



# Adapting Content-Based Instruction Principle in Teaching Culinary Arts Vocabulary at Vocational High School

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**Abstract.** Learning a new language compared to first language is always seen more sophisticated issue. Learners often find the difficulties of how to use the words properly once they are used as part of sentence. This is because most people learn a new language in scattered manner, such as memorizing words one by one, searching for translations, and remembering the words. To address this issue, Content-Based Instruction has been developed, which has the premise of teaching not only the language but also everything through the use of language. This conceptual-based paper is aimed at defining content-based instruction as well as presenting the steps of how this approach can be matched within the needs of vocational students acquire English vocabulary in their more specific target language purposes.

**Keywords:** Content-Based, Instruction, Culinary Arts, Vocabulary, Vocational School.

## 1 Introduction

Vocational school has been an option for middle school students who want to focus not only theoretical basis but also practical approaches their interested field. In Indonesia, they are like the starting points for the students who have successfully graduated from junior high school and want to have more promised educational institution that can give them opportunity to have some skills in high school level, known as SMK or Sekolah Menengah Kejuruan. SMKs are open to students who have finished six years of primary and three years of secondary school. Most of the SMK students are from low-income families and cannot afford to study overseas. Graduates entering the labor force today will work until about 2050, so the skills they have will help determine Indonesia's long-term competitiveness [1]. In short, there is no doubt that SMK or vocational high school is very promising for Indonesian future.

One of the skills taught or provided in SMK is culinary arts. It is related with the skills of preparing, cooking, and also presenting the food. At once, the writer thought that those components of culinary arts are basically presented in English lesson for culinary arts students in vocational school. In fact, based on the investigation in a school located in Central Sulawesi, the writer found that the English teacher of the school do

not include all those things in his EFL classroom. English language is taught as whatever the language looks like without integrated it with suitable context. Therefore, Content-Based Instruction (CBI) has been proposed to overcome this problem, to broaden the learning not only from seeing language as the main point to master but also see it as the main thing to get information and enrich knowledge.

Therefore, this writing is intended to propose a learning outline which includes Content-Based Instruction (CBI) principles in learning culinary arts vocabulary at vocational high school.

## **2 Method**

This paper is a conceptual-based paper. It employs a meta-analysis method. Meta-analysis as a method is a quantitative, formal, epidemiological study design that is used to systematically examine the results of prior research in order to draw conclusions about that body of research. Then, the previous studies are used as references to develop new syntax of teaching and learning process under the content-based instruction principle.

## **3 Findings and Discussions**

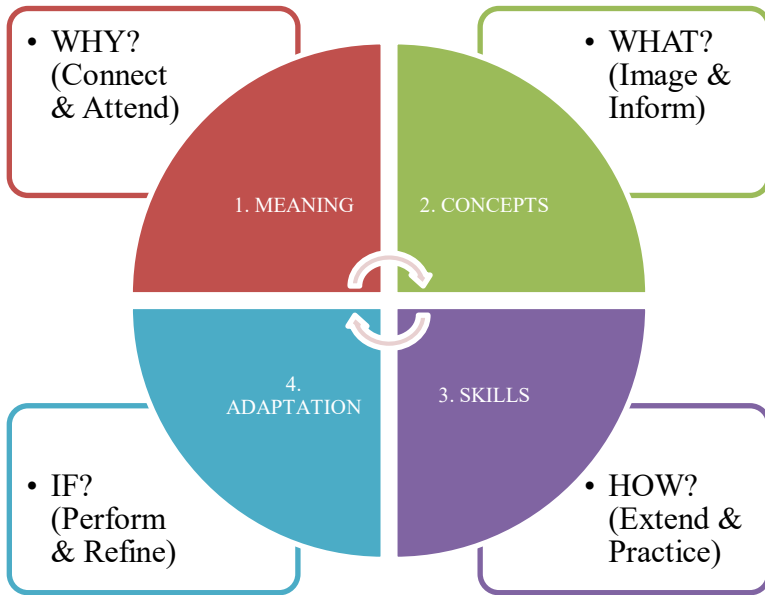
Previous writers have done their studies related to content-based instruction. A study offers an innovative, challenging, and timely approach to teaching credit library courses [2]. It revealed that this mode of instruction creates a learning environment that enhances student engagement and expands the teaching repertoire of library instruction faculty. A study has been carried out and found implications for designing a topic-based course for teaching and testing listening skills, as well as for developing listening and speaking abilities of the students in elementary level [3]. In short, the two previous researches have focused their studies of CBI on tertiary and elementary education. Therefore, this writing tried to propose the implementation of CBI to secondary school students especially in vocational high school majoring culinary arts or known as Tata Boga in Indonesian Vocational high school context.

In exploring vocabulary learning strategies in vocational school, the writer reflects on a study which has already explored the vocabulary learning strategies by vocational high school students in Thailand [4]. The writer took the study by arguing that English is also concerned as Foreign Language in the country just like Indonesia. Content Based Instruction (CBI) is developed for several reasons related to the misconception of learning that should be supported as social activities occurred in the classroom [5]. The fundamental idea of CBI is that language should be taught alongside academic subject matter [6].

The main principles and some distinctive characteristics of CBI are also very important to know. The principles of CBI are heavily rooted on the principles of communicative language teaching since they involve an active participation of students in the exchange of content [7]. CBI is based on two relevant principles: (1) Using target language as means of communication, and (2) Learning which reflecting needs. People who are faced with everyday requirements in a real-life setting may find it simpler to

acquire and utilize the target language as a tool with a practical purpose, such as acquiring food, studying, getting a job, and so on [8].

CBI courses created purely inside a foreign language department (i.e., without partnership with another field) differ slightly. These, like the LSP courses, are typically taught by a single teacher, however in rare situations four-handed instruction may be used. In single-teacher models, the instructor is often an experienced language teacher who develops the necessary topic knowledge from a variety of sources.



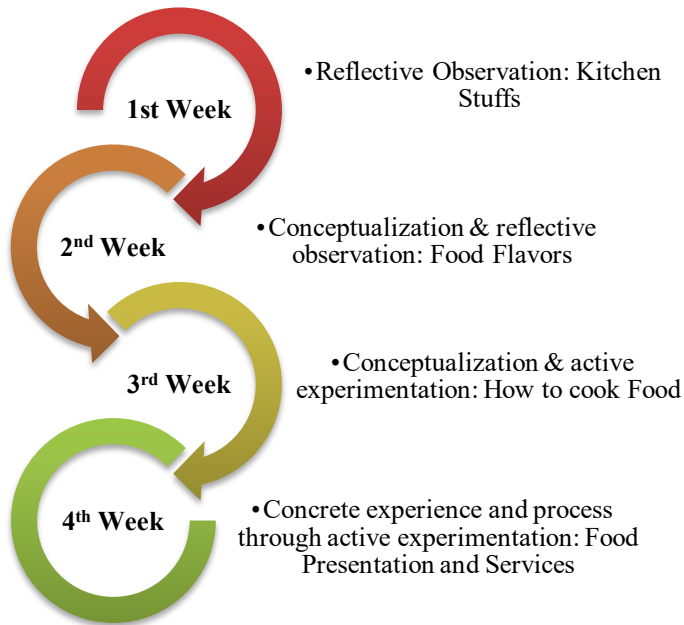
**Fig. 1.** The 4-MAT Learning Model adapted from: <https://4mat4learning.com.au/what-is-4mat/>

The 4-MAT Learning model in Fig. 1, represents four typical learners: 1) Innovative learners (Type I) = personal experience, sharing their own experiences with others; 2) Analytical learners (Type II) = logical; examining details in details; 3) Sensitive learners (Type III) = prefer to practice immediately; and 4) Dynamic learners (Type IV) = self-discovery [9].

The CBI modules follow the framework McCarthy's "4-MAT method," which is based on the idea that pupils have preferred learning styles. McCarthy opted to employ Kolb et al's learner type groups in 1979. According to the framework, learners are classified into four: 1) Those who perceive learning as self-examination of tangible experience and process; 2) Those who perceive learning through abstract conceptualization and process through reflective observation; 3) Those who perceive learning through abstract conceptualization and process through active experimentation; and 4) Those who perceive learning as concrete experience and process through active experimentation.

The CBI module was adopted from the idea of different learning styles [10] by students developed by McCarthy and proposed by Kolb et. al has inspired the author to

also adopt them in helping vocational high school students majoring in culinary arts to learn vocabulary based on their field.



**Fig. 2.** Proposed Learning Topics

1. Watching video about kitchen stuffs, food flavors, several ways of cooking food, etc., and comparing between kitchen stuffs, food flavors, several ways of cooking food, etc. in the video and those found in their surroundings.
2. Presenting the results of the students' investigation in the previous week in front of the class.
3. Students have worked in group. Teacher asks each group representative to choose two types of cards containing some foods that become the main ingredients and several ways of cooking. Students will continue to discuss what should they cook based on the chosen cards.
4. It's Cooking Time. Each group should create a video of their cooking and then present it in front of their classmate or school if necessary.

The learning materials consist of four different themes (Fig. 2). The first is about the kitchen stuffs. The second is about favor. The third is about How do you cook? The fourth is about It's cooking time. Related to the first theme, firstly, the proposed activities are dividing students in the class into small groups. Then, each of the groups shall report and discuss the English language reading assignments about kitchen stuffs that have been previously completed at home. They are allowed to use both English and Indonesian during the discussion. As the students practice expressing the material in Indonesian, the knowledge is disseminated among the class participants in this manner. After that, the class will be regrouped. Students shall watch the video from YouTube

about kitchen stuffs, which they discuss afterwards in Indonesian. After that, the students have to visit the mini restaurant in their school, to see the kitchen stuffs exist there. In the second group presentation of this first theme, the students will prepare for presenting the differences and similarities of the kitchen stuffs they see in the YouTube video and the kitchen stuffs they observe in the mini restaurant of their school.

The second theme will be started by asking the students to bring some foods, vegetables, or fruits which represent the most commonly tasted favor the students have ever tasted. In the class, the students classify the foods based on their favor and list them. After that, they will see video related to some favor of foods. They are then asked to compare some typical favor they tasted and the favor which presented in the video, and present their investigation in front of the class.

The students are also divided into small groups in the third part. This time, it will be started by presenting English video about some typical ways to cook. After that, the students will go to the school mini restaurant to do cooking based on the cards that are randomly selected in the class. They will cook some foods and at the end teacher will check whether the way they do the cooking are suited to the instruction.

The fourth will be started by directly ask the students in group to cook certain recipes they would like to cook. They are asked to make video related to the ingredients and also the way they cook. Then they will be asked to present the cooking to their friends. If it is possible, they can also make some kind of culinary event.

Those four themes are expected to make valuable learning experiences for the students [4] (Table 1). Those themes can make teachers use a wider range of VLSs both in-class and in self-directed activities, so that students can take more individual responsibility for students' own learning.

**Table 1.** Four themes are expected to make valuable learning experiences

Week/Topic	Grouping Tasks			
	Innovative Learners	Analytical Learners	Sensitive Learners	Dynamic Learners
1 The Kitchen Stuffs	Concrete experience and process	Abstract conceptualization and process through	Abstract conceptualization and process through	Concrete experience and process through active
2 Favor	through reflective observation;	reflective observation;	active experimentation;	experimentation
3 How do you cook	observation;		and,	
4 It's Cooking Time				

## 4 Conclusion

As an effort to help students of vocational high school majoring culinary arts, this writing proposes Content Based Instruction (CBI) in EFL classroom. They are included

learning materials consist of four different themes: the kitchen stuffs, favor, how do you cook, and It's cooking time. Four themes are selected in order to make valuable learning experiences for the students by relating it with three main components of culinary arts: preparing, cooking, and presenting the foods and beverages. Some limitedness may be faced during implementing this learning model. The availability of tools and substances may be the most common obstacles to find. Therefore, English teacher can consult it with other school parts to support the effectiveness of learning especially in the context of culinary arts school.

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