



## Glocalized ELT: Integrating Localized English Lessons with Game-Based Learning

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### Abstract

Glocalization integrates global and local influences in English language teaching, ensuring that cultural traditions and identities are preserved while fostering meaningful learning experiences. The use of Game-Based Learning (GBL) could enhance the effectiveness of localized English lessons (LEL). This study demonstrates the integration of localized English lessons with game-based learning. It aims to 1) compare learning achievements of the participants before and after exposure to the activities featuring localized English lessons and a game-based approach, 2) examine the students' satisfaction towards the intervention, and 3) investigate students' and teachers' opinions towards the integration of LEL and GBL. The population consisted of all 81 small-sized schools in Nakhon Nayok. The sample, Wat Kiriwan School, was derived through simple random sampling. This research included two groups of participants: 28 junior high school students and 2 teachers at this school. This study employed a quasi-experimental one-group pre-test and post-test design, along with a mixed-method approach. The research tools included lesson plans, pre/posttests, a questionnaire, and semi-structured interview questions. Quantitative data analysis included frequency, percentage, mean, and standard deviation for descriptive statistics and a paired *t*-test for inference. As for the qualitative data, the thematic analysis was employed. This study reveals that students demonstrated statistically significant improvements in vocabulary knowledge after their exposure to the activities. Moreover, their overall satisfaction towards the intervention was high. Furthermore, the students and the teachers

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expressed positive opinions towards the intervention, while they suggested extending sessions of the intervention.

**Keywords:** English language teaching, game-based learning, glocalization, localized English lessons

## Introduction

English has evolved beyond being the primary language of native English-speaking countries and has become a global language used across cultures and contexts. Its widespread use has transformed its relationship with culture and English Language Teaching (ELT). Several scholars suggest integrating localized English lessons. For example, Yazan (2017) maintains the English language teaching context should be understood as a processual social, cultural, historical, and political construction. Kanoksilapatham and Suranakkharin (2018) demonstrated that the culture-based English language textbooks allow Thai students to talk about their own culture to others through English and found that Thai learners, especially the young, benefit from localized materials connecting them to their communities. Sheridan et al. (2019) argue that local culture integration in ELT is preferred over target language in ELT since it provides a familiar context that encourages learners to take in the learning process. Ratri et al. (2024) conclude that local culture integration offers a positive contribution to English teaching since it results in a constructive attitude, high motivation, and strong learner engagement. These perspectives underscore a transformative shift in ELT that values cultural relevance and empowers learners to use English as a medium for authentic self-expression and meaningful connection within their communities. This shift aligns with the concept of glocalization, where global English is adapted to fit local cultural and linguistic needs.

Glocalization, a concept introduced by Robertson (1995), plays a crucial role in bridging global and local influences, which makes it particularly relevant in the context of English Language Teaching (ELT). In his essay *Glocalization: Time-Space and Homogeneity-Heterogeneity*, Robertson argued that globalization should not be seen as erasing local cultures but rather as a process that blurs boundaries and fosters hybrid identities. The term ‘glocalization’ refers to the merger of global and local perspectives on the socio-economic and political impacts affecting both local and global communities (Patel & Lynch, 2013). It describes the process of blending and connecting local and global contexts while preserving the significant contributions of diverse cultural communities (Khondker, 2004). Therefore, glocalization is essential in the context of teaching English as a foreign language, emphasizing the need to incorporate local traditions, customs, and values into ELT.

Educational authorities and scholars alike have emphasized the importance of integrating localized English lessons (LEL) into ELT. The Basic Education Core Curriculum B.E. 2551 (Ministry of Education [MoE], 2008) designates English as the primary foreign language in the core curriculum and emphasizes the significance of culture in language classrooms, stating that foreign language learning should foster knowledge and understanding of cultural diversity within the global community. Additionally, the curriculum encourages learners to convey Thai concepts and culture to the global society. At the local level, the curriculum directs educational service area offices and related stakeholders to enhance the quality of education by linking national standards with local contexts and needs. They are responsible for setting localized learning goals, developing region-specific content, and evaluating the quality of educational delivery within their areas. This emphasis on integrating cultural elements into English language education underscores the essential interdependence of language and culture, as the two are intrinsically linked and cannot be disentangled without diminishing the educational and communicative value of either (Kanoksilapatham, 2015; Royani, 2013). However, according to Kanoksilapatham and Channuan (2018), integrating local culture into language pedagogy has received little attention, resulting in inadequate supplementary language instruction. Therefore, efforts to revive and integrate local cultural elements into education are essential.

Game-based learning (GBL) can be a promising approach for delivering localized learning content. According to Chen et al. (2018), GBL enables students to engage with challenging educational environments, explore complex concepts, and achieve specific learning objectives. Boctor (2013) further emphasizes that adventure games enhance learners' problem-solving skills and highlights how GBL transforms teachers into active facilitators who guide the learning process, rather than simply delivering information to passive students who may lack interest and attentiveness.

While existing research highlights the benefits of both LEL and GBL in ELT, the interplay between LEL and GBL has not been sufficiently examined in empirical studies. This study investigates the pedagogical impact of integrating LEL within GBL to enhance learning outcomes.

## Literature Review

This section describes concepts and previous studies on three areas: 1) glocalized ELT, 2) localized English lessons (LEL), and 3) game-based learning (GBL).

### 1. *Glocalized ELT*

Roudometof (2016) defines *glocality* as “a blend of the local and the global” (p. 403). In the context of education, Weber (2007) describes globalization as “a mix of global frameworks and local practices, which greatly increases the potential for independent learning by merging worldwide knowledge and local knowledge” (p. 132). Daly (2009) asserts that in English Language Teaching (ELT), globalization emphasizes context-based instruction, where teaching practices are shaped by local social, political, economic, and cultural factors. In particular, teaching practices should be

dialectically informed—‘bottom-up’ by local context and practice, and ‘top-down’ by current research in linguistics and pedagogy. Altogether, this positions glocalized ELT as a dynamic, critically engaged approach that empowers learners to use English meaningfully—not just fluently—within their own social worlds.

Several scholars advocate the use of localized content in ELT. Incorporating social, political, economic, and local factors in instructional materials can make English language learning more relevant, engaging, and meaningful for students (Block et al., 2002; Daly, 2009; Pennycook, 1994). Additionally, Ahmadian and Rad (2014) highlight the importance of localizing teaching materials to better address learners' specific cultural and linguistic needs. Kanoksilapatham and Suranakkharin (2018) recommend integrating culturally relevant materials to enhance language acquisition, learning motivation, and identity formation. Furthermore, Nomnian (2013) suggests that an essential next step in developing local culture-based English materials is equipping students with the ability to describe and explain their own culture in English.

In brief, glocalized ELT promotes an approach that respects local contexts while fostering global English proficiency.

## *2. Localized English Lessons*

Localized English Lessons (LEL) in this study refer to English lessons adapted to fit the cultural, linguistic, and contextual needs of learners in a specific region. Localizing curriculum content can foster deeper learner involvement by bridging classroom instruction with students' cultural backgrounds and lived experiences. This approach aligns with the Basic Education Core Curriculum B.E. 2551 (Ministry of Education [MoE], 2008), which encourages schools to integrate national standards with local contexts and needs.

Several theories and studies support the use of localized lessons in education. For instance, constructivist learning theory suggests that for learning to be effective, it must be an engaging and meaningful experience for the learner (Dewey, 2009). Additionally, providing students with education that is relevant to the society in which they participate is essential (Mellis, Carvalho & Thompson, 2013). Likewise, the sociocultural theory (Vygotsky, 1978, 1997) views learning as a dynamic social activity shaped by physical and social contexts. Some scholars further emphasize that deeper learning occurs when learners actively use tools or apply their existing knowledge rather than passively acquiring information (Brown et al., 1989; Scott et al., 2013). This perspective suggests that learners do not need to reinvent already existing tools to use them; rather, they simply need to be introduced to how a particular tool functions, enabling them to apply it across various situations and solve new problems. Thus, these ideas highlight the importance of localized lessons.

Localized lessons provide multiple benefits. According to Dynamic Language (2024) localized content contributes to stronger comprehension and retention. Students are more likely to understand and remember information when it is embedded in familiar contexts. This deepens their learning experience and promotes critical thinking, enabling them to apply knowledge more effectively in real-world situations. Moreover, Dynamic Language emphasizes the importance of cultural relevance. When instructional materials reflect students' cultural backgrounds, they feel a stronger connection to the content, which enhances engagement and cultivates a sense of identity and pride. Evidence shows that using localized English reading materials is an effective strategy for teaching reading and can help learners improve their performance and boost teachers' ingenuity when intervening with their students (Rafael & Tamban, 2022). The implementation of localized English lessons enhances not only students' local Thainess knowledge but also associated English vocabulary, contributing a sense of pride in their nation and a sense of achievement in their English proficiency (Kanoksilapatham & Suranakkharin, 2021).

In short, localized English lessons can enhance learner engagement and academic performance while fostering cultural connection. By adopting English lessons that are tailored to the local context, education becomes more meaningful and effective, helping students succeed globally while staying rooted in their local identity.

### *3. Game-Based Learning*

Game-based learning (GBL) is an innovative educational approach that integrates interactive games to enhance engagement, motivation, and knowledge retention (Shaffer et al., 2005). Rooted in constructivist learning theory, GBL emphasizes collaboration and active problem-solving, effectively fostering student interaction. It provides an experiential learning environment where students apply existing skills to solve subject-related problems, leading to deeper understanding of educational content (Dichev & Dicheva, 2017).

Game-based learning (GBL) enhances various aspects of learning. According to Adipat et al. (2021), GBL increases motivation and engagement, fosters teamwork, and enhances creativity and lateral thinking. It also encourages risk-taking and experimentation and prepares learners for future careers. Additionally, previous studies indicate that integrating games into education fosters significant improvements in learning outcomes (Kula, 2021; Syafii et al., 2021). GBL improves students' motivation and emotional behavior, particularly when positive emotional states such as joy and enthusiasm are fostered. Moreover, students favor the game-based lecture and show greater engagement in the learning process (Barbosa et al., 2020; de Freitas, 2018; Hartt et al., 2020).

However, GBL presents certain challenges. Tasks that require significant time and effort may lead to learners' frustration (Boghian et al., 2019), while complex game mechanics can contribute to negative emotional experiences (Lomas et al., 2017). Furthermore, competitive elements in GBL settings may cause discomfort for some students (Šćepanović et al., 2015).

In summary, while game-based learning offers diverse pedagogical benefits, its effectiveness depends on addressing potential challenges—such as learners’ frustration with task complexity and competitive dynamics—through thoughtful instructional design.

## Research Objectives

The objectives of this research are threefold: 1) to compare the learning achievements of the students before and after exposure to activities featuring LEL and GBL, 2) to examine the students’ satisfaction towards the integration of LEL and GBL, and 3) to investigate students’ and teachers’ opinions towards the integration of LEL and GBL in terms of content, learners’ engagement, real-world applicability, and feedback and suggestions for improvement.

## Methodology

### *1. Ethical Statement*

This research was conducted in full compliance with the ethical guidelines established by the university’s ethics committee. Ethical approval was granted by the Ethics Committee of Phranakhon Rajabhat University (Approval Number: 03.013/68) on 17 June 2025.

### *2. Research Design*

This study employed a quasi-experimental design with a one-group pre-test and post-test approach (O1 X O2), where a single group was assessed before and after the intervention. This design allows researchers to evaluate student achievement and determine the effectiveness of the intervention by comparing pre-test and post-test results.

Additionally, a mixed-methods approach was employed to gain a comprehensive understanding of the impact of LEL integrated with GBL. The quantitative component included pre/posttests and a Likert scale questionnaire to assess students’ satisfaction with the intervention, while the qualitative component used semi-structured interview questions to investigate students’ and teachers’ perspectives on the intervention.

### *3. Population and Sample*

Nakhon Nayok was selected as the research location because it falls within the service area of Phanakhon Rajabhat University, where the researchers are affiliated. Furthermore, the university mandated that this sponsored project take place within its designated service area. In addition, the small size of the school—with only one class per grade level—potentially facilitated the effective implementation and management of the intervention. Consequently, the researchers identified all small-sized schools in Nakhon Nayok as the study population. According to the Nakhon Nayok Primary Education Service Area Office (n.d.), there were a total of 81 small-sized schools in the province in 2022, each defined as having fewer than 120 students. From this population, one school



was randomly chosen to participate in the study. Wat Kiriwan School was selected through simple random sampling.

#### 4. Research Site

Nakhon Nayok, the research site, offers diverse cultural and natural attractions. For cultural tourism, Ganesha Park is a must-visit, featuring large statues of Lord Ganesha that draw visitors eager to experience Thai religious culture. Nature lovers can explore Khun Dan Prakan Chon Dam, a massive dam with scenic views, boat tours, and waterfalls, or visit Wang Takrai Park, a peaceful retreat with a creek, swimming areas, and lush greenery. Namtok Sarika Waterfall provides a refreshing escape in nature. For adventure seekers, Chulachomklao Royal Military Academy offers thrilling activities such as shooting, archery, and ATV riding. The province is also known for its famous local products, including sugared banana chips, sweet plum mangoes, bamboo handicrafts, brooms, doormats, and various fruits. Therefore, its location and potential made this province an ideal site for the research project, in which the integration of LEL and GBL was to be implemented.

The sample, Wat Kiriwan School, is described as follows: First, the school compound is adjacent to a monastery precinct of a highly respected beautiful Khmer-style temple, known as Wat Kiriwan or Kiriwan Temple. Its Viharn houses the world's largest Emerald Buddha image, made from green resin. Second, the schoolteachers and students participate in or help run temple-related activities. This could help foster a sense of belonging to the community. Third, like other small-sized schools, the budget received from the Ministry of Education is limited and insufficient. Also, financial support from parents is unavailable due to their low income.

**Figure 1**

*Localized English Lessons and Learning Atmosphere in the Game-Based Learning Session*



#### 5. Participants

The participants were divided into two groups: the student group and the teacher group. The student group consisted of junior high school students (grades 7–9) from Wat Kiriwan School. The total number of student participants—28—was well-matched to the available resources in the English Language Department. These students were exposed to the intervention and later provided

data on its effects and their satisfaction. Regarding their English exposure, they had received at least six years of English instruction (grades 1–6), suggesting they possessed prior language knowledge and were prepared for the developed content. In terms of age, the participants were 12–15 years old, making them well-suited for the intervention. According to Pennington (2009), students in this age range tend to be eager to learn new things, seek immediate gratification, enjoy hands-on and experiential learning, perform well with short learning experiences, and have rapidly changing interests. Regarding group characteristics, the mix of students from Grades 7–9 may have contributed to a diverse range of abilities, which could be beneficial for completing game-based learning (GBL) tasks at each station. The diversity in skill levels could have contributed to effective collaboration, enabling learners to leverage their strengths during task completion.

Data from the students' pretest and posttest scores were analyzed to assess changes in performance, thereby addressing the first research objective. To address the second research objective, data on the students' satisfaction, collected through a questionnaire, were analyzed. In addition, six students—two from each grade—were randomly selected to participate in semi-structured interviews to explore the third research objective.

Regarding the teacher group, this study explored their perspectives on the intervention to address the third research objective. This group consisted of two informants: the headmaster and an English language teacher, both of whom participated in semi-structured interviews.

## *6. Research Procedure*

To achieve its objectives, this research followed the following procedure:

1. The English Language Department of Phranakhon Rajabhat University selected a small-sized school in Nakhon Nayok as a research site through simple random sampling, which resulted in Wat Kiriwan School being chosen.
2. The English Language Department explored the local cultures, local products, and tourist attractions in Nakhon Nayok Province and in the neighborhood of Wat Kiriwan School.
3. The researchers conducted a literature review on LEL and GBL.
4. The researchers constructed instruments, namely 1) lesson plans 2) pre/posttests, 3) a questionnaire, and 4) semi-structured interview questions.
5. The researchers and the English Language Department designed the activities to ensure seamless execution while offering fourth-year university students a chance to serve the community, apply their knowledge, and enhance their soft skills. University students were divided into on-site and off-site teams. The off-site teams prepared instructional and game materials and procured rewards for each station. Meanwhile, the on-site teams led action song activities and managed ice-breaking



exercises, timekeeping, test administration, catering, photography, certificate presentations, and reward distribution, among other responsibilities. Additionally, the on-site teams collaborated with teachers at each station, assisting with score recording and providing student support through monitoring and encouragement to ensure no one was left behind. Due to budget limitations, only ten university student volunteers were selected as on-site team members. Their only requirement was availability during the preparation and implementation phase, scheduled for 18–19 July 2022. The remaining students were assigned to the off-site teams.

6. The English Language Department and student volunteers rehearsed leading action songs, ice-breaking activities, and organizing station-based activities.

7. The English Language Department conducted the intervention on 19 July 2022. The integration of LEL and GBL formed the basis for subsequent data collection as follows:

7.1 To compare learning achievements of the students before and after the exposure to the activities featuring LEL and GBL, the pre-test was given to the junior high school students after icebreaking activities and action songs in the morning session. The post-test was administered after they had participated in all four stations in the afternoon session. It took about 15 minutes to complete the tests.

7.2 To evaluate students' satisfaction and opinions regarding the intervention, a questionnaire was administered following the completion of the posttest.

7.3 To gain insights into students' and schoolteachers' perspectives on the intervention, researchers conducted semi-structured interviews with six students and two teachers one week after its completion.

### *7. Instrumentation*

Before developing research instruments, the researchers visited the school and consulted the headmaster, schoolteachers, and the abbot of Wat Kiriwan Temple. The researchers reviewed online sources to identify tourist attractions, activities, and local products, which served as inputs for content development. Based on these findings, research instruments were designed and developed. This study employed the following instruments: 1) lesson plans, 2) pre/post-tests, 3) a questionnaire, and 4) semi-structured interview questions.

1. Lesson plans were designed as a master plan to structure and organize activities effectively. The lesson plans were structured in two parts. The first part introduced LEL, while the second part focused on GBL, where students engaged with content through challenges and competition, receiving immediate feedback and rewards. The integration of LEL with GBL was implemented in the afternoon session. Meanwhile, the morning session in the main hall featured icebreaking activities, action songs, and grouping for all 28 junior high school students. The afternoon session followed a rotational model, where groups of 6-8 students cycled through four stations, spending approximately 25-30 minutes at each. To ensure synchronization, all stations adhered to a fixed

schedule, starting and finishing simultaneously. Each station was facilitated by teachers who presented LEL, while university student volunteers handled all aspects of hosting the games, including cheering for the junior high school students.

The lesson plans were vocabulary-focused and applied the backward design framework to guide the development of learning outcomes, assessment, and instructional activities. It began by defining the intended learning outcomes: students were expected to identify vocabulary related to four themes: 1) local architectural and cultural items, 2) natural tourist destinations, 3) local fruits and vegetables, and 4) well-known regional products. The second step involved determining acceptable evidence. Game-based learning (GBL) was employed to elicit students' learning outcomes, encouraging them to collaborate in teams, complete tasks, and engage in competition. The third step focused on designing lessons and activities. Each station included two components. The first component consisted of English Language Lessons (LEL), in which teachers introduced the target vocabulary using visual aids and Thai translations to support comprehension. The second component involved game-based learning, with game mechanics varying across stations.

A brief description of each station is as follows. In the *Vocabulary Network* station, the teacher announces a target word (e.g., 'statue') and sets a time limit. Teams list related words (e.g., 'Buddha statue,' 'golden statue') on a whiteboard or paper. The team with the greatest number of related words wins the round. In the *Cross the Canal* station, each team takes turns rolling a dice that shows body parts (e.g., 'left foot') and gives commands like 'Put your left foot on 'national park.' Each team member follows the instructions by stepping on the corresponding flashcards. The first team to get all its members across the canal wins. In the *Master Chef Khiriwan* station, a team representative picks letters from a mystery box to help teammates solve a crossword about local fruits and vegetables (e.g., Marian plum, Santol, bamboo shoot). If they pick the wrong letter, they must run back and try again. After solving the puzzle, teams make Marian plum tarts, and the first to finish wins the title 'Master Chef Khiriwan.' In the *Recommended Products* station, each team answers the questions with descriptive clues (e.g., 'I love fresh fruit that is sweet, sour, and juicy. What do you recommend?'), expecting students to provide the correct product name (e.g., 'I recommend Marian plums'). Then, a team representative selects a picture card and a corresponding vocabulary card that match the suggested item. Points were given when students matched their spoken answers with the correct word cards and picture cards.

2. Pre/post-tests with identical content were employed to assess the students' knowledge about the local community. The contents covered vocabulary related to four themes: 1) local architectural and cultural items, 2) natural tourist destinations, 3) local fruits and vegetables, and 4) well-known regional products. Each test consisted of 20 multiple-choice questions, with four answer choices per question. The discrimination and the difficulty of all the test paper were no less than .48 and ranged from .37 to .79, respectively. The reliability coefficient of the whole test paper was .86, hence indicating that the test was reliable.

3. A questionnaire was administered to investigate students' attitudes toward the integration of LEL and GBL. It was structured into four parts. Part 1 collected demographic information through closed-ended questions. Part 2 focused on students' satisfaction toward each station. The students were asked to rate the level of satisfaction. In Part 3, students were asked to share their opinions on 10 statements related to the activities overall. Parts 2 and 3 were based on a five-point Likert scale, consisting of a very high level or strong agreement (5), a high level or agreement (4), a moderate level or neutrality—neither agreement nor disagreement (3), a low level or disagreement (2), and a very low level or strong disagreement (1). Part 4, featuring an open-ended format, asked the students to write their reflections. The reliability of the whole questionnaire, calculated by using Cronbach's alpha, was .767. Regarding content validity, the questionnaire was carefully validated by three experts in the English Language Department to make sure of content and language appropriateness. The Item Objective Congruence (IOC) index of each statement was calculated. The IOC values for all items ranged from 0.67 to 1.00, indicating acceptable content validity.

4. Semi-structured interview questions were used to elicit qualitative insights from students and schoolteachers. The interviews consisted of four questions designed to elicit their perspectives on content, learner engagement, real-world applicability, and feedback and suggestions for improvement.

## Figure 2

### Pre-test and Post-tests

Pre-Test of the English Day Camp for Grade 7-9 students Wat  
Khiriwan School, 18-19 July 2022

Name \_\_\_\_\_ Class \_\_\_\_\_ ID No. \_\_\_\_\_

Instructions: Choose the correct answer for each question. (Questions 1-2)

1. What is the name of this fruit?



- a. jackfruit    b. Marian plum    c. Santol    d. Garcinia

2. This fruit is called \_\_\_\_.



- a. jackfruit    b. Marian plum    c. santol    d. garcinia

Instructions: Match each picture to the correct vocabulary. (Questions 3-6)



a.



b.



c.



d.

3. Garcinia \_\_\_\_\_  
4. Cochinchin gourd \_\_\_\_\_  
5. Edible fern \_\_\_\_\_  
6. Bamboo shoot \_\_\_\_\_

Instructions: Match each picture to the correct vocabulary. (Questions 7-10)



a.



b.



c.



d.

7. Jackfruit \_\_\_\_\_  
8. Riceberry \_\_\_\_\_  
9. Mangosteen \_\_\_\_\_  
10. Salted egg \_\_\_\_\_

Instructions: Choose the correct answer for each question. (Questions 11 – 20)

11. Tourist: I often go to temples and pay respect to Buddha images.  
Tour guide: I'll recommend \_\_\_\_\_.  
a. joss sticks    b. basketwork    c. brooms    d. bean cake
12. Tourist: I love arts, especially made from wood.  
Tour guide: I'll recommend \_\_\_\_\_.  
a. joss sticks    b. a bamboo product    c. a raft    d. bean cake
13. Tourist: I like to buy sweet and sour fruit which can be kept for a few weeks.  
Tour guide: I'll recommend \_\_\_\_\_.  
a. fruit cake    b. salted eggs    c. fruit preserve    d. mushroom chili paste
14. Tourist: I enjoy cleaning my house.  
Tour guide: I'll recommend \_\_\_\_\_.  
a. a broom    b. bean cake    c. joss sticks    d. basketwork
15. You can see the Khmer \_\_\_\_ on the wall of Khiriwan temple.  
a. buildings    b. statues    c. cave    d. emerald
16. You can go swimming in 'Sarika \_\_\_\_'.  
a. cave    b. architecture    c. statues    d. waterfall
17. 'Khun Dan Prakan Chon Dam' is one of the most beautiful places to \_\_\_\_\_.  
a. go sightseeing    b. go praying    c. go shopping    d. go bowling
18. Tourists usually bring their own tents to the \_\_\_\_ when they go camping.  
a. temple    b. ancient city    c. statues    d. campsite
19. Lots of people go along the Nakhon Nayok river'. \_\_\_\_\_  
a. cooking    b. rafting    c. hiking    d. dancing
20. There is the largest replica of the \_\_\_\_ in Khiriwan temple.  
a. Emerald Buddha    b. canal    c. cave    d. ancient city

## 8. Data Analysis

1. Pre- and posttest data were analyzed using mean and standard deviation. Also, a paired *t*-test was performed to identify any significant differences between the means of the pre/posttests' scores.

2. Data from the questionnaire was analyzed using descriptive statistics, namely frequencies, percentages, mean, and standard deviation. Part 1, which covered personal information, was analyzed using frequency and percentage. Parts 2 and 3 evaluated students' satisfaction and opinions regarding the intervention at each station and overall, using mean scores from the five-point scale questionnaire, along with standard deviation. The interpretation of these mean scores is as follows: Scores from 4.50 to 5.00 indicated a very high level or strong agreement; 3.50 to 4.49 indicated a high level or agreement; 2.50 to 3.49 indicated a moderate level or neutrality—neither agreement nor disagreement; 1.50 to 2.49 indicated a low level or disagreement; and 1.00 to 1.49 indicated a very low level or strong disagreement. Finally, Part 4, which focused on reflections, was analyzed using thematic analysis.

3. Data from semi-structured interviews with groups of students and teachers were analyzed using thematic analysis, which identified four key themes: content, learner's engagement, real-world applicability, and feedback and suggestions for improvement.

## Results

The research was framed by three objectives: 1) to compare the learning achievements of the students before and after the exposure to the activities featuring LEL and GBL, 2) to examine the students' satisfaction towards the integration of LEL and GBL, and 3) to investigate students' and teachers' opinions towards the intervention in terms of content, learner's engagement, real-world applicability, and feedback and suggestions for improvement.

### 1. Comparison of the Pre-test and Post-test Scores

The first research objective concerns the comparison of the pre-test and post-test scores. To address the first objective, the results are shown in Table 1.

**Table 1**

*Comparison of the Pre-test and Post-test Scores (n = 28; total score = 20)*

	M	S.D.	<i>t</i>	<i>p</i> -value
Pre-test	6.11	2.62	7.60	0.000
Post-test	10.54	3.80		

Table 1 presents the results of a statistical analysis comparing students' mean scores before and after the exposure. A paired *t*-test was conducted to assess the difference, and the highly significant

p-value ( $< .001$ ) confirms that the improvement in English language ability —particularly in vocabulary knowledge—was not due to chance. The  $t$ -score of 7.60 indicates a substantial difference between pre- and post-test scores, supporting the conclusion that integrated instruction with LEL and GBL positively impacted students' learning outcomes, in particular, vocabulary improvement.

## 2. Students' Satisfaction towards the Integration of LEL and GBL

The second objective is to examine the students' satisfaction towards the integration of LEL and GBL. To fulfill this objective, a questionnaire was administered to the students after the exposure to the intervention. The results are presented according to the corresponding sections of the questionnaire.

### 2.1. Participant Demographics

The participants included 28 junior high school students: 64.3% were male and 35.7% were female. In terms of social category, 82.1% were laypersons, while 17.9% were novices—boys who had ordained in Buddhism. Regarding grades, the largest group (39.28%) consisted of Grade 8 students, followed by 32.14% in Grade 9 and 28.57% in Grade 7. In terms of residency, 57.14% had spent their whole lives in Nakhon Nayok, while 21.43% had lived there for over five years and 7.14% for less than five years. The remaining 14.29% did not provide specific answers.

### 2.2. Opinions toward each Station

Table 2 shows that overall opinions toward each station were highly positive, with mean scores ranging from 4.14 to 4.64. The Master Chef Khiriwan station received the highest mean score ( $\bar{x} = 4.64$ ;  $SD = 0.62$ ), reflecting particularly favorable feedback from participants.

**Table 2**

*Opinions toward Each Station*

Station	M	S.D.	Level of Satisfaction
Vocabulary Network	4.21	0.69	High
Cross the Canal	4.18	0.69	High
Master Chef Khiriwan	4.64	0.62	Very high
Recommended Products	4.14	0.64	High
Overall	4.29	0.67	High

### 2.3. *Opinions toward the Intervention as a Whole*

Table 3 indicates that the overall opinion about the intervention was highly positive, with a mean score of 4.08. Only three statements were rated at moderate levels.

**Table 3**

#### *Opinions toward the Intervention as a Whole*

Statement	M	S.D.	Level of Agreement
The contents are suitable for students' levels.	3.38	0.72	Moderate
The students can use new vocabulary and sentences relating to tourist attractions and local products.	4.18	0.65	High
The students can introduce tourist attractions and local products.	3.42	0.70	Moderate
The students have gained confidence in using English to present tourist attractions and local products.	3.34	0.75	Moderate
The students have improved their understanding and awareness of tourist attractions and local products.	4.20	0.60	High
The students have become more conscious of the values of tourism attractions and local products.	4.24	0.58	High
The students have recalled and applied prior knowledge.	4.17	0.63	High
The students have developed teamwork skills.	4.30	0.56	High
The students take pride in their locality.	4.12	0.67	High
The students enjoyed participating in these activities and wish to learn from them again in the future.	4.33	0.54	High
Overall	4.08	0.65	High

### 2.4. *Findings from the Open-Ended Question*

The questionnaire invited respondents to describe their experiences participating in the activity. Based on an analysis of their responses, this study identifies several key themes. Many students highlighted the enjoyment. Students frequently mentioned that they found the activities fun and exciting, especially the games and cooking sessions. Several said that they enjoyed working with their friends to solve problems and complete tasks. Some students expressed that they learned many new English words, particularly vocabulary related to tourist attractions, local food, and famous products. A few noted that they felt proud when they were able to use English sentences



to describe places in Nakhon Nayok. Others stated that the activities helped them feel less shy about speaking English and more confident when working in groups.

Additionally, many students suggested that similar activities should be organized again in the future, as they enjoyed the experience very much. They also expressed their appreciation for the prizes given during the activities, noting that rewards made the experience even more motivating and enjoyable. Several students praised the university student volunteers for their support, friendliness, and ability to create a lively and welcoming atmosphere. Overall, students commented that they liked the way the lessons were active and different from regular classroom learning, and that they hoped to participate in more activities like this in the future.

### *3. Students' and Teachers' Opinions towards the Intervention*

The third research objective was addressed through semi-structured interview data. These interviews offered valuable insights into the integration of LEL and GBL, focusing on four areas: content, learner engagement, real-world applicability, and feedback for improvement. The findings are summarized below.

Regarding the content, both students and teachers viewed the intervention featuring LEL and GBL positively. Students found the vocabulary appropriate, describing it as "not too difficult but entirely new." They expressed excitement about learning unfamiliar terms that related to their everyday surroundings, which helped maintain their interest throughout the activities, whereas the teachers noted that locally relevant vocabulary enhanced student learning, supporting vocabulary retention and encouraging practical language use.

In terms of learner engagement, the students engaged enthusiastically in interactive activities, especially those with movement, games, and teamwork. They quickly adapted to working with peers, showing collaboration, strategic thinking, and a desire for extended gameplay. The teachers reported that students were noticeably more engaged during active and movement-based activities, particularly in the afternoon sessions. They also noted that students showed openness, resilience, and a willingness to participate, even when faced with challenging tasks.

Regarding real-world applicability, students appreciated the introduction of unfamiliar vocabulary that tied directly to familiar experiences—such as local fruits, vegetables, local products, and cultural references—making the lessons feel more meaningful and contextually relevant. Teachers praised the content for its real-world relevance, noting that students were more likely to apply the language meaningfully beyond the classroom.

In terms of feedback and suggestions for improvement. Students expressed a desire for opportunities to practice spoken English, proposing a two-day format to foster deeper engagement and sustained learning. Teachers supported this recommendation, advocating for a two-day

program to enhance continuity and student connections. They also suggested more active, energetic facilitation in the morning session to maintain students' motivation and attentiveness throughout the day.

In sum, the integration of Localized English Lessons (LEL) and Game-Based Learning (GBL) was positively received by both students and teachers.

## Discussion

This study is based on the premise that English Language Teaching (ELT) should integrate local cultural and linguistic contexts to enhance relevance and effectiveness in language learning. The use of LEL may contribute to improved engagement and comprehension, while GBL potentially provides an interactive platform for delivering these lessons. Despite existing research on LEL and GBL as separate approaches in ELT, their combined impact remains insufficiently explored or formally documented, presenting a gap that this study seeks to address. This study assumes that integrating LEL with GBL can effectively enhance English language ability by fostering contextualized, interactive, and experiential learning. Integrated instruction combining LEL and GBL employed in this study yields positive results.

Analysis related to the first research objective indicates that students demonstrated significant improvement. This suggests that instruction integrating Localized English Lessons (LEL) and Game-Based Learning (GBL) may contribute to vocabulary improvement, as illustrated in Table 1. As for the second research objective, the students reported high overall satisfaction with the four stations and the entire intervention, as shown in Tables 2 and 3. These findings suggest that the integration of LEL and GBL may have contributed to the observed outcomes.

Regarding LEL, the content at the four stations may be linked to students' existing background knowledge of their locality. The four stations introduced vocabulary related to their familiar surroundings, including famous architectural sites in the *Vocabulary Network* station, natural tourist attractions in *Cross the Canal* station, local plants and fruits in the *Master Chef Khiriwan* station, and well-known local products in the *Recommended Products* station. The findings of this study are consistent with those of previous research and established theories. For example, Kanoksilapatham's (2015) research found that students showed significant improvement in their knowledge of local culture and successfully performed as tour guides at a monastery site. Kanoksilapatham's study explains that this success was due to localized materials matching students' schema, reinforcing the idea that culturally relevant instruction enhances learning outcomes. Kanoksilapatham and Suranakkharin's (2018) research found that students who had been exposed to localized teaching materials and engagement in classroom activities could make full use of their existing knowledge to build up their English-speaking skills. These findings underscore the significance of physical and social context, as described by sociocultural theory. Scholars of sociocultural theory suggest that deeper learning occurs when learners actively engage

with tools or apply the existing knowledge, rather than simply absorbing information passively (Brown et al., 1989). In other words, LEL can enhance students' learning outcomes, particularly in terms of linguistic development.

Beyond linguistic development, LEL also fosters non-linguistic benefits. Specifically, it enhances students' sense of pride in their local area. As indicated in Table 3, students exhibit a high level of pride in their locality, with a mean score of 4.12. This finding aligns with Dynamic Language (2024), which asserts that localization in education fosters a sense of identity and pride. Similarly, Kanoksilapatham and Channuan (2018) found that both teachers and students agreed that local community-based instruction enhances pride in their own region.

These results may also have been influenced by the Game-Based Learning (GBL) component, as students were introduced to it immediately following the Localized English Lessons (LEL) presentation. As mentioned earlier, several scholars (Boghian et al., 2019; Lomas et al., 2017; Šćepanović et al., 2015) caution that for GBL to be effective, the game should be simple, encourage friendly competition, and foster positive emotions. Therefore, the present study prioritized simplicity, positive emotional engagement, and friendly competition while implementing measures to prevent undesirable outcomes. For instance, the competition structure was straightforward; teams earned points for correct answers, and the team with the highest score won. Besides, each team included students with varying performance levels to promote balanced participation. Also, university student volunteers at each station provided hints and encouragement to maintain a positive learning atmosphere, while short station durations (25–30 minutes) helped sustain student focus.

The findings of this study are consistent with a constructivist principle and previous studies on GBL. The significant increase in scores, along with the overall high satisfaction and positive perception of the intervention, may have been partially attributed to the effectiveness of GBL. In the GBL component of the intervention, games in each station reinforce local vocabulary not just as isolated words but as living language tied to cultural experience, visual cues, and collaborative meaning-making. As shown in Table 3, the students particularly enjoyed playing games in teamwork settings. This may have resulted from receiving instant feedback and rewards after completing the games. These learning outcomes align with constructivist principles, which emphasize collaboration, active problem-solving, interaction, and the development of problem-solving skills (Dichev & Dicheva, 2017). These findings align with previous research indicating that GBL enhances students' motivation and emotional well-being, particularly when positive emotions such as joy and enthusiasm are fostered (Barbosa et al., 2018; de Freitas, 2018; 2020; Hartt et al., 2020; Kula, 2021; Syafii et al., 2021).

However, three statements were rated as moderate, as shown in Table 3. The first concerns the suitability of the content for students' levels. The moderate rating suggests it may not fully meet

the needs of all learners. This is likely due to the heterogeneous nature of the group, as students in grades 7–9 demonstrate varying proficiency levels and learning abilities.

The second and third statements concern students' ability to introduce tourist attractions and local products and their confidence in using English to present tourist attractions and local products in Nakhon Nayok. This could be attributed to time constraints. The implementation of the intervention in this study may not have allowed sufficient practice for students. The limited practice time may have affected students' ability to confidently engage in such speaking tasks. According to Spratt et al. (2007), it takes time before learners fully know a word—whether in their first or second language—and that recognition often precedes active use. Moreover, speaking is a complex skill that requires preparation. Learners often need time to build vocabulary, organize their ideas, and practice pronunciation before they can speak fluently.

Regarding the third research objective, both students and teachers expressed positive opinions about the intervention and recommended extending its sessions. They felt that a single-day event was too short and proposed extending it to two days. According to previous studies on GBL, concluding learning sessions while students are still engaged and enthusiastic is more beneficial than prolonging activities until interest declines (Anane, 2024; Tavares, 2022). Moreover, students aged 12–15 tend to have rapidly changing interests (Pennington, 2009). Consequently, prolonging the event to two days could potentially reduce attention and increase anxiety. Closing sessions at an optimal engagement point is likely to strengthen students' emotional connection to the experience, increasing the likelihood of continued English learning through LEL beyond the intervention period.

## Conclusion

This study demonstrates the potential of integrating Localized English Learning (LEL) with Game-Based Learning (GBL) to enhance students' English language acquisition. LEL, when tailored to the local context, enables students to draw upon their existing knowledge of the world around them to support their English language learning and foster a sense of pride in their locality. Meanwhile, GBL offers an engaging and dynamic approach to reinforcing these lessons. This intervention is grounded in constructivist and sociocultural learning theories, which emphasize the importance of context and interaction in the learning process. Furthermore, the study provides empirical support for the intervention's positive outcomes, aligning with the concept of glocalization by helping students acquire English as a global language while maintaining a strong connection to their local identity.

## Limitations

This study had several limitations that may affect the interpretation of the results. In the quantitative component, only a small number of students participated. Additionally, the qualitative

component was small-scale, with limited data from students and teachers regarding the intervention. Moreover, since the intervention lasted only one day, it remains uncertain whether the outcomes would have been sustained over a longer period. Therefore, the findings do not suggest that this approach is superior to conventional or other methods. In addition, external influences may have contributed to the outcomes; for example, the presence of schoolteachers and administrators may have impacted results, as students' learning outcomes could have been driven by their ongoing supervision. Furthermore, support from university student volunteers likely affected student performance at each station. Also, the junior high school students were exposed to the intervention after a morning session featuring icebreaking activities and action songs. These activities may have influenced their performance by enhancing their engagement and motivation, making them more receptive to the intervention.

## Recommendations

Given these limitations, the findings of this study may not be widely applicable to larger populations or different contexts. To address the existing research gap in the integration of LEL and GBL, further studies with a larger sample size or in diverse contexts are recommended. Moreover, either LEL or GBL offers substantial research potential. Future studies could examine a hybrid approach that integrates one of these methods with other pedagogical strategies to enhance learning outcomes.

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