

Seasoned Success: Designing and Developing Effective Task-Based and CLIL-focused Materials for Gastronomy and Culinary Arts Education

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Abstract:

This qualitative action research study addresses a pressing challenge in the tourism field, specifically within the Gastronomy and Culinary Arts program. The difficulty of finding engaging and motivating task-based language learning materials that integrate content knowledge from the discipline with language learning, relevant to real-world scenarios, is a significant concern. This study aimed to fill this gap by designing, developing, and implementing task-based Content and Language Integrated Learning (CLIL) materials. This study employed a participant-driven approach, involving voluntary 2nd-grade students enrolled in an English course during the 2024-2025 academic year. The researchers followed the material development process outlined in the literature on CLIL. Expert opinion forms and feedback forms were used as data collection tools to gather information on the effectiveness of the task-based CLIL materials. The collected data was analyzed using content analysis methods to identify themes and patterns related to the effectiveness of the task-based CLIL materials. This analysis provided valuable insights into the strengths and weaknesses of the developed materials, informing revisions aimed at enhancing their impact on students' language proficiency, motivation, and engagement in discipline-specific content knowledge. The findings of this research have implications for curriculum developers and researchers in tourism field and language teachers seeking to design effective task-based language learning materials that integrate content knowledge with language acquisition. Also, this research may provide valuable insights for educators and researchers in Gastronomy and Culinary Arts programs seeking to develop more effective materials tailored to the needs of tourism students.