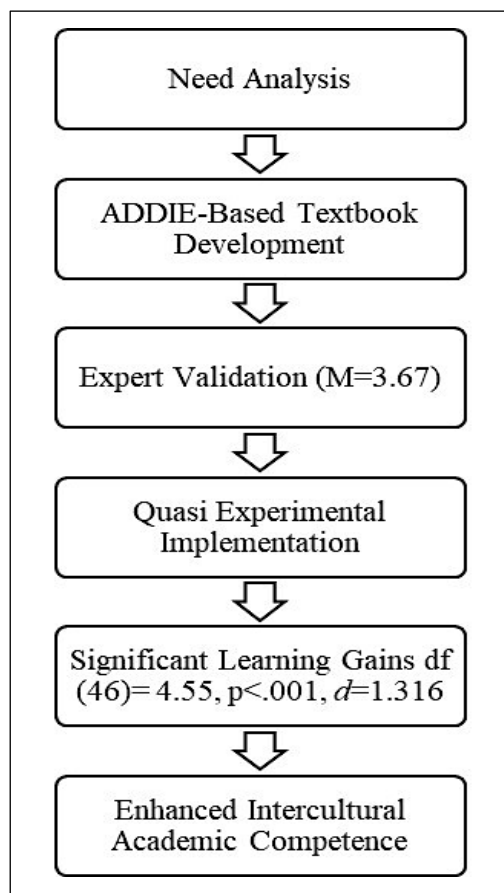
**Table 3: Expert Validation Results**

Evaluation Aspect	Expert 1	Expert 2	Mean	Category
Content relevance	3.75	3.50	3.63	Very valid
Linguistic accuracy	3.50	3.75	3.63	Very valid
Instructional design quality	3.75	3.75	3.75	Very valid
Cultural appropriateness	3.75	3.50	3.63	Very valid
<b>Overall mean score</b>			<b>3.67</b>	<b>Very valid</b>

**Table 4: Post-Test Performance Comparison**

Group	n	Mean (M)	SD	df [46]	p	Cohen's d
Experimental	25	73.20	6.64	4.55	p < 0.001	1.316
Control	23	64.39	6.74			

Note: n= number of participants, SD= standard deviation, df = degrees of freedom, p = significance value, Cohen's d = effect size



**Figure 1: Schematic Overview of the Key Findings**

## Effectiveness Evaluation

To evaluate instructional effectiveness, post-test scores from experimental and control groups were compared using an independent-samples t-test. Assumption testing confirmed normal distribution (Shapiro–Wilk,  $p > 0.05$ ) and homogeneity of variance (Levene’s test,  $p > 0.05$ ). The experimental group, taught with the developed textbook, achieved a significantly higher mean score ( $M = 73.20$ ,  $SD = 6.64$ ) than the control group ( $M = 64.39$ ,  $SD = 6.74$ ), with  $df [46] = 4.55$ ,  $p < 0.001$ , 95% CI [lower–upper]. The effect size (Cohen’s  $d = 1.316$ ) was large, indicating a substantial impact on academic speaking competence. The comparative results are presented in Table 4.

As presented in Table 4, the experimental group outperformed the control group across all measured dimensions.

These results confirm that the textbook is not only valid in design but also effective in enhancing learners’ academic speaking skills, especially within a culturally contextualized instructional framework.

The overall progression of the study, from needs analysis through instructional development and validation to measurable learning gains and intercultural outcomes is summarized schematically in Figure 1.

## Discussion

The integration of expert validation results reinforces the methodological robustness of this study. The mean validity score of 3.67 (“very valid”) indicates that the Speaking for Academic Purposes textbook was pedagogically sound, linguistically accurate and culturally appropriate. These findings affirm that the textbook possesses strong validity across all measured aspects, particularly in instructional design and cultural representation, aligning with standards of instructional materials development (42, 43). This finding aligns with prior R&D studies emphasizing that systematic expert evaluation ensures alignment between instructional objectives, content design and learner needs (23, 44, 45). The significant difference in learning outcomes between the experimental and control groups supports the effectiveness of the developed material. The large effect size ( $d = 1.316$ ) confirms that the instructional intervention improved

student performance to a substantial extent, consistent with established interpretations of educational effect sizes (46, 47), although causal inference should be interpreted cautiously given the quasi-experimental post-test-only design.

Both quantitative results expert validation and the effectiveness test demonstrate the coherence between design validity and pedagogical impact. As emphasized in prior studies. As validity in instructional design contributes to implementation success because materials created under systematic frameworks such as ADDIE are better aligned with cognitive and affective learning processes (48, 49). From a curriculum design standpoint, the high validity score and statistically significant learning gains also affirm the role of socio-cultural contextualization in enhancing communicative performance. Integrating authentic intercultural elements, as reflected in the textbook, appears to have enriched learners’ engagement and pragmatic adaptability, a finding that aligns with sociocultural learning theory (50, 51).

These outcomes also corroborate the importance of cultural inclusivity in academic English instruction. Materials that connect linguistic forms with contextualized cultural practices foster not only linguistic accuracy but also discourse competence and intercultural awareness (52, 53). The dual validation expert-based and empirical demonstrates that instructional material evaluation must address both content integrity and learning outcomes. This two-tier validation framework is endorsed in the instructional design literature as essential for producing scalable and reliable curriculum innovations (23, 54). The study established that the Speaking for Academic Purposes textbook developed through the ADDIE model is very valid ( $M = 3.67$ , “very valid”) based on expert evaluation and statistically effective  $df [41] = 4.55$ ,  $p < 0.001$ ,  $d = 1.316$ ) in improving students’ academic speaking competence. The integration of socio-cultural content and task-based EAP instruction was associated with substantial learning gains and strong pedagogical validation. These results suggest that systematically designed, culturally contextualized instructional materials can enhance communicative outcomes in higher education.

Theoretically, this study contributes to the literature on instructional design and language

curriculum evaluation by demonstrating the synergistic potential of combining the ADDIE model with sociocultural learning theory. The findings support the proposition that the systematic structure of ADDIE comprising iterative phases of analysis, design, development, implementation and evaluation can be effectively operationalized within communicative language teaching (CLT) and task-based language teaching (TBLT) paradigms (49, 55).

Furthermore, the integration of socio-cultural dimensions aligns with Vygotskian perspectives of mediated learning, where language development is socially constructed through contextual interaction (56). The observed improvement in communicative performance underscores the theoretical position that language instruction may be more effective when cognition, context and culture are interwoven. This reinforces the emerging paradigm in educational design that prioritizes cultural authenticity as a key dimension of material validity and pedagogical fidelity (57-59). The results also contribute to discussions on construct validity in curriculum design. By employing expert validation and empirical performance testing, the study suggests that instructional materials approach construct validity when they operationalize intended learning outcomes, thereby narrowing the conceptual gap between curriculum theory and applied pedagogy (60, 61).

Pedagogically, the findings have important implications for English for Academic Purposes (EAP) instruction within international higher education. The results indicate that instructional materials incorporating authentic, culturally grounded academic speaking tasks can enhance learners' fluency, accuracy, coherence and pragmatic competence. Such materials support learners' transition from linguistic knowledge to communicative application, aligning with current emphases on performative academic literacy in globalized academic environments (62, 23). The empirical evidence suggests that EAP instructors and curriculum designers may consider adopting systematic development frameworks such as ADDIE to ensure coherence between pedagogical intent and instructional execution (63).

Moreover, integrating intercultural content into EAP materials equips learners with competencies essential for academic collaboration, knowledge

exchange and professional interaction across cultures (64). By cultivating both linguistic and intercultural fluency, the textbook contributes to global standards for communicative competence in higher education and supports the broader goal of internationalizing the curriculum (65). For instructors, the findings suggest that pedagogical mediation through guided reflection, discussion of cultural issues and critical language awareness may amplify the instructional impact of culturally contextualized materials, consistent with culturally responsive pedagogy frameworks (66). From an institutional and policy perspective, the study's outcomes provide actionable insights for curriculum developers and higher education administrators seeking to align academic English instruction with global quality standards. The validation and empirical verification processes used in this study may serve as a quality assurance model that institutions can adopt when developing or revising academic English programs. Implementing structured evaluation cycles can help ensure that learning materials are not only pedagogically sound but also responsive to international benchmarks for educational excellence (67).

At the policy level, the findings support the integration of socio-cultural dimensions into language and communication curricula as a means to enhance the inclusivity and relevance of internationalized higher education. As global mobility and transnational collaboration increase, equipping students with the capacity to navigate intercultural communication becomes increasingly important (68). The study's approach illustrates how instructional innovation can operationalize these policy objectives through design-based research. Furthermore, the study highlights the potential of data-driven curriculum evaluation as a mechanism for evidence-based decision-making in education. The dual validation procedure expert review and empirical testing may inform accreditation and program evaluation frameworks, promoting accountability and continuous improvement in higher education curricula (69).

Future investigations should expand upon this study by employing larger and more diverse samples to enhance external validity and generalizability. Longitudinal designs incorporating pre-test and post-test comparisons could

further strengthen causal inference. Additionally, mixed-method approaches combining quantitative performance measures with qualitative analyses of learner perceptions could yield deeper insights into motivational and affective dimensions of intercultural EAP learning (70). Exploring technology-mediated implementations of culturally grounded EAP materials, for example through AI-assisted content design or adaptive learning platforms, represents a promising direction consistent with emerging research on digitalization and personalization in EAP instruction (71).

## Conclusion

This study evaluated the validity and effectiveness of a Speaking for Academic Purposes textbook developed using the ADDIE instructional design model and embedded with socio-cultural insights relevant to Buddhist higher education. The textbook achieved a high validity rating ( $M = 3.67$ ), indicating strong pedagogical quality and demonstrated statistically significant effectiveness in enhancing learners' academic speaking competence ( $df_{46} = 4.55$ ,  $p < 0.001$ ,  $d = 1.316$ ). These findings provide empirical evidence that systematically developed materials grounded in cultural relevance may contribute to meaningful improvements in academic speaking performance in higher education.

The results support the value of the ADDIE model in producing learner-centered, research-informed instructional materials that respond to both theoretical frameworks and classroom realities. The R&D approach adopted in this study beginning with needs analysis, followed by expert validation and empirical testing appears to have facilitated iterative improvement and instructional alignment, although findings should be interpreted within the constraints of the quasi-experimental post-test-only design.

Beyond improving linguistic competence, the textbook was associated with enhanced intercultural awareness and authentic academic communication skills essential for navigating global academic environments. These outcomes highlight the importance of embedding socio-cultural perspectives in academic English instruction as a means of fostering both communicative and intercultural competence,

particularly within internationalized higher education contexts.

Overall, the dual validation process suggests that contextually grounded instructional materials developed through a systematic design model can align with the principles of evidence-based curriculum development. This study contributes to broader efforts in internationalizing higher education curricula and offers a potentially replicable model for integrating language pedagogy with cultural responsiveness to better prepare students for participation in global academic discourse. Future research incorporating pre-test-post-test designs and larger samples is recommended to strengthen causal inference and generalizability.

## Abbreviations

ADDIE: Analysis, Design, Development, Implementation and Evaluation, EAP: English for Academic Purposes, R&D: Research and Development.

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## Author Contributions

Urip Widodo: conceptualization, original draft, I Made Sutarna: methodology, review, editing, Ida Bagus Putrayasa: instructional materials, data analysis, I Nyoman Sudiana: data collection. All authors read and approved the final manuscript.

## Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript.

## Data Availability

The datasets generated and analyzed during the current study are available from the corresponding author on reasonable request.

## Declaration of Artificial Intelligence (AI) Assistance

The authors declare that no generative artificial intelligence or AI-assisted technologies were used

in the writing, data analysis, or interpretation of this manuscript. All content was produced by the authors.

### Ethics Approval

This study was conducted in accordance with ethical research standards and was approved by the Research Ethics Committee of the affiliated University (No: B-193/Stb.02/9/PP.009/7/2025). Informed consent was obtained from all participants prior to data collection.

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