INTEGRATION OF LOCAL ENGLISH IN TEACHING ENGLISH FOR TOUR GUIEDS IN THAI CONTEXT
การบูรณาการภาษาอังกฤษท้องถิ่นในการสอนภาษาอังกฤษสำหรับมัคคุเทศก์ในบริบทไทย

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Abstract

This article aims to share the author's teaching experience and suggest how to integrate Local English in teaching English for tour guides in tourism of Thai context. Regarding a group of society of the author, they are tour guides and they mostly use English in explanation the places in Thai context. These tour guides provide service as in-bound in Thailand for foreigners. The tour guides mentioned their problems in providing service to foreigners. They could not explain Thai context in English appropriately. They therefore invited the author to observes the performance of their duties. By observing the tour guides' performance, they had to use English for describing Thai culture, history, temples, palaces, ancient cities and sanctuaries in Thailand but they could not really explain about Thai context in English appropriately. Particularly, the use of their English language was not intelligible to the foreigners. Moreover, the tour guides had to use English with both native English speakers (NES) and non-native English speakers (NNES). In addition, when the tourists asked questions about Thai culture and / or Thai architecture, the tour guides were sometimes nervous for answering the questions and they might have problem with listening to various accents. Consequently, these problems occurred from unknown more Thai context and they were not facilitated to explain in English. Furthermore, the tour guides have thought that the use of English should only be used as native norms so, they did not know that local English can be used in English for tourism. After the author observed the tour guides' performance, the author, therefore taught them to understand Global Englishes and integrated local English by using

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English for Specific Purpose (ESP), Task Based Learning (TBL) in language class and Content and Language Integrate Learning (CLIL). This article is benefit for teachers o English and those who are facilitators of training English for tour guides. Additionally, the suggestion from this article provides the teachers of English to know methodology to teach English for tour guides in Thai context in order to prepare the learners before they use English in real situation.

Keywords: Global Englishes, World Englishes, English as a Lingua Franca, Local English, English Teaching Methodology, English for Tour Guides

บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อแบ่งปันประสบการณ์การสอนของผู้เขียนและเป็นการแนะนำการบูรณาการ นานาภาษาอังกฤษท้องถิ่นในการสอนภาษาอังกฤษสำหรับมัคคุเทศก์เพื่อการท่องเที่ยวในบริบทไทย อ้างอิงถึงสังคม กลุ่มหนึ่งของผู้เขียน พวกเขาเป็นมัคคุเทศก์และพวกเขาใช้ภาษาอังกฤษในการอธิบายสถานที่ต่างๆ ในบริบทไทย มัคคุเทศก์เหล่านี้ให้บริการแบบนำเที่ยวในประเทศไทยแก่นักท่องเที่ยว พวกเขากล่าวถึงปัญหาในการให้บริการแก่ ชาวต่างชาติ มัคคุเทศก์ไม่สามารถอธิบายเกี่ยวบริบทไทยเป็นภาษาอังกฤษได้อย่างเข้าถึง พวกเขาจึงได้เชิญผู้เขียนไป สังเกตการณ์การปฏิบัติหน้าที่ของพวกเขา โดยการสังเกตการณ์การปฏิบัติหน้าที่ของมัคคุเทศก์พวกเขาต้องใช้ภาษา อังกฤษเพื่อการอธิบายถึงวัฒนธรรมไทย, ประวัติศาสตร์, วัด, พระราชวัง, เมืองเก่าและปราสาทต่างๆในประเทศไทย แต่พวกเขาไม่สามารถอธิบายบริบทไทยเป็นภาษาอังกฤษได้อย่างเข้าถึงจริง โดยเฉพาะอย่างยิ่งการใช้ภาษาอังกฤษ ของพวกเขายังไม่เป็นที่เข้าใจแก่ชาวต่างชาติ นอกจากนั้นมัคคุเทศก์ต้องใช้ภาษาอังกฤษกับทั้งเจ้าของภาษาและ ผู้ที่ไม่ได้เป็นเจ้าของภาษา อีกทั้งเมื่อนักท่องเที่ยวถามคำถามเกี่ยวกับวัฒนธรรมไทยและ/หรือสถาปัตยกรรมไทย มัคคุเทศก์เกิดการประหม่าในบางครั้งต่อการตอบคำถามและพวกเขาก็อาจมีปัญหาในการฟังสำเนียงที่หลากหลาย ดังนั้นปัญหาเหล่านี้เกิดขึ้นจากการไม่รู้ในเรื่องบริบทไทยที่มากพอและไม่สะดวกต่อการอธิบายเป็นภาษาอังกฤษ นอกจากนี้มัคคุเทศก์ยังคิดว่าการใช้ภาษาอังกฤษควรใช้แบบบรรทัดฐานของเจ้าของภาษาเท่านั้นดังนั้นพวกเขาจึง ไม่รู้ว่าภาษาอังกฤษท้องถิ่นนั้นสามารถใช้ได้ในภาษาอังกฤษเพื่อการท่องเที่ยว หลังจากที่ผู้เขียนได้สังเกตการณ์การ ปฏิบัติหน้าของมัคคุเทศก์ผู้เขียนก็ได้สอนพวกเขาให้เข้าใจในเรื่องนานาภาษาอังกฤษโลกและบูรณาการภาษาอังกฤษ ท้องถิ่นโดยการใช้ภาษาอังกฤษเฉพาะด้าน การเรียนรู้ตามงานที่ได้มอบหมายในห้องเรียนภาษาและการบูรณาการ บริบทกับการเรียนรู้ภาษา บทความนี้จึงเป็นประโยชน์แก่อาจารย์ผู้สอนภาษาอังกฤษและผู้ที่สอนภาษาอังกฤษสำหรับ มัคคุเทศก์ นอกจากนั้นการแนะนำจากบทความนี้ทำให้อาจารย์ผู้สอนภาษาอังกฤษว่ารู้วิธีการการสอนภาษาอังกฤษ สำหรับมัคคุเทศก์ในบริบทไทยเพื่อเตรียมผู้เรียนก่อนที่พวกเขาไปใช้ภาษาอังกฤษในสถานการณ์จริง

คำสำคัญ: นานาภาษาอังกฤษโลก ภาษาอังกฤษโลก ภาษาอังกฤษในฐานะเป็นภาษากลาง ภาษาอังกฤษท้องถิ่น วิธีการสอนภาษาอังกฤษ ภาษาอังกฤษสำหรับมัคคุเทศก์

Introduction

English is mostly used and needed for communicating in business between people in various countries. Regarding communication with different people, English is always used for transferring people's thought and creating relationship among them in different cultures. Those who work in various fields of business such as receptionist, hotel staff, etc., they have more chances to use English for communication with various people around the world. Particularly, The workers have to communicate with foreigners both Native English Speakers (NES) and Non-native English Speaker (NNES) who travel in Thailand as face to face and the occupation enables to stimulate economy of the country, they are **"tour guides"**. To tourism in Thailand, English tour guides have to provide service and communicate with foreigners. Moreover, they describe archaeologies, cultures, arts and temples in Thailand, consequently, they have to use English appropriately for describing them. In order to teach English language to tour guide students, English teachers should lead their students to understand to how English spread and used by NES and NNES. By providing students to understand about spread of English, it helps the students to know why English is used as Global language and local English influences in tourism in Thai context. Therefore, teachers should use suitable teaching methodology for students.

Original of English

According to Barber (1999, p.81) "the branch of Indo-European that English language belongs to is called Germanic which includes German, Dutch, Frisian, Danish, Swedish and Norwegaian". In addition, there are three main branches which are divided into North Germanic: Icelandic, Norwegian, Faroese, Danish, Swedish and Gutnish. East Germanic: Burgundian, Vandal and Gothic and West Germanic: Dutch, Frisian and English. Barber (1999, pp.86-87), "during the break-up of the Roman Empire; in 5th century, Germanic military expeditions were made all over Europe and Mediterranean. Franks and Burundians settled in France, Anglo-Saxons occupied Southern Britain". Crystal (1998) supported that the language arrived in England in Northern Europe era and it began to spread around the British, Isles, and it entered some parts of Wales, Cornwall, Cumbria and Southern Scotland until Vikings invaded the whole of Europe and England. The Vikings spoke strong influence on English consequently, situation of English was strongly spoken in the Empire, which is called Britain. In 1066, Norman, who came from France, colonized Britain. This invasion had impact on the English language. Consequently, almost half of English vocabulary was influenced by French (Saraceni, 2002). To this challenging event, it is interesting to investigate each era of

English. Then, English used by many people around the world and English has been counted as global language so far.

The Global Spread of English and Global Englishes

It is now clearly understood that English is a global language, which has spread throughout the world. In fact, the people around the world only used Receive Pronunciation (RP English) 3-4% but the people use various varieties of English more than 50% all around the world (Crystal, 1998). Furthermore, Crystal (1998) claimed that the global spread of English and defined that English is divided into English used in three parts of the world as shown in Figure 1.
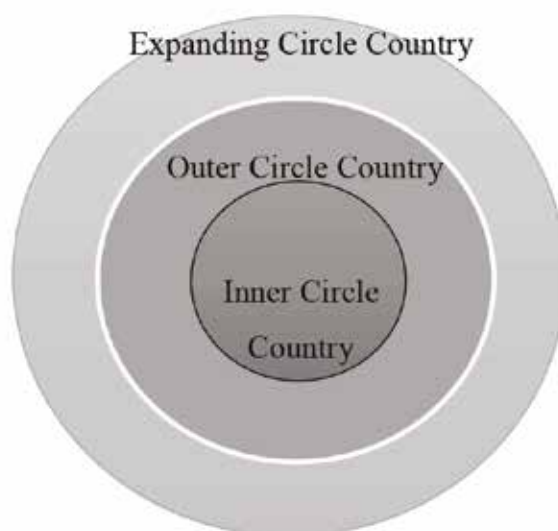

Figure 1 Three Circles of Countries of English Use
Source: Crystal (1997, p. 54)

First, it is the Inner circle country, where English is spoken as a mother tongue. These countries include the United Kingdom, Ireland, Australia, New Zealand, Canada, and the United States. Second, it is the outer circle country, where English is spoken as a second language, these countries were the former British Empire where English operates predominantly as a second language alongside other national language such as Nigeria, India, Singapore, Hong Kong, etc. Third, it is the expanding circle country, where English is spoken as a foreign language. These countries, English had no historical intra-national function and is taught within the education systems such as Spain, China, Brazil, Russia, and Thailand (Crystal, 1998). Moulin and Compos (2017, p.32) claimed that there are three groups of English speakers in the world. First language speakers are those for whom English is a first and often only language. These native speakers live in countries in which

the dominant culture is based on English. These countries are experiencing increasing linguistic diversity because of immigration. Second language speakers have English as a second or additional language. Speakers might use local form of English but many also can be fluent in international varieties. The third group of English speakers are the growing number of people learning English as a Foreign Language.

. To the spread of English, English as a global language focuses on how English should be taught and how to lead the students or those who use English for communication accept that English is variety and no variety is superior or inferior (Gohil, 2013) and (Saraceni, 2002). Rose and Galloway (2019) added that English as a Global is an inclusive paradigm looking at the linguistic, sociolinguistic, and sociocultural diversity and fluidity of English use and English users in a globalized world and Global Englishes refer to the spread and use of diverse forms of English within processes of globalization.

Rose and Galloway (2019) claimed that Global Englishes should be noted that scholars use different umbrella terms to unite shared ideologies of these fields. Firstly, the field of World Englishes (WE) has expanded from its linguistic origins into social realms. Secondly, English as a Lingua Franca (ELF) which explores both the linguistic use of language across speakers of different first language and the sociolinguistic implications of the use of English as a contact language. They are explained the following topics.

World Englishes

Jenkins (2009: 200) stated "World Englishes refer to all local English varieties regardless of which of Kachru's three circles" (Figure 1). According to Kuo (2006, p.213) "World English belongs to everyone who speakers it, but it is nobody's mother tongue and how English develops in the world is no business whatever of native speakers in England, the United States, or anywhere else." Kirkpartrick (2010) supported that world Englishes are also characterized by code-mixing. This means, the people speak to each other, they share the same linguistic backgrounds, and they will naturally share code-mix. In addition, a major characteristic of world English is that it will reflect local cultural and pragmatic norms. It means that the nature of English as a world English is concerned with cultural norms of its speakers. According to Kalara and Thanavisuth (2018, p.283) "World Englishes notion that tries to go beyond the nativeness in order to be able to better serve the current English profile as an international language or to highlight that the language no longer belongs to any particular speech community". Kalara and Thanvisuth (2018) continued that world Englishes notions have emerged and gained more acceptance from the situation that English language has been used in multicultural context. Additionally English as a world language focuses on the English

language itself which it interests in the use of language in the different words, geography, country in the case of English is separately used around the world such as how old English is developed to be new English. Furthermore, English is used in outer and expanding circle countries such as English is used by non-native speakers (Crytal 1998).

English as a Lingua Franca

Since English has been used and adopted as the working language in outer and expanding circle countries, English has not only been used to communicate with native speakers and non-native speakers but also used between non-native speakers and non-native speakers. Hence, it is interesting in the type of English used in those countries, consequently, there are various definitions of English as a lingua franca.

Seidlhofer (2005, p.339) defined "English as a lingua franca (ELF) has emerged as a way of referring for communication in English between speakers who speak different first language and ELF interactions take place among non-native speakers of English." Seidlhofer (2015) added that lingua franca means any lingual medium of communication between people of different mother tongues as well as the definition applies to local or regional lingua franca which exist in various parts of the world. Moreover, lingua franca is a contact language between people who share neither a common native tongue nor a common culture and for whom English is the foreign language of communication. For example, Malaysians and Indonesians, use English as a foreign language to communicate with each other. To this situation, they can use non-standard forms of English (Firth, 1996). Barber (1999) stated that English has become the Lingua Franca of the world in the fields of business, science, aviation, computing, education, politics and entertainment. Kirkpatrick (2010, p.200) added "Lingua Franca means an unofficial language of wider communication and it contains many non-standard forms. Lingua Franca is, therefore, a common language between people who do not share a mother tongue. Furthermore, English being used as a lingua franca, the common language of choice, among speakers who come from different linguacultural backgrounds." In addition, in practice lingua franca means English being used among non-native English speakers from Outer and Expanding circle countries (Jenkins 2009).

Kirkpatrick (2008) claimed that in case of English is used in ASEAN, the use of English is not a single variety, but it depends on form and function of the language. Thus, when different users use English, the English language sound of syllables will be expanded and stress pronouns, however, the use of English has not changed its function, but the use of words should be intelligibility between people. Therefore, English as a lingua franca means the use of English between non-native and non-native speakers. They use English as a medium of communication instead of their own languages.

Local English

To **"Local English"**, Shrestha (2016, p.54) said "Since English is spoken all over the world, the spread of the English language began in the period of European colonization. It eventually privileged the economic and political power of English speaking countries, especially Britain and America. English has been used for different purposes all over the world such as education, science and technology, commerce and tourism." Furthermore, the English language spread all over the world massively because of the fast pace of globalization. Therefore, the people use English depending on costume, food habits, social habits music and art which are said "Culture." Thus, culture is defined that it is complex whole which includes knowledge, art custom and other capabilities and habits acquired by people. Moreover, culture is the way of thinking and understanding the world and our own life. Hence, the language for communication is used for expressing the people's world views, their belief, art, etc., consequently, when the people use English in tourism, the language used can be influenced by local culture in expression of English (Taylor, 1871).

Communicative English

Mahrooqi (2012) stated that students' problems were what they learned English in school and university level and they were taught grammar, accuracy of English, read aloud the dialogues, etc. Moreover, they were usually taught English used to interact and communicate with other people. Regarding the supporting research, Mahrooqi (2012) investigated the lack of communicative ability in English among school and higher education, the result was that the students were indirectly taught communication skills at school through speaking in class, group work, debates, discussion, listening to teacher experiences and they were taught a few expressions to enable them to start a conversation. Moreover, teaching English grammar does not necessarily improve learners' communication skills. In addition, some teachers taught English by using first language. Mahrooqi (2012) continued that even though English is taught in any language class, the communication skills should be directly addressed such as the students should have interaction with their friends and teachers. Consequently, communicative skills should be integrated in the course of Englishes.

Tavil (2010) added that since English has been used as a global communicative medium, the knowledge of usage can lead to other career opportunities. Therefore, the ability to use English for communication is necessary. In addition, the local English should be integrated in the English courses for communication depends on the suitability of each course. Tavil (2010) continued that in order to teach communicative English, teachers should consider the situational exercises in the skills of development that are used to create a preliminary understanding and practical usage of

English. Regarding to the exercises, they can be (1) considered to develop the ability to describe oneself or others, (2) hold simple conversation with others, (3) instructor direct others to perform tasks, it means the lesson enables the students to be clear a particular task, (4) describe events, concepts or situation, it means encourage students to express their views on situation, happening or ideas and (5) create exercises by applying ones imaginative and artistic skills effectively in English, it means the exercises should bring out the full potential of the students in terms of his or her command over language. The capacity of the students to process, organize and express in English is accomplished.

Since English has served as a means of communication among speakers of different first language for many centuries, the people around the world use English as a Global Language. Additionally, English is now not only used for communicating with native but also non-native speakers. In the present, English is, therefore, taught as a Global Language. To this view, English Language Teaching (ELT) should be taught as Teaching English as a Global Language (TEGL). According to Prabjandee (2020, p.2), "since English is used by a global community, it should be regarded as a global ownership, which also affects the English user's identity. These circumstances make it imperative for teachers to change their instruction." This means that the way of English Language Teaching (ELT) should be changed into Global English Language Teaching (GELT).

According to Inkaew and Thumawongsa (2018, pp.1528-1529), "Being able to communicate effectively is the highest goal of all language learners. Most of people preferred to communicate orally, however, it is not easy for ESL or EFL students to communicate proficiently. Therefore, communicative strategies are brought up to cope with the difficulties."

Regarding to their research, the research investigated communicative strategies used in oral communication among Thai EFL students of different English proficiency level. To the findings, the students in different majors did not have differences in the use of the communicative strategies, the students used their strategies by using easy language and advanced language. Moreover, their findings presented that by teaching students communicative English, it recommends that English for communication should integrate teaching and learning for communicative competence of EFL and/or ESL students. In order to train English for tour guides, they should be taught to understand the concept of English at the beginning of class in order to know the used of English in the field of tourism is variety. Moreover, the teaching methodology should practice them as English used for communication such as real situation as follows.

The use of Local English for Tourism in Thai Context

Since English is used for all the international business, trade and commerce. In addition, English serves the purposes of the multi-national companies' needs and it is being used as a tool of communication for business organization. Importantly, it is used in traveling and tourism. The traveling and tourism are related to both national and international levels so, English is the language that is commonly used by all the international travel and tourism departments, agencies and companies.

Regarding author's experience in the use of English for tourism in Thailand, it is seen that the English is expressed in particular context such as history, different attitude of Buddha images and art of sanctuaries. Moreover, the use of vocabulary in particular context and wording are used as **"Local English"** for example, "Tripitaka" (the evident of Buddha's teaching), "Thavatimsa heaven" (a level of heaven in Thai Chronical), "Mount Maru" (the name of mountain in Thai chronical), "Prasat Spire" (the top finial of Thai castle). Hence, the English users should not only know English at a level of study but also they should have knowledge and understand the context of tourism as well. Rata, Petroman and Petroman (2012) supported that those who used English in the specific purposes should be understood the context and situation of tourism. Additionally, English language has already been established as the one with the major influence, it can be widely used in various fields such as the area of international or national travel. To the use of English for tourism in Thailand, the English used as local English in explanation in Thailand.

The previous mention, teaching English in this field requires teachers and lecturers of English such as ESP and TBL need to develop their own teaching methodology and materials in order to be closed to teaching and learning aims and to the professional and geopolitical context of the educational process (Prachnant, 2012). Hence, Communicative Language Teaching (CLT) will be mentioned and applied into language teaching in this academic article.

Communicative Language Teaching (CLT)

Hymes (1972) defined that Communicative Language Teaching (CLT) is an approach which includes notion and function in teaching and learning process. In addition, it helps students to use language fluently and appropriately. Moreover, CLT provides students to learn and use English that they need and it enables the students to use English in real situation by providing the students perform meaningful tasks involving the use of meaningful and authentic language and using. Brown (1994) and Hymes (1972) said that Communicative Language Teaching was the theory mentioned so, it was applied by using communicative approach and it aims to develop four competences.

The first, grammatical competence, it is concerned with grammatical and lexical capacity which enables communicators to produce as well as understand literal meaning of utterances. Additionally, communicators can produce grammatically correct sentences in a language which is concerned with knowledge of vocabulary and rules of word formation, pronunciation, spelling and sentence formation. The second, sociolinguistic competence, it enables students to create and understand the appropriate utterances used in various social contexts. Brown (1994) continued that sociolinguistic competence referred to knowledge of social cultural rules of language and of discourse. The communicators should have knowledge of social cultural rules of language and discourse. The third, discourse competence, it enables students to connect utterances in the relationship to the entire text or discourse which is spoken and written language text in various genres and situations. The fourth, strategic competence, it involves the verbal and non-verbal strategies which communicators employ to initiate, terminate repair and redirect communication.

In order to apply and use CLT to design activities for the students use English in real situation, the suitable approach is communicative approach is used for designing English for Specific Purpose (ESP) and Task Based Learning (TBL). These are methods served for students learn English for tour guide.

English for Specific Purpose (ESP)

Anthony (1997) defined that English for Specific Purpose (ESP) is a teaching methodology as well as it is the activity for serving students' needs. Gatehouse (2001) and Ramirez (2015) supported that ESP is designed the language course for adult and advanced students in a professional work situation. In addition, the ESP relates to other disciplinary areas and occupation in the use of teaching methodology that is different from general English. Gatehouse (2001) and Ramirez (2015) continued that ESP is an English instruction based on actual and immediate needs of students. For the reason, its principles are used in designing various courses. This means that ESP has become one of the most prominent areas of English Language Teaching (ELT) and its popularity enables it to make the way to English classes (Javid 2013).

To design ESP course, it is concerned with the use of English as a world language and Lingua Franca for communication for tourism in Thailand. Thus, the English course can be designed English for tour guides by using English in Thai context. Furthermore, teaching material concerned with Thai history, Thai temple, Thai food, etc., in order to provide tour guides to be able to apply and use English in their context. With reference to the example of exercise in teaching material, it can be an example of teaching speaking skill.

Before teaching, local English concerned with English used in tourism in Thai context, each activity should provide the students know concerning vocabulary in English for making sentences. In addition, the activities should provide the students to use in real situation.

The example below is used for teaching English for tour guides in speaking skill about a Thai temple.

Vocabulary

Srisanphet Chadayan stupa	
.Dilok Thammakarakanithan stupa	
Munipat Borikhan stupa	*Name of pagoda / stupa*
Srisuriyothai stupa	
Chetuponwimonmungkalaram	*Name of Temple*
Asurindarahu	*He is a Giant which his body is black.*
Mount Meru	*It is the name of Mountain in Thai chronical.*
Mount Sattaboriphan.	*It is the name of Mountain in Thai chronical*
	Mounts Sattaboriphan are a lot of mountains which are around Mount Meru.
Yai Chaimongkhon Temple	*It is the name of temple*
King Naresuan	*Name of a King in Ayutthaya period*
Mara.	*Mara means split evil and his armies*
Benchamabophit Dusitvanaram Temple	*Name of temple*
Thavatimsa heaven	*Name of a level of heaven in Thai chronical*
Sukhothai style	*A period of Thai history*

Speaking Activity 1: Speaking activity: Practice to speak the sentences as the following

1. ***Srisanphet Chadayan*** stupa is in green mosaic tiles. ***Dilok Thammakarakanithan*** stupa is in white mosaic tiles. ***Munipat Borikhan*** stupa is in yellow tiles and ***Srisuriyothai*** stupa is in blue tiles.

2. Reclining Buddha image at ***Chetuponwimonmungkalaram*** temple is in the attitude of subduing the Giant named ***"Asurindarahu."***

3. All churches in Thailand are always imitated from universe. The churches are in the center of the universe represents as ***Mount Meru*** and small ***Mondop*** around the churches represent as ***Mount Sattaboriphan.***

4. ***Yai Chaimongkhon*** temple at Ayutthaya province was commanded for constructing by King ***Naresuan***.

5. Most Buddha images in the churches represent the attitude of Subduing <u>Mara.</u>

By providing students know vocabulary, it helps them to understand vocabulary used in particular context. Then, teacher may train them in activity 2.

Speaking Activity 2: Practice a dialogue

Tour Guide:	Good morning, Lady and Gentlemen: I am your tour guide.
	Now, you are in front of ***Benchamabophit Dusitvanaram*** Temple.
	The foreigners call "Marble Temple."
Tourist:	Oh! This temple is so beautiful and it is amazing.
	I have known that this temple has beautiful walking Buddha image.
Tour Guide:	Yes! Let's go inside! OK! This is walking Buddha image which casts in bronze.
	This Buddha image has had history that he walked to the earth
	after visiting his mother at ***Thavatimsa heaven***.
Tourist:	What is type of art?
Tour Guide:	This walking Buddha image were brought from North of Thailand.
	The Buddha image belongs to the middle ***Sukhothai*** style.
Tourist:	Wow! It's long history. Thank you for your describing, I am appreciated.

The use of ESP as teaching method is a way of teaching English for tour guide. Another interesting method, which is Task Based Learning (TBL) can be used in language class.

Task Based Learning (TBL)

Bush (2004) stated that Task Based Learning (TBL) is a theory which is an attempt to create the conditions for language acquisition. In addition, it is a learning approach which sees the learning process as one of learning through doing and it aims to work with the unconscious processes that allow acquisition to occur. Additionally, task-based learning is believed that when students use language to express real meanings to achieve rea purpose, it drives interlanguage development. Therefore, Task Based Learning is an activity concerned with learning language that the teacher of English may assign the activities for students to do the tasks. To this method, the students learn language used from those tasks. Moreover, if the students have some questions from the tasks, they can find the answers by themselves as autonomous learners and the teacher should be the facilitator for their students (Ellis 2004).

Regarding example of applying TBL in teaching English for tour guide, and to students in tourism field, the teacher may assign his or her students to promote important place in Thailand such as Grand Palace, a Sanctuary in Thailand by asking them to work in group. First of all, each

group may be given a time for 1 or 2 weeks to find one place such as "important temple" or "ancient city" from websites, etc. On the other hands, teacher may ask students to take photos of the real places and they have to prepare information in English such as history, important things in the places through style of arts as well. By describing the selected places, students have to describe in English. To this activity, it provides the students to learn English language by themselves such as vocabulary, sentence structure through history of the important places. Moreover, they learn to blend the knowledge together and practice to present in class. Additionally, the students have more chances to learn and acquire English used in Thai context and presentation skill. To this activity of Task Based Learning, all students have to help each other to describe and teacher gives them feedback after doing activity.

With reference to the role of teacher in teaching, teacher should only be facilitator and he or she guides students vocabulary used and the teacher can help students in making sentences about the context of each lesson. Furthermore, the teacher gives and suggest his or her students after they finish the task so that the students are able to use English in the context and the lessons can be the suggestion for them in learning English for tour guides.

Content and Language Integrate Learning (CLIL)

Floris (2014) said that Content and Language Integrated Learning (CLIL) is educational approach that it is used various language or English as a medium of instruction with the content. According to Bruton (2013:587-588) "Content and Language Integrated Learning (CLIL) is a dual focused on educational approach in which an additional language is used for the learning and teaching of both context and language. Moreover, it refers to educational settings where a language other than the students' mother tongue is used as a medium of instruction and it is concerned with the learning and teaching of both language and the subjects such as mathematics, history law, etc. In addition, Nowak (2011) supported that CLIL is seen as a continuum or umbrella term for all those approaches in which some form of specific and academic language support is offered to students in order to facilitate their learning of the context through that language. Hence, CLIL is the program of teaching and learning that is an innovative idea to activate learning of foreign language in monolingual environment (Coyle, Hood & Marsh 2010).

Regarding to the theory, CLIL presents authenticity of purpose unlike communicative classroom. In addition, it is to support the learners' needs in which the learners need to learn English or second language concerned with their particular subjects. Therefore, if the students are tour guides, it means that they need to learn English for tour guide as well. Coyle, Hood & Marsh (2020) claimed that CLIL must present as the framework as 4Cs which presents in the picture below.
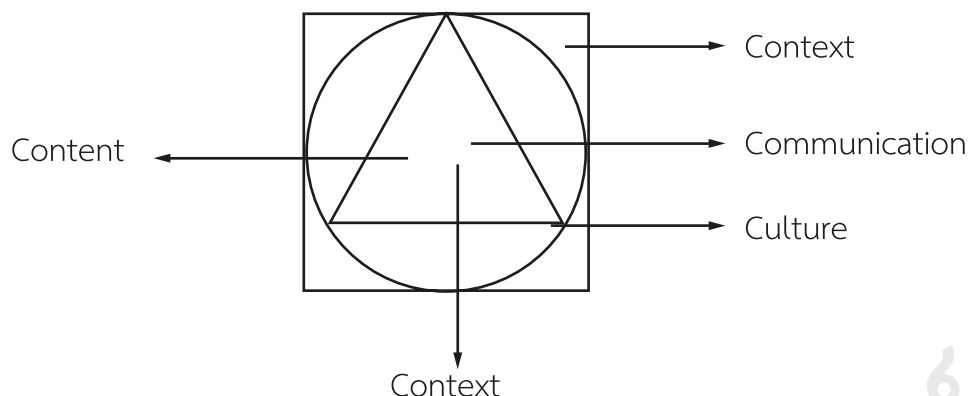
Figure2 : CLIL Model in English Language Teaching

Based on 4Cs frameworks, Content refers to "the subject matter"; According to Coyle, Hood & Marsh (2010) "content is the subject or the CLIL theme." It is progression of knowledge, skills and understanding of the content in the subject area. Therefore, it means that content of the subject is taught and the students have chance to learn English in those subjects. Communication refers to "language learning and using; it is interaction in the communicative context. The learners are motivated to use English concerned with four language skills by communicating in the learning subject. Culture refers to "developing intercultural understanding and global citizenship; it is the acquisition of a deepening intercultural awareness. Thus, the students / learners learn across culture and it requires them to have self-awareness, identity and citizenship. Consequently, the students / learners have chances to learn and to understand their friends' culture and they cannot speak by touching and relating about religion, political issue and what is sensitive feeling (Coyle 2008).

By teaching English for tour guide with applying CLIL, teacher may ask students to make paper models such as Grand Palace, Important Temple, etc., so that the students (tour guides) use the model to describe the content of history and art in English. This step of teaching, teacher should do as an example for students by focusing and covering 4Cs framework.

By focusing on content, teacher should find the information about the history and art of the place where the teacher will teach in language class. For example, the teacher may prepare paper model of Chinese stone statues in "Wat Pho" he found the information about it and describes in English.

https://www.dreamstime.com/thailand-bangkok-
close-up-ancient-Chinese-warrior-stone-statues-
wat-pho-temple-image136953077

To this, teacher describes that "the Chinese stone statues were original purpose was to use as a ship ballast for the trip from China to Thailand in the ancient day. The merchants brought these stones statues with the ship in order to use as ballast to counterbalance the ship. After that when the ship arrived Thailand the Chinese stones were taken to decorate at Wat Pho. Therefore, they has been counted that they are Giants to protect the temple from evils." By focusing on communication, teacher ask students to describe their satisfied models in order to practice them to use language for communication. For example, a student selects to describe "Subduing Mara Buddha image"

https://www.renown-travel.com/mudras/subduing-mara.html

The student describes that "The attitude of subduing Mara has history that the Buddha wanted to reach his enlightenment so, he meditated under the Pho tree. Then, the Mara: they are sprits of evil and his armies

wanted to hinder the Buddha. Then, the Buddha pointed his four fingers on the right hand to the ground. After that, the mother of earth emerged from the ground and wringed her hair until the water from her hair drown the Mara. Therefore, this situation is an appearance of attitude of subduing Mara."

By focusing on culture in teaching, the teacher may describe that however Chinese stone statues are different arts between Thai and Chinese, but we can mix these two cultures in which "if we believe in superstition, Chinese stones statues can be the protectors of bad luck and evil." To this, the teacher can show that the use CLIL presents teaching concerned with culture as well. Furthermore, the Buddha image represents as the art and style through what period and cultural development each time.

By focusing on thinking skill, teacher may lead students to think of what they want to describe by adding in the examples of information of above. To this, the students can create new description and make sentences in English. This step, teacher can help them to check grammar point and sentence structure for students to practice and before presentation.

Conclusion

In conclusion, English is not only used in fashion, technology but also used in describing various cultural contexts. To this academic paper, the role of English is used as Local English concerned with tourism such as arts, history and culture in Thailand. Moreover, the use of Local English can be used and applied with Communicative Language Teaching (CLT) which is a theory of teaching methodology in various approaches such as Task Based Learning (TBL), English for Specific Purpose (ESP) and Content Language Integrate Learning (CLIL) depending on the objective of English courses and students / learners' needs. In addition, the teachers who will use teaching methodology should understand the role and purpose of teaching methodology of English class.

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