







# Innovation of Contextual-Based English Teaching Materials for Basic Culinary

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**Abstract.** This study develops contextual based English teaching materials for Basic Culinary students in the Diploma 3 Culinary Arts Program at Politeknik Pariwisata Lombok. The study applies Contextual Teaching and Learning and English for Specific Purposes to align English instruction with culinary workplace needs. The research uses a research and development approach adapted from the Borg and Gall model. Data were collected through interviews with English lecturers and culinary practitioners, literature review, expert validation, and observation of initial implementation. The results of the needs analysis show strong demand for career relevant content, culinary vocabulary, professional communication, and industry-based simulations. Based on these findings, a prototype teaching material was designed incorporating contextual tasks such as role play and kitchen service simulations. Expert judgment indicates the material meets content, language, and instructional design criteria. The study highlights the importance of contextual and industry-oriented English materials to support communicative competence in culinary education.

**Keywords:** Basic Culinary Teaching Material, Contextual Teaching And Learning, Contextual-Based Learning, Culinary English, Teaching Material Innovation.

## 1 Introduction

### 1.1 Background of Study

The need for specialized English language education has gained substantial recognition, particularly in vocational disciplines such as culinary arts. As globalization continues to reshape the hospitality and culinary landscapes, students entering these fields require robust communicative competencies in English to navigate their professional environments effectively [1][2]. English for Specific Purposes (ESP) plays a pivotal role in this context, allowing educational institutions to tailor their curricula to meet the specific linguistic demands of industries [3]. This study addresses the urgent requirement for

innovative and contextually relevant English teaching materials within culinary programs, specifically designed for students at Politeknik Pariwisata Lombok.

Contextual Teaching and Learning (CTL) and ESP are foundational theories that support this initiative. CTL emphasizes the importance of situating learning experiences in real-world contexts, thereby enhancing student engagement and applicability of knowledge[4]. The integration of these pedagogical frameworks enables the development of materials that not only facilitate language acquisition but also enhance the practical skills necessary for success in culinary settings [5]. For instance, current evidence suggests that customized materials, which reflect the specific vocabulary and communicative practices prevalent in culinary professions, significantly improve students' readiness for the workforce.

Research on culinary education demonstrates that existing teaching resources often fall short in addressing the nuanced language needs of culinary students. Many current materials are generic and do not effectively connect with the specialized terminology and situational contexts students will encounter in their careers[6][7]. Therefore, there exists a clear gap between conventional English teaching materials and the vocational demands faced by culinary arts students, necessitating a focused intervention to create contextualized teaching aids that cater to their specific needs [8].

The methodology adopted in this study aligns with the research and development (R&D) framework, specifically utilizing the Borg and Gall model, which is widely recognized for its systematic approach to material development tailored for educational contexts [9]. By incorporating feedback from industry professionals and educators through interviews and expert validation, this research aims to ensure that the developed materials are relevant, practical, and pedagogically sound [10]. A preliminary assessment of teaching materials indicates a focus on essential vocabulary, service phrases, and task-based learning activities, such as role-playing scenarios and kitchen service simulations, which are crucial for fostering communicative competence in real-life culinary environments[11].

The instructional model is designed as a contextual based English for Basic Culinary model integrating Contextual Teaching and Learning and English for Specific Purposes. The model positions real culinary workplace situations as the core learning context. Each unit begins with an authentic culinary scenario, followed by targeted vocabulary, functional expressions, and task based activities such as kitchen simulations, service role plays, and menu based communication tasks. Assessment is embedded in each unit through performance tasks aligned with workplace communication demands. The model links needs analysis results to instructional design by mapping stakeholder needs to learning objectives, materials, activities, and assessment.

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model links needs analysis results to instructional design by mapping stakeholder needs to learning objectives, materials, activities, and assessment.

Data were collected from three stakeholder groups directly involved in English for Culinary learning. The groups consist of English lecturers, culinary industry practitioners, and first semester Diploma 3 Culinary Arts students. Data collection used questionnaires, interviews, and expert validation. A total of 105 students completed needs analysis questionnaires. Three English lecturers and three culinary practitioners completed educator and industry feedback questionnaires. These questionnaires focused on material relevance, structure, professional communication needs, and contextual learning preferences. Semi structured interviews were conducted with three English lecturers and three culinary practitioners. The interviews explored workplace communication needs, gaps in existing materials, preferred learning activities, and expectations of English competence for culinary graduates. Semi structured interviews were selected to allow consistency across respondents while providing flexibility to explore industry specific insights.

The teaching materials were assessed through expert judgment and implementation observation. Expert validators consist of language experts, material experts, and instructional design experts. Assessment criteria include content relevance, linguistic accuracy, contextual alignment, instructional clarity, and assessment suitability. Validators used structured evaluation rubrics to rate each component. Practicality was assessed through observation of initial classroom use, focusing on student engagement, task clarity, and alignment with culinary learning activities.

## **1.2 Core Theoretical Foundations: CTL, ESP/ESAP, and Industry-Oriented Contextual Learning**

The findings confirm that Contextual Teaching and Learning (CTL) provides the main framework for developing instructional materials in English for Basic Culinary. CTL emphasizes linking content with learners' experiences, cultural values, and authentic real-world situations, using authentic tasks as vehicles for language learning. Prior studies highlight that CTL enhances the relevance of English materials in culinary and tourism industries [12][13][14]. When combined with Task-Based Language Teaching (TBLT) and Project-Based Learning (PBL), CTL activates authentic and problem-oriented learning aligned with workplace requirements [12][14].

Further evidence emerges from English for Specific Purposes (ESP), especially in tourism and hospitality. These studies emphasize the integration of industry-oriented content and authentic activities to support communication skills relevant to professional practice [15][16]. ESP materials should therefore reflect the actual needs of graduates in their future workplaces [15][16].

With regard to ESP/ESAP and culinary relevance, prior works suggest that ESP must be thematically designed and directly tied to professional contexts [15][17][18]. The importance of a thorough needs analysis is consistently underlined in ensuring that materials align with academic and industry requirements [17][18]. Partnerships between educational institutions and industry stakeholders are further emphasized to bridge the gap between learned and required language use [19].

The Content and Language Integrated Learning (CLIL) framework provides additional support by combining culinary content (Content) with English (Language) through the 4Cs: Content, Communication, Cognition, and Culture. CLIL has been shown to effectively integrate content and language in different contexts [20].

Finally, the integration of 21st-century skills and technology is essential. Literature highlights embedding digital literacy, creativity, collaboration, and problem-solving into language instruction [21]. Technology such as AR/VR [22] and mobile-assisted learning platforms [23] enhance engagement, accessibility, and authentic language practice in professional contexts.

### **Identified Research Gaps.**

The study identified several gaps:

1. The absence of CTL-based ESP instructional design for *English for Basic Culinary* that explicitly incorporates the local culinary culture of Lombok [12][15][16][17].
2. Limited empirical evidence of collaborative testing with local culinary practitioners, tourism stakeholders, and cultural communities in Lombok.
3. Insufficient integration of technology-driven evaluation in ESP, particularly real-time speaking assessment [21][23].
4. Limited incorporation of Lombok's cultural and culinary practices into ESP materials [17][18].
5. Lack of task-based and measurable instructional designs specifically for the culinary context [12][14].

### **Integrated Theoretical Dimensions of the Model.**

The model design integrates five core dimensions:

1. CTL as the primary framework, situating learning in authentic culinary contexts [12].
2. ESP/ESAP orientation, focusing on workplace-specific tasks [15][19].
3. CLIL as integration method, ensuring simultaneous content and language development [20].
4. 21st-century skills and technology, embedding digital tools into instruction and evaluation [21][23].
5. Needs analysis and industry collaboration, aligning content with local industry practices [17][19].

### **Implications for Instructional Materials and Learning Practices.**

The instructional design implications include:

1. Content structure based on Lombok's culinary themes with clear linguistic objectives [17][18].
2. Contextual activities such as designing menus, customer simulations, and service practice tasks [12][14].
3. Local cultural integration to enrich authenticity and relevance [17][18].
4. Technology-enhanced evaluation via LMS, digital resources, and AI-based tools for speaking assessment [21][23].

5. Continuous needs analysis involving stakeholders from Lombok's culinary industry [17][18][19].

### **Conceptual Direction of the Model.**

The conceptual framework orients toward CTL as the central foundation, culinary ESP as content focus, and continuous involvement of industry practitioners. The approach is task-based, supported by measurable assessments and local cultural integration.

### **Relevance to Lombok and Local Needs.**

Contextualizing ESP within Lombok's culinary culture and tourism-driven economy ensures motivation, authenticity, and employability. Collaborations with local practitioners and cultural stakeholders support authenticity, while technology facilitates flexible and engaging instruction [17][23].

### **Consequences for Stakeholders.**

1. Researchers can empirically examine the effectiveness of CTL-based culinary ESP in improving learners' English competence and work readiness in Lombok [12][19].
2. Educators need professional development in CTL-ESP curriculum design and authentic integration of cultural content [17][19].
3. Policy makers should encourage institutional partnerships and provide digital infrastructure to support context-based learning [21][23].

Theoretically, the design of a CTL-based instructional model for English for Basic Culinary that integrates the Lombok culinary industry and culture is supported by literature on the effectiveness of CTL [12][14], ESP/ESAP [15][19], and CLIL [20]. The integration of 21st-century competencies and digital tools [21][23] further strengthens this approach. Research gaps underline the novelty of this design, particularly in its emphasis on authentic Lombok culinary contexts, real-time digital evaluation, and structured collaboration with industry.

In conclusion, with the significant evolution of the culinary industry and the increasing importance of English language proficiency within it, this study seeks to contribute to the existing body of knowledge by developing innovative, contextual-based English teaching materials specifically designed for culinary arts students. This initiative not only aims to enhance their communicative English skills but also aspires to align educational practices with the dynamic needs of the culinary labor market, ultimately fostering greater employability and professional success for graduates.

## 2 Result

### 2.1 Profile of Instructional Material Needs for English for Basic Culinary in the Culinary Arts Program at the Lombok Tourism Polytechnic

The data for this study were compiled from three groups of respondents directly involved in the learning ecosystem of English for Culinary. The selection of these three groups aimed to obtain a holistic perspective, encompassing the pedagogical aspects (lecturers), industry requirements (practitioners), and user experience (students).

The profile of the respondents is presented in table 1:

**Table 1.** Profile of Research Respondents

Respondent Group	Number	Background	Role in the Research
Lecturers	3	English Lecturers in the Culinary Arts Program	Providing expert perspective related to teaching, curriculum, and evaluation.
Practitioners	3	Chefs in the Hospitality Industry	Providing a practical perspective on the English language needs in the workplace.
Students	105	1st Semester Students of the Culinary Arts Program	Providing perspective as direct users of the instructional materials.
Total	111	-	-

The involvement of lecturers as material experts, practitioners from 4-star and 5-star international-standard hotels in Lombok as representatives of the industry, and students as learners allows data triangulation. This strengthens the validity of the findings regarding the ideal instructional material needs profile that aligns with contemporary demands.

**Table 2.** Results of Needs Analysis Questionnaire on English for Basic Culinary Instructional Materials

Category	Students	Practitioners	Lecturers
Design & Module Structure	7.84	7.17	7.50
Learning Support and Instructional Usability	7.60	5.89	4.39
Professional Communication	7.41	6.33	5.33
Culinary Vocabulary & Terminology	8.07	5.25	4.47
<i>Technical Language Skills</i>	7.54	5.00	-
<i>Local Culinary Content</i>	6.91	4.33	1.83
<i>Contextual Learning &amp; Simulation</i>	7.87	6.67	4.00
<i>Lecturer Guidance &amp; Support</i>	7.44	5.67	5.67
<i>Relevance &amp; Motivation</i>	8.14	7.17	6.17

Category	Students	Practitioners	Lecturers
<i>Overall Average</i>	<i>7.70</i>	<i>5.93</i>	<i>4.99</i>

The category Learning Support and Instructional Usability refers to supporting aspects of the instructional materials, including clarity of learning instructions, availability of guidance for tasks and projects, motivational value of contextual learning, relevance to future careers, and overall usability of the module in classroom and simulation-based activities. This category does not represent residual items but reflects predefined indicators related to instructional support quality. These indicators align with Contextual Teaching and Learning principles emphasizing learner motivation, meaningful engagement, and instructional support in authentic learning environments.

## 2.2 Profile of Instructional Material Needs for English for Basic Culinary

The analysis of questionnaire data from the three respondent groups (students, practitioners, and lecturers) reveals a diverse yet complementary profile of needs. This difference in perspective forms a crucial basis for formulating an innovative instructional material model based on a contextual learning approach.

### Student Perspective.

Students provided a high overall average score of 7.70. The categories with the highest values are Relevance & Motivation (8.14) and Culinary Vocabulary & Terminology (8.07). This indicates that students prioritize material relevant to their future career prospects and the mastery of applicable culinary vocabulary. Furthermore, Contextual Learning & Simulation (7.87) is also deemed important, suggesting that students desire learning activities that resemble real industry practice. However, Local Culinary Content (6.91) received a relatively lower score, which can be interpreted as students prioritizing global aspects over local ones. Thus, students require instructional materials that: Are oriented toward professional careers in the culinary field. Provide comprehensive international culinary vocabulary. Feature industry simulations and case studies.

### Industry Practitioner Perspective.

Practitioners gave a lower overall average score of 5.93 compared to students. The highest scores were found in Design & Module Structure (7.17) and Relevance & Motivation (7.17). This suggests that practitioners emphasize the importance of a clearly structured module that directly supports on-the-job competencies. Conversely, low scores were found in Local Culinary Content (4.33) and Culinary Vocabulary & Terminology (5.25). Practitioners prioritize Professional Communication (6.33) and simulation-based learning (6.67) over cultural knowledge. This implies that practitioners are more oriented towards practical application, work efficiency, and daily kitchen communication. Therefore, the needs of practitioners point towards instructional materials that: Facilitate professional communication in English. Prioritize practical, simulation-based exercises. Provide structured modules aligned with industry needs.

### **Lecturer Perspective.**

Lecturers provided the lowest overall average score of 4.99. The highest score was in Design & Module Structure (7.50), signifying that lecturers emphasize the importance of systematically arranged modules with integrated syllabus, lesson plans (RPS), and assessment. Conversely, the lowest score was on Local Culinary Content (1.83), followed by Contextual Learning & Simulation (4.00) and Culinary Vocabulary & Terminology (4.47). This indicates that lecturers are more critical of content quality and assess that both local culinary material and international vocabulary need reinforcement. The lecturer needs profile asserts that the instructional materials must: Possess a systematic module design. Provide an integrated assessment system. Strengthen both local content and international culinary vocabulary.

### **2.3 Synthesis of Needs Profile**

Integrating the three perspectives, the required profile for the English for Basic Culinary instructional material can be outlined as follows: Students emphasize career relevance, culinary vocabulary, and industry simulation. Practitioners prioritize professional communication and simulation-based practice, with less attention to local content. Lecturers demand systematic module design, integrated assessment, and improvement of local culinary content and vocabulary. Consequently, the innovation of English for Basic Culinary instructional materials through a contextual learning approach should be directed at: Global and Local Integration: Providing robust international culinary vocabulary while simultaneously strengthening local culinary content as a matter of identity. Systematic Module Structure: Encompassing a syllabus, lesson plans (RPS), integrated assessment, and a clear learning flow. Industry-Based Simulation: Presenting learning that approximates real work contexts, whether in the form of case studies, projects, or role-plays. Career Relevance and Learning Motivation: Ensuring that every content and learning activity adds value to the graduates' work readiness.

## **3 Research Implications**

The findings of this research have significant implications for the development of English instructional materials in the culinary field. Firstly, from the student perspective, the primary needs are career relevance and mastery of international culinary vocabulary. Secondly, from the practitioner perspective, the main needs are professional communication skills and real practical simulation. Thirdly, from the lecturer perspective, the main focus is on module structure, integrated assessment, and reinforcement of local content.

Thus, instructional material innovation based on contextual learning can be viewed as a solution capable of integrating these three interests. Context-based learning not only provides career relevance for students but also offers real-world practice valued by practitioners, while simultaneously fulfilling academic demands concerning structure and assessment. A broader implication of these findings is the necessity of a collaborative instructional material development strategy involving academics (lecturers),

students, and industry practitioners, ensuring that the final product genuinely addresses user needs.

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