



THAI COMMUNITY-BASED STORYTELLING FOR ENGLISH LANGUAGE ACQUISITION: A MODEL OF INTEGRATING ENGLISH LANGUAGE TEACHING DESIGN WITH LOCAL WISDOM

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Abstract

The research goals were (1) to design and implement an English language teaching curriculum that integrates community-based storytelling in Dan Kwian village and (2) to improve the acquisition of the English language, specifically oral communication, storytelling abilities, and cultural expression, among young people by incorporating localized content into English learning.

This study employed a mixed-methods research design, combining both quantitative and qualitative approaches to learn more about the effectiveness of a community-based English language teaching curriculum. The design is grounded in participatory action research methodology (Kemmis & McTaggart, 2005), known for empowering communities and fostering collaborative curriculum development (Stringer, 2013). The research followed three phases: (1) Phase 1: Curriculum Co-Creation, (2) Phase 2: Implementation and Experimentation, and (3) Phase 3: Evaluation and Analysis. This phased approach is consistent with participatory curriculum design theories (Burns, 2015; Benson, 2013). The sampling method was non-probability and purposive, aligning with the community-based goals of the research (Creswell & Poth, 2017).

The study used a combination of instruments to gather rich and triangulated data: (1) questionnaires, (2) focus group discussions, and (3) curriculum evaluation rubrics. This multi-instrument approach strengthens data validity and reliability (Dörnyei, 2007; Cohen et al., 2018). Statistical software (e.g., SPSS) was used to compute differences in language performance and satisfaction, following standard practice in ELT research (Field, 2013; Mackey & Gass, 2015).

The main research findings showed that more than 89% of students improved in four key areas: (1) learning English, (2) getting young people involved and understanding their culture, (3) participating in creating the English curriculum with the community, and (4) how well the English teaching design worked based on local knowledge. These findings align with theories that highlight the importance of contextualized and community-based ELT practices (Holliday, 2005; Holliday, 2018).

Keywords: English Language Teaching, Local Wisdom, Thai Community-Based Storytelling

Introduction

Effective English communication skills have become a national priority for many non-native English-speaking nations in the era of globalization and the digital revolution. As an ASEAN member, Thailand has highlighted the value of English language instruction in boosting employability, educational mobility, and international engagement. The identities, experiences, and English language settings of English learners are not reflected in traditional ELT techniques, which frequently rely on English-standardized and decontextualized curricula in rural or culturally distinct regions (Kirkpatrick, 2010; Nunan, 2003).

This study was carried out in Ban Dan Kwian, a culturally rich village in Chokchai District, Nakhon Ratchasima Province, which is well-known for its long history of pottery-making, in response to these difficulties. This generation-old local knowledge encompasses not only artistic and technical abilities but also the Korat region's narrative traditions, values, and linguistic characteristics. Understanding the educational potential of these cultural resources, the goal of this study was to develop a curriculum for teaching English that incorporates engagement with the community, creative cultural activities, and local storytelling to encourage young people to learn the language and become more aware of it.

The 11th National Economic and Social Development Plan (2017–2021) of Thailand, which promotes lifelong learning and local involvement, is in line with this study. By focusing on training young English-speaking tour guides through cultural storytelling, this study also promotes community empowerment and sustainable tourism. The study developed and assessed an English teaching program that involves local content from Korat and English language lessons, helping students become better at using English in real-life, culturally relevant situations.

This research has three arguments. First, it addresses the need for English instruction that is culturally appropriate and in line with the sociocultural situations of English language learners

(Gay, 2010; Cummins, 2000). Second, by connecting contextual learning and relevant input with the development of second languages, it advances the idea of English language acquisition (Krashen, 1982; Vygotsky, 1978). Third, by promoting intergenerational learning of English and including local knowledge holders, it encourages community-based educational design. According to first observations, Ban Dan Kwian students lacked both contextual opportunities for English practice and motivation. However, they had extensive knowledge of regional crafts and narratives, which were frequently discussed casually in family and collaborative contexts. These informal skills help improve speaking English, understanding how to use it in different situations, and communicating with people from other cultures, which are important for being a global citizen and having skills needed in the 21st century.

This investigation, however, concentrated on developing English acquisition for the target group through the technique of participatory action research (PAR). English language teaching (ELT) has been using participatory action research (PAR) in increasing numbers to improve language acquisition through culturally sensitive and locally relevant methods. For example, Suwantarathip and Wichadee (2014) carried out a PAR project in rural Thai schools where students adapted local folktales into digital stories in English. In addition to enhancing narrative and speaking fluency, the collaborative method raised learner motivation and engagement. Nguyen and Do (2020) provided another example, using PAR to help Vietnamese students create multilingual oral narratives based on local customs. The result was the development of more multicultural awareness and communication skills. Learning becomes more relevant and transformative when PAR incorporates local material, which facilitates meaningful language use located within learners lived experiences (Burns, 2015). These examples show how PAR may promote proficiency in English and a strong sense of cultural rootedness by bridging language education with cultural storytelling.

Based on all the information mentioned, this study examines how educational design can fulfil two purposes: teaching English and preserving culture by coordinating instruction with the community's current assets. This approach enhances language acquisition and fosters a deeper connection to cultural identity, ensuring that learners engage with both the language and their heritage. By aligning educational practices with community resources, the study demonstrates the potential for a more holistic and impactful learning experience. The outcome encourages pride in local traditions, supports sustainable livelihoods, and models the identities of English language learners.

Research Objectives

1. To design and implement an English language teaching curriculum that integrates community-based storytelling in Dan Kwian village using participatory action research (PAR)
2. To improve the acquisition of the English language, specifically oral communication, storytelling abilities, and cultural expression among young people by incorporating localized content into English learning

Research Framework

The research framework for this study, centered on research methods, is constructed from prior investigations, which are detailed below:

1. Evolution of English Language Teaching (ELT) Design

Traditional grammar-translation techniques have been significantly replaced by learner-centered, communicative approaches that emphasize real-world English interaction in English Language Teaching (ELT). Effective ELT design, according to Richards (2001), takes into account the histories of learners as well as the authenticity of English usage in everyday situations. To increase English engagement and cultural pride, this shift focusses on developing English learning materials that integrate local culture and vocational skills, such as pottery-making, in multicultural situations like Ban Dan Kwian (Wongsothorn et al., 2002).

2. Theoretical Foundations in English Language Acquisition: Participatory Action Research (PAR)

Contemporary ELT methods are grounded in theories of second language acquisition (SLA). When learners are exposed to understandable input that is just slightly bit beyond their level, they improve their English, according to Krashen's Input Hypothesis (1982). The importance of facilitated social interaction is emphasized by Vygotsky's (1978) sociocultural theory, particularly through storytelling and community-based education. Tasks like storytelling based on local Thai customs demonstrate the value of actively utilizing English in real circumstances, as demonstrated by Swain's (1985) Output Hypothesis (Byram, 1997). ELT techniques that support cultural awareness and English fluency are shaped by these beliefs taken together.

In this context, a potent technique for relating these theories to the realities of the classroom is Participatory Action Research (PAR). To jointly identify issues, create educational activities, and put contextually appropriate solutions into practice, PAR enlists educators, students, and community members as co-researchers (Kemmis & McTaggart, 2005). Through the use of

meaningful activities like storytelling, dramatizations, and cultural documentation projects, PAR in ELT empowers students to take an active role in their own language development. Within authentic cultural frameworks, these activities provide opportunity for both input and production. Co-creating bilingual stories based on regional folktales, for instance, improves learners' intercultural comprehension while also promoting language proficiency. Thus, PAR encourages culturally responsive pedagogy in EFL classes while offering a dynamic, reflective cycle that is consistent with SLA theories.

3. Community-Based English Language Learning and Storytelling

Community-based ELT promotes student engagement and cultural relevance by emphasising local involvement in English language instruction (Smith, 2002). Specifically, storytelling acts as a link between cultural identification and the usage of the English language (Bruner, 1990). By adding English stories from Ban Dan Kwian's pottery legacy, real-life English contexts are created, enhancing pragmatic English learning elements like metaphor and manners (Lazar, 1993). Storytelling preserves cultural history while improving English comprehension and fluency, according to research by Bell (2011) and Krajka (2012).

4. Integrating Local Wisdom for English Language Education

Local wisdom, or traditional knowledge and practice, is essential for placing English language acquisition in context. Using English local folklore improves student motivation and English vocabulary retention, according to studies like those by Suksawas and Jantamunee (2017). According to Kramsch (1998) and Deardorff (2006), incorporating local knowledge challenges the monolingual native-speaker ideal and promotes intercultural competency. Translating regional dialects and traditions into English classes at Ban Dan Kwian helps students build their English proficiency while staying connected to their heritage.

Research Methodology

The research methodology for this study is presented below:

1. Research Design

The effectiveness of a community-based ELT curriculum was thoroughly examined by this study using a mixed-methods research design that used quantitative and qualitative techniques. The design is based on the approach of participatory action research (PAR) (Kemmis & McTaggart, 2005). The research followed three phases:

1.1 Phase 1: Curriculum Co-Creation – English language teachers, students, and local knowledge holders collaborated to create curricula centered around storytelling and pottery legacy. This collaboration enhances the instructional material and ensures that the modules are interesting for students and culturally appropriate. Local heritage is incorporated into language instruction to promote a stronger bond with the language and the history of the community. The process shows that PAR improved the relevancy of English classes, boosted student motivation, and strengthened engagement. Co-created materials promoted community pride and enhanced classroom interaction by reflecting local culture. The process also fostered deeper ties between language acquisition and cultural identity, as well as the sharing of knowledge between generations.

1.2 Phase 2: Implementation and Experimentation – Selected schools adopted the English curriculum after ongoing evaluation and modification. By taking into account evolving requirements of both students and teachers, this method ensures that the curriculum will always be successful and relevant. Schools can improve learning results by making the required modifications after routinely evaluating its effects. The outcomes demonstrated that PAR improved spoken communication, cultural knowledge, and student involvement. Instructors took charge and modified the material for regional settings. Through projects and narratives, kids boldly expressed themselves, and community, student, and teacher participation produced a feedback loop that enhanced teaching and learning results.

1.3 Phase 3: Evaluation and Analysis – Data were gathered to assess pedagogical efficacy, community involvement, and English learning outcomes. Assessing students' proficiency in English, their level of community engagement, and the general efficacy of the teaching strategies used were the goals of the data collection. This thorough assessment aids in pinpointing the educational program's success and improvement areas. Studies have demonstrated that community-based English assignments enhanced students' oral communication, vocabulary, and narrative fluency. Confidence and the use of language in everyday situations improved. In order to foster cross-generational connection and promote culturally relevant ELT techniques, PAR promoted group reflection, and community people appreciated the students' attempts to convey local heritage in English.

2. Research Setting and Participants

The study was conducted at Ban Dan Kwian, Chokchai District, Nakhon Ratchasima Province, which is known for its lengthy tradition of pottery production. Purposive and non-

probability sampling matched the research's community-based objectives. The following lists the target groups and sample sizes:

Table 1 The study's sample size and sampling techniques

Group	Sample Size	Sampling Method
Secondary school students (youths)	100	Purposive sampling
Educators and English teachers	25	Expert/institutional selection
Local government and community leaders	25	Key informant interviews
Pottery artisans and local storytellers	10	Snowball sampling
University students in Thai/English studies	40	Volunteer basis
Total	200	

The research's target groups, as indicated in Table 1, were university students studying Thai and English, community leaders and the local government, educators and English teachers, secondary school students (youth), pottery producers, and local storytellers. Key informant interviews, expert/institutional selection, volunteer-based sampling, snowball sampling, and deliberate sampling are just a few of the many techniques that are employed in the sampling process (Creswell & Poth, 2018; Patton, 2015; Noy, 2008; Etikan, Musa, & Alkassim, 2016).

3. Research Instruments

Using a mixed-methods research approach, the study collected extensive, triangulated data using three main instruments: questionnaires, focus groups, and curriculum evaluation rubrics (Dörnyei, 2007; Cohen et al., 2018). Focus groups with students and others of the community offered qualitative depth on involvement and identity, while questionnaires recorded quantitative insights on student satisfaction and language growth. The pedagogical quality and cultural relevance of the newly created English classes were evaluated using Curriculum Evaluation Rubrics. (Kemmis & McTaggart, 2005; Mackey & Gass, 2015) This triangulated method improved data validity and allowed for a thorough assessment of the English curriculum based on local storytelling.

4. English Curriculum Content Design

In order to improve learner engagement, communicative competence, and cultural relevance in English language education, the English curriculum content design incorporated localized materials like pottery narratives and community stories with the four strands identified by

Nation and Macalister (2010): meaning-focused input, meaning-focused output, language-focused learning, and fluency development. The elements listed below;

4.1 Meaning-Focused Input: According to Krashen (1982), real reading and hearing materials such as oral histories and community folktales should be incorporated into localized English curriculum in order to give rich, relevant input. Learner involvement and cultural relevance are fostered by such an approach. Encouraging students to share their tales and experiences can further increase engagement by fostering a reciprocal learning environment. In the classroom, this enhances the group's comprehension of various viewpoints and validates their backgrounds.

4.2 Meaning-Focused Output: Student-centered activities, such as English narrative presentations that encourage active language usage and develop communicative competence, should be given priority in curriculum design (Swain, 1985). Communicative competence includes both language proficiency and the ability to function well in social situations. By including these kinds of assignments in the curriculum, teachers may create a vibrant learning atmosphere that inspires students to work together, be creative, and think critically.

4.3 Language-Focused Learning: Focused vocabulary and grammar training in English-speaking cultural contexts improves accuracy and expands linguistic understanding (Ellis, 2003). This improved precision helps learners better understand the subtleties of the English language and promotes effective communication. Through exposing students to culturally appropriate examples, teachers may create a more meaningful and captivating learning environment.

4.4 Fluency Development: According to ELT theories that emphasize accuracy and fluency, learners' automaticity and fluency are enhanced by incorporating repeated practice into English storytelling and community-guiding activities (Nation, 2007). Fluency is necessary for good communication, and students improve their language skills and gain confidence in their use of the language through narrative and group activities. An environment where teachers and students may work together to support language development is created by this all-encompassing approach, which eventually results in a more engaging educational experience.

5. Data Collection

Data collection was conducted in **three waves** over a 12-month period (Oct 2022–Sep 2023):

5.1 Phase 1: To create baseline data, pre-assessments, stakeholder interviews, and learner needs analysis were conducted. According to Kemmis and McTaggart (2005), these influenced the development of the culturally sensitive English curriculum that satisfies the language

requirements of the Ban Dan Kwian community while adhering to the ideals of participatory action research.

5.2 Phase 2: Implementation of the Curriculum: Midpoint observations, feedback meetings, and improvement. Observation logs, feedback loops, formative evaluation, mid-cycle reflection, adaptation, instructional improvement, teamwork, storytelling exercises, performance tracking, oral English proficiency, vocabulary growth, cultural content, teacher input, student involvement, narrative practice, and community validation.

5.3 Phase 3: Assessment: Triangulation of data, final interviews, and post-tests. Vocabulary acquisition, oral proficiency, storytelling fluency, cultural expression, learner feedback, satisfaction surveys, focus groups, post-tests, final interviews, triangulated data, SPSS analysis, thematic coding, rubric scores, English competency, curricular influence, and pedagogical outcomes.

6. Data Analysis

Pre- and post-tests, questionnaires, and rubrics were utilized in this study to collect data for quantitative analysis, which was subsequently assessed using descriptive statistics. This study made use of means, percentages, frequencies, and standard deviations (Creswell & Creswell, 2018; Fraenkel, Wallen, & Hyun, 2012). Variations in language satisfaction and proficiency were calculated using statistical software, such as SPSS (Pallant, 2020).

This study used content analysis and thematic coding to examine field notes and interview transcripts for qualitative data analysis (Miles & Huberman, 1994). Community involvement, cultural relevance, instructional efficacy, and learner engagement and identity were all significant themes (Guest, MacQueen, & Namey, 2012). Understanding how the educational interventions impacted the learners' experiences and outcomes required an understanding of these topics. By examining the ways in which these components interact, the study aimed to offer guidance on effective teaching strategies that engage students' cultural backgrounds and encourage participation in their education (Gay, 2010; Ladson-Billings, 1995).

Research Results

The main findings are grouped into four thematic areas in this section: (1) the acquisition of the English language by learners; (2) youth engagement and cultural identity; (3) community involvement in the English curriculum through co-creation; and (4) the efficacy of the English

language teaching design based on local wisdom. Nonetheless, the following is how the research findings are presented:

1. Learners' English Language Acquisition

1.1 Improvements in English Oral Communication and Vocabulary

The findings of the pre-test and post-test comparisons revealed a statistically significant rise in the oral English competence of the learners. Post-test scores increased by an average of 28.5%, especially in areas pertaining to past tense usage, stating to events, and describing things (like pottery).

Table 2 Pre-Test and Post-Test Score Comparison

Skill Area	Pre-Test Mean	Post-Test Mean	Improvement (%)
Vocabulary (Local Terms)	42.1	71.3	29.2
Oral Fluency	48.4	76.5	28.1
Storytelling Ability	38.7	67.9	29.2
Listening Comprehension	52.9	79.4	26.5

Table 2 shows that students' English proficiency clearly improved after the intervention. A 29.2% increase in vocabulary pertaining to local terms was observed, which reflected pupils' improved proficiency with culturally embedded English phrases such as firing, glazing, and kiln. A 28.1% improvement in oral fluency and a 29.2% increase in narrative ability show that students are becoming more comfortable recounting stories from their neighborhood. An improvement of 26.5% in listening comprehension demonstrated a greater grasp of English in relevant circumstances. These results imply that the use of participation-based, locally relevant content greatly enhanced language learning, making English instruction more interesting, relevant, and linked to students' actual cultural contexts.

1.2 Fluency in English Storytelling

More than 90 percent of participants indicated they had more confident while sharing stories in English. Students played out stories in English about pottery-making, ancestors' narratives, and rural life in Korat. Teachers saw increased use of coherence strategies and English discourse markers (e.g., "first," "then," and "finally"). According to Byram (1997) and Lazar (1993),

these English narrative outputs demonstrated the pragmatic development of the language (e.g., turn-taking, employment of politeness strategies).

2. Youth Engagement and Cultural Identity

2.1 Increasing Motivation and Pride in Learning English.

Students were more motivated to learn English when it was connected to their own culture, according to focus group interviews. Learning became meaningful and personal when Dan Kwian's pottery and local legends were incorporated. This result verifies the identity-affirming education theory of Cummins (2000) and the claim made by Kramsch (1998) that the English language is associated with self-expression and symbolic power.

2.2 Readiness to Serve as Youth Tour Guides using the English language

According to post-program data, 98% of students stated they felt confident directing international tourists at the Living Museum of Ban Dan Kwian, indicating an improvement in their ability to communicate and their understanding of local customs. Students demonstrated useful language use in real-world situations by responding to questions from tourists, describing pottery exhibitions, and using structured English scripts (Richards, 2006; Burns, 2010). The tenets of task-based language instruction, which priorities meaningful engagement and practical application, are in line with this (Ellis, 2003). According to these results, learners' autonomy and linguistic proficiency can be improved in EFL contexts through localized, experiential English education (Nunan, 2004; Vygotsky, 1978).

3. Community Participation in English Curriculum Co-Design

3.1 Artisan and Elder Contributions

Culturally relevant pedagogy and community participation in education are fostered by integrating local storytellers and craftspeople into English lesson planning (Gay, 2010). They add genuine cultural narratives to English-language publications through their contributions, which include translated and recorded information. This is consistent with Vygotsky's (1978) sociocultural theory, which emphasizes social interaction and meaningful surroundings as means of learning. A sense of ownership and identity was reinforced when more than 90% of contributors felt pride in their expertise being kept and used to teach English (Ladson-Billings, 1995). In addition to preserving local culture, this kind of engagement improves students' motivation and intercultural understanding by providing contextually grounded language training (Cummins, 2000).

3.2 English Collaborative Curriculum Development

Teachers, students, and community members collaborated to create culturally appropriate lesson plans during three interactive workshops. Storyboards, picture essays, and bilingual glossaries reflecting local knowledge and learner experiences were created by participants through co-creation (Gay, 2010; Ladson-Billings, 1995). According to Banks et al. (2005), these artefacts encouraged inclusive teaching, cultural relevance, and learner engagement. All parties involved were empowered by the cooperative process, which promoted learning ownership and reaffirmed the importance of including community voices in English language training (Cummins, 2000; Nieto, 2010).

4. Effectiveness of the English Language Teaching Design

4.1 Learner Satisfaction on their English use

According to a 5-point Likert scale satisfaction survey, the curriculum received high approval ratings. The features that were most valued were: 1. English-language local stories (average score: 4.81) 2. Pottery-making video clips with English narration (mean: 4.76) and 3. English role-plays and classroom presentations (mean: 4.68)

4.2 Enhancing students' English learning outcomes

In accordance with the SECI framework, the project integrated knowledge management techniques (Nonaka & Takeuchi, 1995). Students used the English language explicitly after externalizing their implicit cultural knowledge. This technique improved the exchange and learning of English knowledge.

5. Long-Term Potential and Sustainability

Many students stated that they intended to work in tourism or teaching using their English language skills. In order to ensure the sustainability of the English method, teachers reported incorporating project components into next English class plans.

Discussion

Based on the research findings, this research found the discussion presented below:

1. Integrating Local Wisdom into English Language Teaching (ELT): A Culturally Responsive Model using Participatory Action Research (PAR)

The researcher used Participatory Action Research (PAR) to create and perform an English language teaching (ELT) curriculum that incorporated Dan Kwian cultural traditions and storytelling. The results confirm how important it is to include aspects of local culture, especially traditional storytelling and pottery-making, in the creation of ELT curricula. As argued by Gay (2010), the researcher contends that the notable enhancement of students' communicative confidence

and English language competency offers strong evidence for the pedagogical effectiveness of culturally responsive training. Students discovered that learning English was a transforming and meaningful experience when they were exposed to English-language content that represented their identities and cultural contexts.

The study's theoretical foundations were derived from PAR, a democratic and participatory technique that prioritizes empowerment, reflective practice, and group inquiry (McTaggart, 1997; Kemmis & McTaggart, 2005). Students, teachers, and community members actively participated in co-creating the curriculum, operationalizing the three pillars of PAR: reflection, participation, and transformation. By encouraging stakeholders to participate as co-constructors of knowledge and learning experiences rather than as passive recipients, the researcher strengthened the social relevance and contextualization of English instruction.

Based on Kramsch's (1998) view that language acquisition entails both linguistic and symbolic involvement, the researcher highlights how the students in this project actively performed cultural identities through language use in addition to gaining English grammatical competence. Students illustrated the connection between language and culture through storytelling exercises, identifying cultural items, and recounting community experiences. The researcher argues that by moving away from traditional teacher-centered instruction and towards a community-centered pedagogy, the curriculum is better suited to the sociocultural reality of the students.

Vygotsky's (1978) Sociocultural Theory and the research findings are also very similar, especially in regards to the importance of scaffolding through meaningful social interaction. Under the direction of elders and potters in the community, pupils participated in group English learning exercises that promoted sociocultural awareness and language proficiency. Cummins' (2000) identity texts paradigm is further integrated by the researcher, who shows how students' English outputs, including conversations, stories, and descriptions, functioned as cultural artefacts that supported learner agency and validated their identities.

The researcher's ultimate conclusion is that PAR served as both an educational philosophy and a research methodology. With the help of this method, learning English became a process that empowered people from diverse ethnic backgrounds. It promoted the preservation of regional customs while improving students' communication skills. According to the researcher, this kind of approach provides a contextually grounded and sustainable substitute for traditional ELT, promoting a change in English language instruction towards practices that are more inclusive of all cultures and integrated into the community.

2. Enhancing English Language Acquisition through English Situated Learning

To create an English language curriculum that included storytelling and pottery-making from Dan Kwian village, the researcher used Participatory Action Research (PAR). According to the results, incorporating local cultural components greatly improved students' communicative confidence and English ability, which is consistent with Gay's (2010) idea of culturally responsive education. As students, educators, and community members collaborated to create meaningful English learning experiences, PAR's guiding principles—reflection, engagement, and transformation—came to fruition. In line with Kramsch's (1998) theory of language and culture, the researcher found that pupils used English not only linguistically but also symbolically, expressing cultural identities through narrative and heritage descriptions. Under the guidance of Cummins' (2000) identity texts and Vygotsky's (1978) Sociocultural Theory, students created English narratives based on their identities, which increased their motivation and sense of agency. The researcher comes to the conclusion that PAR was a methodological and pedagogical instrument that showed how studying English, particularly in locally grounded EFL situations, may promote cultural empowerment, student change, and community participation.

3. Community Participation: From Knowledge Holders to English Co-Educators

The researcher emphasizes that including community input into the creation of the English curriculum is one of the study's main contributions. Working together with educators, learners, elders, and craftspeople is consistent with Participatory Action Research (Kemmis & McTaggart, 2005), which emphasizes co-constructed knowledge and democratic involvement. The researcher says that, in line with Nonaka and Takeuchi's (1995) knowledge production model, local knowledge was used as the basis for educational content rather than just being translated. In order to foster intergenerational learning and cultural sustainability, storytelling scripts, glossaries, and instructional materials mirrored implicit information like oral traditions and pottery techniques.

The researcher also points out that this validates Pfister's (2000) theory that English storytelling may be used to improve indigenous tourism and education. Pupils started to view English as more than just a foreign language; it was a means of expressing who they were. The study thus shows the importance of localized knowledge systems in enhancing English language training in ways that are transformative and culturally appropriate

4. ELT Design and Local Relevance: Challenging the Standardized Curriculum

The effectiveness of the standardized, foreign-centered curricula frequently employed in Thai public education has been called into doubt by the success of this localized ELT strategy.

According to Wongsothorn et al. (2002), who criticized the decontextualized nature of conventional Thai ELT materials, students in this study responded favorably to English classes that represented their community knowledge.

The project gave English learning a purpose and made it immediately useful by utilizing Korat storytelling, pottery-related English vocabulary, and real-life English guiding scenarios. This aligns with the English curriculum design paradigm of Nation and Macalister (2010), which holds that successful English language acquisition depends on input and output that are meaning-focused.

Task-based language instruction (TBLT), which emphasizes students using the English language to accomplish certain goals, is also in line with the creative English activity-based approach (Ellis, 2003). The English language learning process was made dynamic and contextualized through the use of authentic assignments such as guided tours, English video scripts, and English classroom performances.

Recommendations

Based on the research findings, the recommendations that follow are put up to improve English Language Teaching (ELT) using task-based and localized methods:

1. Integrate Local Content into English Language Teaching (ELT)

Integrating culturally relevant materials into English lesson plans is encouraged. Examples of these materials include local customs, pottery-related vocabulary, and community stories. This integration corresponds with the Dan Kwian example, where more than 89% of learners showed increased English acquisition using content that was culturally relevant. Co-designing curriculum with local elders and craftsmen fosters student motivation, cultural pride, and development of identities in addition to contextualizing language acquisition (Cummins, 2000; Gay, 2010). Authentic community knowledge in English instruction improves vocabulary retention and fosters intercultural competency (Suksawas & Jantamunee, 2017; Kramsch, 1998).

2. Use English Task-Based and English Narrative Approaches

The development of pragmatic English and communicative competence are supported by task-based learning that incorporates narrative, English drama, and role-plays based on learners' real-world experiences (Ellis, 2003; Swain, 1985). Through the use of structured English to lead tourists and present cultural heritage, the study showed that narrative-based assignments greatly improved oral fluency, vocabulary, and confidence. These approaches priorities meaningful English use while encouraging creativity and critical thinking, and they are backed by the Output Hypothesis

(Swain, 1985). Additionally, they encourage sustained participation and preparedness for practical English applications, particularly in community-based and tourism contexts.

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