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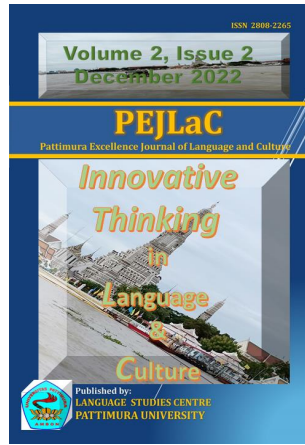


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The 2022 December issue of Pattimura Excellence Journal of Language and Culture (PEJLaC) consists of 5 integrative language and culture wisdom papers associated with the best peer review from 2 countries authors of Thailand and Indonesia. The theme of such attractive and innovative issue is **“Innovative Thinking in Language and Culture.”**

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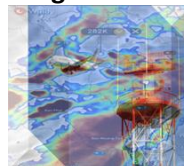


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**The Analysis of Components on Monolingual Spanish Learner's Dictionaries
for Foreign Students**

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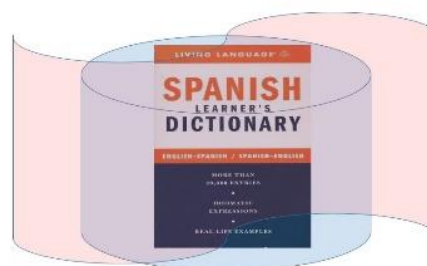
Abstract

Dictionaries have been considered as one of major tools for foreign language learning. So, this study aimed to analyze the main elements of monolingual Spanish learner's dictionaries for foreign students. The study used the comparative study approach to examine components of each dictionary in making the acquaintance of their key components used in three Spanish studied dictionaries, namely, 1.) Diccionario para la Enseñanza de la Lengua Española (DIPELE), 2.) Diccionario Salamanca de la Lengua Española (DSLE), 3.) Diccionario Español para Extranjeros (DEESM). The analysis was applied to the search mode, the selection of corpus, provided grammatical notes and other useful features in the three dictionaries. The results revealed that all of the analyzed dictionaries possess some key features in common designed to enhance language learning and some of them provided some helpful language advice.

Keywords: monolingual Spanish dictionaries, learner's dictionaries, dictionaries for foreign students.

The significant finding:

All of the analyzed dictionaries possess some key features in common designed to enhance language learning and some of them provided helpful languages advice.

**ARTICLES****I. INTRODUCTION**

There are various kinds of language learning tools available nowadays that L2 learners can use while they are learning their new languages. The dictionary, obviously, is one of the most traditional tools from the past to the present that has been utilized by both native and non-native language students. According to Cook, in the era of science and technology, especially, it is necessary that people should have ability to deal with foreign language and this is the reason why the existence of a dictionary is a must when there is a need to read or write (Ref. 2001).

Although there are many dictionaries offered in the market, some would be appreciated for a particular person and some would not. Each learner needs different types

of information and this is the reason why we should know what dictionary we should choose in order to get the most benefits of this kind of language learning tool. Knowing only types of dictionaries might not be enough, the sorts of information provided in a dictionary is indispensable for the user. Therefore, the analysis of components of dictionary should be conducted in order to help language learners find a suitable for them.

Dictionaries and Language Learning

There are various factors which come into play in the learning process of foreign language. Without a doubt, the dictionary is considered as one of the primary tools for students in their process of assimilation of a non-mother tongue language. **Moreno**

Fernández (1996) indicated that the dictionary is one of the instruments which have played an essential role for learning languages (both foreign language and native language) together with the support of the teacher and the manuals. Consequently, this supportive language device is an important part in the teaching and learning process of Spanish as foreign language. According to **Boulton and De Cock (2017)**, dictionaries are considered as one of the most useful materials at L2 learners', and teachers', disposal. **Chi (2013)** indicated that it is true that a dictionary contains within itself the idea of being a didactic work as the need of using a dictionary by any user is to learn something about a word or expression (meaning, use, orthography, etc.) Despite having several kinds of reference books, an important question arises: what type of dictionary is designed for foreign students who are learning Spanish?

According to the online Cambridge Dictionary (n.d.), *dictionary* means "a book that contains a list of words in alphabetical order and explains their meanings, or gives a word for them in another language; an electronic product giving similar information on a computer, smartphone, etc.". In other words, this type of lexicographical work denotes a repertoire of words, traditionally organized alphabetically, and offer lexical equivalent in one or more languages.

From the linguistic point of view, the dictionary possesses two basic functions. First, the dictionary can be used as a decoding instrument, that is to say, it can be very useful when one needs to know the meaning of a word in a certain language. It also can be used in any activity that has to do with the oral and written comprehensions. Second, the dictionary can

then be used as a coding tool which provides information about the use of words in both oral and written activities. It may therefore be concluded that the dictionary can be used as a reference book and, at the same time, a learning book.

Learning a word is not only to understand its meaning, but also its grammatical and pragmatical use, so that we can create correctly any particular sentence. According to **Pérez Basanta (1995)**, learning about a word is learning about: 1) its oral and written forms; 2) its grammatical use; 3) its lexical solidarity (restrictions in its use and its most common non-fixed combinations); 4) its function and its use in a specific situation; 5) the different levels of meaning in relation to the above; 6) the semantic relationships with other words; 7) the differences between words that have the same formal structure; and 8) the recognition and the generation of words through the mechanics of word formation.

According to **Bogaards (1988)** and **Battenburg (1991)**, who investigated about the use of dictionaries in classroom activities, the dictionaries are used most often in written activities, moreover, they suggested that the students are likely to use dictionaries in activities related to comprehension of language than other activities related to the production of language. Furthermore, dictionaries played the important role in the field of translation. It is evident that the use of dictionaries is greater in the decoder activities from L2 to L1.

Types of Dictionaries in Language Learning

According to **Moreno Fernández (1996)**, dictionaries provide 2 basic functions in language learning; on the one hand, dictionaries can be used as a decoder instrument, in other

words, it can be useful when one wants to know the meaning of a word; on the other side, dictionaries can serve as an encoder instrument, that is to say, they provide information about the use of the words in both oral and written learning activities. **Josefa Martín García (1999)**, suggested 6 types of class activities in relation to the use of dictionary which are: 1) writing decoding (reading); 2) writing encoding (writing); 3) oral decoding (oral comprehension); 4) oral encoding (oral expression); 5) decoding of L2 (translation from L2 to L1) and; 6) encoding of L2 (translation from L1 to L2). Therefore, using one type of dictionary is not enough in every kind of class activities for language learning.

Bilingual dictionary

Normally, this kind of dictionary is most frequently used by students of foreign languages than the monolingual one because it is ready to use in decoding activities. The information provided in the bilingual dictionary encourages activities of comprehension. **Bogaards (1991)**, suggested that the use of a bilingual dictionary is useful in the translation and much less in terms of learning vocabulary. However, it is more practical using a monolingual dictionary for learning vocabulary.

In general, the bilingual dictionary is used with two purposes; the first one is the comprehension of texts in the source language; the second one is to produce texts in the target language. Accordingly, it is evident that the bilingual dictionary is managed principally as instrument for the translation. Even though, this type of dictionary is created for the translation, this does not mean that the bilingual dictionary can provide all of the equivalents of the

geographical differentiated lemmas which exist in the target language (**Ref. of Haensch, Werner, Ettinger, & Wolf**).

According to **Josefa Martín García (1999)**, there are disadvantages of the bilingual dictionary; 1) it cannot be used as encoding instrument or for production; 2) it cannot be used in the learning of vocabulary; 3) the information provided is not sufficient for the necessity of learning a foreign language; 4) it cannot be consulted for any student because it is designed for users whose mother tongue is the source language; 5) it can pose a problem due to the lack of semantic equivalent in the polysemic words.

Monolingual dictionary

The monolingual dictionary is exceptionally beneficial for learning a foreign language, since this type of dictionary, while using it, forces the learner to reflect about the use of the word. So, the consultation takes more time than the use of the bilingual one. It is necessary to have some certain training to be able to manage the monolingual dictionary efficiently (**Alvar Ezquerro 1981; Battenburg 1991; Fernández de Bobadilla; 1995**).

One of the advantages of this kind of dictionary is that it offers extra linguistic information which encourages the production and comprehension of grammatically correct statements. **Barnhart (1962)** suggested that the information most sought by users who use the monolingual dictionary is; firstly, the meaning of words; secondly, the orthography and the pronunciation. However, the least sought elements are; the synonyms, the observations on its use and the etymology.

There are advantages for using the monolingual dictionary (Josefa Martín García, 1999); 1) it can be used as encoding instrument and for learning a foreign language; 2) it can be used in the activities of production; 3) it can be used in the vocabulary learning; 4) it offers a lot of linguistic information which can be very useful for foreign students; 5) the synonyms, the paraphrases can be learnt while using it because the definitions or explications are produced in the target language; 6) it can be consult by any student (both native and foreign student).

II. METHODOLOGY

Having known that the monolingual learner dictionary is indispensable in the learning of foreign language, the main objective of this current study is aimed at getting to know, mainly to students who learn Spanish as their foreign language, the contents or the components of the monolingual Spanish learner's dictionaries (MSLDs). When consulting them, they know how to use and also realize what kind of information is provided inside. However, with this study, it is not intended to offer any type of lexicographical works nor to show how to be a model of how to make an ideal monolingual dictionary for foreign students. The analysis of characteristics and functions of the MSLDs that are available on the market is the main interest of this work.

The MSLDs which were selected to be analyzed are; 1.) Diccionario para la Enseñanza de la Lengua Española (DIPELE), 2.) Diccionario Salamanca de la Lengua Española (DSLE), 3.) Diccionario Español para Extranjeros (DEESM). These three MSLDs

were chosen to the analysis because they, as specified each dictionary, are designed for foreign students of Spanish. The analysis was conducted into these four (tables) following parts; search moods; selection of corpus; grammar notes and other additional features.

Table 1. Analysis of the characteristics of MSLDs Search Mode

	Dictionaries		
	DIPELE	DSLE	DEESM
Arrange ment system	International alphabetical order	Internati onal alphabet ical order	Internati onal alphabeti cal order
Words with graphical accent (e.g.: fútbol, chófer, vídeo)	Those which do not come with graphical accent appear in the first order.	There are only words with graphica l accent in the dictionar y.	Those which do not come with graphical accent appear in the first order.
Words with more than one form (e.g.: <i>sicología</i> and <i>psicología</i>)	Both forms of words appear in the dictionary. Each form also refers to the other.	Both forms of words appear in the dictionar y, but the least used form remains without definitio ns and refers the most used form.	Both forms of words appear in the dictionar y, but the least used form remains without definitio ns and refers the most used form.
Literacy of the abbreviat	There are no abbreviations nor acronyms	Abbrevi ations and	Abbrevia tions and acronym

ions and acronyms	provided in this dictionary.	acronyms are included.	s are included.
Locutions	Locutions are searched by the following order: noun, verb, adjective, adverb and preposition.	Locutions are searched by any of key words (noun, adjective and verb)	Locutions are searched by the following order: noun, verb, adjective, pronoun, adverb.

Table 2. Selection of corpus

	Dictionaries		
	DIPELE	DSLE	DEESM
Neologisms	x	√	√
Americanisms	√	√	√
Locutions	√	√	√
Acronyms and abbreviations	x	√	√
Prefixes and suffixes	x	√	√
Indications of irregular verb forms	x	x	√
Superlative irregulars	x	x	√

Antonyms and synonyms	√	√	√
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Table 3. Grammar Notes

	Dictionaries		
	DIPELE	DSLE	DEESM
Orthographical information	- Notices about other homophones	-notice about other homophones	-notice about other homophones
Morphological information	-Notice about preferred and plural noun -Gender variation -Notice about different forms of spelling of one word (e.g. psicología/sicología) - Notice about the preferred use recommended by la Real Academia Española - information about the verbal conjugation	-Notice about preferred and plural noun -Gender variation -Notice about different forms of spelling of one word (e.g. psicología/sicología) - Notice about the preferred use recommended by la Real Academia Española - information about the verbal conjugation	-Notice about preferred and plural noun -Gender variation -Notice about different forms of spelling of one word (e.g. psicología/sicología) -notice about words from the same family of the lemma - information about the verbal conjugation

Syntactic information	- prepositional regime	- prepositional regime	- prepositional regime
	- construction of adjectives as attributes with the use of verbs ser/estar	- position of adjectives in relation with the substantive - construction of adjectives as attributes with the use of verbs ser/estar - countable and uncountable	- construction of adjectives as attributes with the use of verbs ser/estar

Drawings, illustrations	√	x	√
Models of conjugation	√	√	√
Grammatical rules (as appendix)	√	x	x
Information about the Spanish alphabet	√	√	√
Guide of conversation	x	x	√

III. FINDINGS AND DISCUSSION

3.1. Search moods

As to the search moods, all of the MSLDs use the international alphabetical order as their arrangement system. To search for words with graphical accent, words which do not come with graphical accent appear in the first order in the DIPELE and the DEESM, meanwhile there are only words with graphical accent appear in the DSLE. With regard to words with more than one form, all of the word forms appear in all of the three dictionaries; however, in the DSLE and the DEESM, the least used form remains without definitions and refers the most used form, whereas in the DIPELE, each word form refers to each other. Concerning the literacy of the abbreviations and acronyms, both of the DSLE and the DEESM provide the search of abbreviations and acronyms; nevertheless, abbreviations and acronyms are not included in the DIPELE. As regards the locutions, all of the three dictionaries provide the searching of locutions.

Table 4. Other additional features

	Dictionaries		
	DIPELE	DSLE	DEESM
Hyphenation	√	x	√
Phonetical transcription	√	x	x
Word family	x	x	√
Notices about possible confusions	√	√	√
Examples of word use	√	√	√

3.2. Selection of corpus

In relation to the selection of corpus, all of the dictionaries share some common selection of corpus. However, each of them also delivers some different aspects of the selection. Regarding the neologisms, the DSLE and the DEESM offers the neologisms in the dictionaries whereas the DIPELE does not. Three of them include the Americanisms in the dictionaries. The locutions are also found in all of the MSLDs. The acronyms and abbreviations are only found in the DSLE and the DEESM and this is the same as the case of prefixes and suffixes. The only dictionary which includes indications of irregular verb forms and superlative irregular forms is the DEESM. The antonyms and synonyms are included in all of the MSLDs.

3.3. Grammar notes

Concerning the grammar notes, all of the MSLDs share all the orthographical, morphological and syntactic information. However, some of them provide more details about grammatical rule in Spanish. In relation to the orthographical information, all of the MSLDs include the notices about homophones.

Regarding the morphological information, there are some notices which all of them share in common: notices about preferred plural forms; gender variation; notices about different forms of spelling of one word; information about the verbal conjugation. The notices about origins of neologisms are included in the DIPELE and the DSLE. The only dictionary which provides notices about the preferred use recommended by la Real Academia Española is the DIPELE. The notices about singular and plural forms are found in the DSLE. The only dictionary which provides the

grammar notes about words from the same family of the lemma is the DEESM.

As to the syntactic information, three of them all provide the prepositional regime and also the construction of adjectives as attributes with the use of the verbs *ser/ estar*. The DSLE is the only dictionary which provides the grammar notes about the position of adjectives in relation to the substantive. Likewise, the countable and uncountable nouns are only found in the DSLE.

3.4. Other additional features

Other additional features, which are included in the three analyzed MSLDs, are also useful for foreign students of Spanish. The hyphenation is provided in the DIPELE and the DEESM. The phonetical transcription can only be found in the DIPELE. The only MSLD which provide the word family information is the DEESM. The notices about possible confusions and the example of word use are found in all of MSLDs. The only dictionary which contains drawing or illustrations is the DSLE. All of the three dictionaries provide the models of verb conjugation. The DIPELE is the only MSLD which contains grammatical rules as appendix. The DIPELE and the DEESM give information about the Spanish alphabet. The only MSLD which gives guide of conversation is the DEESM.



IV. CONCLUSION AND SUGGESTION

According to the analysis, all the dictionaries contain some key features to encourage the learning of Spanish. All of these three dictionaries are designed especially for foreign students who want to learn Spanish as we can see in the elements such as; notices about possible confusions, examples of word

use, models of verb conjugation and etc. The mentioned features are essential for the students which should not be excluded from any of the MSLDs. However, some of them offer special kinds of information which could be helpful for some students. Besides, knowing the supportive elements or what is inside the dictionary is always useful. The users of the dictionary should realize about how to choose the appropriate dictionary for them too. Moreover, it is very important to know how to use it properly to get the most benefit of this kind of learning instrument.

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	<p>The Analysis of Components on Monolingual Spanish Learner's Dictionaries for Foreign Students</p> <p>Arthit Jittho ^{1*}</p>
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INTRODUCTION There are various kinds of language learning tools available nowadays that L2 learners can use while they are learning their new languages. The dictionary, obviously, **is one of the most** traditional tools from the past to the present that has been utilized by both native and non-native language students. According to Cook, in the era of science and technology, especially, it is necessary that people should have ability to deal with foreign language and this is the reason why the existence of a dictionary is a must when there is a need to read or write (2001). Although **there are many dictionaries** offered in the market, some would be appreciated for a particular person and some would not.

Each learner needs different types of information and this is the reason why we should know what dictionary we should choose in order to get the most benefits of this kind of language learning tool. Knowing only types of dictionaries might not be enough, the sorts of information provided in a dictionary is indispensable for the user. Therefore, the analysis of components of dictionary should be conducted in order to help language learners find a suitable for them. Dictionaries and Language Learning There are various factors which come into play in the learning process of foreign language.

Without a doubt, the dictionary is considered as one of the primary tools for students in their process of assimilation of a non-mother tongue language. Moreno Fernández (1996) indicated that the **dictionary is one of the** instruments which have played an essential role for learning languages (both foreign language and native language) together with the support of the teacher and the manuals. Consequently, this supportive language device is an important part in **the teaching and learning process** of Spanish as foreign language.

According to and Boulton and De Cock (2017), dictionaries are considered as **one of the most useful** materials **at L2 learners', and teachers'**, disposal. Chi (2013) indicated that it is true that a dictionary contains within itself the idea of being a didactic work as the need of using a dictionary by any user is to learn something about a word or expression (meaning, use, orthography, etc.) Despite having several kinds of reference books, an important question arises: what type of dictionary is designed for foreign students who are learning Spanish? According to the online Cambridge Dictionary (n.d.), dictionary means "a **book that contains a list of words in alphabetical order and explains their meanings, or gives a word for them in another language; an electronic product giving similar** information on a computer, smartphone, etc.".

In other words, this type of lexicographical work denotes a repertoire of words, traditionally organized alphabetically, and offer lexical equivalent in one or more languages. From the linguistic point of view, the dictionary possesses two basic

functions. First, the dictionary can be used as a decoding instrument, that is to say, it can be very useful when one needs to know **the meaning of a word** in a certain language. It also can be used in any activity that has to do with the oral and written comprehensions. Second, the dictionary can then be used as a coding tool which provides information about the use of words in both oral and written activities.

It **may therefore be concluded that** the dictionary can be used as a reference book and, at the same time, a learning book. Learning a word is not only to understand its meaning, but also its grammatical and pragmatical use, so that we can create correctly any particular sentence. According to Pérez Basanta (1995), learning about a word is learning about: 1) its oral and written forms; 2) its grammatical use; 3) its lexical solidarity (restrictions in its use and its most common non-fixed combinations); 4) its function and its use in a specific situation; 5) the different levels of meaning in relation to the above; 6) the semantic relationships with other words; 7) the differences between words that have the same formal structure; and 8) the recognition and the generation of words through the mechanics of word formation.

According to Bogaards (1988) and Battenburg (1991), who investigated about **the use of dictionaries** in classroom activities, the dictionaries are used most often in written activities, moreover, they suggested that the students are likely to use dictionaries in activities related to comprehension of language than other activities related to the production of language. Furthermore, dictionaries played the important role **in the field of** translation. It is evident that **the use of dictionaries** is greater in the decoder activities from L2 to L1.

Types of Dictionaries in Language Learning According to Moreno Fernández (1996), dictionaries provide 2 basic functions in language learning; on the one hand, **dictionaries can be used** as a decoder instrument, in other words, it can be useful when one wants to know **the meaning of a** word; on the other side, dictionaries can serve as an encoder instrument, that is to say, they provide information about the use of the words in both oral and written learning activities. Josefa Martín García (1999), suggested 6 types of class activities in relation to the use of dictionary which are: 1) writing decoding (reading); 2) writing encoding (writing); 3) oral decoding (oral comprehension); 4) oral encoding (oral expression); 5) decoding of L2 (translation from L2 to L1) and; 6) encoding of L2 (translation from L1 to L2). Therefore, using one type of dictionary is not enough in every kind of class activities for language learning.

Bilingual dictionary Normally, this kind of dictionary is most frequently used by students of foreign languages than the monolingual one because it is ready to use in decoding activities. The information provided in the bilingual dictionary encourages activities of

comprehension. Bogaards (1991), suggested that the use of a bilingual dictionary is useful in the translation and much less in terms of learning vocabulary. However, it is more practical **using a monolingual dictionary for learning** vocabulary.

In general, the bilingual dictionary is used with two purposes; the first one is the comprehension of texts in the source language; the second one is to produce texts in the target language. Accordingly, it is evident that the bilingual dictionary is managed principally as instrument for the translation. Even though, this type of dictionary is created for the translation, this does not mean that the bilingual dictionary can provide all of the equivalents of the geographical differentiated lemmas which exist in the target language (Haensch, Werner, Ettinger, Wolf).

According to Josefa Martín García (1999), there are disadvantages of the bilingual dictionary; 1) it cannot be used as encoding instrument or for production; 2) it cannot be used in the learning of vocabulary; 3) the information provided is not sufficient for **the necessity of learning a foreign** language; 4) it cannot be consulted for any student because it is designed for users whose mother tongue is the source language; 5) it can pose a problem due to the lack of semantic equivalent in the polysemic words.

Monolingual dictionary The monolingual dictionary is exceptionally beneficial **for learning a foreign** language, since this type of dictionary, while using it, forces the learner to reflect about the use of the word.

So, the consultation takes more time than the use of the bilingual one. It is necessary to have some certain training to be able to manage the monolingual dictionary efficiently (Alvar Ezquerro 1981; Battenburg 1991; Fernández de Bobadilla; 1995). One of the advantages of this kind of dictionary is that it offers extra linguistic information which encourages the production and comprehension of grammatically correct statements. Barnhart (1962) suggested that the information most sought by users who use the monolingual dictionary is; firstly, the meaning of words; secondly, the orthography and the pronunciation.

However, the least sought elements are; the synonyms, the observations on its use and the etymology. There are advantages for using the monolingual dictionary (Josefa Martín García, 1999); 1) it can be used as encoding instrument and **for learning a foreign** language; 2) it can be used in the activities of production; 3) it can be used in the vocabulary learning; 4) it offers a lot of linguistic information which can be very useful for foreign students; 5) the synonyms, the paraphrases can be learnt while using it because the definitions or explications are produced in the target language; 6) it can be consulted by any student (both native and foreign student).

METHODOLOGY Having known that the monolingual learner dictionary is indispensable in the learning of foreign language, the main objective of this current study is aimed at getting to know, mainly to students who learn Spanish as their foreign language, the contents or the components of the monolingual Spanish learner's dictionaries (MSLDs). When consulting them, they know how to use and also realize what kind of information is provided inside. However, with this study, it is not intended to offer any type of lexicographical works nor to show how to be a model of how to make an ideal monolingual dictionary for foreign students.

The analysis of characteristics and functions of the MSLDs that are available on the market is the main interest of this work. The MSLDs which were selected to be analyzed are; 1.) Diccionario para la Enseñanza de la Lengua Española (DIPELE), 2.) Diccionario Salamanca de la Lengua Española (DSLE), 3.) Diccionario Español para Extranjeros (DEESM). These three MSLDs were chosen to the analysis because they, as specified each dictionary, are designed for foreign students of Spanish. The analysis was conducted into these four following parts; search moods; selection of corpus; grammar notes and other additional features.

Analysis of the characteristics of MSLDs Search Mode _Dictionaries _DIPELE_DSLE_DEESM _Arrangement system _International alphabetical order _International alphabetical order _International alphabetical order _Words with graphical accent (e.g.: fútbol, chófer, vídeo) _Those which do not come with graphical accent appear in the first order. _There are only words with graphical accent in the dictionary. _Those which do not come with graphical accent appear in the first order. _Words with **more than one form** (e.g.: sicología and psicología) _Both forms of words appear in the dictionary. Each form also refers to the other.

_Both forms of words appear in the dictionary, but the least used form remains without definitions and refers the most used form. _Both forms of words appear in the dictionary, but the least used form remains without definitions and refers the most used form. _Literacy of the abbreviations and acronyms _There are no abbreviations nor acronyms provided in this dictionary. _Abbreviations and acronyms are included. _Abbreviations and acronyms are included. _Locutions _Locutions are searched by the following order: noun, verb, adjective, adverb and preposition.

_Locutions are searched by any of key words (noun, adjective and verb) _Locutions are searched by the following order: noun, verb, adjective, pronoun, adverb. _Selection of corpus _Dictionaries _DIPELE_DSLE_DEESM _Neologisms _x_v_v _Americanisms _v_v_v _Locutions _v_v_v _Acronyms and abbreviations _x_v_v _Prefixes and suffixes _x_v_v _Indications of irregular verb forms _x_x_v _Superlative irregulars _x

_x_v _ _Antonyms and synonyms _v_v_v _ _ Grammar Notes _Dictionaries _ _ _DIPELE
_DSLE _DEESM _ _ Orthographical information _- Notices about other homophones
_-notice about other homophones _-notice about other homophones _ _ Morphological
information _-Notice about preferred and plural noun -Gender variation -Notice about
different forms of spelling of one word (e.g.

psicologia/sicologia) - Notice about the preferred use recommended by la Real
Academia Espanola -information about the verbal conjugation _-Notice about preferred
and plural noun -Gender variation -Notice about different forms of spelling of one word
(e.g. psicologia/sicologia) - Notice about the preferred use recommended by la Real
Academia Espanola -information about the verbal conjugation _-Notice about preferred
and plural noun -Gender variation -Notice about different forms of spelling of one word
(e.g.

psicologia/sicologia) -notice about words from the same family of the lemma
-information about the verbal conjugation _ _ Syntactic information _-prepotional
regime -construction of adjectives as attributes with the use of verbs ser/estar
_-prepotional regime -position of adjectives in relation with the substantive -construction
of adjectives as attributes with the use of verbs ser/estar -countable and uncountable
_-prepotional regime -construction of adjectives as attributes with the use of verbs
ser/estar _ _ Other additional features _Dictionaries _ _ _DIPELE _DSLE _DEESM _
_Hyphenation _v_x_v _ _Phonetical transcription _v_x_x _ _Word family _x_x_v _
_Notices about possible confusions _v_v_v _ _Examples of word use _v_v_v _
_Drawings, illustrations _v_x_v _ _Models of conjugation _v_v_v _ _Grammatical rules
(as appendix) _v_x_x _ _Information about the Spanish alphabet _v_v_v _ _Guide of
conversation _x_x_v _ _ III.

FINDINGS AND DISCUSSION Search moods As to the search moods, all of the MSLDs
use the international alphabetical order as their arrangement system. To search for
words with graphical accent, words which do not come with graphical accent appear in
the first order in the DIPELE and the DEESM, meanwhile there are only words with
graphical accent appear in the DSLE. With regard to words with more than one form, all
of the word forms appear in all of the three dictionaries; however, in the DSLE and the
DEESM, the least used form remains without definitions and refers the most used form,
whereas in the DIPELE, each word form refers to each other. Concerning the literacy of
the abbreviations and acronyms, both of the DSLE and the DEESM provide the search of
abbreviations and acronyms; nevertheless, abbreviations and acronyms are not included
in the DIPELE.

As regards the locutions, all of the three dictionaries provide the searching of locutions.

Selection of corpus In relation to the selection of corpus, all of the dictionaries share some common selection of corpus. However, each of them also delivers some different aspects of the selection. Regarding the neologisms, the DSLE and the DEESM offers the neologisms in the dictionaries whereas the DIPELE does not. Three of them include the Americanisms in the dictionaries. The locutions are also found in all of the MSLDs. The acronyms and abbreviations are only found in the DSLE and the DEESM and this is the same as the case of prefixes and suffixes.

The only dictionary which includes indications of irregular verb forms and superlative irregular forms is the DEESM. The antonyms and synonyms are included in all of the MSLDs. Grammar notes Concerning the grammar notes, all of the MSLDs share all the orthographical, morphological and syntactic information. However, some of them provide more details about grammatical rule in Spanish. In relation to the orthographical information, all of the MSLDs include the notices about homophones.

Regarding the morphological information, there are some notices which all of them share in common: notices about preferred plural forms; gender variation; notices about different forms of spelling of one word; information about the verbal conjugation. The notices about origins of neologisms are included in the DIPELE and the DSLE. The only dictionary which provides notices about the preferred use recommended by la Real Academia Española is the DIPELE. The notices about **singular and plural forms** are found in the DSLE. The only dictionary which provides the grammar notes about words from the same family of the lemma is the DEESM.

As to the syntactic information, three of them all provide the prepositional regime and also the construction of adjectives as attributes with the use of the verbs ser/ estar. The DSLE is the only dictionary which provides the grammar notes about the position of adjectives in relation to the substantive. Likewise, the **countable and uncountable nouns** are only found in the DSLE. Other additional features Other additional features, which are included in the three analyzed MSLDs, are also useful for foreign students of Spanish. The hyphenation is provided in the DIPELE and the DEESM.

The phonetical transcription can only be found in the DIPELE. The only MSLD which provide the word family information is the DEESM. The notices about possible confusions and the example of word use are found in all of MSLDs. The only dictionary which contains drawing or illustrations is the DSLE. All of the three dictionaries provide the models of verb conjugation. The DIPELE is the only MSLD which contains grammatical rules as appendix. The DIPELE and the DEESM give information about the Spanish alphabet. The only MSLD which gives guide of conversation is the DEESM.

CONCLUSION AND SUGGESTION According to the analysis, all the dictionaries contain some key features to encourage the learning of Spanish. All of these three dictionaries are designed especially for foreign students who want to learn Spanish as we can see in the elements such as; notices about possible confusions, examples of word use, models of verb conjugation and etc. The mentioned features are essential for the students which should not be excluded from any of the MSLDs. However, some of them offer special kinds of information which could be helpful for some students.

Besides, knowing the supportive elements or what is inside the dictionary is always useful. The users of the dictionary should realize about how to choose the appropriate dictionary for them too. Moreover, it is very important to know how to use it properly to get the most benefit of this kind of learning instrument. REFERENCES 1. Alvar Ezquerra, Manuel, (1981): "Los diccionarios bilingües: su contenido", *Lingüística Española Actual*, 3/1, págs. 175-196. Reimpreso en M. Alvar Ezquerra, 1993, *Lexicografía Descriptiva*, Bibliograf, Barcelona, p. 145-164. 2. Alvar Ezquerra, M. (1993). *Lexicografía descriptiva*. Vox Bibliogra. 3. Battenburg, John, D.,

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**French Vocabulary Learning Strategies of French Majors
at Khon Kaen University**

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Abstract

The present study sought to investigate learning strategies and French vocabulary memorization strategies as well as to examine French vocabulary learning strategies employed among French-major students at Khon Kaen University with high, moderate and low levels of GPA. In particular, the participants were 89 French-major students, including second-year, third-year, and fourth-year students. In data collection, the instruments used in this study were a 38-item questionnaire concerning learning strategies and French vocabulary memorization strategies adapted from Schmitt's Vocabulary Learning Strategies Questionnaire (2000). Statistics used to analyze the collected data included percentage, mean, and standard deviation. The results demonstrated that the most frequently used strategy for the discovery of a new word's meaning was determination strategies, the most commonly used of which were using a French-Thai dictionary application and guessing word meaning from textual context respectively. Concerning strategies for consolidating a word, the most frequently employed was memory strategies. Pronouncing the word aloud while studying and practicing its spelling were two of the most frequently used strategies. In the meantime, in terms of cognitive strategies, most often employed were written repetition and the use of an application for taking notes and memorizing words. Lastly, regarding metacognitive strategies, most frequently utilized among the students were learning and memorizing words through social media as in Facebook, Twitter, and Instagram. Comparing strategies employed among the students with high, moderate and low levels of GPA, it was found that the strategy for the discovery of a new word's meaning most frequently employed among all these groups was using the French-Thai dictionary application. Despite that, the students with a high GPA tended to employ more various vocabulary memorization strategies than those with a moderate and low GPA did. It was also discovered that all three groups rarely opted for concept mapping or mind mapping to memorize vocabulary.

KEYWORDS : strategies, vocabulary, learning new vocabulary, discovery strategies, consolidation strategies

The significant finding:

The most frequently used strategy for the discovery of a new word's meaning was from determination strategies. While the most commonly used were a French-Thai dictionary application and guessing word meaning from textual context respectively.



ARTICLES

I. INTRODUCTION

Vocabulary which is employed as a medium of meaning communication, knowledge transfers and idea conveyance, serves as one of the most important language elements and is the first aspect in which applied linguists are interested (Richards & Rodgers, 2000). According to Schmitt (2000), it acts as

the foundation of language. The first aspect which language learners are required to understand is the meaning of a word in a particular language (Burton, 1982). Therefore, vocabulary knowledge is viewed as a fundamental factor in enabling learners to achieve goals in language learning.

In learning French as a foreign language, it is necessary for learners to learn about the

pronunciation system and grammatical rules and simultaneously to study and develop all four skills, including listening, speaking, reading, and writing. They are also required to acquire knowledge about the French culture and identity. Vocabulary learning and memorization is regarded as a vital factor which allows learners to attain learning goals. In addition, it is beneficial to French communication. Possession of inadequate vocabulary knowledge can pose difficulties for learners in communicating in French and eventually result in a low level of all four skills. Simply speaking, they will have difficulty in listening or be unable to speak, to read, to comprehend reading texts, and to write. On the contrary, having considerable vocabulary knowledge and a vast repertoire of vocabulary will enable the learners to use a variety of words for communication and, in turn, will increase their success in language learning, along with their ability to communicate in French. As stated by **Dolsophon (1999: 45)**, “a lack of vocabulary accuracy or vocabulary knowledge can pose difficulties in learning a particular language and developing four skills as in speaking, listening, reading and writing. On the other hand, having vast vocabulary knowledge and being able to recall and use it correctly will contribute to effective language learning. Thus, vocabulary is invariably necessary for foreign language learning”.

Learning strategies are referred to as techniques utilized by learners to facilitate their learning, which will ease and accelerate learning, enhance effectiveness of learning itself and allow for transfer of their learning to new contexts. They also serve as an instrument to overcome potential learning problems. Hence, learning strategies play a prominent part in language learning, especially foreign

language learning. Successful learners tend to employ learning strategies which suit their needs and abilities effectively (**Gu & Johnson, 1996**).

Vocabulary knowledge is, indeed, considered as a crucial factor in learning French or any foreign language. As a result, development of vocabulary learning is necessary for language learning. Vocabulary learning strategies used by learners to help themselves learn and memorize vocabulary, particularly meaning of difficult one, with greater ease and at an accelerating pace may vary depending on their individual preferences. As stated by **Nation (2001)**, vocabulary learning strategies are part of language learning strategies and beneficial to learners' second language acquisition. Moreover, **Schmitt (2000)** states that a number of researchers have made attempts to classify vocabulary learning strategies and to compile them as techniques to facilitate learners' learning.

The Western Languages program, French Major, at Khon Kaen University has provided French instruction as major courses at an undergraduate level since 1988. Despite that, there had not been a study conducted by the program on French-majored students' French vocabulary learning and memorization strategies. Based on the researcher's experience as a teacher of French courses which develop all four skills for French communication, it was observed that students possessed different understanding of word meaning, which affected their learning achievements in such courses. The present study was intended to investigate French-majored students' French vocabulary learning strategies. It was carried out in the hope that the strategies employed by those with a high GPA could be drawn on to provide French instruction for those with a low GPA in

order to promote effective French vocabulary learning.

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II. METHODOLOGY

The present study was survey research. In particular, a questionnaire was utilized to probe opinions regarding the use of vocabulary learning and memorization strategies among 100 French-majored students in their second, third, and fourth years in the academic year 2022. As a result, the purposive sample comprised 89 respondents in total.

The research instrument in this study was a questionnaire. It was derived from Schmitt's concept on vocabulary learning and memorization strategies (2000). Specifically, there were two main strategies each of which featured 38 sub-strategies as follows: 1)

strategies for the discovery of a new word's meaning comprised two sub-strategies, namely eight determination strategies and five social strategies; and 2) strategies for consolidating a word consisted of four sub-strategies, including three social strategies, ten memory strategies, five cognitive strategies, and seven metacognitive strategies.

The questionnaire employed in this study was the Google Forms online questionnaire. It was divided into three parts as follows:

Part 1: general background of respondents consisting of four items, including gender, year of study, and GPA;

Part 2: strategies for the discovery of a new word's meaning;

Part 3: strategies for consolidating a word.

In Part 2 and Part 3, the questions were in the form of the rating scale to allow respondents to assess themselves on their use of strategies. The rating scale consisted of five points, with 4 designated as always use, 3 as often use, 2 as sometimes use, 1 as rarely use, and 0 as never use.

Data Analysis

1) The responses in Part 1 on general background of respondents were analyzed to determine frequency and percentage. The results were tabulated and presented descriptively.

2) Those in Part 2 and Part 3 regarding 38 vocabulary learning and memorization strategies which the respondents used were analyzed to find mean and standard deviation. The mean scores were interpreted, and subsequently, the results were presented descriptively. Mean scores were interpreted according to the criterion for interpreting mean scores of rating scale questionnaires: the

highest score minus the lowest score, divided by all points. In this questionnaire, the highest and lowest scores were 4 and 0 respectively. Consequently, the score range employed to interpret mean scores was $(4-0)/5 = 0.80$. Thus, the criterion for interpreting mean score is given below.

Mean scores of 4.21 – 5.00 refer to the strategy which students always use.

Mean scores of 3.41 – 4.20 refer to the strategy which students often use.

Mean scores of 2.61 – 3.40 refer to the strategy which students sometimes use.

Mean scores of 1.81 – 2.60 refer to the strategy which students rarely use.

Mean scores of 1.00 – 1.80 refer to the strategy which students never use.

III. FINDINGS

1) Results of Analysis Part 1 of the Questionnaire

Based on the analysis of the respondents' general background, it was found that 89 respondents who were studying in their second, third and fourth years in the first semester of the academic year 2022 were constituted by 69 female (77.52%), 18 male (20.22%), and 2 LGBTQ+ students (2.24%). In terms of year of study, the sample was dominated by 39 second-year students (43.82%), followed by 31 fourth-year students (34.83%), and 19 third-year students (21.34%).

Table 1. The respondents' average GPA.

GPA	Level	Number of students	Percentage
3.01-4.00	High	24	26.96
2.01-3.00	Moderate	51	57.30
1.01-2.00	Low	14	15.73
Total		89	100

As illustrated in **Table 1**, more than half of the respondents, accounting for 57.30%, obtained a moderate GPA, followed by 26.96% with a high GPA and 15.73% with a low GPA.

2) Results of Analysis of Part 2 of the Questionnaire

With regard to the respondents' use of strategies for the discovery of a new word's meaning, the results demonstrated that determination strategies were identified as most frequently employed among the respondents ($\bar{x} = 4.59$, S.D. = 0.98). Considering each of sub-strategy under this category, it was uncovered that most commonly used was using a French-Thai dictionary application ($\bar{x} = 3.53$, S.D. = 1.01) while guessing word meaning from textual context was sometimes employed ($\bar{x} = 3.34$, S.D. = 0.82). Consulting a Thai-French dictionary was never utilized ($\bar{x} = 1.26$, S.D. = 1.12).

3) Results of Analysis of Part 3 of the Questionnaire

Under strategies for consolidating a word, most frequently utilized among the respondents were memory strategies ($\bar{x} = 4.38$,

S.D. = 1.08). By considering each sub-strategy, the results showed that three strategies achieved the highest mean scores, including saying new word aloud when studying ($\bar{x} = 3.30$, S.D. = 0.85), learning and memorizing words through social media as in Facebook, Twitter and Instagram ($\bar{x} = 3.18$, S.D. = 0.97), and written repetition ($\bar{x} = 3.12$, S.D. = 0.99) respectively. Despite that, they were found to be sometimes employed among the respondents.

4) Results of Analysis of Part 2 and Part 3 by GPA

The vocabulary learning and memorization strategies used by the respondents were analyzed in isolation by their GPA levels divided into three groups, including a high GPA group, a moderate GPA group, and a low GPA group. The results are displayed in Table 2.

As shown in **Table 2**, the comparative analysis on the use of French vocabulary learning and memorization strategies among three groups of the respondents with a high, moderate and low GPA showed that all groups did not have significantly different mean scores on the use of French vocabulary learning and memorization strategies. Simply put, high GPA, moderate GPA, and low GPA groups achieved the overall mean scores of 2.37 (rarely use), 2.35 (rarely use), and 2.15 (rarely use) respectively. However, with each sub-strategy looked into separately, it was uncovered that there were differences in the most frequently used strategies across three groups. Specifically, those with a high GPA adopted verbal and written repetition while those with a moderate GPA used a French-Thai

dictionary application, and those with a low GPA asked classmates for word meaning.

Table 2. The use of vocabulary learning and memorization strategies by GPA levels.

Vocabulary Learning Strategies	Mean and S.D / GPA levels					
	High		Moderate		Low	
	Mean	S.D	Mean	S.D	Mean	S.D
I. Strategies for Discovery						
1.1.Determination strategies	2.52	1.38	2.68	1.20	1.97	1.28
1.2 Social strategies	2.26	1.02	2.67	1.08	2.11	1.02
II.Strategies for Consolidating						
2.1 Social strategies	2.01	1.31	1.86	1.33	1.83	0.83
2.2 Memory strategies	2.45	1.32	2.04	1.35	1.88	1.04
2.3 Cognitive strategies	2.60	1.39	2.60	1.22	1.93	1.02
2.4 Metacognitive strategies	2.40	1.31	2.29	1.23	1.46	1.02
Overall mean	2.37	1.28	2.35	1.23	2.15	1.03
Level of frequency	Rarely use		Rarely use		Rarely use	

IV. DISCUSSIONS

The overall results showed that regarding the strategies for the discovery of a new word's meaning, most frequently employed was using a French-Thai dictionary application, while guessing word meaning from context was sometimes used and consulting a Thai-French dictionary was identified as never used. It can be noticed that the choice of the strategies identified as most often and never employed among the students resulted from the evolution of information technology. Simply put, searching for a word's meaning through applications can be done with greater ease and convenience than consulting a dictionary.

Hence, consulting a Thai-French dictionary was never utilized among the students.

In relation to the strategies for consolidating a word, the most frequently used was memory strategies, namely saying new word aloud when studying, learning and memorizing words through social media as in Facebook, Twitter and Instagram, and written repetition. Essentially, memory strategies are regarded as important for learning French or other foreign languages. To memorize a particular subject, learners are required to speak, listen to certain materials, read certain texts, or write repeatedly until they are able to organize ideas about it and remember it, which will in turn contribute to increasing their learning of such a subject (Gu & Johnson, 1996).

Based on the comparative analysis on the use of French vocabulary learning and memorization strategies among the students with different GPA levels, it was uncovered that the sub-strategies employed by each group were clearly different. Particularly, the students achieving high GPAs opted for verbal and written repetition while those earning moderate GPAs used a French-Thai dictionary application, and those with low GPAs asked classmates for word meaning.

V. RECOMMENDATIONS

5.1. Research recommendations

(1). In this study, activities should be held to allow the students to practice using French vocabulary learning and memorization strategies in conjunction with investigating their use of strategies.

(2). To ensure data dispersion, the present study should examine French vocabulary learning and memorization strategies based on the students' year of study, given that students at different years of study are more likely to adopt different strategies.

5.2. Recommendations for further studies



(1). Further studies are urged to compare the use of French vocabulary learning and memorization strategies between students with basic French knowledge from upper secondary school studies and those without such knowledge.

(2). They should also investigate French reading achievements among the students using different French vocabulary learning and memorization strategies.

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	<p>French Vocabulary Learning Strategies of French Majors at Khon Kaen University</p> <p>Wanrudee Kurawan^{1*}</p>
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French Vocabulary Learning Strategies of French Majors at Khon Kaen University
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_Received Revised _: 1st October 2022 : 10th November 2022 _ _Published _: 12th
December 2022 _ _Corresponding author: *Email:wankur@kku.ac.th Abstract The
present study sought to investigate learning strategies and French vocabulary
memorization strategies as well as to examine French vocabulary learning strategies
employed among French-majored students at Khon Kaen University with high,
moderate and low levels of GPA. In particular, the participants were 89 French-majored
students, including second-year, third-year, and fourth-year students.

In data collection, the instruments used in this study were a 38-item questionnaire
concerning learning strategies and French vocabulary memorization strategies adapted
from Schmitt's Vocabulary Learning Strategies Questionnaire (2000). Statistics used to
analyze the collected data included percentage, mean, and standard deviation. The
results demonstrated that the most frequently used strategy for the discovery of a new
word's meaning was determination strategies, the most commonly used of which were
using a French-Thai dictionary application and guessing word meaning from textual
context respectively. Concerning strategies for consolidating a word, the most
frequently employed was memory strategies. Pronouncing the word aloud while
studying and practicing its spelling were two of the most frequently used strategies.

In the meantime, in terms of cognitive strategies, most often employed were written
repetition and the use of an application for taking notes and memorizing words. Lastly,
regarding metacognitive strategies, most frequently utilized among the students were
learning and memorizing words through social media as in Facebook, Twitter, and

Instagram. Comparing strategies employed among the students with high, moderate and low levels of GPA, it was found that the strategy for the discovery of a new word's meaning most frequently employed among all these groups was using the French-Thai dictionary application.

Despite that, the **students with a high GPA** tended to employ more various vocabulary memorization strategies than those with a moderate and low GPA did. It was also discovered that all three groups rarely opted for concept mapping or mind mapping to memorize vocabulary. KEYWORDS : strategies, vocabulary, learning new vocabulary, discovery strategies, consolidation strategies _The significant finding: **The most frequently used strategy** for the discovery of a new word's meaning was determination strategies, while the most commonly used were a French-Thai dictionary application and **guessing word meaning from** textual context respectively.

/ _ _ _ _ _ Articles

INTRODUCTION Vocabulary which is employed as a medium of meaning communication, knowledge transfers and idea conveyance, serves as **one of the most** important language elements and is the first aspect in which applied linguists are interested (Richards & Rodgers, 2000). According to Schmitt (2000), it acts as the foundation of language. The first aspect which language learners are required to understand is **the meaning of a** word in a particular language (Burton, 1982). Therefore, vocabulary knowledge is viewed as a fundamental factor in enabling learners to achieve goals in language learning.

In learning **French as a foreign** language, it is necessary for learners to learn about the pronunciation system and grammatical rules and simultaneously to study and develop all four skills, including listening, speaking, reading, and writing. They are also required to acquire knowledge about the French culture and identity. Vocabulary learning and memorization is regarded as a vital factor which allows learners to attain learning goals. In addition, it is beneficial to French communication. Possession of inadequate vocabulary knowledge can pose difficulties for learners in communicating in French and eventually result in a low level of all four skills.

Simply speaking, they will have difficulty in listening or be unable to speak, to read, to comprehend reading texts, and to write. On the contrary, having considerable vocabulary knowledge and a vast repertoire of vocabulary will enable the learners to use a variety of words for communication and, in turn, will increase their success in language learning, along with their ability to communicate in French. As stated by Dolsophon (1999: 45), "a lack of vocabulary accuracy or vocabulary knowledge can pose difficulties in learning a particular language and developing four skills as in speaking, listening, reading and writing.

On the other hand, having vast vocabulary knowledge and being able to recall and use it correctly will contribute to effective language learning. Thus, vocabulary is invariably necessary for foreign language learning". Learning strategies are referred to as techniques utilized by learners to facilitate their learning, which will ease and accelerate learning, enhance effectiveness of learning itself and allow for transfer of their learning to new contexts. They also serve as an instrument to overcome potential learning problems. Hence, learning strategies play a prominent part in language learning, especially foreign language learning.

Successful learners tend to employ learning strategies which suit their needs and abilities effectively (Gu & Johnson, 1996). Vocabulary knowledge is, indeed, considered as a crucial factor in learning French or any foreign language. As a result, development of vocabulary learning is necessary for language learning. **Vocabulary learning strategies**

used by learners to help themselves learn and memorize vocabulary, particularly meaning of difficult one, with greater ease and at an accelerating pace may vary depending on their individual preferences.

As stated by Nation (2001), vocabulary learning strategies are part of language learning strategies and beneficial to learners' second language acquisition. Moreover, Schmitt (2000) states that a number of researchers have made attempts to classify vocabulary learning strategies and to compile them as techniques to facilitate learners' learning. The Western Languages program, French Major, at Khon Kaen University has provided French instruction as major courses at an undergraduate level since 1988.

Despite that, there had not been a study conducted by the program on French-majored students' French vocabulary learning and memorization strategies. Based on the researcher's experience as a teacher of French courses which develop all four skills for French communication, it was observed that students possessed different understanding of word meaning, which affected their learning achievements in such courses. The present study was intended to investigate French-majored students' French vocabulary learning strategies.

It was carried out in the hope that the strategies employed by those with a high GPA could be drawn on to provide French instruction for those with a low GPA in order to promote effective French vocabulary learning. The Western Languages program, French Major, at Khon Kaen University has provided French instruction as major courses at an undergraduate level since 1988. Despite that, there had not been a study conducted by the program on French-majored students' French vocabulary learning and memorization strategies.

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METHODOLOGY The present study was survey research. In particular, a questionnaire was utilized to probe opinions regarding the use of vocabulary learning and memorization strategies among 100 French-majored students in their second, third, and fourth years in the academic year 2022. As a result, the purposive sample comprised 89 respondents in total. The research instrument in this study was a questionnaire. It was

derived from Schmitt's concept on vocabulary learning and memorization strategies (2000).

Specifically, there were two main strategies each of which featured 38 sub-strategies as follows: 1) strategies for the discovery of a new word's meaning comprised two sub-strategies, namely eight determination strategies and five social strategies; and 2) strategies for consolidating a word consisted of four sub-strategies, including three social strategies, ten memory strategies, five cognitive strategies, and seven metacognitive strategies. The questionnaire employed in this study was the Google Forms online questionnaire.

It was **divided into three parts** as follows: Part 1: general background of respondents consisting of four items, including gender, year of study, and GPA; Part 2: strategies for the discovery of a new word's meaning; Part 3: strategies for consolidating a word. In Part 2 and Part 3, the questions were in the form of the rating scale to allow respondents to assess themselves on their use of strategies. The rating scale consisted of five points, with 4 designated as always use, 3 as often use, 2 as sometimes use, 1 as rarely use, and 0 as never use.

Data Analysis 1) The responses in Part 1 on general background of respondents were analyzed to determine frequency and percentage. The results were tabulated and presented descriptively. 2) Those in Part 2 and Part 3 regarding 38 vocabulary learning and memorization strategies which the respondents used were analyzed to find mean and standard deviation. The mean scores were interpreted, and subsequently, the results were presented descriptively. Mean scores were interpreted according to the criterion for interpreting mean scores of rating scale questionnaires: the highest score minus the lowest score, divided by all points. In this questionnaire, the **highest and lowest scores** were 4 and 0 respectively.

Consequently, the score range employed to interpret mean scores was $(4-0)/5 = 0.80$. Thus, the criterion for interpreting mean score is given below. Mean scores of 4.21 – 5.00 refer to the strategy which students always use. Mean scores of 3.41 – 4.20 refer to the strategy which students often use. Mean scores of 2.61 – 3.40 refer to the strategy which students sometimes use. Mean scores of 1.81 – 2.60 refer to the strategy which students rarely use. Mean scores of 1.00 – 1.80 refer to the strategy which students never use. III.

FINDINGS AND DISCUSSION 1) Results of Analysis Part 1 of the Questionnaire Based on the analysis of the respondents' general background, it was found that 89 respondents who were studying in their second, third and fourth years in the first semester of the

academic year 2022 were constituted by 69 female (77.52%), 18 male (20.22%), and 2 LGBTQ+ students (2.24%). In terms of year of study, the sample was dominated by 39 second-year students (43.82%), followed by 31 fourth-year students (34.83%), and 19 third-year students (21.34%). Table 1 shows the respondents' average GPA. GPA_Level
 _Number of students _Percentage __3.01-4.00 _High _24 _26.96 __2.01-3.00 _Moderate
 _51 _57.30 __1.01-2.00 _Low _14 _15.73 ___Total _89 _100 __ As illustrated in Table 1, more than half of the respondents, accounting for 57.30%, obtained a moderate GPA, followed by 26.96% with a high GPA and 15.73% with a low GPA.

2) Results of Analysis of Part 2 of the Questionnaire With regard to the respondents' use of strategies for the discovery of a new word's meaning, the results demonstrated that determination strategies were identified as most frequently employed among the respondents (\bar{x} = 4.59, S.D. = 0.98). Considering each of sub-strategy under this category, it was uncovered that most commonly used was using a French-Thai dictionary application (\bar{x} = 3.53, S.D. = 1.01) while guessing word meaning from textual context was sometimes employed (\bar{x} = 3.34, S.D. = 0.82). Consulting a Thai-French dictionary was never utilized (\bar{x} = 1.26, S.D. = 1.12).

3) Results of Analysis of Part 3 of the Questionnaire Under strategies for consolidating a word, most frequently utilized among the respondents were memory strategies (\bar{x} = 4.38, S.D. = 1.08). By considering each sub-strategy, the results showed that three strategies achieved the highest mean scores, including saying new word aloud when studying (\bar{x} = 3.30, S.D. = 0.85), learning and memorizing words through social media as in Facebook, Twitter and Instagram (\bar{x} = 3.18, S.D. = 0.97), and written repetition (\bar{x} = 3.12, S.D. = 0.99) respectively. Despite that, they were found to be sometimes employed among the respondents.

4) Results of Analysis of Part 2 and Part 3 by GPA The vocabulary learning and memorization strategies used by the respondents were analyzed in isolation by their GPA levels divided into three groups, including a high GPA group, a moderate GPA group, and a low GPA group. The results are displayed in Table 2. Table 2 illustrates the use of vocabulary learning and memorization strategies by GPA levels. Vocabulary Learning Strategies_Mean and S.D / GPA levels __High_Moderate_Low __Mean_S.D_Mean_S.D_Mean_S.D __I. Strategies for Discovery _____1.1Determination strategies_2.52_1.38_2.68_1.20_1.97_1.28 __1.2 Social strategies_2.26_1.02_2.67_1.08_2.11_1.02 __II.Strategies for Consolidating _____2.1

Social strategies_2.01_1.31_1.86_1.33_1.83_0.83 __2.2 Memory strategies_2.45_1.32_2.04_1.35_1.88_1.04 __2.3 Cognitive strategies_2.60_1.39_2.60_1.22_1.93_1.02 __2.4 Metacognitive strategies_2.40_1.31_2.29_1.23_1.46_1.02 __ Overall mean_2.37

_1.28 _2.35 _1.23 _2.15 _1.03 _ _Level of frequency _Rarely use _ _Rarely use _ _Rarely use
_ _ _ As shown in Table 2, the comparative analysis on the use of French vocabulary learning and memorization strategies among three groups of the respondents with a high, moderate and low GPA showed that all groups did **not have significantly different mean** scores on the use of French vocabulary learning and memorization strategies. Simply put, high GPA, moderate GPA, and low GPA groups achieved the overall mean scores of 2.37 (rarely use), 2.35 (rarely use), and 2.15 (rarely use) respectively. However, with each sub-strategy looked into separately, it was uncovered that there were differences in **the most frequently used strategies** across three groups.

Specifically, those **with a high GPA** adopted verbal and written repetition while those with a moderate GPA used a French-Thai dictionary application, and those with a low GPA asked classmates for word meaning. DISCUSSIONS The overall results showed that regarding the strategies for the discovery of a new word's meaning, most frequently employed was using a French-Thai dictionary application, while **guessing word meaning from context** was sometimes used and consulting a Thai-French dictionary was identified as never used. It can be noticed that the choice of the strategies identified as most often and never employed among the students resulted from the evolution of information technology.

Simply put, searching for a word's meaning through applications can be done with greater ease and convenience than consulting a dictionary. Hence, consulting a Thai-French dictionary was never utilized among the students. In relation to the strategies for consolidating a word, **the most frequently used** was memory strategies, namely saying new word aloud when studying, learning and memorizing words through social media as in Facebook, Twitter and Instagram, and written repetition. Essentially, memory strategies are regarded as important for learning French or other foreign languages.

To memorize a particular subject, learners are required to speak, listen to certain materials, read certain texts, or write repeatedly until they are able to organize ideas about it and remember it, which will in turn contribute to increasing their learning of such a subject (Gu & Johnson, 1996). Based on the comparative analysis on the use of French vocabulary learning and memorization strategies among the students with different GPA levels, it was uncovered that the sub-strategies employed by each group were clearly different.

Particularly, the students achieving high GPAs opted for verbal and written repetition while those earning moderate GPAs used a French-Thai dictionary application, and those with low GPAs asked classmates for word meaning. RECOMMENDATIONS 1.

Research recommendations 1.1 In this study, activities should be held to allow the students to practice using French vocabulary learning and memorization strategies in conjunction with investigating their use of strategies. 1.2 To ensure data dispersion, the present study should examine French vocabulary learning and memorization strategies based on the students' year of study, given that students at different years of study are more likely to adopt different strategies. 2.

Recommendations for further studies 2.1 Further studies are urged to compare the use of French vocabulary learning and memorization strategies between students with basic French knowledge from upper secondary school studies and those without such knowledge. 2.2 They should also investigate French reading achievements among the students using different French vocabulary learning and memorization strategies.

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**FACTORS THAT INFLUENCE THE LEARNING OF THE SPANISH LANGUAGE OF
ENGLISH PROGRAM STUDENTS IN SATRI SUKSA ROI ET SCHOOL**

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Abstract

Especially in the last ten years, Spanish has become a more popular language among secondary and high school students in Thailand. This study aims to investigate the motivations, i.e., the internal and external factors that influence secondary and high school English program students who choose to study Spanish as a foreign language. Thirty-six English program students from Satri Suksa Roi Et School who were studying Spanish as a foreign language participated in the survey. The findings showed that their motivations of learning Spanish, both intrinsic and extrinsic, is moderate (58%). In comparison, the intrinsic motivations play a more important role than the extrinsic (61.8% vs. 54.2%). The most important internal factors that influence the students are that they want to communicate and read in Spanish and that they think that Spanish is one of the most important languages in the world. The external factor that is most often selected is that they would like to travel to countries where people speak Spanish. In conclusion, both secondary school and high school students are interested in studying Spanish because they would like to be able to communicate in Spanish and they recognize that it is one of the important languages in the world. However, according to the results, some external factors, related to Hispanic culture and media (including social media) in Spanish, were not so important as we expected.

Keywords: Language learning, Internal factors, External factors, Motivation, Spanish in Thailand

The significant finding:

Students in secondary and high school are interested in studying Spanish because they would like to be able to communicate in Spanish. Moreover, they recognize that it is one of the important languages in the world.



ARTICLES

I. INTRODUCTION

In the modern world, communication has become more open and interconnected, whether it is for economic, social, or information transfer, all of which are impossible without language as the main medium. Spanish is the third most widely spoken language in the world, after Chinese and Hindi. However, English is the most widely spoken language. For more than 20 years, teaching Spanish has been a rising trend in Thailand. Teaching Spanish as a foreign language began in Thailand at the university level. Later, it was also permitted at the higher education level and in secondary education, Spanish has expanded throughout all regions of Thailand, not only with respect to the language

itself, but also with respect to its history and culture. This could be a reason why many individuals turn to learning Spanish. From the past to the present, a range of factors can be identified that influence students' decision to study a foreign language other than English in Thai general schools. One of the important factors is a preference or motivation on the part of the learners for learning a third language, which can be regarded as some extra knowledge that may give them an edge in terms of their intentions or expectations.

There are two different types of incentives for learning a foreign language: integrative motivation and instrumental motivation. Integrative motivation refers to learners' desire to learn about a society's

culture and harmony, language, and goals, while instrumental motivation refers to learners' desire to benefit from language study, such as the desire to apply for a job. Many researchers divide motivation into two types: intrinsic motivation and extrinsic motivation. Due to intrinsic motivation, learners learn a language by internal stimulation. This entails having interests, preferences, and satisfaction from learning the language without considering the rewards. Extrinsic motivation is related to exploitative motivation, that is, when language learners are motivated by a desire for rewards or by the influence of friends (**Gardner and Lambert, 1972** cited in **Yupka Fukushima et al., 2013**).

Individuals may have different motivations, which manifest themselves and meet the needs of the person who achieves the objectives, sets goals, or instills enthusiasm in people to demonstrate their behavior (**Netphanna Yawirat, 2010**), which all play a role in language learning. This is because if a person lacks the motivation that drives them to do things, it will be difficult to achieve the goals they have set and some people may not be able to achieve their goals at all.

English is taught as a second language in Thailand, and students who attend government, private, or home schools are taught at the basic level, with some schools offering additional third language courses. "Western language subjects are French, German, Spanish, Portuguese, Russian, and so on, and Eastern languages are Chinese, Korean, Japanese, Malay, Arabic, and so on," students are told. There are also other options for junior high school students to consider. Foreign languages other than English can also be

electives or optional subjects of interest." Ministry of Education, Office of the Basic Education Commission, 2008, cited in **Sirima Purinthraphiban, 2017, p. 207**).

As a result of the increasing popularity of foreign languages nowadays, western languages like Spanish are taught at the secondary level in 19 schools across the country, and one of the schools that teaches Spanish is SatriSuksa Roi Et School As a special project, the English Program, which allows students in the project to choose another foreign language course as a third language within the project, there are three language courses for students to choose from, namely Spanish, Japanese. and Chinese. In the present research, a total of 36 students who took Spanish as an elective course for at least one academic year were asked about their motivations, 19 of them were in the second grade of both middle school and high school, namely Secondary School 2 and 17 of them were in Secondary School 5.

The objectives of this study are, firstly, to find out why English program students at Satri Suksa School chose Spanish as a foreign language. Secondly, to find out what internal and external motivations influence their Spanish learning. The results of this study can be applied as an instrument to help secondary school teacher to develop new materials for their future students.

Literature review

In language education, it is necessary to understand the significant role of motivation in learning a foreign language. It has been confirmed by a large number of researchers that motivation is strongly correlated with success

in learning a foreign language. This is a fact that could support learners to be interested in and have a positive attitude towards what are they learning, as well as a greater willingness to study to make their learning more effective. Motivation plays a key role in every educational project. Motivated learners will do better since it is the process through which a person endeavors to successfully satisfy certain needs.

According to **Kidd (1973)**, the word *motivation* is related to the Latin verb *movere*, which corresponds to the English word *to move*, referring to something that influences or induces a person to proceed or perform an action.

This study focuses on the theories of **Gardner (1996)**. His theories have been considered the foundation to inspire other researchers to better understand motivation in the L2 field. The theories emphasize two types of motivation in language learning: integrative motivation and instrumental motivation. Integrative motivation refers to the desire that drives learners to communicate with native speakers or people who use the target language, which allows learners to integrate themselves as part of the destination language society. Instrumental motivation refers to reasons for learning an L2 of taking some advantage. Some learners could be inspired to learn as a requirement of their study, for example; to pass the studies program, get a better job, or get a higher salary. So, these two types of motivation are quite different: the first is learning on the basis of an inner call, and the second is to achieve some goal.

Furthermore, **Moore (2009)** and **Cuq (2003)** (cited in **Purinthrapibal, 2017**) stressed

that motivation can be separated into two groups: Intrinsic motivation and extrinsic motivation. Intrinsic motivation is the individual need for learning or wanting to find out something without the involvement of others. These are also known as internal factors that act as an incentive for work, learning, and activities that push learners to feel in need of learning and communicate with the L2 community. The drive to learn the L2 comes from inside a learner. Extrinsic motivation is the state of a person receiving external impulses or drives which lead to a change in one's behavior. This type of motivation is not always stable. It can occur frequently or it might be eradicated because a person will act in response to an incentive only if a reward is desired. They pursue honor, reputation, praise, acclaim, recognition, etc. Once they get what they want, their motivation may be gone.

In addition, the scope of this study is on the motivation in learning languages. This is related to the academic research by **Triviño (2015)**, which recommends observing what happens in class to obtain the results on how to motivate university students. This study selected a survey group and applied the tools to observe, test, interview, survey and self-assessment to discover the students' strategies. The results were divided into six categories: English difficulty level, English proficiency level, interest in the topics, the role of teachers, and the organization of grammar. The investigation suggested the modification of variables by documenting the learning process and theories, and then the learning process was discussed. After that, the concept of motivation was examined. Finally, the conclusion focused on how to motivate the students and observe their success. This work is relevant in three

ways: 1) the motivational process of learning depends on what students perceived. The more they learn, the more they want to know. 2) Being conscious of the type of learning in students is important, since as a result we know how to apply each strategy for each learner. 3) The process of metacognition is an essential strategy in the classroom as a conscious and measured insight into one's own learning.

As background, there is also Thailand-based work on motivation in language learning by **Sirima Purinthrapibal (2017)**. This research was based on multistage sampling of 549 students in the French language learning program in Mathayom 4, 5, and 6, during the second semester of the 2010 academic year held in 32 secondary schools in 14 southern provinces. This research used a questionnaire as a research tool. The results showed that these students chose to study French because of different motivations: 66.1% chose the French study plan because they liked the country, language, and culture. 60.4% chose it because they wanted to know the French language for further study at the university level and because they thought French would be useful for their future work. 52% chose to study French because they had no scientific and mathematical aptitude. 44.6% thought they had an aptitude and interest in the language. 39.8% thought French was useful in everyday life, and 31.8% liked the language educators.

According to **Parilak Klinchang and Supaporn Suwanopas (2017)**, motivation is part of the reason for success in learning German and affects the choice of learning strategies and trends in the further education of learners. The analysis of 255 researcher-generated questionnaires showed that

motivation can be divided as follows: 1) Individual Motivation, which is the wish to speak the language, and satisfaction in using language. 2) Social and cultural motivation, which entails that learning a foreign language requires socialization practice using the language. 3) Educational and occupational motivations, which means that learning a foreign language is required to use it in further study or work in a specialized field; and 4) Economic and financial motivations, which are inspired by the furtherance of better income and career.

II. METHODOLOGY

The researchers used a method to select a specific sample (Purposive Sampling) resulting in a total number of 36 students in Secondary School 2 and High School 5 in the English Program at Satriuksa Roi Et School who chose to study Spanish as an elective course. The study period was from 4 January 2022 - 25 March 2022.

Participants

The sample populations consisted of 8 students of Secondary School 2/13, 3 males and 5 females, 11 students from Secondary School 2/14, 2 male and 9 female, 13 students from High School 5/8, 9 males and 4 females, and 4 female students from High School 5/19.

Research instrument

The tool used to collect data for this research study was an online questionnaire administered through Google Forms, based on a review of related research theory concepts. The questionnaire was designed in accordance with each variable in the conceptual framework

used in the study so that the questionnaire consisted of four parts:

Part 1: General information on the respondents, such as name, grade level, gender, and length of time studying Spanish.

Part 2: Who motivated the students to learn Spanish? The variables were defined by the researchers as themselves, family, friends, teachers, celebrities, singers, and athletes.

Part 3: Internal Motivation, where the variables were defined as interest in the language and Spain or Latin American countries, interest in Spanish or Latin American culture such as involving music, cartoons, movies, TV, and fashion, Spanish as one of the most important languages, desire to be able to communicate in Spanish, and need to be able to read Spanish.

Part 4: External Motivation, where the variables were defined as desire to travel to a country that speaks Spanish, and wish to study Spanish abroad, the possibility that Spanish is easier than other languages, desire to work using the Spanish language and live in a country that speaks Spanish, learning Spanish will result in good grades. Answers were scored on an Interval Scale in accordance with the Likert guidelines (1967). This is a type of survey question that uses responses that are ordered so one response is more important than another. For example: 1 = very incompetent, 2 = somewhat incompetent, 3 = neither competent, 4 = somewhat competent, or 5 = very competent.

Data collection

This research involves a survey to study internal and external motivational factors that

encourage students to take Spanish as an elective course in the English Program at Satriuksa Roi Et School by collecting questionnaires in order to use the data obtained to analyze content. We collected information (Source) from documents and research related to motivation which is a secondary source both in Thailand and abroad. Then, we generated an online questionnaire through Google Forms for *Students Motivation for Secondary School 2 and High School 5 English Program of Spanish as an elective course at Satriuksa Roi Et School*, and then distributed the questionnaires to students and analyzed the data by descriptive statistics.

III. FINDINGS AND DISCUSSION

Research population: 36 students from the Special English program, Satri Suksa Roi Et School. malefemale , as showed in **Table 1**.

Table 1. Sex/ Gender of students.

Sex	Number of students
Male	10
Female	26
Total	36

They are from Middle School 2 and High School 5; 17 students had studied Spanish at least for 1 semester, 14 students had studied Spanish for 2 semesters, 2 students had studied Spanish for 3 semesters and 3 students had studied Spanish for 5 semesters, as presented in **Table 2**.

Table 2. Spanish learning duration and the number of the students.

Spanish learning duration	Number of students
For 1 semestre	17
For 2 semestres	14
For 3 semestres	2
For 5 semestres	3
Total	36

We gave the questionnaire to the students, and the results showed that students chose to study Spanish mostly because of their friends, followed by themselves, their teacher, their family, singers, superstars, and athletes.

Table 3 is the percentage and standard deviation of the level of extrinsic motivation towards learning Spanish as an elective course at Middle School 2 and high school 5 students of the special English Program at Satri Suksa Roi Et School, Thailand.

Table 3. Percentage and standard deviation of the level of extrinsic motivation towards learning Spanish

Intrinsic motivation	Number of students (n = 36)		Motivation level
	%	S. D	
I want to communicate in Spanish.	77.8 %	1.46	high level
I think of Spanish as one of the important languages.	76.2%	1.45	high level
I want to read in Spanish	75%	1.57	high level
I like and I am interested in Spanish language and country of Spain or Latin America.	71.2%	1.27	moderate
I am interested in Spanish or Latin American culture such as music, cartoons, movies, TV, and fashion.	61.6%	1.64	moderate
Total (average)	61.8%	1.04	moderate

Table 4 shows the overall average values for the subjects’ internal motivation. It was at a moderate level of 61.8% (S.D.=1.04). “Want to communicate in Spanish” received the highest average score of 77.8 % (S.D.=1.46), classified as high motivation, followed by “Think Spanish is an important language” with an average score of 76.2% (S.D.=1.45). High motivation and “interested in Hispanic or Latin American culture such as music, cartoons, movies, TV and fashion” received the lowest mean score of 61.6% (S.D.=1.64), classified as low motivation.

Table 4. Overall average values for the subjects’ internal motivation.

Extrinsic motivation	Number of students (n = 36)		Motivation level
	%	S.D	
I want to travel to a country that speaks Spanish.	82.8%	1.26	high level
There are opinions that Spanish is easier than other languages.	63.4%	1.40	moderate
I think learning Spanish will get good grades and grades.	63.4%	1.54	moderate
I want to study Spanish abroad	62.8%	1.47	moderate
I want to live in a country that speaks Spanish.	49.4%	1.40	low level
I want to work in Spanish	45.6%	1.30	low level
Total (average)	54.2%	1.00	moderate

In addition, **Table 4** shows the overall average values for the subjects’ extrinsic motivation. It was at a moderate level 54.2% (S.D.=1.00). “Want to visit a Spanish-speaking country” received the highest average score of 82.8% (S.D.=1.26), rated as high motivation, followed by “the idea that Spanish is easier than other languages”, with an average score of 63.4% (S.D.=1.40) and “think that studying Spanish will result in good grades and average grades” 63.4% (S.D.=1.54); these are rated as high motivation and “want to work in Spanish” with the lowest average score are 45.6% (S.D.=1.30).

Summarizing the results of the research, it was found that the overall average of the level of intrinsic and external motivation in studying Spanish as an elective course for Middle School 2 and High School 5 of the special English Program at Satri Suksa Roi Et School was at a moderate level, in which the intrinsic motivation received an average score 61.8% (S.D.=1.04) and the external motivation received an average score 54.2% (S.D.=1.00).

IV. DISCUSSIONS

The results of this study show that the motivation of English Program students at Satri Suksa, both intrinsic and extrinsic, can be classified as moderate. In comparison, intrinsic motivation received a higher percentage than extrinsic motivation. The most often selected type of intrinsic motivation was that the students wanted to travel to Spanish-speaking countries and the extrinsic motivation that was most often chosen was that they wanted to be able to communicate in Spanish. Their choice

for Spanish as a second foreign language was most often influenced by their friends.

The results show that the most important factor that influence the students' choice for Spanish is internal factors. They decided to learn Spanish because they want to speak Spanish and they want to get good grades in Spanish courses. From the findings, we can assume that the students who have taken Spanish courses don't really have previous knowledge about the Spanish language or Hispanic culture.

V. CONCLUSION AND SUGGESTION

Moreover, external factors such as actors, singers, celebrities from media and sports, nowadays, do not play an important role for Thai secondary students since TV series, songs or movies in Spanish, are not as popular in Thailand as celebrities from Asian countries like Korea, China, Japan, etc. We think the teachers should consider this point and add cultural elements as well as Spanish speaking media to the curriculum, such as songs, movies, series or even podcasts, to motivate the students to learn and practice Spanish outside class. It is important to design and develop materials that suit their age and their interests. However, cultural elements should not be abandoned, so that teachers can also introduce some Spanish songs or mass media to motivate them together with learning the language.

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FACTORS THAT INFLUENCE THE LEARNING OF THE SPANISH LANGUAGE OF ENGLISH PROGRAM STUDENTS IN SATRI SUKSA ROI ET SCHOOL Wissaraporn Jatuten¹, Asst. Prof. Fuangket Tongwanchai^{2,*}, Darikarn Kotchana³ _ 1,2,3Spanish section, 1Department of Western Languages, Khon Kaen University _ _ _ _ _Received Revised _: 1th October 2022 : 22nd October 2022 _ _Published _: 17th December 2022 _
_Corresponding author: ?Email: fuangket@kku.ac.th Abstract Especially in the last ten years, Spanish has become a more popular language among secondary and high school students in Thailand. This study aims to investigate the motivations, i.e.,

the internal and external factors that influence secondary and high school English program students who choose to study Spanish as a foreign language. Thirty-six English program students from Satri Suksa Roi Et School who were studying Spanish as a foreign language participated in the survey. The findings showed that their motivations of learning Spanish, both intrinsic and extrinsic, is moderate (58%). In comparison, the intrinsic motivations play a more important role than the extrinsic (61.8% vs. 54.2%).

The most important internal factors that influence the students are that they want to communicate and read in Spanish and that they think that Spanish is one of the most important languages in the world. The external factor that is most often selected is that they would like to travel to countries where people speak Spanish. In conclusion, both secondary school and high school students are interested in studying Spanish because they would like to be able to communicate in Spanish and they recognize that it is one of the important languages in the world.

However, according to the results, some external factors, related to Hispanic culture and media (including social media) in Spanish, were not so important as we expected.

Keywords: factors which influence language learning, internal factors, external factors, motivation, Spanish as a foreign language, Spanish in secondary school, Spanish in high school, teaching Spanish in Thailand _The significant finding: Students in secondary and high school are interested in studying Spanish because they would like to be able to communicate in Spanish and they recognize that it is one of the important languages in the world.

_ _ Articles

INTRODUCTION In the modern world, communication has become more open and interconnected, whether it is for economic, social, or information transfer, all of which are impossible without language as the main medium. Spanish is the third most widely spoken language in the world, after Chinese and Hindi. However, English is the most widely spoken language. For more than 20 years, teaching Spanish has been a rising trend in Thailand. Teaching Spanish as a foreign language began in Thailand at the university level.

Later, it was also permitted at the higher education level and in secondary education, Spanish has expanded throughout all regions of Thailand, not only with respect to the language itself, but also with respect to its history and culture. This could be a reason why many individuals turn to learning Spanish. From the past to the present, a range of factors can be identified that influence students' decision to study a foreign language other than English in Thai general schools. One of the important factors is a preference or motivation on the part of the learners for learning a third language, which can be regarded as some extra knowledge that may give them an edge in terms of their intentions or expectations.

There are two different types of incentives for learning a foreign language: integrative motivation and instrumental motivation. Integrative motivation refers to learners' desire to learn about a society's culture and harmony, language, and goals, while instrumental motivation refers to learners' desire to benefit from language study, such as the desire to apply for a job. Many researchers divide motivation into two types: intrinsic motivation and extrinsic motivation. Due to intrinsic motivation, learners learn a language by internal stimulation.

This entails having interests, preferences, and satisfaction from learning the language without considering the rewards. Extrinsic motivation is related to exploitative motivation, that is, when language learners are motivated by a desire for rewards or by the influence of friends (Gardner and Lambert, 1972 cited in Yupka Fukushima et al., 2013). Individuals may have different motivations, which manifest themselves and meet the needs of the person who achieves the objectives, sets goals, or instills enthusiasm in people to demonstrate their behavior (Netphanna Yawirat, 2010), which all play a role in language learning. This is because if a person lacks the motivation that drives them to do things, it will be difficult to achieve the goals they have set and some people may not be able to achieve their goals at all.

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Ministry of **Education, Office of the Basic Education** Commission, 2008, cited in Sirima Purinthraphiban, 2017, p. 207). As a result of the increasing popularity of foreign languages nowadays, western languages like Spanish are taught at the secondary level in 19 schools across the country, and one of the schools that teaches Spanish is SatriSuxsa Roi Et School As a special project, the English Program, which allows students in the project to choose another foreign language course as a third language within the project, there are three language courses for students to choose from, namely Spanish, Japanese. and Chinese.

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Part 3: Internal Motivation, where the variables were defined as interest in the language and Spain or Latin American countries, interest in Spanish or Latin American culture such as involving music, cartoons, movies, TV, and fashion, Spanish as one of the most important languages, desire to be able to communicate in Spanish, and need to be able to read Spanish. Part 4: External Motivation, where the variables were defined as desire to travel to a country that speaks Spanish, and wish to study Spanish abroad, the possibility that Spanish is easier than other languages, desire to work using the Spanish language and live in a country that speaks Spanish, learning Spanish will result in good grades. Answers were scored on an Interval Scale in accordance with the Likert guidelines (1967).

This is a type of survey question that uses responses that are ordered so one response is more important than another. For example: 1 = very incompetent, 2 = somewhat incompetent, 3 = neither competent, 4 = somewhat competent, or 5 = very competent. Data collection This research involves a survey to study internal and external motivational factors that encourage students to take Spanish as an elective course in the English Program at Satriuksa Roi Et School by collecting questionnaires in order to use the data obtained to analyze content. We collected information (Source) from documents and research related to motivation which is a secondary source both in Thailand and abroad.

Then, we generated an online questionnaire through Google Forms for Students Motivation for Secondary School 2 and High School 5 English Program of Spanish as an elective course at Satriuksa Roi Et School, and then distributed the questionnaires to students and analyzed the data by descriptive statistics. III. FINDINGS AND DISCUSSION Research population: 36 students from the Special English program, Satri Suksa Roi Et School. malefemale , as showed in Table 1. Table 1: Sex of students Sex _Number of students _Male _10 _Female _26 _Total _36 _ They are from Middle School 2 and High School 5; 17 students had studied Spanish at least for 1 semester, 14 students had studied Spanish for 2 semesters, 2 students had studied Spanish for 3 semesters and 3 students had studied Spanish for 5 semesters, as presented in Table 2 Table 2: Spanish learning duration and the number of the students.

Spanish learning duration _Number of students _For 1 semestre _17 _For 2 semestres _14 _For 3 semestres _2 _For 5 semestres _3 _Total _36 _We gave the questionnaire to the students, and the results showed that students chose to study

Spanish mostly because of their friends, followed by themselves, their teacher, their family, singers, superstars, and athletes. Table 1: Percentages and standard deviations, the level of intrinsic motivation towards learning Spanish as an elective course at Middle School 2 and High School 5 by students of the special English Program at Satri Suksa Roi Et School, Thailand.

Intrinsic motivation _ Number of students (n = 36) _ Motivation level __ % _ S. D __ _ I want to communicate in Spanish. _77.8 % _1.46 _high level _ I think of Spanish as one of the important languages. _76.2% _1.45 _high level _ I want to read in Spanish _75% _1.57 _high level _ I like and I am interested in Spanish language and country of Spain or Latin America. _71.2% _1.27 _moderate _ I am interested in Spanish or Latin American culture such as music, cartoons, movies, TV, and fashion. _61.6% _1.64 _moderate _ Total (average) _61.8% _1.04 _moderate _ Table 3 shows the overall average values for the subjects' internal motivation. It was at a moderate level of 61.8% (S.D.=1.04). "Want to communicate in Spanish" received the highest average score of 77.8 % (S.D.=1.46), classified as high motivation, followed by "Think Spanish is an important language" with an average score of 76.2% (S.D.=1.45).

High motivation and "interested in Hispanic or Latin American culture such as music, cartoons, movies, TV and fashion" received the lowest mean score of 61.6% (S.D.=1.64), classified as low motivation. Table 2: Percentage and standard deviation of the level of extrinsic motivation towards learning Spanish as an elective course at Middle School 2 and high school 5 students of the special English Program at Satri Suksa Roi Et School, Thailand Extrinsic motivation _ Number of students (n = 36) _ Motivation level __ % _ S.D __ _ I want to travel to a country that speaks Spanish. _82.8% _1.26 _high level _ There are opinions that Spanish is easier than other languages. _63.4% _1.40 _moderate _ I think learning Spanish will get good grades and grades. _63.4% _1.54 _moderate _ I want to study Spanish abroad _62.8% _1.47 _moderate _ I want to live in a country that speaks Spanish. _49.4% _1.40 _low level _ I want to work in Spanish _45.6% _1.30 _low level _ Total (average) _54.2% _1.00 _moderate _ Table 4 shows the overall average values for the subjects' extrinsic motivation. It was at a moderate level 54.2% (S.D.=1.00).

"Want to visit a Spanish-speaking country" received the highest average score of 82.8% (S.D.=1.26), rated as high motivation, followed by "the idea that Spanish is easier than other languages", with an average score of 63.4% (S.D.=1.40) and "think that studying Spanish will result in good grades and average grades" 63.4% (S.D.=1.54); these are rated as high motivation and "want to work in Spanish" with the lowest average score are 45.6% (S.D.=1.30). Summarizing the results of the research, it was found that the overall average of the level of intrinsic and external motivation in studying Spanish as an elective course for Middle School 2 and High School 5 of the special English Program at

Satri Suksa Roi Et School was at a moderate level, in which the intrinsic motivation received an average score 61.8% (S.D.=1.04) and the external motivation received an average score 54.2% (S.D.=1.00).

DISCUSSIONS The results of this study show that the motivation of English Program students at Satri Suksa, both intrinsic and extrinsic, can be classified as moderate. In comparison, intrinsic motivation received a higher percentage than extrinsic motivation. The most often selected type of intrinsic motivation was that the students wanted to travel to Spanish-speaking countries and the extrinsic motivation that was most often chosen was that they wanted to be able to communicate in Spanish. Their choice for Spanish as a second foreign language was most often influenced by their friends. The results show that the most important factor that influence the students' choice for Spanish is internal factors.

They decided to learn Spanish because they want to speak Spanish and they want to get good grades in Spanish courses. From the findings, we can assume that the students who have taken Spanish courses don't really have previous knowledge about the Spanish language or Hispanic culture. CONCLUSION AND SUGGESTION Moreover, external factors such as actors, singers, celebrities from media and sports, nowadays, do not play an important role for Thai secondary students since TV series, songs or movies in Spanish, are not as popular in Thailand as celebrities from Asian countries like Korea, China, Japan, etc.

We think the teachers should consider this point and add cultural elements as well as Spanish speaking media to the curriculum, such as songs, movies, series or even podcasts, to motivate the students to learn and practice Spanish outside class. It is important to design and develop materials that suit their age and their interests. However, cultural elements should not be abandoned, so that teachers can also introduce some Spanish songs or mass media to motivate them together with learning the language. REFERENCES 1. Edith Grande Trivino (2558).

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The *Popularity of Learning Japanese and Chinese* Languages among KU Students: *How are their Motivations Different?* *Japanese Studies Journal*. Vol. 30 No. 1 (2013): 27 – 40. 11. Retrieved from <https://shorturl.asia/3JQTt>. A Short CV of Corresponding author _Wissaraporn Jatuten has a degree in Spanish Language from the *Faculty of Humanities and Social Sciences* of Khon Kean University. From 2015 to 2016, She participated in the AFS programs in Italy. From May 2021- June 2021, She has done the internship at The embassy of Spain as a trainee. In particular, the cultural and political affairs in Thailand. December 2021- March 2022 She has taught basic Spanish to high school as a trainee.

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THE LEARNING OF THE SPANISH LANGUAGE OF ENGLISH PROGRAM STUDENTS IN SATRI SUKSA ROI ET SCHOOL WISSARAPORN JATUTEN1 _ _ _ _ _ / _ @2022, by authors.

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LEUIT AND THE FOOD PRESERVATION SYSTEM DURING THE PANDEMIC AS A FORM OF LOCAL WISDOM OF THE INDIGENOUS PEOPLE OF KASEPUHAN SINAR RESMI CISOLOK SUKABUMI WEST JAVA

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Abstract

This research discusses the system of food storage during the pandemic through rice storage in *Leuit* in the community of Kasepuhan Sinar Resmi Village, Cisolok District, Sukabumi Regency, also examines what tools, times and types are used to carry out the belief rituals they use in food storage, especially during the *Seren Taun* traditional ceremony.

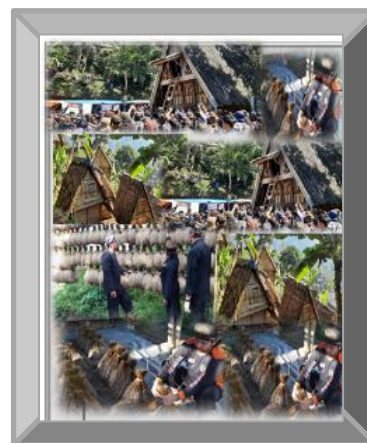
This research discusses how the food storage system during the pandemic through rice storage in *Leuit* in the community of Kasepuhan Sinar Resmi Village, Cisolok District, Sukabumi Regency, also examines what tools, times and types are used to carry out the belief rituals they use in food storage, especially during the *Seren Taun* traditional ceremony.

The results of this research can be described as a stable food storage system for hundreds of years, namely from the time of the ancestors until now and it was found what moral values are contained in the implementation of religious rituals or beliefs that they believe in. Another benefit of this research is that the community and local governments are expected to be able to provide information input and become one of the reference discourses in the food preservation system and the preservation of the inventory of cultural heritage of the community, especially the Sundanese in the southern West Java region.

Keywords: Leuit, Food Preservation System, Rice, Local Wisdom, Sinar Official Kasepuhan

The significant finding:

The food security system needs to be not only carried out during a pandemic or disaster in an area, but also implemented as early as possible as by indigenous peoples in Sinar Resmi village, Cisolok District, Sukabumi Regency, West Java.



ARTICLES

I. INTRODUCTION

The COVID-19 pandemic has posed a potential threat to the food crisis in Indonesia. Based on a rapid survey conducted by the Indonesian Institute of Sciences (LIPI) at the end of 2020 regarding policy strategies for handling the impact of the COVID-19 pandemic on household food security, around 64 percent of households in Indonesia have entered the food secure category.

The Covid-19 pandemic has had a negative impact on food security and food chain stability in many developing countries, especially for countries with a large supply of staples that depend on imports. Some countries are developing faster and are able to overcome the problems of inflation and food security

because they tend to rely on local food supplies.

The potential threat was voiced by the World Food and Agriculture Organization (FAO). According to FAO, the COVID-19 pandemic could have an impact on the world food crisis. The world's food supply chains are threatened due to countries' policies in suppressing the spread of the coronavirus, such as the imposition of lockdowns, social distancing, and travel bans.

The policies of each country in preventing the spread of covid-19 also have implications for both their food policies and their production capabilities. Some countries have difficulty maintaining their productivity. For example, Indonesia is said to be unable to maximize the

harvest period because it lost 200 thousand farm workers due to the lockdown.

Food is a basic need for every human being to be able to live. During this pandemic, food security is needed to carry out human life. Food security is a process for humans to live healthy lives and work productively to meet their needs (Saliem & Ariani, 2016).

Food is also a primary need for humans to continue their lives based on theory Abraham Maslow (Muazaroh and Subaidi, 2019).

There are four main dimensions to the discussion of food security. First, is the availability of food which is the supply side of food security determined by the level of food production, the level of stocks, and the difference between food exports and imports. Second, is food access which is measured by access physically and economically, which means that physically food must be affordable in sufficient quantities. Economic access to food, which means that consumers, especially food insecure people, have sufficient purchasing power to access food. Third, is the use of food, which is a dimension related to nutritional adequacy and food safety. Fourth, is stability, that is, stability from the first to the third dimensions of all time (Gross *et al.*, 2000; Uribe, Álvarez *et al.*, 2010).

In many traditional communities in Indonesia, there are actions to create community resilience to the environment, climate, and outbreaks of diseases such as covid 19. They keep paddies for themselves and do not sell them. Usually, after harvest, the paddies are dried and immediately placed in the *leuit*. The implementation can create food security, food independence, food

availability, and access to food communities to cultivate plant variation in the soil (Yulia *et al.*, 2018)

Kasepuhan sinar resmi is a traditional village that has a food security system that has been maintained since hundreds of years ago, the storage of rice in rice granaries (*leuit*) is a system of local wisdom and the preservation of culture and food for the people there.

Leuit is a place to store rice, according to abah Asep as the elder of Kasepuhan Sinar Resmi stated that "This earth is the mother, rice is the child. The best quality rice will be born from mothers who are cared for according to their abilities". This means that like a mother who is pregnant, rice in this village is only harvested once a year because quality takes precedence over quantity. Rice is considered as a source of life so it cannot be traded because it is the same as selling its life.

So basically, the local wisdom allows them to survive and carry out activities without social restrictions such as lock down, in contrast to people in urban areas who have to comply with lock down, quarantine and other rules. The availability of food that is stored in *leuit* is an extraordinary food security system. When the pandemic hit them, no one was starving, no work cuts, lock down systems and PSBB.

II. METHODOLOGY

This research uses a qualitative approach. The qualitative approach of researchers was chosen because this study aims to identify the threat of the Covid-19 pandemic to national food security through social phenomena that

occur from the point of view of the subject, where the researcher is the key instrument. This qualitative research process involves important efforts, such as asking questions and procedures, collecting specific data from informants, analyzing data inductively ranging from specific themes to general themes, and interpreting the meaning of the data

The type of research used is a type of qualitative description by identifying the form of the covid-19 pandemic threat to food security. Qualitative descriptive research seeks to describe, record, analyze and interpret the form of the threat of the Covid-19 pandemic to food security, in other words, this study aims to obtain information about the existing situation.

III. FINDINGS AND DISCUSSION

Kasepuhan residents are indigenous peoples who still firmly hold and carry out ancestral traditions with the supervision of Abah as *tutunggul* kasepuhan and as customary chairman, there is one thing that the indigenous people in Kasepuhan should not leave behind, be it in Sinar Resmi, which is farming. Farming is their daily livelihood, starting from farming in the fields, fields and gardens. There is the term kasepuhan *mupusti pare*, another *migusti* means to glorify instead of deify.

The belief in *tatali paranti karuhun* is expressed in various symbols in the form of taboos

An example is:

1. It is taboo to sell rice, There is the term kasepuhan *mupusti pare*, another *migusti* means to glorify rice but not to wash. Customary regulations prohibit selling rice as a staple food, also

processed products from rice are also prohibited from being sold, but people are allowed to sell rice if there is an excess reserve.

2. It is taboo to remove rice on the day of birth (*wedal*), The glory of rice should not be confused with the birthday of the kasepuhan citizens.
3. It is taboo to whistle around the village, Avoiding bad luck for yourself and the surrounding community.
4. It is taboo to cultivate rice fields on Fridays and Sundays.



Figure 1. Drying Rice

The belief of the Kasepuhan residents that should not be ignored is the respect for Dewi Sri who is believed to be the "Goddess of Rice". For example the view of Goddess Sri whom they call *Nyi Pohaci Sang-hyang Sri Ratna Inten Purnama Alam Sajati*; Dewi Sri only resides in rice once a year, causing rice planting to be done once a year.

The culmination of the tradition of the entire series of agricultural activities carried out every year is *seren taun* Great ceremonies in honor of ancestors and Dewa Sri with all forms of rituals and performances of cultural arts of the Kasepuhan citizens from very *buhun* (old) art to modern art are displayed for the community. Rice was carried, paraded and

accompanied by everyone, to be then stored in the communal granary of *Leuit Si Jimat*.

The *Seren Taun* ceremony as a form of gratitude from the kasepuhan residents for the success of the rice harvest. This annual ritual usually attracts the attention of the public from outside the cast.

Food security must be seen by the government as something serious because it can concern the lives of many people, especially in times of precarious times. The government must remember that at the end of the day we can't just eat money.

The government has forgotten the motto of self-sufficiency that President Soeharto once proclaimed. Indonesia underestimates the agricultural sector too much, causing various foodstuffs to still be imported. In fact, according to Bulog, Indonesia's rice reserve stocks are mostly imported.

Service programs in agriculture have sprung up but without a stimulus to grow your own crops, self-sufficiency will certainly be difficult to realize.

Kasepuhan Sinar Resmi has become a model for the Government on how to run the economy, especially in agriculture. The government should further promote programs that support food self-sufficiency by increasing the effectiveness of existing land and opening up new agricultural land. Agriculture should also be seen as a sector of high economic value.

The availability of rice food that is used as stock is stored in *leuit*, a rice granary. *Leuit* is built near people's houses, measuring an average of 4 x 5 meters. Each house usually has two *leuits* capable of accommodating 2,462.4 kg of rice (Khomsan et al., 2014). With such a quantity, the people of Kasepuhan Sinar Resmi arely experience a crisis or food shortage.

Conceivably, the harvest period is only once a year, but its availability can be for three years.

The food component of the Kasepuhan Sinar Resmi is almost entirely obtained from local agriculture. In other words, obtaining and consuming natural products. Staple foods such as rice, are certainly a major and superior commodity, which is more than that of sacred value. Rice must not be traded; of them, for them. In addition to rice, other commodities such as corn, cassava, or sweet potatoes, they are self-produced and consumed.

The sacredness in rice is not only frills or jargon, but it is really proven, that they can live with an abundant stock of rice. Food safety is guaranteed to the maximum. More than that, not only the needs of the stomach are met, the happiness in simplicity they also have. Live free, simple, and happy

Rice Planting System

There are several data on the stages of rice planting from pre-planting to harvesting, the ceremonies carried out during the rice planting stage and cultural vocabulary related to the Rice Field Farming System in Kasepuhan Sinar Resmi.

1) Pre-planting rice

Before planting, the kasepuhan or *incu putu* community makes land first depending on their respective abilities and abilities. After making the land, the land is cleared in three stages, there are *nyacar*, *ngahuru* and *ngaduruk*. *Nyacar* can be interpreted as mowing, in the case of cleaning this means to cut the already tall grass and cut the trees that are in the way. Then "*Ngahuru*" and

"*Ngaduruk*" are the activities of burning the pieces and their remains clean.

2) Rice planting

After cleaning, *Ngaseuk* or seeing the field after it is clean and continued with the stocking of rice seedlings which is equated with the birthday of the owner of the seedling or seed (male). After planting, a week after the seeds are stocked, *salamat pare sapangjadian* is carried out, which is a ceremony or diving to commemorate the 1st week that rice is planted as a form of gratitude to the Almighty for his blessings and grace.

From the *salamatetan* ceremony, during the planting process, the things that were done were only ordinary things such as *ngored*, regulating the waters in the swamp and other things whose purpose was to maintain the fields / rice fields so that the rice was maintained. If *pare* / rice already looks bunting or already wants to *nyiram* then another *salamatetan* is done called *salamat pare nyiram* or *mapag pare beukah* where the rice already wants to bloom.

If the weather is good, in Kasepuhan Sinar Resmi from *salamatetan pare nyiram* about 1 month to be ready for harvest. And when it is ready to harvest, there is another *salamatetan* called *salamatetan carita mipit*.

3) Post Planting / Harvesting

After the rice is harvested, the rice is cut and then pumped or chained or dried in the sun to dry until completely dry. Continuing after complete drying, about 1 month is done which is called *Mocong Pare* or

replacing the ties of the bitter gourd rope. For *Mocong Pare* there is no provision on what size rope is used. After being tied, the rice is put into leuit.



Figure 2. *Mocong Pare*

Under the existing provisions, every community or *incu putu* is encouraged to give *Zekat*. *Zekat* is as close as rice that has been hooped to the Parents, to Abah by 50 to 1. That is, if the rice owner has 50 rice bonds, then he must issue alms as much as 1 rice *pocong*. Finished issuing *zekat*, 2 – 3 days later *Nutu Nganyaran*, however, this activity is not accompanied by safety and this is an activity that is only carried out by the housewives of each house. For the community, it is carried out on the 2nd or 3rd day just cooking rice from rice which was just picked up for the first time and accompanied by a congratulation called *Nyangu Pare Anyar*.

After the series above is over, Abah Asep and the community are just waiting for *Seren's* time. To fill the rice fields or fields while waiting for *Seren Taun*, usually the land is filled with plants and filled with fish.

Leuit

The customary system in Kasepuhan Sinar Resmi is a privilege because they can realize their food security and independence without government assistance. Food stocks are stored in *leuits* (granaries) in the form of grain or rice. When the harvest period comes,

residents will set aside the harvest to reserve future needs and use it for customary purposes.

Leuit is a place to store rice (rice granaries) that have been "pocongged" or tied. The *leuit* is box-shaped with a triangular roof with a symbol in the form of a circle at the upper end of the *leuit* roof. The *leuit* door is at the top so to enter the *leuit* or put rice into the *leuit* must use a ladder. The symbol of the circle at the upper end of the roof of the *leuit* has the meaning that everything that exists in the world will return again to God, expressed by the symbol of a circle rotating in the absence of an end that also reflects the cycle that exists in nature. The size of the *leuit* varies according to the economic conditions or capabilities of the owner.

At first *leuit* was as far away from the house as possible (at least 50 m) but as the population of the land area increased less and less, this caused that now the location of the *leuit* group is only about 10 m from the residents' homes.



Figure 3. *Leuit*

The main function of *leuit* is **1) As a rice storage**, each family must have *leuit*, even though it does not have a private rice field. **2) The symbol of prosperity**, meaning that the number of *leuits* owned by a family is a sign of the prosperity of the family, the more the number of *leuits* owned indicates that the family has a lot of sustenance.

The uniqueness of rice stored in *Leuit Si Jimat* is able to last for decades and can even

still be used as rice seeds for planting in rice fields.



Figure 4. *Leuit Si Jimat* at the time of the *SerenTaun* Ceremony

Pandemic Period in Kasepuhan Sinar Resmi

When the covid pandemic hit the world, and economic and food stabilities declined, the kasepuhan Sinar Resmi in the face of this difficult time was still carried out as usual as if there was no pandemic.

They do not feel food difficulties or food shortages at all, such as the affected residents in big cities. But despite it all, social distancing programs, wearing masks and a clean and healthy lifestyle are still carried out.

Although some residents are affected by symptoms, it can be overcome by self-isolation and using natural or herbal medicines. The strength and realization of the implementation of customs, culture and local wisdom that they carry out can prevent all forms of disasters and outbreaks that occur, because since hundreds of years they have continued to maintain and preserve this custom until their children and grandchildren. Based on the local village government stated that none of the residents died from covid.

IV. CONCLUSION AND SUGGESTION

Based on the results of the research above, it shows that the food security system needs to be carried out not only during a pandemic or disaster in an area. However, the food security system can be implemented as early as possible as is done by indigenous peoples in Sinarresmi village by preparing for food supply from an early age, namely storing rice into *leuits* or rice barns.

It is recommended for the relevant governments in order to improve the food security system in the future.

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System food security that is suitable to be carried out in Indonesia such as conducting self-help with a system that is suitable for carrying out rich help the poor. This research is one of the efforts to preserve culture to:

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- 2) Become a source of inspiration to build a better future without repeating the mistakes of the past, and
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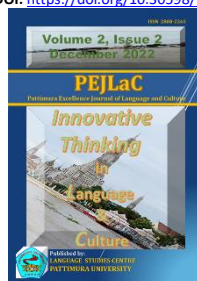


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LEUIT AND THE FOOD PRESERVATION SYSTEM DURING THE PANDEMIC AS A FORM OF LOCAL WISDOM OF THE INDIGENOUS PEOPLE OF KASEPUHAN SINAR RESMI CISOLOK SUKABUMI WEST JAVA

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_ _Received Revised _ : 1th October 2022 : 22nd November 2022 _ _Published _ : 17th December 2022 _ _Corresponding author: ?Email: eka.kurnia@unpad.ac.id Abstract This research discusses the system of food storage during the pandemic through rice storage in Leuit in the community **of Kasepuhan Sinar Resmi** Village, Cisolok District, Sukabumi Regency, also examines what tools, times and types are used to carry out the belief rituals they use in food storage, especially during the Seren Taun traditional ceremony.

This research discusses how the food storage system during the pandemic through rice storage in Leuit in the community **of Kasepuhan Sinar Resmi** Village, Cisolok District, Sukabumi Regency, also examines what tools, times and types are used to carry out the belief rituals they use in food storage, especially during the Seren Taun traditional ceremony. The results of this research can be described as a stable food storage system for hundreds of years, namely from the time of the ancestors until now and it was found what moral values are contained in the implementation of religious rituals or beliefs that they believe in.

Another benefit of this research is that the community and local governments are expected to be able to provide information input and become one of the reference discourses in the food preservation system and the preservation of the inventory of

cultural heritage of the community, especially the Sundanese in the southern West Java region. Keywords: Leuit, Food Preservation System, Rice, Local Wisdom, Sinar Official Kasepuhan _The significant finding: The food security system needs to be carried out not only during a pandemic or disaster in an area and the food security system can be implemented as early as possible as is done by indigenous peoples in Sinarresmi village.

_ _ Articles

INTRODUCTION The COVID-19 pandemic has posed a potential threat to the food crisis in Indonesia.

Based on a rapid survey conducted by the Indonesian Institute of Sciences (LIPI) at the end of 2020 regarding policy strategies for handling the impact of the COVID-19 pandemic on household food security, around 64 percent of households in Indonesia have entered the food secure category. The Covid-19 pandemic has had a negative impact on food security and food chain stability in many developing countries, especially for countries with a large supply of staples that depend on imports. Some countries are developing faster and are able to overcome the problems of inflation and food security because they tend to rely on local food supplies. The potential threat was voiced by the World Food and Agriculture Organization (FAO).

According to FAO, the COVID-19 pandemic could have an impact on the world food crisis. The world's food supply chains are threatened due to countries' policies in suppressing the spread of the coronavirus, such as the imposition of lockdowns, social distancing, and travel bans. The policies of each country in preventing the spread of covid-19 also have implications for both their food policies and their production capabilities. Some countries have difficulty maintaining their productivity.

For example, Indonesia is said to be unable to maximize the harvest period because it lost 200 thousand farm workers due to the lockdown. Food is a basic need for every human being to be able to live. During this pandemic, food security is needed to carry out human life. Food security is a process for humans to live healthy lives and work productively to meet their needs (Saliem & Ariani, 2016). Food is also a primary need for humans to continue their lives based on theory Abraham Maslow (Muazaroh and Subaidi, 2019). There are four main dimensions to the discussion of food security.

First, is the availability of food which is the supply side of food security determined by the level of food production, the level of stocks, and the difference between food exports and imports. Second, is food access which is measured by access physically and economically, which means that physically food must be affordable in sufficient quantities. Economic access to food, which means that consumers, especially food insecure people, have sufficient purchasing power to access food. Third, is the use of food, which is a dimension related to nutritional adequacy and food safety.

Fourth, is stability, that is, stability from the first to the third dimensions of all time (Gross et al., 2000; Uribe, Álvarez et al., 2010). In many traditional communities in Indonesia, there are actions to create community resilience to the environment, climate, and outbreaks of diseases such as covid 19. They keep paddies for themselves and do

not sell them. Usually, after harvest, the paddies are dried and immediately placed in the leuit.

The implementation can create food security, food independence, food availability, and access to food communities to cultivate plant variation in the soil (Yulia et al, 2018) Kasepuhan sinar resmi is a traditional village that has a food security system that has been maintained since hundreds of years ago, the storage of rice in rice granaries (leuit) is a system of local wisdom and the preservation of culture and food for the people there. Leuit is a place to store rice, according to abah Asep as the elder **of Kasepuhan Sinar Resmi** stated that "This earth is the mother, rice is the child. The best quality rice will be born from mothers who are cared for according to their abilities".

This means that like a mother who is pregnant, rice in this village is only harvested once a year because quality takes precedence over quantity. Rice is considered as a source of life so it cannot be traded because it is the same as selling its life. So basically, the local wisdom allows them to survive and carry out activities without social restrictions such as lock down, in contrast to people in urban areas who have to comply with lock down, quarantine and other rules. **The availability of food that is** stored in leuit is an extraordinary food security system. When the pandemic hit them, no one was starving, no work cuts, lock down systems and PSBB. METHODOLOGY This research uses a qualitative approach.

The qualitative approach of researchers was chosen because this study aims to identify the threat of the Covid-19 pandemic to national food security through social phenomena that occur from the point of view of the subject, where the researcher is the key instrument. This qualitative research process involves important efforts, such as asking questions and procedures, collecting specific data from informants, analyzing data inductively ranging from specific themes to general themes, and interpreting the meaning of the data The type of research used **is a type of** qualitative description by identifying the form of the covid-19 pandemic threat to food security.

Qualitative descriptive research seeks to describe, record, analyze and interpret the form of the threat of the Covid-19 pandemic to food security, in other words, this study aims to obtain information about the existing situation. FINDINGS AND DISCUSSION Kasepuhan residents are **indigenous peoples who still** firmly hold and carry out ancestral traditions with the supervision of Abah as tutunggul kasepuhan and as customary chairman, there is one thing that the indigenous people in Kasepuhan should not leave behind, be it in Sinar Resmi, which is farming. Farming is their daily livelihood, starting from farming in the fields, fields and gardens.

There is the term kasepuhan mupusti pare, another migusti means to glorify instead of deify. The belief in tatali paranti karuhun is expressed in various symbols in the form of taboos. An example is: It is **taboo to sell rice**, **There is the term** kasepuhan mupusti pare, another migusti means to glorify rice but not to wash. Customary regulations prohibit selling rice as a staple food, also processed products from rice are also prohibited from being sold, but people are allowed to sell rice if there is an excess reserve.

It is taboo to remove rice **on the day of birth (wedal)**, The glory of rice should not be confused with the birthday of the kasepuhan citizens. It is taboo to whistle around the village, Avoiding bad luck for yourself and the surrounding community. It is **taboo to cultivate rice** fields on Fridays and Sundays. / Figure 1: Drying Rice The belief of the Kasepuhan residents that **should not be ignored is** the respect for **Dewi Sri who is believed to be the "Goddess of Rice"**. For example the view of Goddess Sri whom they call Nyi Pohaci Sang-hyang Sri Ratna Inten Purnama Alam Sajati; Dewi Sri only resides in rice once a year, causing rice planting to be done once a year.

The culmination of the tradition of the entire series of **agricultural activities carried out** every year is seren taun Great ceremonies in honor of ancestors and Dewa Sri with all forms of rituals and performances of cultural arts of the Kasepuhan citizens from very buhun (old) art to modern art are displayed for the community. Rice was carried, paraded and accompanied by everyone, to be then stored in the communal granary of Leuit Si Jimat. **The Seren Taun ceremony** as a form of gratitude from the kasepuhan residents for the success of the rice harvest. This annual ritual usually attracts the attention of the public from outside the cast.

Food security must be seen by the government as something serious because it can concern the lives of many people, especially in times of precarious times. The government must remember that at the end of the day we can't just eat money. The government has forgotten the motto of self-sufficiency that President Soeharto once proclaimed. Indonesia underestimates the agricultural sector too much, causing various foodstuffs to still be imported. In fact, according to Bulog, Indonesia's rice reserve stocks are mostly imported. Service programs in agriculture have sprung up but without a stimulus to grow your own crops, self-sufficiency will certainly be difficult to realize.

Kasepuhan Sinar Resmi has become a model for the Government on how to run the economy, especially in agriculture. The government should further promote programs that support food self-sufficiency by increasing the effectiveness of existing land and opening up new agricultural land. Agriculture should also be seen as a sector of high economic value. The availability of rice food that is used as stock is stored in leuit, a rice granary. Leuit is built near people's houses, measuring an average of 4 x 5 meters. Each

house usually has two leuits capable of accommodating 2,462.4

kg of rice (Khomsan et al., 2014). With such a quantity, the people of Kasepuhan Sinar Resmi rarely experience a crisis or food shortage. Conceivably, the harvest period is only once a year, but its availability can be for three years. The food component of the Kasepuhan Sinar Resmi is almost entirely obtained from local agriculture. In other words, obtaining and consuming natural products. Staple foods such as rice, are certainly a major and superior commodity, which is more than that of sacred value. Rice must not be traded; of them, for them.

In addition to rice, other commodities such as corn, cassava, or sweet potatoes, they are self-produced and consumed. The sacredness in rice is not only frills or jargon, but it is really proven, that they can live with an abundant stock of rice. Food safety is guaranteed to the maximum. More than that, not only the needs of the stomach are met, the happiness in simplicity they also have. Live free, simple, and happy Rice Planting System There are several data on the stages of rice planting from pre-planting to harvesting, the ceremonies carried out during the rice planting stage and cultural vocabulary related to the Rice Field Farming System in Kasepuhan Sinar Resmi. Pre-planting rice Before planting, the kasepuhan or incu putu community makes land first depending on their respective abilities and abilities.

After making the land, the land is cleared in three stages, there are nyacar, ngahuru and ngaduruk. Nyacar can be interpreted as mowing, in the case of cleaning this means to cut the already tall grass and cut the trees that are in the way. Then "Ngahuru" and "Ngaduruk" are the activities of burning the pieces and their remains clean. Rice planting After cleaning, Ngaseuk or seeing the field after it is clean and continued with the stocking of rice seedlings which is equated with the birthday of the owner of the seedling or seed (male).

After planting, a week after the seeds are stocked, salamet pare sapangjadian is carried out, which is a ceremony or diving to commemorate the 1st week that rice is planted as a form of gratitude to the Almighty for his blessings and grace. From the salametan ceremony, during the planting process, the things that were done were only ordinary things such as ngored, regulating the waters in the swamp and other things whose purpose was to maintain the fields / rice fields so that the rice was maintained. If pare / rice already looks bunting or already wants to nyiram then another salametan is done called salamet pare nyiram or mapag pare beukah where the rice already wants to bloom.

If the weather is good, in Kasepuhan Sinar Resmi from salametan pare nyiram about 1

month to be ready for harvest. And when it is ready to harvest, there is another salametan called salametan carita mipit. Post Planting / Harvesting After the rice is harvested, the rice is cut and then pumped or chained or dried in the sun to dry until completely dry. Continuing after complete drying, about 1 month is done which is called Mocong Pare or replacing the ties of the bitter gourd rope. For Mocong Pare there is no provision on what size rope is used. After being tied, the rice is put into leuit.

/ Figure 2 : Mocong Pare Under the existing provisions, every community or incu putu is encouraged to give Zekat. Zekat is as close as rice that has been hooped to the Parents, to Abah by 50 to 1. That is, if the rice owner has 50 rice bonds, then he must issue alms as much as 1 rice pocong. Finished issuing zekat, 2 – 3 days later Nutu Nganyaran, however, this activity is not accompanied by safety and this is an activity that is only carried out by the housewives of each house.

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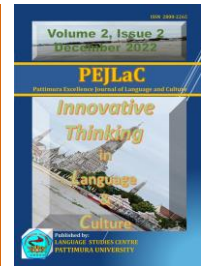


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**Development of Competency-Based Instruction in the Challenging Era:
A Case Study of French for Airline Ground Services**

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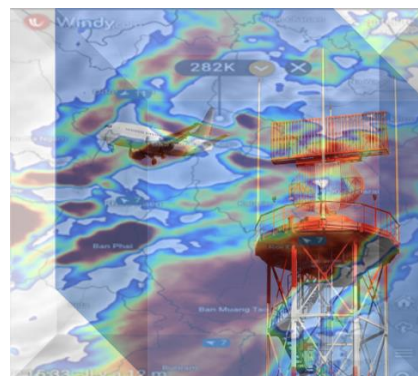
Abstract

In this decade, the world faces to several challenges such as economic volatility and transformation of work styles and lifestyle changed at the moment. It is undeniable that the travel by plane is in high demand before and after Covid-19. The airport ground services need competent personnel. The teaching of French at the university does not neglect these situations. French Program of Khon Kaen University created the French for Airline Ground Service course in 2011. Nowadays, this course opens its doors to accommodate 80 percent of the 3rd year of French major. It is interesting to study the development of the course and analyze the teaching and learning methods. This research was based on the action-oriented approach to pedagogy and teaching on the basis of competence. The results show that this course offers learners French at the B1+ level of CEFR and the basic skills for the airport ground staff in relation to the Rome N2201 of the Pôle Emploi of French Republic. In terms of learning activities, learners follow the Interaction Mode of Instruction to acquire life and career skills. Moreover, the software applications on flight preparation: Flightradar24 and Windy are used in the learning activities. This brings the learners to practice digital language and technology. Nevertheless, this research lacks the satisfaction of the airline entrepreneurs.

Keywords: Curriculum development, Competency-based curriculum, French active learning, French for Airline Business

The significant finding:

Learners of French at the B1+ level of CEFR and the basic skills for the airport ground staff in relation to the Rome N2201 of the Pôle Emploi of French Republic have been found to be very effective in terms of learning activities by following the Interaction Mode of Instruction to acquire life and career skills.



ARTICLES

I. INTRODUCTION

Nowadays, the contribution to Thai university education has to face the challenge in several areas: political-economic change, health disruption, communication transformation. These factors have prompted the revision of the goal of training 21st century graduates for digital citizenship. In order to face the challenge of the century, learners will be trained to have the following skills: intellectuality, know-how, foreign languages and life-skills. (Suthirat, 2016) These educational environments make us want to think about pedagogical means that are compatible with the Challenge era.

In 2019, the Department of Western Languages held meetings¹ to revise the curriculum entitled "B.A. in Western Language 2017" so that the training of the learners and graduates of the department would be in line with the development directions of the country, especially those of the job market. After brainstorming, the Department obtained the goals of the new curriculum by finding the table of Stakeholders' Needs on communicative

¹ The participants are composed of the department committee and the following stakeholders: official agent of the French Embassy in Thailand, entrepreneurs, higher education experts, former and current students

grammar, culture, language for jobs, new digital technologies and morality. (**Western Language Department, 2021: 263**) In order to achieve these points mentioned, the paradigm of particular teaching would be applied.

As far as the career-oriented courses offered at the meetings are concerned, these are FOS² courses whose proposed subjects are divided into two pedagogical areas; one for the hospitality tourism service and the other for the technological and medical services. Among them, it seems French for Airline Ground Service was proposed. Nevertheless, this subject has had a place in the curriculum of the French major since 2011 as an elective course (**French Language Section, 2011: 24**) that the lecturer was trained in the Passengers Service of Air France, a leader airline of the World. Prior to the launch of the 2011 curriculum, content on airline work had been assigned to students during the professional translation course: French-Thai translation: airline work task documents. This assignment was completed at the request of former students (**Chitkla, 2013: 2**). Here, it seems to us that the renewal of the curriculum obviously brings the development of the course. And the content appropriated to the integration between language and profession has started gradually.

So far, the French Section has given students the French for Airline Ground Service course for ten years. This period asks whether teaching is adapting to educational and professional movements and which approaches are being used to operate teaching.

² FOS is the French educational acronym. It stands for French for Specific Purposes

This study is a documentary research. The documentary research will bring us an analysis of the contents and classroom activities encouraging learners to have linguistic and professional competence, based on the CEFR framework and the ROME N2201 standard, related to the competence required for the airport ground staff or “agent d’escalade commerciale aéroportuaire” in French.

Theoretical approaches

Although the first part of this study is based on qualitative research, theoretical approaches are essential to assess the pedagogical qualities of course and student development, in relation to the overall movement of the contribution to learning. Based on the international language and professional competencies, it is essential to consult the CEFR European Common Frameworks and the Basic Skills for Airport Ground Staff as the course is given to students in French language. Nevertheless, the professional context of Thai airports was not overlooked. The personal interview of BFS³ the training manager, Mr. Manasak Phamornmaleerat, was set up at this stage of the work.

Language competency: B1+ of CEFR Framework

³ BFS stands for Bangkok Flight Services. The company provides passenger, ground and cargo services for more than 30 airlines in Suvarnabhumi-Bangkok International Airport (BKK). The company's cooperation is linked to the global World Flight Service (WFS) company which serves airports on 5 continents: Europe, North America, Latin America, Africa and Asia & Middle East.

It is 20 years since the Bureau de coopération pour le français launched the Common European Framework (CEFR) for the teaching of French in Thailand. This framework is to standardise French outside of mainland France and to guide teachers and learners in learning activities based on the action approach or action perspective. To achieve this goal, the pedagogical assignment must persuade learners to participate in the learning: listening, speaking discussing, reading and writing (Dejamornchai, 2021A: 9). The Active Learning must be enrolled in the class so that learners feel like enjoy to communicate in various situations with the appropriate language level.

BI+ Level is situated over the level B1. It seems to be a stronger level. The CEFR committee assigned the addition of a number of descriptors which focus on the exchange of quantities of information, for example: take messages communicating enquiries, explaining problems; provide concrete information required in an interview or a consultation but does so with limited precision; explain why something is a problem; summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended; describe how to do something, giving detailed instructions; exchange accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Professional competency: Rome N2201

The Rome N2201 is the standard form deployed by the Pôle Emploi, a national bureau of the French Republic. This form is intended for those interested in applying for positions involving airport ground staff. The Rome N2201 declares the basic competences of this field and is part of the training provided by public or private organisations. Regarding the basic skills for airport ground staff in Thailand, Mr. Manasak Pamornmalirat listed the main tasks of airport ground staff at his special lecture entitled French for Airline Business, organised by the French Section in March 2020. After studying the information from both sides, the benchmarks of the skills were achieved. Let's have a look at the examples of competences (Pôle Emploi, 2021 & Manasak Pamornmalirat, 2020) :

- Welcoming passengers and informing them about check-in, boarding/disembarkation and flight conditions;
- Collecting flight information and carrying out check-in and boarding operations;
- Check and register passenger documents and baggage (referencing, overweight, etc.);
- Carry out boarding/disembarkation operations (bus reservations on the runway, accompanying passengers, handing over flight coupons, etc.);
- Checking boarding passes with the list of passengers on board, filling in and transmitting flight follow-up documents;

The essential knowledge is presented in this standardization such as;

- Flight tracking or baggage check-in software
- Aeronautical terminology (IATA, aeronautical alphabet, etc.)
- Geography related to airport services (time zones, airports, etc.)
- Use of radio communication tools
- Airport security rules
- Cultural specificities of the customers
- Regulations on the transport of dangerous materials and products

II. METHODOLOGY

This research was based on the action-oriented approach to pedagogy and teaching on the basis of competence.

III. FINDINGS AND DISCUSSION

Specification of professional competency

Change of course description In order that the teacher and the learners to see the final goal after the training appropriate to the performance of airport ground staffs, the course description has been modified in 2021. The last description of the course specifies the 3 services given during the training: reservation and ticketing, passengers service and air cargo service. The last course description specifies the 3 services given during the training: reservation and ticketing, passengers service and air cargo service whereas the 2011 and 2017 curriculum only presents the language

competence. Please find below the course description table of the 3 curriculum.

Table 1. Course description in year

Years	Course description
2022	French vocabulary, expressions, and language use for Airline Ground Service; reservation & ticketing, passenger service, and air cargo service.
2017	Use of French vocabulary, expressions, and language for Airline Ground Service.
2011	Use of French vocabulary, expressions, and language for Airline Ground Service.

Nevertheless, this change is officially declared after the trial project of 2021 in which the MKO3 lesson plan had specified the 3 services. This is useful for learners to understand the framework at the airport. Note that the renewal of the 2022 curriculum was established at the end of 2020 when the covid-19 epidemic developed into the pandemic you knew it would. At that time, the cargo service is still functioning well. So this course would support learners to see the links of each service effecting the departure or arrival of a flight.

Modification of contents

Based on grammar level At the beginning of the teaching in 2012, the contents of the course were written by consulting the different French methods for foreign learners, in which there are dialogues about the plane trip. Then, the course of the class was rather the

explanation of the French grammar that the learners used to compose their dialogues, for example the interrogation with "*quel*" and "*lequel*", also the use of "*lequel*" as complex relative pronoun. With this pedagogical method, the learners and the teacher just reached the stage of checking in passengers and luggage for a semester of 4 months. In addition, the learners did not see the whole picture of this work. In relation to the tasks of airport ground staff, the teaching and learning would be finished at least by boarding in different cases. So, it seems that they have been working more on French as a foreign language.

Based on social interaction activities

At the end of the academic year, the French section committee organises the annual teaching management review. This allows the teachers to know the qualities and risks in their courses. In addition, the Section offers the budget to invite guest speakers to give a special lecture. The academic exchanges keep the teachers up to date with the latest trends in French teaching.

The guests of the French for Airline Ground Service course are former students of

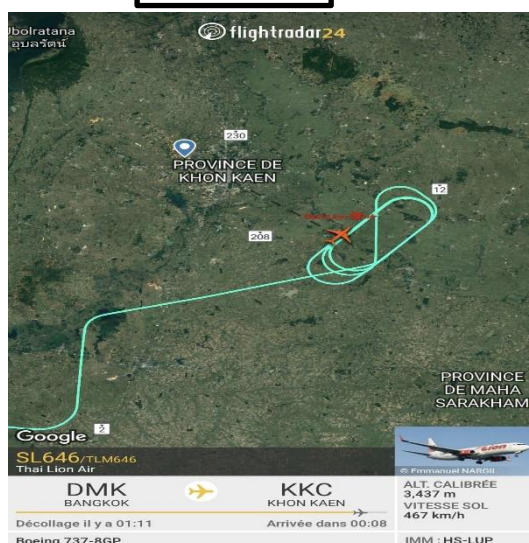
the French Section of Khon Kaen University. They read the pedagogical documents and proposed the current work topics and the digital applications necessary for the management of the flight. Note that the agents work at the check-in counter and at the flight operations office where the departure and arrival procedures await them. In addition, the objective of specific French is the understanding of particular terms. The teacher's task is to create the activities necessary to produce a linguistic tool for communicating with French-speaking passengers and colleagues.

The linguistic tool for this purpose is the language of communication. According to the CEFR 2001 common framework, communicative competence covers 3 aspects: linguistic aspect, socio-cultural aspect and speech acts. So, "*quel*" and "*lequel*" are introduced to the learners since lesson 1 whose theme is related to the questioning and the global aspect of the jobs in the airport, for example "*Quel agent s'occupe des passagers en Première classe?*" and "*Parmi ces agents, lequel est le plus gentil?*"

Not only are sentences important for communication, but also alphabet codes are essential for understanding text messages. These codes are typical tools. If a passenger says his destination "Tokyo", the ground handler needs to know which airport he is going to: NRT (Narita) or HND (Haneda). These codes are more accurate in registering that passenger in the system. Note that each flight has its own airport and that the ticket price is different. If there is a mistake, this station agent is responsible for the cause. The identity of the agent is marked on the boarding pass and on the airline's digital system. This alertness is integrated into the practical information in Lesson 5 "At the check-in counter".

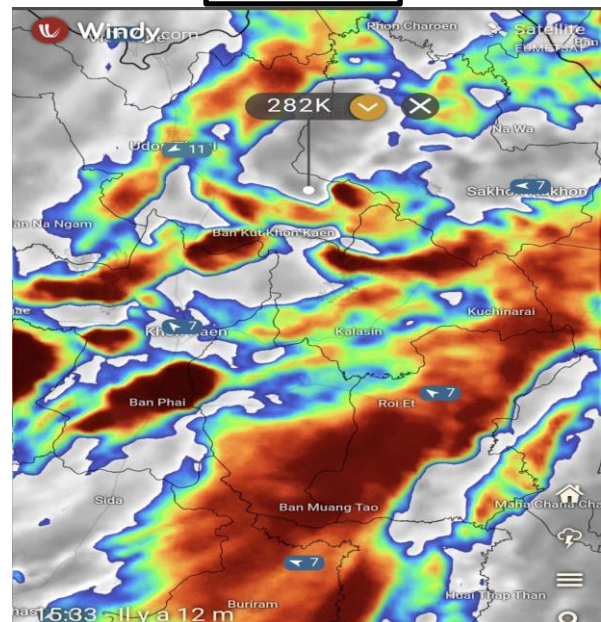
The aircraft is required to take on passengers. If there is an incident on the arriving aircraft, the station agent must know how to choose the appropriate announcements for the situation. In South East Asia, it is rare to have the expected delay in summer and winter. But during the rainy season, strong wind and

Photo 1



Source : windv.com

Photo 2



Source : flightradar24.com

storm often cause the flight to be delayed or cancelled. The station agent, in charge of the operation, monitors his flight via *flightradar24.com* to prepare the cargo or luggage load and *windy.com* to choose the right take-off time.

Photo 1 shows that this plane is facing bad weather conditions and the captain fails to land at Khon Kaen airport. Photo 2 shows that the storm and thunder are around Khon Kaen airport. The ground handlers in charge are studying this information to find the solution as soon as possible. This is to give the passengers good service and the company less damage.

So far, it should be said that language teaching has changed in order to train a citizen to live in the age of challenges. Although learners do not work at the airport, they would become a good traveller; knowing how to buy a

ticket, respecting the rules of the company and the airport, prepare him/herself to face different situations.

IV. CONCLUSION AND SUGGESTION

This study presents the evolution of the teaching of the French for Airline Ground Service course at Khon Kaen University. It also reflects the trend of class technique and the integration of new digital technologies. So, the French language in the world of work is easily accessible more than before. Moreover, the knowledge center has changed. The instructor is not only a professor of the establishment. Experts from the external organization can do this. This reflects the cooperation between the university and the private organization. This cooperation provides learners with work and digital skills. And there is the trend of digital citizenship.

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Theoretical approaches Although the first part of this study is based on qualitative research, theoretical approaches are essential to assess the pedagogical qualities of course and student development, in relation to the overall movement of the contribution to learning. Based on the international language and professional competencies, it is essential to consult the CEFR European Common Frameworks and the Basic Skills **for Airport Ground Staff** as the course is given to students in French language. Nevertheless, the professional context of Thai airports was not overlooked. The personal interview of BFS_ the training manager, Mr. Manasak Phamornmaleerat, was set up at this stage of the work.

Language competency: B1+ of CEFR Framework It is 20 years since the Bureau de coopération pour le français launched the Common European Framework (CEFR) for the teaching of French in Thailand. This framework is to standardise French outside of mainland France and to guide teachers and learners in learning activities based on the action approach or action perspective. To achieve this goal, the pedagogical assignment **must persuade learners to** participate in the learning: listening, speaking discussing, reading and writing (Dejamornchai, 2021A: 9).

The Active Learning must be enrolled in the class so that learners feel like enjoy to communicate in various situations with the appropriate language level. B1+ Level is situated over the level B1. It seems to be a stronger level. The CEFR committee assigned the addition of a number of descriptors which focus on the exchange of quantities of information, for example: take messages communicating enquiries, explaining problems; provide concrete information required in an interview or a consultation but does so with limited precision; explain why something is a problem; summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person’s response is rapid or extended; describe how to do something, giving detailed instructions; exchange accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Professional competency: Rome N2201 The Rome N2201 is the standard form deployed by the Pôle Emploi, a national bureau of the French Republic.

This form is intended for those interested in applying for positions involving airport ground staff. The Rome N2201 declares the basic competences of this field and is part

of the training provided by public or private organisations. Regarding the basic skills for airport ground staff in Thailand, Mr. Manasak Pamornmalirat listed the main tasks of airport ground staff at his special lecture entitled French for Airline Business, organised by the French Section in March 2020. After studying the information from both sides, the benchmarks of the skills were achieved. Let's have a look at the examples of competences (Pôle Emploi, 2021 & Manasak Pamornmalirat, 2020) : Welcoming passengers and informing them about check-in, boarding/disembarkation and flight conditions; Collecting flight information and carrying out check-in and boarding operations; Check and register passenger documents and baggage (referencing, overweight, etc.); Carry out boarding/disembarkation operations (bus reservations on the runway, accompanying passengers, handing over flight coupons, etc.); Checking boarding passes with the list of passengers on board, filling in and transmitting flight follow-up documents; The essential knowledge is presented in this standardization such as; Flight tracking or baggage check-in software Aeronautical terminology (IATA, aeronautical alphabet, etc.) Geography related to airport services (time zones, airports, etc.)

Use of radio communication tools Airport security rules Cultural specificities of the customers Regulations on the transport of dangerous materials and products
METHODOLOGY This research was based on the action-oriented approach to pedagogy and teaching on the basis of competence. III. FINDINGS AND DISCUSSION Specification of professional competency Change of course description In order that the teacher and the learners to see the final goal after the training appropriate to the performance of airport ground staffs, the course description has been modified in 2021. The last description of the course specifies the 3 services given during the training: reservation and ticketing, passengers service and air cargo service.

The last course description specifies the 3 services given during the training: reservation and ticketing, passengers service and air cargo service whereas the 2011 and 2017 curriculum only presents the language competence. Please find below the course description table of the 3 curriculum. Years _Course description _2022 _French vocabulary, expressions, and language use for Airline Ground Service; reservation & ticketing, passenger service, and air cargo service. _2017 _Use of French vocabulary, expressions, and language for Airline Ground Service. _2011 _Use of French vocabulary, expressions, and language for Airline Ground Service.

_ Nevertheless, this change is officially declared after the trial project of 2021 in which the MKO3 lesson plan had specified the 3 services. This is useful for learners to understand the framework at the airport. Note that the renewal of the 2022 curriculum was established at the end of 2020 when the covid-19 epidemic developed into the

pandemic you knew it would. At that time, the cargo service is still functioning well. So this course would support learners to see the links of each service effecting the departure or arrival of a flight.

Modification of contents Based on grammar level At the beginning of the teaching in 2012, the contents of the course were written by consulting the different French methods for foreign learners, in which there are dialogues about the plane trip. Then, the course of the class was rather the explanation of the French grammar that the learners used to compose their dialogues, for example the interrogation with "quel" and "lequel", also the use of "lequel" as complex relative pronoun. With this pedagogical method, the learners and the teacher just reached the stage of checking in passengers and luggage for a semester of 4 months. In addition, the learners did not see the whole picture of this work.

In relation to the tasks of airport ground staff, **the teaching and learning** would be finished at least by boarding in different cases. So, it seems that they have been working more on French as a foreign language. Based on social interaction activities At the end of the academic year, the French section committee organises the annual teaching management review. This allows the teachers to know the qualities and risks in their courses. In addition, the Section offers the budget to invite guest speakers to give a special lecture. The academic exchanges keep the teachers up to date with the latest trends in French teaching.

The guests of the French for Airline Ground Service course are former students of the French Section **of Khon Kaen University**. They read the pedagogical documents and proposed the current work topics and the digital applications necessary for the management of the flight. Note that the agents work at the check-in counter and at the flight operations office where the departure and arrival procedures await them. In addition, the objective of specific French is the understanding of particular terms.

The teacher's task is to create the activities necessary to produce a linguistic tool for communicating with French-speaking passengers and colleagues. The linguistic tool for this purpose is the language of communication. According to the CEFR 2001 common framework, communicative competence covers 3 aspects: linguistic aspect, socio-cultural aspect and speech acts. So, "quel" and "lequel" are introduced to the learners since lesson 1 whose theme is related to the questioning and the global aspect of the jobs in the airport, for example "Quel agent s'occupe des passagers en Première classe?" and "Parmi ces agents, lequel est le plus gentil?" Not only are sentences important for communication, but also alphabet codes are essential for understanding text messages. These codes are typical tools.

If a passenger says his destination "Tokyo", the ground handler needs to know which airport he is going to: NRT (Narita) or HND (Haneda). These codes are more accurate in registering that passenger in the system. Note that each flight has its own airport and that the ticket price is different. If there is a mistake, this station agent is responsible for the cause. The identity of the agent is marked on the boarding pass and on the airline's digital system. This alertness is integrated into the practical information in Lesson 5 "At the check-in counter". The aircraft is required to take on passengers.

If there is an incident on the arriving aircraft, the station agent must know how to choose the appropriate announcements for the situation. In South East Asia, it is rare to have the expected delay in summer and winter. But during the rainy season, strong wind and storm often cause the flight to be delayed or cancelled. The station agent, in charge of the operation, monitors his flight via flightradar24.com to prepare the cargo or luggage load and windy.com to choose the right take-off time. Photo 1 shows that this plane is facing bad weather conditions and the captain fails to land at Khon Kaen airport. Photo 2 shows that the storm and thunder are around Khon Kaen airport.

The ground handlers in charge are studying this information to find the solution as soon as possible. This is to give the passengers good service and the company less damage. So far, it should be said that language teaching has changed in order to train a citizen to live in the age of challenges. Although learners do not work at the airport, they would become a good traveller; knowing how to buy a ticket, respecting the rules of the company and the airport, prepare him/herself to face different situations. IV.

CONCLUSION AND SUGGESTION This study presents the evolution of the teaching of the French for Airline Ground Service course at Khon Kaen University. It also reflects the trend of class technique and the integration of new digital technologies. So, the French **language in the world** of work is easily accessible more than before. Moreover, the knowledge center has changed. The instructor is not only a professor of the establishment. Experts from the external organization can do this. This reflects the cooperation between the **university and the private** organization. This cooperation provides learners with work and digital skills. And there is the trend of digital citizenship. REFERENCES Publication 1. Boukhannouche, L. (2017).

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