

# Social Innovation: The Way for Promoting English Language Learning to Enhance Community-Based Tourism to Global

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## Abstract

This study examined the application of social innovation to promote English language acquisition within the context of community-based tourism development in Ban Wai Subdistrict, Lom Sak District, Phetchabun Province. The study aimed to provide English learning materials customized to local needs and tourism opportunities through stakeholder participation. The study employed a needs analysis framework and a six-step social innovation process, which encompasses inspiration, idea generation, prototyping, sustainability, scaling, and systemic change to identify significant communication challenges encountered by local tourism stakeholders, including restricted vocabulary and insufficient confidence in English proficiency. A prototype collection of English learning resources was created, encompassing subjects such as descriptions of tourist attractions, routing, local cuisine, traditions, local products, and accommodation. The research findings indicated that collaborative innovation not only improves English proficiency but also aids in sustainable tourism development. This model can provide a basis for establishing practical learning centers and integrating curricula to enhance local tourist capacity development. This method enables communities to pursue independent English learning and to enhance their competitiveness within the international tourism market.

**Keywords:** Social innovation, English language learning, Community-based tourism

## Introduction

Community-Based Tourism (CBT) is a tourism model that prioritizes environmental, social, and cultural sustainability. It emphasizes the utilization of the community's natural and cultural resources, managed by the community, to generate educational opportunities for both residents and visitors (UKEssays, 2018; Hall & Richards, 2000; Suansri, 2003).

Ban Wai Community, a cultural and historical landmark in Lom Sak District, Phetchabun Province, is another community currently being developed into a community-based tourism destination with support from government agencies. The tourism context of Ban Wai is distinguished by its unique community identity, emphasizing a tourism management approach that focuses on the traditional way of life and the wisdom of the Tai Lom people, from past to present. A notable aspect of the community is the creation of a traditional fabric called "Pha Sin Hua Daeng Teen Kan", which

provides income for the residents. Furthermore, the community showcases local cuisine to visitors, stemming from the initiative to motivate individuals to cultivate vegetables along their fences by the sufficiency economy philosophy. The village also has a rich history, featuring places such as the Mueang Rat Memorial, the Chedi of Pha Nang Singkhon Thewi, a thousand-year-old Champa tree, and ancient temples. Many intriguing local traditions are still practiced, and the community has established a self-sufficient tourist enterprise.

The preliminary community survey indicates that the neighborhood is well-prepared and possesses significant potential for development as a tourism destination. This community has a history of 400 years, maintaining its traditional lifestyle, folk civilization, culture, and societal structure. The homestay tourist concept is established, rendering it appropriate for development as a historical and cultural tourism

destination. However, limitations remain within the community regarding the use of English for communication. The community continues to articulate a necessity for enhancing English language proficiency for local tourism guidance, as effective communication in English with foreign tourists will augment the town's visibility among both Thai and international visitors. The implementation of new procedures in community-based tourism and the advancement of English language learning remain constrained in the Ban Wai community. The majority of community residents lack opportunities to utilize English in their daily lives, and there are no educational facilities where young local tour guides may effectively practice English communication.

Therefore, the research team proposes that this approach will yield knowledge that aids development processes and strengthens the community's capacity for future transition to community-based tourism. This can result in increased income for the local population via community-managed tourism, especially by enhancing the English language skills of tourism entrepreneurs through social innovation. The capacity to communicate in English with international tourists enables communities to effectively promote their tourist attractions through diverse channels, thereby facilitating sustainable development and generating additional value and income for residents of the area.

Social innovation serves as a mechanism to enhance English learning within the context of community tourism. Social innovation involves the development and implementation of novel and effective solutions aimed at addressing social or environmental challenges. Solutions originating from national policies, governmental, or non-governmental entities must address current social needs more effectively than previously achieved (Porumboiu, 2021). Chen et al. (2025) examined the influence of micro-enterprise cluster applications on online- to- offline service platforms. It recognizes shared value proposition and stakeholder participation as essential drivers of social innovation. The study emphasizes the significance of online- to-offline e-commerce in fostering microbusiness clustering and social innovation, since it strengthens ICT capabilities and expands service platforms. Four categories of social innovations are recognized: branding, consumer engagement, collaboration, and sustainable development.

Consequently, to conform to the National Strategy on Tourism (2018-2037) (Office of the National Economic and Social Development Council, 2018), the Phetchabun Provincial Development Plan focused on tourism enhancement and value creation, as well as the Sustainable Development Goals (SDGs) — notably SDG4: Quality Education and SDG8: Decent Work and Economic Growth. This study seeks to advance English language acquisition to enhance community-based tourism via social innovation, thereby augmenting the capabilities of local entrepreneurs and stakeholders and effectively fostering community tourism development.

## Literature review

### The concept of social innovation

Social innovation involves the approaches, principles, concepts, and frameworks sought by society, including educational institutions, community development, and healthcare, aimed at fostering a civilized society. It represents a novel paradigm of thought that promotes societal advancement and strengthens social capability (Caulier- Grice, 2010). Social innovation entails institutional modifications in organizational frameworks and fundamental systems to address emerging challenges and foster sustainable societies (Edgington, 2010), including the provision of loans to entities involved in social initiatives, distance education, and alterations in governmental structures and policies. In conclusion, social innovation signifies a creative process that results in the establishment of new organizations, agencies, or policies (Damanpour, 1991; Drazin et al., 1999; Gryskiewicz, 2000).

### Social innovation process

The process of social innovation, according to Murray et al. (2010), consists of six steps, as illustrated in Figure 1.

From Figure 1, the six steps of the social innovation process are shown, with details for each step as follows:

1. Internal prompts, inspirations, and diagnoses in this process emphasize the need to create social innovations, such as crises in reducing public spending or low efficiency, to motivate individuals or groups in society to want to change their environment.
2. Brainstorming (proposals and ideas) in this process is the step of gathering opinions to solve the

problem, focusing on proposing ideas that are different from the original ones, possibly using knowledge from various sources to assist.

3. Prototyping and pilots in this process involve creating prototypes from the second step and testing, refining, and retesting them repeatedly until they are finally accepted.

4. Sustaining is a very important process. After social innovations have been implemented and become routine, people in society need to find funding sources to support them so that they can continue and become sustainable.

5. Scaling and diffusion: Successful social innovation scaling requires assistance or support from public or private organizations to help disseminate the social innovation.

6. Creating systemic change, which is the ultimate goal of social innovation, involves various elements such as social movements, business models, laws and regulations, and infrastructure. Social innovation requires processes that can generate new forms of social action to change people's thinking or paradigms in society.

Based on the concept of social innovation, it is seen that it can enhance language proficiency in community-based tourism. Community assessments and evaluations aimed at enhancing English proficiency are conducted in response to communication barriers with international tourists and limited economic prospects. Comprehension develops people as well as communities. Educators, community leaders, and tourism operators investigate culturally focused English instruction, interactive workshops, and digital language learning. Feedback enhances short-term English courses for local tour guides or scenario-based training. Local government, non-governmental organizations, and educational institutions must advocate for these achievements. Other municipalities with comparable needs can implement effective public and private initiatives. Language proficiency enables residents to prioritize education, culture, and sustainable tourism, so as to reform systems. Renovation enhances the visitor experience and the town's social and economic framework.



**Figure 1** The social innovation process (Murray et al., 2010)

Source: <https://youngfoundation.org/>

### English for Tourism Purposes (ETP)

English for tourism entails acquiring and employing English for communication within the tourism industry, serving as a medium for interaction among individuals of diverse ethnicities, languages, and cultures. This encompasses travel, group tours, visits,

short trips, or excursions, wherein proficiency in English—encompassing robust listening, speaking, reading, and writing skills—affords an advantage over individuals lacking comprehension of English communication, irrespective of whether the tourism or sightseeing is domestic or international. Buhler (1990)

contends that English for tourism parallels other languages and may be examined through essential attributes such as functions, structures, and tenses. English for tourism is a structured language that conforms to particular grammatical norms. Dann (2001) contends that the lexicon utilized in English for tourism is specialized and conveys messages through a standardized system of symbols and codes. For instance, the vocabulary utilized at hotel check-in, detailing amenities, meal schedules, providing directions, requesting and delivering tourist information, and other conversational exchanges that may arise in any hospitality setting.

At present, English for tourism is critically vital and serves a pivotal role in the sector, particularly in the advancement of tourist entrepreneurs, whether through enhancing existing methods or developing training programs. Numerous previous studies have been conducted on the development of English for Tourism in various situations. For example, Phonngam (2002) stated that English used in the tourism industry has the same grammatical structure as general English, but the English used in the tourism industry has prefixes, vocabulary, and technical terms, as well as specific language techniques or styles. The evidence from the research by Thanyaporn et al. (2022), presented an English for tourism course using a community-based approach. The target group was primary school English teachers and school administrators. The study found that learners were highly satisfied with the course and had higher English proficiency for tourism after completing the course, compared to before. Moreover, Kruarattanapaiboon and Onthanee (2022) developed a training curriculum to enhance English communication skills using a multisensory approach for hotel staff. The study followed a 4-step Research and Development process: Step 1: Gathering necessary information for curriculum development through interviews with front desk staff at 42C The Chic Hotel, the manager of 42C The Chic Hotel, the manager of Grand Hill Resort and Spa, tourism and hotel faculty members, and experts in multisensory techniques. The research findings showed that all trainees experienced increased development scores, and their English communication skills after training were higher than before training.

According to the literature review above, it is indicated that English for tourism is crucial for the

growth of tourism entrepreneurs and improving training courses. The studies have shown that English used in the industry has specific language techniques and prefixes, resulting in higher proficiency. A community-based English for tourism course was developed for primary school English teachers and administrators, resulting in higher proficiency. A multisensory training curriculum was developed for hotel staff, enhancing English communication skills and resulting in increased development scores.

### **Research methodology**

The following describes how to promote learning English to boost community-based tourism through social innovation targeted at strengthening community tourist management skills:

#### **Research area**

This study examined the tourist sites in Ban Wai Sub-district, Lom Sak District, Phetchabun Province, as part of a development drive by the Ban Wai Sub-district Administrative Organization to map out historical and cultural tourism routes in the area.

#### **Participants**

To improve the English language proficiency of tourism stakeholders, the research team defined primary target groups for interviews and focus group discussions, focusing on investigating appropriate methods along with plans for creating materials. The key informants are categorized into three groups, each including six people, with a total of 18 participants, as follows:

#### **Research Instruments**

The study on enhancing and facilitating English language acquisition in community-based tourism through social innovation includes the following specifics.

The main data gathering tool employed in this study is a focus group discussion, grounded in the concept of needs analysis, which was integrated with the social innovation concept. It was organized on the following principal topics:

1. Which community tourist attraction included in the development plan was the most important and in need of promotion?

2. Which local food did you find most appealing and would like to present to tourists?

3. Which accommodations in the community had been certified as standard homestays?

4. What were the outstanding local products that should be showcased to tourists?

5. What English content or topics did you want to develop for tourism communication?

**Table 1** The focus group discussion aimed to identify methods for developing community-based English instructional materials for tourism.

The Main Key Informants	Number of People	Explanation
Community-Based Tourism Committees	6 people	Local leadership, including village leaders, subdistrict officials, and heads of community enterprises <b>Selection Criteria:</b> Experienced in planning, coordinating, making policy decisions to promote and managing community-based tourism.
Villagers	6 people	Owners of homestays, restaurants, souvenir shops, or local guides <b>Selection Criteria:</b> Provides practical knowledge of business and tourism service management, as well as at least 3-5 years of experience of tourism in the community.
Tourists	6 people	Students or young individuals engaged in tourism-related activities <b>Selection Criteria:</b> Engaged with community-based tourism in Ban Wai.
<b>Total</b>	<b>18 people</b>	

### Data collection

1. The researcher employed focus group discussions to identify and confirm what problems and needs related to English communication for tourism in the Ban Wai community. The objective was to ensure that the findings are accurate and suitable for informing the creation of English learning materials that correspond with the principle of social innovation. This approach emphasizes the development of ideas, inspiration, joint identification of problems, and the recommendation of solutions. The results were combined into a preliminary development framework to direct future suitable activities.

2. The research team was selected for the focus group discussion because of the members' comparable backgrounds and their roles in the development and management of community tourism from its start. This familiarity encouraged open exchange of views and perspectives on relevant issues. The debate enabled the group to collaboratively clarify essential themes concerning the tourist setting and the necessity for

enhancing English language skills for community-based tourism. The information obtained from these discussions was utilized to formulate English courses and provide educational materials tailored to the stakeholders' competence levels and interests. The group size was limited to approximately 6-12 key informants to promote effective discussions. The focus group discussion lasted no more than two hours. The participants were selected intentionally to facilitate stakeholder consensus on the draft development framework. This method provided learners with the opportunity to articulate their perspectives verbally. The researchers acted as impartial facilitators, guaranteeing that all perspectives were acknowledged. The conversations were carefully recorded and synthesized into academic language for incorporation into the final report, which defines the development criteria in alignment with academic norms. Here are some sample questions:

- Which community tourist attraction included in the development plan was the most important and in need of promotion?
- Which local food did you find most appealing and would like to present to tourists?
- Which accommodations in the community had been certified as standard homestays?

- What were the outstanding local products that should be showcased to tourists?

- What English content or topics did you want to develop for tourism communication?

3. The researcher described the procedures for creating English learning materials for community-based tourism as follows:

**Table 2** The process of creating English learning materials for community-based tourism utilizing the concept of social innovation.

<i>Step 1</i>	Examine the needs for English language utilization in tourism within the Ban Wai community, Lom Sak District, Phetchabun Province, according to framework proposed by Hutchinson and Waters (1987).
<i>Step 2</i>	Analyze the results from Step 1 and facilitate focus group shares to determine the suitable approach for creating English learning materials for community-based tourism, ensuring they successfully meet the needs of the target audience.
<i>Step 3</i>	Create English learning resources for community-based tourism and assess their quality with an assessment team of five experts.
<i>Step 4</i>	Implement the created English learning modules with a sample group and evaluate their effectiveness through focus group discussions.

**Remark:** From the study

### Data analysis

The researchers performed a content analysis of data collected from stakeholders, enabling participants to collaboratively assess the draft development guidelines. The objective is to encompass the main necessities for English usage in tourism within the Ban Wai community and to assess the English educational resources. The researchers did inductive analysis to evaluate the data and derive findings for the development framework. The analytical process comprises the subsequent elements:

#### 1. Data reduction

The researchers systematically refined the data along the process, encompassing field selection, coding, conceptual testing, grouping, and categorizing, to identify noteworthy patterns or themes from the raw field data. The researchers determined whether data sets should be coded, summarized, or omitted (e.g., owing to redundancy with prior data). This procedure persisted until a significant and substantiated conclusion was attained.

#### 2. Data display

This phase entails the organization, analysis, and selection of pertinent instances from the field data. These instances may encompass summaries from reports, observations, interview transcripts, focus group discussions, and brainstorming sessions. The chosen data substantiated and generated evidence for explicit and well-articulated judgments concerning the developmental pathway.

#### 3. Conclusion: Drawing and verification

At this stage, the data were examined to elucidate meanings, determine parallels and differences, investigate possibilities, and find developing trends. These would be associated with the preliminary findings and progressively enhanced with further data. This approach involved synthesizing incomplete conclusions to ultimately formulate a comprehensive conclusion about the development of English learning materials for community-based tourism and the feedback from stakeholders regarding these materials.

**Table 3** Steps for Developing Social Innovation according to the Framework of Murray et al. (2010)

Stages in the Development of Social Innovation	Methods of Implementation	Results
1. Inspiration and Internal Drive (Prompts, Inspirations, and Diagnoses)	Facilitate collaborative discussions with tourism stakeholders to identify difficulties and approaches for enhancing English proficiency in community-based tourism in Ban Wai, Lom Sak District, Phetchabun Province.	<ul style="list-style-type: none"> <li>- Issues recognized in English proficiency among tourism stakeholders: inability to construct sentences for dialogue, inadequate vocabulary.</li> <li>- Stakeholders are prepared and strong in promoting the community as a tourism destination capable of generating additional income.</li> <li>- Stakeholders are keen to enhance English proficiency for tourism communication, to promote local attractions and conduct community tours.</li> </ul>
2. Brainstorming (Proposals and Ideas)	Engage with key informants, such as local leaders, community tourism operators, educational institutions, and tour guide associations, to generate ideas and assess the requirements for enhancing English proficiency in community-based tourism in Ban Wai, Lom Sak District, Phetchabun Province.	<ul style="list-style-type: none"> <li>- Proficiency in English is crucial for community tourism.</li> <li>- There is an aspiration to augment tourism for overseas visitors.</li> <li>- There is a necessity for self-directed learning resources that emphasize English listening and speaking competencies.</li> </ul>
3. Prototyping and Pilots	Utilize the findings from the needs analysis to formulate a preliminary prototype of English learning materials aimed at enhancing the skills of local tourism operators and junior tour guides within the community. Emphasize self-directed learning and engage in group discussions to evaluate and refine the model.	The English learning resources encompass six topics: tourist destination introductions, routes, local cuisine, traditions and culture, community items, and accommodations. The prototype underwent testing with a sample group consisting of junior tour guides from Phokhun Phamueng Uppatham School. The sample group conveyed contentment with the subjects and material but requested further training time. They assumed that consistent practice would enhance their English proficiency.
4. Sustainability (Sustaining)	Present the prototype educational materials to the Ban Wai Subdistrict Administrative Organization in Lom Sak District, Phetchabun Province, to request financial assistance and budgetary support for educational administration.	<ul style="list-style-type: none"> <li>- Related organizations, including educational institutions and the Ban Wai Subdistrict Administrative Organization, ought to engage in enhancing the English proficiency of community operators and tour guides.</li> <li>- Establish community-based learning centers to immerse learners in an English-speaking setting and facilitate the natural use of the language.</li> </ul>
5. Scaling and Diffusion	Submit the prototype English learning materials for community tourism to pertinent agencies for evaluation in the tourism development strategy of Ban Wai Subdistrict, Lom Sak District, Phetchabun Province.	Guidelines for formulating a tourism development strategy for the Ban Wai Subdistrict Administrative Organization. Guidelines for incorporating English into the local tourist curriculum.
6. Systemic Change	Suggest methods to integrate the prototype learning materials into a	- Framework for an English curriculum focused on community tourism.

Stages in the Development of Social Innovation	Methods of Implementation	Results
	development plan for English innovation in tourism, such as formulating an English for Community Tourism curriculum or developing a mobile application to augment English learning for tourism, adhering to a self-directed learning framework.	- A mobile app designed to improve English proficiency for the tourism sector.

**Table 4** Topics and Contents for Creating English Learning Media for Community-Based Tourism

Topics	Contents
Topic 1: Describing Tourist Attractions	<ul style="list-style-type: none"> <li>- Khok Jareon Temple</li> <li>- Ban Wai Thai Lom Local Weaving Group</li> <li>- Muang Rad Memorial of Pho Khun Pha Muang</li> <li>- Phra Nang Singkhon Thewi Pagoda and Luang Phor Tak Dad at Pon Chai Temple</li> <li>- Phra Chao Ong Tue at Sriwichai Temple</li> <li>- Pho Khun Pha Muang Pagoda and the 1,000-year-old Plumeria Tree (“Ton Champa Khao”)</li> <li>- Tumkhammanee Temple</li> <li>- Si Chom Chuen Temple</li> <li>- Integrated Farming at Baan Lung Doi Homestay</li> </ul>
Topic 2: Giving Directions	Providing directions to tourist attractions, local restaurants, and accommodation in the community
Topic 3: Recommending Local Food	<ul style="list-style-type: none"> <li>- Spicy dip with local vegetables</li> <li>- Rattan palm curry</li> <li>- Vegetable curry with ant eggs</li> <li>- Grilled sticky rice (Khao Jee)</li> <li>- Miang Hua Thun (Herbal leaf wrap)</li> <li>- Khao Dak Nga (Sticky rice with sesame)</li> </ul>
Topic 4: Explaining Traditions and Cultures	<ul style="list-style-type: none"> <li>- Bun Bang Fai Festival (Rocket Festival)</li> <li>- Traditional local textile clothing</li> </ul>
Topic 5: Explaining Local Products	- Thai Lom traditional textiles
Topic 6: Recommending Accommodation	- Describing room prices and available facilities

## Results

The research aimed to create a framework for improving community-based tourism initiatives via the effective use of English. The researcher examined data regarding the context of English usage, obstacles, and needs through the framework of Need Analysis as proposed by Hutchinson and Waters (1987) and the notion of social innovation articulated by Murray et al. (2010). The research results can be represented as follows:

Table 3 indicates the procedures for cultivating social innovation as articulated by Murray et al. (2010). The conclusion indicates that tourism stakeholders are prepared to cooperatively enhance tourism in the Ban Wai community to attract foreign visitors. They are also ready to enhance their English proficiency for tourism-related objectives.

The research team's analysis and synthesis indicate that the six-stage social innovation method can effectively enhance community-based tourism.



It achieves this by promoting community-driven initiatives that identify issues and English language requirements, generate solutions, and propose tactics to improve English language proficiency for tourism. The method includes co-creating prototypes of learning media, which provide a basis for planning and producing sustainable community learning resources.

The concept entails transforming the village into a functional training and learning center in partnership with pertinent tourism agencies. It also proposes the creation of an English for Tourism curriculum or a self-directed English communication application. These inventions seek to effect transformative change in the community's future.

Based on the findings of the social innovation development, the research team recommended a framework for English learning media designed for community-based tourism. This paradigm prioritizes self-directed learning and entails the translation of Thai-language content into English. This document outlines subjects and content for creating English learning resources specifically designed for the tourism setting of the Ban Wai community, as seen in Table 4.

Table 4 illustrates that the content framework for creating English learning media for community-based tourism was established via the social innovation method. This establishes a basis for the development of educational innovations that will improve the tourism potential of the Ban Wai community in Lom Sak District, Phetchabun Province. This effort seeks to enhance community recognition and provide supplementary earnings along with residents' principal employment.

Upon completion of the phase for developing learning materials, the researcher conducted a pilot implementation study through the delivery of training sessions to a sample group of 20 junior tour guides in the community. The developed media resources were subsequently transferred to the school-based guide training instructors to ensure sustained implementation and continued pedagogical application.

## Discussion

According to the analysis of methods for improving community-based tourism through English, utilizing the social innovation framework by Caulier-Grice (2010), it was determined that tourism

stakeholders are prepared to collaboratively advance tourism in the Ban Wai community to access the international tourist market. There exists a willingness to enhance English communication skills for tourism objectives. The six-step social innovation process can effectively bolster community tourism by generating community momentum, collaborating to identify issues and English language requirements, brainstorming solutions, and suggesting methods to boost English proficiency for tourists.

The community and stakeholders collaboratively developed prototype English learning materials, resulting in a proposed development plan and the establishment of sustainable learning environments within the community. This entails proposing the establishment of the community as a training and learning center in partnership with local tourism agencies.

The study recommends the creation of an English for Tourism curriculum or a self-directed English communication tool specifically designed for tourism scenarios. These activities are anticipated to effectuate positive change within the community in the future, aligning with Amornkitpinyo et al. (2022), who asserted that social innovation is a novel strategy devised to address issues or enhance the quality of life in society. These developments may involve technology or may not. Advancing social innovation necessitates a conducive environment, shown by governmental measures that foster private sector participation, such as tax incentives. The progression of social innovation generally adheres to a six-step methodology and can be implemented across many sectors, including geriatric care, healthcare, public health, and economic development.

In considering the aforementioned findings, the research team developed a framework for creating English learning materials for community-based tourism through the application of a social innovation approach. This framework was developed utilizing content deemed significant by the community, emphasizing tourism routes specified in a Thai-language brochure issued by the Ban Wai Subdistrict Administrative Organization. The primary subjects encompassed detailing tourist sights, providing directions, suggesting local cuisine, explaining

traditions and cultures, defining local products, and recommending accommodations.

This framework provides a basis for the advancement of creative technologies aimed at improving tourism in the Ban Wai village, Lom Sak District, Phetchabun Province. The objective is to expand the community's reach to a broader audience and generate supplementary income opportunities beyond its primary sources of sustenance. The results of this research align with the study by Taweesak and Pothisai (2021), which examined English language requirements, the formulation and advancement of English communication innovations, and stakeholder satisfaction among tourism personnel in Ban Rai and Huai Khot Districts, Uthai Thani Province. The results demonstrated a significant demand for English communication in the tourism sector. The results correspond with Kaokham's (2018) development of a training program aimed at enhancing English communication skills for tourism, which was tailored to the context of Thonburi communities. The study revealed that participants markedly enhanced their English proficiency following instruction, with a significance level of 0.055. They reported significant pleasure with utilizing English in practical contexts, especially with everyday language application, enhanced confidence, and their capacity to disseminate knowledge to others. Furthermore, the findings align with the research conducted by Atipatt (2019), which investigated self-directed learning models for English communication in ecotourism within Tha Kha Subdistrict, Amphawa District, Samut Songkhram Province. The study revealed that communication issues continued to be a significant obstacle, as evidenced by interviews with both native English-speaking visitors and non-native English speakers, along with local tourism providers. This resulted from variables like the advanced age of service providers, memory constraints, and insufficient regularity in English practice, concluding in reduced confidence. Consequently, there was a distinct necessity for self-directed learning resources in the kind of compact booklets featuring pertinent English vocabulary accompanied by illustrations, as well as blank spaces for learners to document and reference new words. These technologies were intended for introduction via training and

subsequent independent use, catering to the demands and constraints of community members.

## Conclusion

The research on improving community-based tourist initiatives using English, grounded in the Social Innovation Theory by Caulier-Grice (2010), shows that the six-step innovation development process can effectively facilitate the enhancement of tourism within the community. This process includes mobilizing community involvement to assess issues and ascertain English language requirements, generate solutions, and recommend strategies for enhancing English communication skills in tourism. The community collaboratively built prototype English learning materials, resulting in a proposed framework for a development plan and the establishment of sustainable local learning resources. This entails the proposal to convert the town into a teaching and learning center, with active involvement from local tourism authorities. The strategy encompasses the creation of an English for Tourism curriculum or a self-directed English learning application for tourism communication, which could facilitate significant change and development within the community over time.

The research team employed this methodology to develop a framework for English learning resources designed for community-based tourism, based on the social innovation process. The content was derived from community priorities, specifically the tourism routes highlighted in a Thai-language brochure created by the Ban Wai Subdistrict Administrative Organization. The primary content sections encompass detailing tourist destinations, providing directions, suggesting local cuisine, elucidating traditions and cultures, describing local products, and proposing accommodations.

This study presents three primary academic and practical contributions. Initially, it presents a conceptual framework for learning English adapted to creative tourism, which integrates English for Specific Purposes (ESP) instruction with community-based creative tourism, proving it is successfully transferable across different local settings. This paper proposes guidelines for creating a mobile language learning model, highlighting learning activities grounded in real-life data. The research provides guidelines for the development of culture-to-language learning materials,

emphasizing the sequence of cultural capital linguistic tasks and success indicators to guarantee that the learning content is culturally precise and suitable for effective communication in real-world contexts.

Local tourism authorities in Phetchabun Province are urged to implement these findings to bolster and assist local entrepreneurs, yielding tangible results. The research should be expanded to include novel English learning resources, such as instructional kits or self-directed learning applications. Moreover, subsequent research should investigate English for Tourism in many contexts or create a specialized curriculum, such as gastrotourism, cultural tourism, or national tourism.

Furthermore, this provides a basis for the advancement of new instruments to enhance community-based tourism in Ban Wai, Lom Sak District, Phetchabun Province. The major objective is to enhance recognition of the community as a tourist attraction and to generate supplementary income beyond the residents' principal means of livelihood.

### Limitations of the study

1. The study was conducted in a single community in Lom Sak district and used purposive sampling, which limits the generalizability of the research findings to other contexts.

2. The research aims to synthesize policy approaches and pilot test learning materials in the short term to test social innovation concepts, which means long-term outcomes cannot yet be evaluated, or causal relationships cannot be clearly explained.

### Suggestions for further research

1. Experimental or quasi-experimental research should be conducted in a variety of tourism settings with comparison groups and longer follow-up periods to increase the reliability and generalizability of the research findings.

2. A variety of online teaching and learning methods should be integrated, such as MOOCs, microlearning, or mobile applications, along with evaluation based on actual usage data (learning analytics) and learning outcomes.

3. Continuous follow-up is needed to assess the sustainability of learning and to study the feasibility

factors for scaling up and policy acceptance at the local level and within relevant agencies.

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### Declaration of generative AI in scientific writing

During the preparation of this manuscript, the author employed ChatGPT and QuillBot as language support tools to enhance the clarity and phrasing of the text. Following the use of these tools, the author independently reviewed, revised, and refined all content as required and assumes full responsibility for the accuracy, integrity, and overall quality of the final manuscript.

### CRediT author statement

**Meunchong, W. :** Writing – original draft, Conceptualization, Methodology, Validation, Investigation, Data Curation, Writing – Review & Editing. **Phromkham, T. :** Validation, Investigation, Visualization, Supervision, Project administration, Funding acquisition. **Yuttasinsewee, N. :** Validation, Investigation, Formal analysis.

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