ENGLISH PROFICIENCY DEVELOPMENT COMMUNITY-BASED TOURISM FOR NON-FORMAL AND INFORMAL EDUCATION IN SAMOENG, CHIANGMAI PROVINCE, THAILAND

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ABSTRACT

This academic study intends to address educational management challenges in English communication among students in non-formal education, by attending a non-formal lower secondary school in the Samoeng District Chiang Mai Province of Thailand, with a total of 15 people academic year 2020. The management of English language education for community tourism focuses on an education policy that leverages on the community as a learning basis, including tourist attractions and well-known local goods like strawberry and oranges. The planning of such events enhances students' awareness of the value of English communication and community tourism, and increases the joy of learning. The outcomes of engaging in such activities are positive. However, students were advised to concentrate on English media in the future for business interests. The satisfaction of non-formal education teachers was also high, with many commenting that the activities allowed students to earn extra income while still providing educational skills that they can apply in their everyday lives. In addition to this activity, there are stories about community history, tourist attractions, and products that add value to the community. What is particularly appreciated is the use of multi-lingual communication, whether in English, Chinese, Japanese, or Thai, which maintains student engagement and enjoyment during project activities.

Keywords: English for Communication / Community Tourism / NFE.

I. Introduction

The manufacturing of products in the community is based on principles such as the production of One Tambon One Product (OTOP) and community engagement, which are part of the government's goal to promote tourism in Thailand (Department of Development, Ministry of Interior, 2002). To promote self-sufficiency and income growth, economic and social success can be achieved, through the development of tourism. At the same time, it exacerbated the issue of source degradation, while some towns have tourist attractions, they are not widely known or popular with visitors, tourism and the community's way of life have sparked a wave of opposition to the growth and marketing of tourism in the community. The concept of developing sustainable tourism in a community by allowing local communities to play a key role in caring for and utilizing local resources is thus an important process for developing community populations.

Nowadays, an increasing number of people visit the Samoeng District in Chiang Mai Province to travel or do business, as it is considered one of Thailand's most desirable investment regions by foreign investors, and Samoeng District has been selected as the top tourist attraction community in Chiang Mai Province. People in the area must thus develop their English communication abilities, both because community currently lacks a person to function as a medium of tourist communication and because of the need for a person to act as a medium of tourism communication. There may be some, but only in a small circle. Those who can act as a guide to tourism from within the community to foreigners are still vital, and it is crucial to remember that it is much more. As a result, it is vital to improve English skills in order to communicate in this type of tourist activity. As a result, the non-formal education of Samoeng District in Chiang Mai Province of Thailand recognizes the value and designed an English curriculum for tourism, with an emphasis on everyday English activities, to educate pupils from lower secondary levels in English speaking skills. Participants may put the project into effect by focusing on it, and it also helps to produce additional money in the form of a workshop that can be utilized in everyday life (assembly occupation).

II. Course principle

1. It is a course that emphasizes the integration of academic content with practical application and instruction.

2. It's a course that attempts to help students use their academic experiences to find new career routes and strengthen their current ones for long-term stability and sustainability.

3. It is for students to improve themselves by creating professions and working in a job that focuses on practical training, in order to build the potential of learners in many disciplines to be ready to function efficiently.

III. Objective

1. To offer learners with basic English knowledge and abilities.

2. So that the trainees may listen to or read about tourism and then answer questions and provide advice to others.

3. In order for the trainees to discuss tourism.

4. So that the trainees would have a favorable attitude toward English.

IV. English communication concepts

Because the majority of today's human people interact in English, whether directly or through the Internet, television, movies, computer programming, or looking for various academic guides, English may be regarded a universal language that can be conveyed throughout the world. Furthermore, globalization's contemporary effect still remains. The rise of transportation and contemporary technologies continues to accelerate. As a result, the world has become smaller, with countries focusing mostly on English. In several nations, English has been recognized an official language in addition to the country's native tongue.(Department of Academic Affairs, 2001)As a result, many individuals rely on the English language in sectors including commerce, cultural interchange, international travel, higher education, and a wide range of companies that require English as a medium. Because knowing only one language, English, allows us to speak with over a billion people worldwide, it is the second most widely spoken language on the earth. In everyday life, it is unavoidable that there will always be exchanges with foreigners, whether directly or indirectly, starting with the smallest society, which is family and school, and progressing to a larger society, which is a working society. As a result, having strong English communication skills is vital for us to be able to connect successfully with foreigners, it serves as a channel for all humans to comprehend each other's requirements. The 2017 poll evaluated the English language abilities of people in 80 countries where English is not the predominant language and grouped the results into five nation categories, according to the worldwide English language institutes' English language skills Index report. Thailand was rated 53rd in the group of nations with very high, high, medium, low, and very poor English language abilities, or in the group of countries with low English language skills, with a score of less than Bangladesh.

Singapore, along with Pakistan and Cuba, is one of the ASEAN countries with the finest English proficiency. (ChanitsiriSupabmali, 2002).As can be seen, Thailand is a country with poor English language skills in the globe, and Thailand is in the midst of the ASEAN Community, thus the problem of English language skills is something that we all need to be aware of and work on improving our English communication abilities.

Thailand has focused on studying English for a long time, yet Thai people still can't speak English as well as Singaporeans inside ASEAN. This is because our Ministry of Education's English language curriculum concentrates on grammar, translation, and reading rather than speaking English. To understand and pass most university entrance exams, Thai people must improve their English language learning system by emphasizing spoken pronunciation, whether it is the pronunciation of each consonant or the emphasis on accents, through the use of multimedia teaching aids that include both picture, sound, and text, rather than the old system that only had text. The author is interested in presenting the importance of English communication and essential skills in living and working in the twenty-first century, and this article aims to present the importance of English communication, as well as guidelines on the use of English and life skills in the twenty-first century for non-formal education students in Samoeng District, Chiang Mai Province, Thailand.

V. Communication concept

Communication refers to the exchange of information between two people in order for them to understand each other. It includes not only spoken and written language, but also the usage of symbols such as drawings, music, and facial expressions and gestures. Everyone encounters communication every day, from waking up to going to bed. In terms of life, if everyone has good communication skills, it will result in the organization's work processes following the planned system or communicating with other people, allowing them to understand each other's needs very well.(NoppadonKlangKlang, 2008)However, without solid communication skills, you will have difficulty communicating with others or ordering with a group of individuals in the company, because ordering requires rapid, accurate communication. It is apparent that the languages used in everyday communication are various and distinct in today's period, since everyone needs to interact with one another and wants the other person to comprehend the meaning of communication in the same manner they do. If the communication's language isn't appropriate, it is something that everyone in the group agrees on in order to reach a shared understanding of issues in which multiple kinds of communication, such as colloquialism, symbolic language, and so on, are used. Language is used to communicate in a variety of ways,

there is a classification of communication based on major classification criteria, which include the following:(NantiyaSaengsin, 2000)

Classification according to the information process it is classified according to the information process, which may be separated into two types:(1) one-way communication is one-way communication in which the message is conveyed unidirectionally to the receiver without the recipient's counterattack, and (2) two-way communication is when a portion of the communication serves as both a sender and a receiver at the same time and sends and receives messages back and forth between the messenger and the receiver.

Because we live in an era where the internet is playing an increasing number of roles every day, the term "social network" is a term that everyone is acquainted with. It is a rapid and effective communication that allows the sender or recipient to access diverse information as desired. Whether it is communication, trading, or education, all have a medium to communicate or distribute information to keep everyone informed, such as Google, Facebook, Line, Youtube, Twitter, Instagram, that is a very effective medium able to receive news and contact with other people quickly. Furthermore, studying via the computer is a new way of communication that caters to the requirements of everyone on the planet, which is excellent.

VI. English proficiency of non-formal education students

The ability to communicate in English is essential and necessary for every person in the world in the twenty-first century who has English as a foreign language or a second language that must be able to be spoken and negotiated, communicate appropriately in various situations, and can speak English smoothly and fluently, and it is also very important in terms of conducting daily life in English. Because effective English communication and smart communication is a highly vital talent nowadays, it is very useful to oneself if everyone has improved their capacity to speak English, it improves chances and channels in school, job, and life both at home and abroad. Non-formal education, on the other hand, believes that knowing English gives students an advantage over those who do not. Because today's computer technology and internet have narrowed the world, people can now be informed or communicate with foreign friends in a split second, everyone will not be able to receive news or communicate with foreigners without knowing English.

After researching and teaching non-formal education management, including many persons involved in non-formal education management in English, the following principles and prerequisites for planning activities to improve the students' capacity to speak English were proposed: The fear of making a mistake and being detected by someone else is one of the

primary issues that prevents non-formal education students from speaking English. The second issue is vocabulary, which must be accepted that in informal education, children are taught to memorize rather than comprehend, for example, vocabulary is taught by requiring students to spell and memorize, but rarely comprehended. Even in practice, pupils do not grasp and cannot conceive such that they will forget after a long period no matter how well they recite the words. As a result, memorizing alone may enable recalling information for a limited length of time, but if students learn and use it appropriately, it will aid with memory and lessen the difficulty of speaking English due to a lack of vocabulary memorization. Speaking frequently will allow students to gradually familiarize and reduce problems in using the language, whether English or any other languages, such as conversing with friends in English, listening to English songs, reading English books, and so on. However, there is a lack of enthusiasm to study from a young age, and many students lack professors who love English because they are unable to make complex things simple, or students generate bias. So that Thai people's English troubles have been engrained for so long that they are afraid to use it to communicate until they are older, because there are some things that have been entrenched or not accepted from young.

VII. Activities to develop English speaking skills for communication among non-formal education students

Organizing activities for students to practice speaking for students learning English because non-formal education students rarely have the opportunity to speak English outside of the classroom, the organizers have gone to great lengths to design activities that will provide the best opportunities for students to practice. It is critical to create an environment in the classroom that encourages children to speak out and not be afraid to make errors, with instructors and friends on hand to assist them at all times. The event has also included bilingualism through the use of Chinese, Japanese, and Thai, with the idea of this event being to plan events in English for communication while utilizing the community as a basis in terms of tourism and community products, as follows:

1. The activity's organizer assessed the students' language skills and discovered that the majority of them lacked the fundamentals of English, so they had to adjust the basics by beginning with simple words, self-introductions, greetings, and other items that students could use in their daily lives.

2. The organizers make students explain about major community attractions as well as their own community goods in the form of a joint map, with the names of such landmarks written in English.

Figure 1: Community Map Activity

3. Provide materials for students to practice speaking, by the event organizers providing materials that will assist students practice speaking as much as possible. Because the media here does not require a large investment, the event organizers utilize existing goods such as wooden sticks. Many colors, legos, board game cards, money, colorful paper with various properties, such as triangles, squares, and circles, are just a few of the items that the event organizers may simply give.The organizers gather vivid images from calendars, photographs, or images found on the Internet and create speaking exercises based on the kids' preferences.

Figure 2: Community Map Activity

4. Using activities in pairs and groups of students learning a second language will reduce speech anxiety, particularly standing alone in front of the class, by allowing students to undertake activities together, whether in pairs or activities. As a result, student anxiety is reduced. It also provides students with enjoyment and passion, motivating them to engage in activities, doing tasks together helps students to feel independent, without the need for a teacher to continually monitor their behavior in front of the class. Couples and group activities also test students' abilities, allowing them to develop creative and problem-solving skills while participating in the activity. As a result, couples and group activities are commonly employed in the teaching of communicative languages. It was discovered through the activities that practicing speaking in pairs gives students more time to practice speaking than if the teacher stood in front of the class and had the students practice at the same time while the teacher supervised the practice, couples can freely use the language of their own abilities while practicing speaking with each other.

Figure 3:Group activities

5. After completing classroom activities including as conversation and vocabulary development, students walk outside the classroom to practice communication with visitors at local sites and stores.

VIII. Summary of the results of the activities

Following the conclusion of the project, students who received non-formal education performed better on English pronunciation exams, and they improved and corrected problems in vocabulary, spelling, and grammar. Because students must train themselves to be examples for

their peers, the capacity to correct mistakes is a major aspect, as well as in planning activities for pupils. Real-life situations of proper language usage allow for practice and learning outside of the classroom, resulting in improved English proficiency. However, it is believed that the language development of students begins with the development of skills, listening-speaking language, emphasizing practical (Total Physical Response), and developing reading-writing skills with the linked reading-write. As a result, students can read and write in different languages quickly, reducing study time. A key issue with non-formal education is that there is a relationship between learning a dialect and learning another non-native language, such as Thai, which is the country's official language. The findings, on the other hand, are consistent with the findings of Language Research Institute Scholars (2019), who stated that shortly after non-formal education students who study bilingualism, those involved are expected to the ministry of education has adopted the format and findings of the bilingual examination learning process to further expand the results.

Teachers, in particular, must have a unique knowledge and understanding of the teaching process and the creation of teaching materials based on the "Bilingual" approach, which emphasizes children as the center of learning management with teachers who can communicate with children in a way that they understand. Consistent with the project's effectiveness in developing English for media skills for community tourism among students at the Non-formal Education Center in Samoeng District, Chiang Mai Province, Thailand. It was discovered that when students utilized English to show community attractions, they were proud to be part of their community-based tourism, as well as improved sales of community products including fruits and vegetables, as well as different processed items. Additionally, students like learning new languages. Some people are more interested in Japanese and Chinese than Thai and English, and want to learn these languages in the future. The author recognizes the importance of bilingual learning management, starting from the base that students have and learning from what they know before expanding to something new or far away, learning spoken language before written language, learning from the local language and culture and expanding it into the national language and culture, a ladder of level education that will lead to success in further education.

As a result, English is a significant language for communication, and it has an impact on the Thai community in a variety of ways, such as the importance of English in many fields. that is near and visualizes effectively, to illustrate why we should study and better appreciate the value of the English language. English is the global lingua franca; it is the primary language of over 360 million people and the second language of over 750 million people throughout the world. Furthermore, English is the official language of 61 countries and the primary language in many

states around the world, making it the lingua franca for communication between citizens of different countries, in terms of listening, speaking, reading, and writing, and ensuring that all international media is published in English. (Sumitra Angwattanakul, 1992). For the reasons stated above, the non-formal education center in the Samoeng District of Chiang Mai Province in Thailand acknowledges the value of English as a second language and wishes to promote it as a tool for successful communication on a bigger or worldwide scale.

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