

Promoting English Language among Hill Tribe Drivers through Interactive Flip Books: Applying Translanguaging Strategies for Effective Communication

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Abstract

This study investigated 1) the effectiveness of interactive flip books applying translanguaging strategies, and 2) the English-speaking ability of Karen drivers before and after an eight-week training program. A mixed-methods design was employed, integrating quantitative and qualitative approaches to examine both linguistic improvement and learner experiences. The participants were 25 purposively selected Karen drivers in Hod District, Chiang Mai. Instruments included 1) pre- and post- oral speaking tests, 2) a satisfaction questionnaire ($\alpha=0.94$), and 3) semi-structured interviews and field observations. Quantitative data were analyzed using descriptive statistics and paired-samples *t*-tests, while qualitative data were examined through a content analysis. Results revealed that the interactive flip books significantly enhanced English-speaking skills across pronunciation, vocabulary, grammar, and fluency ($p<0.001$), with very large effect sizes ($d=1.89-2.20$). Qualitative findings indicated routine use of the flip books on the job increased the drivers' confidence when interacting with tourists, and strengthened cultural pride through multilingual practices. The findings suggest that embedding translanguaging strategies in interactive flip books not only improves speaking proficiency but also cultivates motivation and identity affirmation. Integrating English, Thai, and Karen created an inclusive learning environment that reduced linguistic barriers and enabled authentic, confident communication with tourists.

Keywords: Translanguaging, English-Speaking Skills, Technology-Assisted Language Learning (TALL), Quality Education, Decent Work and Economic Growth

Introduction

Effective English communication is vital in tourism, helping front-line staff respond accurately, build rapport, and ensure safety. Drivers, often the first contact for travelers, shape crucial first impressions (Kakham, 2018). Strong English proficiency enables staff to engage fluently and deliver accurate, positive interactions that enhance tourist satisfaction. These interactions often translate into favorable word-of-mouth and repeat business (Čuić Tanković, Kapeš, & Benazić, 2023). Moreover, effective communication enables staff to better

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understand tourists' needs, respond promptly to requests, and minimize misunderstandings, thereby improving service quality and reducing dissatisfaction.

English proficiency also ensures safety and confidence in unexpected situations; multilingual staff can respond effectively and reassure travelers (Rubinstein, 2018). At the organizational level, English skills expand business opportunities and support economic growth. Communities that rely heavily on tourism, in particular, benefit from staff who can interact effectively with international visitors, as this capability directly generates income and stimulates economic activity (Čuić Tanković, Kapeš, & Benazić, 2023).

When considering the key actors in tourism, roles such as tour guides, hotel receptionists, and airline staff often receive the most attention. However, drivers-who are frequently the first point of contact for foreign visitors-are sometimes overlooked, despite their pivotal role in creating tourists' first impressions. Miscommunication between drivers and tourists can diminish service quality, hinder first impressions, and negatively affect perceptions of other services or even the hotel's reputation (Kakham, 2018). In many cases, resorts located in rural or suburban areas hire local community members as drivers to distribute income within the community. The present study focuses on a resort in Hod district, Chiang Mai province, which employs Karen (Pga K'nyau) drivers, leveraging their local knowledge and familiarity with travel routes connecting the resort, airport, and surrounding attractions.

A preliminary survey of the drivers revealed recurring communication challenges with international tourists. Specifically, drivers reported limited fluency, low confidence, and difficulties in providing essential information to foreign customers. These challenges not only reduce service quality but also result in missed opportunities to create positive first impressions. Addressing these issues requires innovative language training methods tailored to drivers' real-world working conditions-methods that account for their limited exposure to English, irregular schedules, and characteristics as adult learners. In recent years, various digital learning tools-such as mobile-assisted language learning (MALL), virtual classrooms, and gamified applications-have been introduced to support flexible, self-directed language learning (Burston & Giannakou, 2022). Interactive flip books offer accessible, visually engaging multimedia learning. By combining text, audio, and imagery, they simulate real communication scenarios suitable for vocational learners. As multimedia learning theory (The Cambridge handbook of multimedia learning, 2005) suggests, multimodal integration enhances retention and reduces cognitive load. Prior studies have shown that such resources effectively increase learners' engagement and support independent language practice (Dharmayanti, Putra, & Paramartha, & Artini, 2021; Mahriati, 2024).

However, while flip books provide technological support, effective communication in multilingual contexts requires more than exposure to vocabulary or dialogues. It demands an instructional framework that values and mobilizes learners' entire linguistic repertoires. This is where the concept of translanguaging becomes essential. Translanguaging, as defined by

Rubinstein (2018), refers to the dynamic process in which bilinguals use all their linguistic resources to make meaning and communicate effectively. Rather than separating languages, translanguaging pedagogy encourages learners to fluidly integrate their first, second, and additional languages to enhance comprehension, confidence, and identity.

This study integrates three strands-Technology-Assisted Language Learning (TALL), translanguaging pedagogy, and English communication in tourism-to address the linguistic and cultural challenges of Karen hill tribe drivers. Specifically, by embedding translanguaging principles into an interactive flip book format, this study aims to bridge the gap between digital innovation and culturally responsive pedagogy-offering a sustainable approach to English learning within community-based tourism settings.

Literature review

1. Technology-Assisted Language Learning (TALL) and Flip Book Applications

Interactive flip books have emerged as a promising tool to address challenges in vocational and community-based language education. The design of flip books in this study is grounded in Mayer's Cognitive Theory of Multimedia Learning, which posits that learning improves when visual and auditory channels are integrated to reduce cognitive load and strengthen memory retention. Creating Flip books is a part of the broader movement of Technology-Assisted Language Learning (TALL), which includes tools such as mobile-assisted language learning (MALL), virtual classrooms, and gamified applications (Burston & Giannakou, 2022). Compared with other technologies, flip books offer portability, low cost, and the flexibility to integrate multilingual content-making them particularly suitable for adult learners in remote or resource-limited contexts. The technology originated in early digital publishing and has since been adapted for educational use because of its ease of navigation and multimedia interactivity. In language learning, flip books function as a multimodal platform where learners can repeatedly listen, read, and practice oral responses, promoting both accuracy and fluency through visual scaffolding. This multimodal design enables learners to process language through both text and images, thereby improving comprehension and recall. Prior research has shown that technology-assisted resources such as flipbooks can effectively support learners in practicing tourism-related conversations (Chang, 2024). Similarly, combining illustrations with spoken language increases learners' confidence in real-life communication (Chaeratunnisa, Utari, & Lestari, 2025). Research by Tabasi, Tondowala, Tupamahu, Sigilipu, and Ayu Kartika Septiana (2024) also demonstrated that flipbooks enhance learning efficiency among students by fostering independent learning and engagement.

2. Communicative Competence

Speaking in a second language is a cognitively demanding skill that requires coordination between linguistic, psychological, and sociocultural components. Hymes (1972) introduced the concept of communicative competence, emphasizing the ability to use

language appropriately across contexts-not merely the mastery of grammar. Later frameworks of Skehan (1998) differentiated between accuracy and fluency, underscoring that effective instruction should balance both elements. Sweller's (2011) cognitive load theory also contributes to this understanding by suggesting that instructional designs must manage learners' mental effort to prevent overload and facilitate performance. These perspectives collectively support the design of multimedia tools, such as flip books, that present manageable language chunks and contextualized dialogues to promote meaningful oral production.

3. Translanguaging Pedagogy

Translanguaging pedagogy represents a shift from traditional bilingual education to a holistic, inclusive framework where learners use their entire linguistic repertoire as a cognitive and communicative resource (Otheguy, García, & Reid, 2019). Rather than compartmentalizing languages, this approach encourages smooth movement across linguistic boundaries, enabling learners to draw on their first, second, and additional languages for deeper comprehension and identity formation (Cenoz & Gorter, 2020).

From a pedagogical standpoint, translanguaging involves purposeful classroom design that integrates languages strategically to support metalinguistic awareness, critical thinking, and self-expression (Rubinstein, 2018). It is not merely the alternation of languages but a guided process facilitated by teachers through tasks that promote reflection, peer collaboration, and identity affirmation. Studies such as Zhang and Chan (2021) demonstrated that translanguaging enhances learners' flexibility, participation, and confidence, while Palmer, Martínez, Mateus, and Henderson (2014) emphasized its role in fostering cultural pride and multilingual identity.

However, most translanguaging research has been confined to formal educational settings. Few studies have explored its application in professional or community-based language learning-particularly in tourism contexts. By embedding translanguaging principles into a technology-assisted medium such as interactive flip books, this study extends the theory into an underexplored domain where multilingual communication directly impacts occupational effectiveness and intercultural understanding.

4. English Proficiency in Tourism

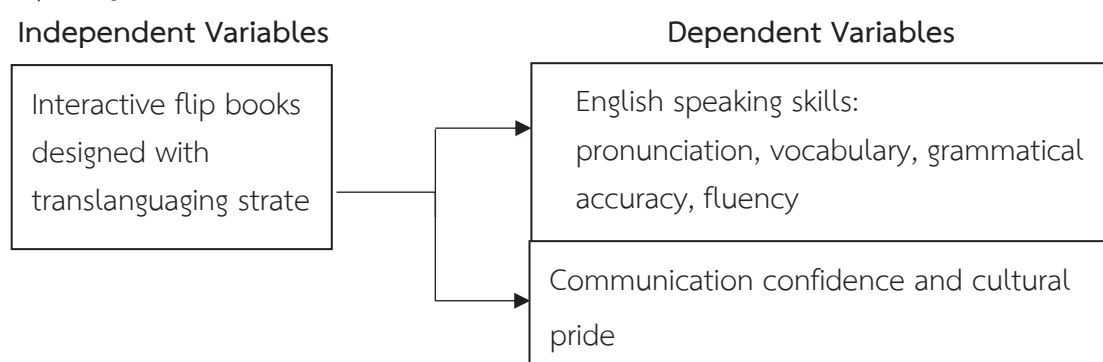
English serves as a lingua franca in the tourism and hospitality industries, facilitating communication between local service providers and international visitors. Therefore, effective English communication is critical in tourism and hospitality, with studies showing that staff proficiency improves service quality, enhances customer satisfaction, and ensures safety in critical situations (Čuić Tanković, Kapeš, & Benazić, 2023; Rubinstein, 2018). Research has shown that employees' English proficiency enhances service quality, customer satisfaction, and safety during travel (Rubinstein, 2018). However, most studies emphasize tour guides, hotel staff, and airline personnel, with little focus on local drivers who often act as the first contact point for

tourists. Drivers from ethnic minority communities, such as the Karen hill tribe, face particular challenges-including limited vocabulary, low confidence, and minimal exposure to formal English training. These linguistic barriers can hinder communication and affect tourists' overall experiences. Addressing these challenges requires instructional tools that reflect learners' linguistic realities and accommodate adult learning characteristics, including limited study time and preference for experiential learning.

Taken together, prior research across these domains demonstrates that technology-assisted tools such as flip books enhance accessibility and motivation, translanguage pedagogy provides a theoretical basis for integrating multilingual resources, and English communication in tourism defines the contextual need for such integration. Yet, few studies have combined these frameworks to develop community-based interventions for marginalized language learners. The present study addresses this gap by designing interactive flip books that merge digital technology with translanguage pedagogy to improve English-speaking proficiency, confidence, and cultural identity among Karen drivers. This integrated approach contributes theoretically by expanding translanguage beyond classrooms and practically by offering a replicable model for sustainable language learning in tourism sectors.

Figure 1

Conceptual framework



Annotation. From *Translanguage: Language, bilingualism and education* (Rubinstein, 2018). and *The Cambridge handbook of multimedia learning* (Mayer, 2005).

In this study, the independent variable is the use of interactive flip books designed with translanguage strategies, which integrate English, Thai, and Karen to create culturally and linguistically accessible learning materials. This instructional intervention is intended to enhance the English-speaking competence of Karen drivers. The first dependent variable is the English-speaking proficiency of Karen drivers, evaluated before and after the eight-week training program. Proficiency is assessed through multiple dimensions, including pronunciation, vocabulary, grammatical accuracy, and fluency. The second dependent variable is the drivers' communication confidence and sense of cultural pride, reflecting the broader affective and identity-related outcomes of the intervention.

Research methodology

1. Research Design

This study employed a mixed-methods design, integrating both quantitative and qualitative approaches to investigate the effectiveness of interactive flip books designed with translanguaging strategies. The quantitative component measured changes in participants' English-speaking proficiency before and after the eight-week training program through standardized oral tests and statistical analyses. The qualitative component explored participants' learning experiences, confidence, and perceptions through semi-structured interviews and field observations. This integration enabled triangulation of data, providing a comprehensive understanding of both linguistic outcomes and learner experiences.

2. Participants

The study involved 25 Karen (Pga K'nyau) drivers employed in tourism services in Hod District, Chiang Mai. Participants were purposively selected based on limited English proficiency, direct contact with international tourists, and voluntary participation.

3. Research instrument

The main instrument was the interactive translanguaging flip book, designed to enhance English-speaking proficiency through multimedia learning. The flip book was developed based on Cognitive Theory of Multimedia Learning and Communicative Language Teaching (CLT) principles (The Cambridge handbook of multimedia learning, 2005). It incorporated three languages-English (target language), Karen (mother tongue), and Thai (lingua franca)-to ensure cultural and linguistic accessibility. The content consisted of six thematic units that reflected real-life driving contexts: 1) greeting and self-introduction, 2) giving directions, 3) describing tourist destinations, 4) discussing local food and culture, 5) handling problems or emergencies, and (6) ensuring passenger safety. Each unit included illustrated dialogues, pronunciation guides, and short speaking tasks that required participants to practice producing phrases in English with the support of Thai and Karen translations. Audio recordings were embedded to provide model pronunciation and listening input, allowing self-paced practice both online and offline.

English-speaking proficiency was assessed through 10-minute pre- and post-tests simulating driver-tourist interactions. Four dimensions-pronunciation, vocabulary, grammar, and fluency-were rated on a five-point scale (1=poor, 5=excellent). Each test involved three short communicative tasks and was video-recorded and scored by two trained raters for reliability.

A satisfaction questionnaire was also distributed after the intervention to assess participants' perceptions of content relevance, confidence, and design quality. The instrument contained 20 items on a five-point Likert scale and demonstrated a Cronbach's alpha of 0.94, indicating high internal consistency.

Semi-structured interviews were conducted to elicit participants' reflections on their learning process and real-life application of the flip book content. Each interview lasted 20-30 minutes and was conducted in Thai or Karen to ensure comfort and authenticity. Finally, field observations were carried out while drivers interacted with international tourists to document translanguaging behaviors, spontaneous English usage, and confidence levels in authentic communicative situations.

The training program lasted for eight weeks, divided into two main phases. During Weeks 1-4, participants attended two structured training sessions per week, each lasting two hours (a total of 16 hours). These sessions were led by the researcher and focused on guided practice through role-plays, pronunciation drills, and collaborative speaking activities using the interactive flip books. The emphasis was on building familiarity with the dialogues and using translanguaging strategies to scaffold understanding. During Weeks 5-8, participants integrated the flip books into their actual driving works. They were encouraged to use the flip books before and after tourist interactions to review phrases and reinforce confidence. The researcher conducted on-site observations and follow-up sessions to provide feedback and collect qualitative data. All sessions followed adult-learning principles, ensuring a supportive environment without employment-related pressure.

4. Data Collection

The data collection took place over an eight-week period, from November 2024 to January 2025, and was carried out in two phases. In the first phase (Weeks 1-4), participants completed pre-test assessments and joined structured training sessions twice a week, each lasting two hours. These sessions were designed to create a supportive environment in which drivers could practice using the translanguaging-based flip books in simulated workplace scenarios, such as greeting passengers, giving directions, or explaining local attractions. This stage ensured that participants became familiar with the material in a safe and guided setting before applying it in real life.

The second phase (Weeks 5-8) focused on practical application. Drivers brought the flip books into their daily routines with international tourists, using them as a resource during actual passenger interactions. At the same time, the research team conducted post-test assessments and gathered qualitative data through semi-structured interviews and systematic observations. The interviews allowed drivers to share their experiences, challenges, and personal reflections, while the observations documented how translanguaging strategies unfolded naturally in authentic conversations. To guide the process, observers relied on a structured checklist adapted from Rubinstein's (2018) framework, which ensured consistency and comparability across cases.

Several measures were taken to enhance the trustworthiness of the data. All instruments were piloted and reviewed by three experts in applied linguistics to confirm clarity and relevance. Observations were carried out by two independent raters who cross-

checked their notes to secure inter-rater reliability, while interviews were audio-recorded and transcribed to maintain accuracy. By combining multiple sources-test scores, participant accounts, and field observations-the study employed triangulation to capture a more complete picture of how the intervention worked in practice.

5. Data analysis

Quantitative data from pre- and post-tests were analyzed using descriptive statistics (mean, standard deviation, percentage) and inferential statistics (paired-samples *t*-test) to compare participants' speaking proficiency before and after the intervention. Assumptions for the paired-samples *t*-test were examined by testing the normality of difference scores with the Shapiro-Wilk test ($p>0.05$). No extreme outliers were detected. Qualitative data from interviews and observations were analyzed using content analysis to identify recurring themes related to learner confidence, cultural pride, and translanguageing behaviors. The integration of both datasets occurred at the interpretation stage, where quantitative results were used to explain and enrich the qualitative findings.

6. Ethical Considerations

Ethical approval for this study was obtained from the Research Ethics Committee of Rajamangala University of Technology Lanna (Approval No. RUMTL-IRB 108/2024, dated November 15, 2024). Prior to participation, the researcher explained the study's objectives, procedures, and data collection methods in detail to ensure informed consent. All participants were assured that their responses would remain confidential, that participation was voluntary, and that their performance at work would not be affected by their involvement in the study. Written consent form was obtained before data collection, and participants were encouraged to answer survey and interview questions based on their genuine experiences.

Results

This section presents the findings of the study, organized according to the research objectives. Both quantitative and qualitative results are reported to ensure a comprehensive understanding of the effectiveness of interactive flip books integrating translanguageing strategies in enhancing the English-speaking skills of Karen hill tribe drivers.

Table 1

Satisfaction on Using Flip Books for English-Speaking Skills Development (n=25)

Items	Mean	S.D.	Level
Content and Application			
1. The content in the flipbooks meets the needs for actual usage	4.25	0.68	High
2. The conversations in the flipbooks are easy to understand and memorize	4.18	0.71	High
Total	4.22	0.70	High

Items	Mean	S.D.	Level
Confidence			
3. Increased confidence in greeting and introducing oneself to customers	4.35	0.62	High
4. Confidence in providing information about travel and locations	4.12	0.75	High
Total	4.24	0.69	High
Progress			
5. Improved ability to remember frequently used vocabulary and sentences	4.08	0.72	High
6. Ability to apply knowledge in real situations	3.95	0.80	High
Total	4.02	0.76	High
Design			
7. Illustrations help facilitate understanding of meanings	4.58	0.55	Highest
8. Content layout and typography are easy to read and clear	4.42	0.63	High
9. Audio components in the flip books help develop English speaking skills	4.30	0.68	High
10. The flip books are easily accessible and convenient to use	4.45	0.60	High
Total	4.44	0.62	High
Overall mean across all dimensions	4.27	0.67	High

Table 1 reveals that Karen drivers reported an overall high level of satisfaction with the use of flip books for developing English speaking skills ($\bar{x}=4.27$, S.D.=0.67). When examining individual dimensions, the highest satisfaction mean was observed in the design dimension at a high level ($\bar{x}=4.44$, S.D.=0.62), followed by the confidence dimension at a high level ($\bar{x}=4.24$, S.D.=0.69). The dimension with the lowest satisfaction mean was progress at a high level ($\bar{x}=4.02$, S.D.=0.76). When analyzing individual items, the highest satisfaction mean was observed for item 7, “Illustrations help facilitate understanding of meanings” at the highest level ($\bar{x}=4.58$, S.D.=0.55), while the lowest satisfaction mean was observed for item 6, “Ability to apply knowledge in real situations” at a high level ($\bar{x}=3.95$, S.D.=0.80).

Table 2

Paired Samples t-test Results for English Speaking Skills (n=25)

Skill Area	Pre-test Mean (S.D.)	Post-test Mean (S.D.)	Mean Difference	t (24)	p	d
Pronunciation	2.10 (0.55)	3.35 (0.50)	1.25	11.02	<0.001	2.20
Vocabulary	2.05 (0.60)	3.20 (0.58)	1.15	9.87	<0.001	1.97
Grammar	1.95 (0.50)	3.05 (0.55)	1.10	9.45	<0.001	1.89
Fluency	2.00 (0.52)	3.25 (0.48)	1.25	10.68	<0.001	2.14

Annotation. *p<0.001

The paired-samples *t*-test results showed statistically significant improvements across all four skill areas-pronunciation, vocabulary, grammar, and fluency-after the eight-week training program. Effect sizes ranged from 1.89 to 2.20, indicating very large practical impacts according to Cohen's benchmarks. These findings confirm that the interactive translanguage flip book was highly effective in improving English-speaking performance among adult Karen drivers. The very large effect sizes indicate substantial, practically meaningful gains unlikely to be due to short-term practice effects.

Discussion

The purposes of this study were to explore how interactive flip books that integrate translanguage strategies could enhance the English-speaking skills of Karen hill tribe drivers, and to compare their proficiency before and after an eight-week intervention. The results provided compelling evidence that such tools can foster both linguistic development and cultural empowerment, while also pointing to important theoretical insights and practical implications for language education and tourism. The qualitative findings revealed that many drivers used the flip books proactively, not only when communication difficulties arose but also to establish rapport with tourists from the start. They often alternated between Karen, Thai, and English, using their full linguistic repertoires to negotiate meaning. This practice reflects translanguage theory (Rubinstein, 2018), which emphasizes that multilingual speakers naturally draw on all of their languages in a dynamic and integrated manner. Rather than treating Karen as an obstacle to communication, the drivers leveraged it as a communicative bridge. This resonates concept of identity texts (Identity texts: The collaborative creation of power in multilingual schools, 2011), which highlights how affirming learners' home languages can empower them and enhance their participation. Several drivers even shared that using their heritage language in conversations with tourists created a sense of pride and opened up opportunities for cultural exchange, echoing Palmer, Martínez, Mateus, and Henderson's (2014) argument that translanguage can validate marginalized identities and foster mutual respect.

The quantitative results showed significant improvements across all four measured skill areas-pronunciation, vocabulary, grammatical accuracy, and fluency-with very large effect sizes. These outcomes align with existing research on Technology-Assisted Language Learning (TALL), which suggests that multimodal resources can accelerate skill acquisition by providing learners with accessible, scaffolded input (Burston & Giannakou, 2022). The flip books' integration of text, images, and audio reflects Mayer's (2005) Cognitive Theory of Multimedia Learning, which argues that learners retain information more effectively when it is encoded through both verbal and visual channels. This finding is also consistent with recent research by Sydorenko, Cárdenas-Claros, Huntley, and Montero Pérez (2024), who found that teachers perceive audiovisual input as a particularly effective resource for promoting comprehension and engagement in language learning. Drivers' reports of unexpectedly retaining new

vocabulary beyond the immediate scenarios further suggest that dual coding supported long-term memory.

The qualitative data add nuance to this picture. Many drivers emphasized that the visual prompts in the flip books helped them recall key English phrases, especially under pressure. This reflects dual coding theory (Paivio, 1986), in which images provide additional memory cues that strengthen recall. In practice, drivers kept the flip books within reach and often reviewed relevant pages before meeting passengers, a strategy that aligns with self-regulated learning frameworks (Zimmerman, 2002), which stress the importance of metacognitive preparation in adult education.

Another key finding was the reduction in anxiety and the increase in confidence reported by drivers. They described how the bilingual structure of the flip books, combined with visual aids, allowed them to attempt English phrases without fear of embarrassment if their pronunciation was imperfect. This supports Krashen's (1982) affective filter hypothesis, which highlights the inhibitory role of stress and the importance of lowering affective barriers to enable language acquisition. Moreover, drivers emphasized that incorporating Pga K'nyau in their interactions made them feel less pressured to conform to monolingual expectations, enhancing their sense of authenticity. Tourists' positive reactions-often asking to learn Pga K'nyau words themselves-created meaningful cross-cultural exchanges. This finding mirrors Cenoz and Gorter's (2020) call for translanguaging as a tool to promote inclusive multilingual practices that value local languages rather than marginalizing them. Observation data also highlighted the significance of peer collaboration, as drivers frequently shared strategies for using the flip books more effectively and supported one another in real-time interactions. This aligns with Vygotsky's sociocultural theory (Vygotsky, 1978), which stresses the role of social interaction in facilitating learning within the zone of proximal development. In practice, the drivers' collective engagement created a collaborative learning environment where language development was scaffolded by peers as much as by the instructional materials.

Despite these promising results, the study also uncovered challenges that warrant critical attention. Some drivers reported difficulty in quickly locating the correct expressions in the flip books during time-pressured tourist interactions. This slowed the flow of communication and occasionally led to misunderstandings. Such findings suggest that while flip books provide effective scaffolding for comprehension, they may not immediately foster automaticity in language use. Drawing on Swain's (1985) output hypothesis, this limitation reflects the need for extended practice and production opportunities in order to move from controlled to fluent use. Short-term interventions may spark initial gains but cannot fully replace the long-term repetition necessary for automatization. Moreover, drivers recommended expanding the flip books' content to address specific challenges such as handling dietary requirements, managing payment issues, or explaining cultural etiquette. This echoes Graves's principle of needs-based curriculum design (Graves, 2000), which argues

that instructional resources must be directly tied to learners' communicative contexts to remain relevant and sustainable. While the current flip books provided effective general phrases, the drivers' feedback highlights the importance of co-constructing materials with learners to ensure alignment with their day-to-day realities.

Another important implication concerns issues of language ideology and power. As Canagarajah (2011) and Heugh (2015) argue, language policies in many multilingual societies often privilege dominant languages like English while undervaluing indigenous languages. The findings from this study challenge such hierarchies by demonstrating that integrating Pga K'nyau into professional contexts does not hinder English acquisition but rather enhances motivation, confidence, and authenticity. In doing so, the project contributes to broader discussions on decolonial approaches to language education, which emphasize linguistic equity and the recognition of minoritized languages as legitimate tools for communication.

This study contributes new knowledge in three ways. First, it confirms that culturally responsive, technology-assisted tools can successfully serve adult and community learners. Second, it proposes a dual-theoretical instructional model combining translanguaging pedagogy and multimedia learning, addressing both cognitive processing and cultural identity. Third, it expands the practical understanding of translanguaging within tourism professions, positioning multilingualism as an asset rather than a barrier. Educators and policymakers should design training that values learners' existing languages while leveraging affordable technologies. Translanguaging-based flip books or similar multimodal resources can enhance communicative competence, confidence, and inclusivity in service industries reliant on tourism. The success of translanguaging-based flip books with Karen drivers suggests that similar models can be adapted for other frontline staff, such as hotel employees, local guides, and small business owners. By equipping diverse groups of workers with linguistically and culturally relevant tools, service quality and tourist satisfaction can be enhanced across the industry.

Despite their effectiveness, flip books-as with all technologies-are subject to rapid obsolescence. Sustainable adoption requires continuous updates, interoperability with mobile devices, and local technical support. Integrating flip-book content with mobile or AI-assisted pronunciation tools could further extend engagement and learning longevity. Institutions should evaluate infrastructure readiness to avoid inequity or short-term dependence on a single platform. Another limitation found in the study is high reliability of the instrument. Although the questionnaire showed high reliability ($\alpha=0.94$), this may indicate item redundancy; refining overlapping items is recommended. The small sample ($n=25$) limits generalization, suggesting the need for larger or longitudinal studies. Future research might test the flip-book model with other professional groups such as local guides or hotel staff and examine long-term skill retention and technology integration.

Conclusion

This study demonstrated that interactive flip books integrating translanguaging strategies significantly enhanced the English-speaking proficiency, confidence, and cultural identity of Karen hill tribe drivers. By combining English, Thai, and Karen languages, the learning process became more authentic, inclusive, and culturally grounded. The multimodal design of the flip books-integrating text, images, and audio-supported both linguistic development and motivation, validating the effectiveness of Mayer's Cognitive Theory of Multimedia Learning and Rubinstein's Translanguaging Pedagogy. Overall, the findings suggest that low-cost, culturally responsive digital tools like translanguaging-based flip books can effectively improve communication skills and empowerment among community-based tourism workers.

Recommendations

Recommendations for Implementation

For educators and policymakers, the findings underscore the importance of designing language training that respects learners' cultural and linguistic backgrounds. Integrating translanguaging-based resources into vocational education programs can promote more inclusive and effective capacity-building for marginalized communities.

Recommendations for Further Research

Further studies should investigate the long-term retention of skills acquired through translanguaging resources, as well as their impact on tourist perceptions and community economic development. Comparative studies across different ethnic groups and professional sectors would also deepen understanding of how such tools can be tailored to varied contexts.

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