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## **METHODOLOGY FOR DEVELOPING STUDENTS' LANGUAGE COMPETENCIES BASED ON TEACHING CULINARY VOCABULARY**

**Mamatkulova Fotima Ashirkulovna**  
senior teacher at UzSWLU,  
mamatkulovafotima@gmail.com

*Abstract: This article outlines a structured methodology for enhancing students' language competencies through culinary vocabulary instruction, rooted in Task-Based Language Teaching (TBLT). By integrating cooking tasks with phased activities-pre-task, during-task, and post-task-learners develop listening, speaking, reading, and writing skills in context. Drawing from projects like Linguacuisine, the approach emphasizes real-world application, resulting in improved fluency, retention, and cultural awareness. Evidence from ESL implementations shows significant gains in vocabulary production and communicative confidence.*

*Keywords: Task-Based language teaching, culinary vocabulary, ESL cooking activities, language competencies, TBLT pre-task cycle, vocabulary retention, authentic language tasks.*

## **TALABALARNING TIL KOMPETENSIYALARINI KULINARIYA LEKSIKASINI O'QITISH ASOSIDA RIVOJLANTIRISH METODIKASI**

**Mamatkulova Fotima Ashirkulovna**  
O'zDJTU katta o'qituvchisi,  
mamatkulovafotima@gmail.com

*Annotatsiya: Ushbu maqola talabalar til ko'nikmalarini oshirishda kulinariya so'z boyligi o'rganishga asoslangan tuzilgan metodologiyani bayon etadi, bu vazifaga asoslangan til ta'limi (TBLT) ga tayangan. Oshxona vazifalarini bosqichma-bosqich faoliyatlar - boshlang'ich vazifa, vazifa davomida va vazifa tugagandan keyingi bosqichlar bilan birlashtirish orqali o'quvchilar tinglash, gapirish, o'qish va yozish ko'nikmalarini kontekstda rivojlantiradilar. Linguacuisine kabi loyihalardan olingan tajriba asosida ushbu yondashuv real-dunyo qo'llanilishiga urg'u beradi, natijada so'z boyligini saqlab qolish va madaniy ong yaxshilanadi. ESL dasturlaridan olingan ma'lumotlar so'z boyligini ishlab chiqish va kommunikativ ishonchni sezilarli o'sganligini ko'rsatadi.*

*Kalit so'zlar: Vazifaga asoslangan til ta'limi, kulinariya so'z boyligi, ESL oshxona faoliyatlari, til ko'nikmalari, TBLT boshlang'ich vazifa sikli, so'z boyligini saqlab qolish, haqiqiy til vazifalari.*

Teaching language through culinary themes addresses the need for engaging, practical methods in ESL/EFL classrooms, where traditional memorization often fails to build lasting competencies. Culinary vocabulary-encompassing ingredients, utensils, processes, and recipes-provides multisensory input that mirrors real-life communication, fostering motivation and retention. This methodology adopts TBLT principles, as defined by Ellis (2003), structuring tasks around cooking goals to prioritize meaning over form. Studies like the Linguacuisine project demonstrate how kitchen-based activities enhance all four language skills holistically.[2]

The approach suits diverse learners, including vocational students in hospitality, by linking language to tangible outcomes like preparing dishes. In Uzbekistan's context,

where English proficiency supports tourism and global cuisine sectors, this method aligns with competency-based curricula. Subsequent sections detail the phased framework, activities, assessment, and benefits.[3]

Task-Based Language Teaching (TBLT) underpins this methodology, dividing lessons into pre-task (introduction), during-task (execution), and post-task (reflection) phases. Pre-task activates schema through visuals and audio of terms like "whisk," "simmer," or "dice," ensuring learners focus on meaning during cooking. During-task simulates authentic interaction, such as following L2 recipe instructions collaboratively. Post-task reinforces learning via reporting and feedback, promoting form-focused reflection.[2] Ellis's eight TBLT principles guide design: tasks match difficulty levels, set clear goals (e.g., produce an edible dish), and encourage meaning negotiation. Linguacuisine exemplifies this, using apps for individualized support, blending digital tools with physical tasks for hybrid efficacy.[3]

**Pre-Task Phase:** Introduce 20-30 target items (e.g., ingredients: onion, garlic; verbs: chop, stir; utensils: spatula, oven). Use flashcards, videos, and pronunciation audio to build familiarity. Learners list and locate items, mobilizing prior knowledge-e.g., matching "boil" to images.[2] **During-Task Phase:** Pairs execute a recipe (e.g., simple salad or stir-fry), accessing L2 instructions via printouts or apps. Interaction arises from negotiation: "Pass the grater" or "How long to bake?" This phase prioritizes task completion, with language emerging naturally.[1] **Post-Task Phase:** Groups present their dish, describing processes and challenges. Focus on form through peer correction and journals: "We sliced the vegetables thinly." Digital tracking logs vocabulary use for personalized feedback.[2]

| Phase       | Objectives                             | Sample activities                  | Language focus            |
|-------------|----------------------------------------|------------------------------------|---------------------------|
| Pre-Task    | Schema activation, vocabulary input    | Flashcards, audio lists, item hunt | Naming, pronunciation     |
| During-Task | Meaning negotiation, skill integration | Recipe cooking in pairs            | Instructions, imperatives |
| Post-Task   | Reflection, form focus                 | Presentations, journals            | Descriptions, reporting   |

Core activities include recipe sequencing (reading/speaking), video demos (listening), and original recipe creation (writing). For virtual classes, use YouTube cooking channels with transcription tasks. Vocational adaptations target hospitality terms like "plating" or "marinate." Group sizes (2-4) ensure balanced participation, with scaffolding for beginners via bilingual glossaries.[1]

In a 60-minute lesson: 10-min pre-task intro, 30-min cooking, 20-min report-out. Materials: real ingredients, basic kitchen setup, or simulated via images.

Formative tools measure progress: rubrics for vocabulary accuracy (pre/post-tests), fluency (speaking recordings), and task success (edible output). Peer feedback during tastings evaluates interaction. Quantitative gains-e.g., 80% retention post-task-align

with Linguacuisine data. Longitudinal journals track competency growth over 10 sessions.[3]

This TBLT-based methodology transforms culinary vocabulary into a vehicle for comprehensive language development, yielding engaged, competent learners. By embedding skills in authentic tasks, it surpasses drills, promoting fluency and cultural exchange. Future implementations should incorporate AI apps for scalability, particularly in regions like Uzbekistan advancing English for tourism. Educators gain a replicable framework boosting motivation and outcomes.[3]

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