

Applying Culinary Vlogs to CLIL Instruction

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Abstract

This study investigated how to apply culinary vlogs in lessons of Content and Language Integrated Learning (CLIL) and learners' views towards vlog-based lessons. This study selected five popular vlogs and analyzed one from each of them to explore information to be included in the teaching material, such as ingredients, amounts, dish-making instruction, food-culture-related information, suggestions for cooking, and vloggers' sharing of personal experiences. Learning tasks extended from culinary vlogs included translation, cloze tasks, unscrambling dish-making steps, and fact-based and creativity-based short-answer questions. If time is allowed, learning tasks can extend to creative tasks involving duplication of the dishes demonstrated in vlogs and introduction to dish-making procedures of similar dishes.

Using the vlog-based CLIL materials had two-fold purpose. Learners were expected to gain content knowledge about different ingredients, procedures of making various cuisines, and related food culture. They also cultivated linguistic competence in terms of comprehending cuisine-related discourse, expanding professional lexicon, and understanding characteristics and steps involved in recipe telling. This study showed that learners were positive about the use of culinary vlogs, considering them interesting, useful, and efficient both in reducing pressure and anxiety and in raising abilities and knowledge in terms of listening comprehension, vocabulary, food culture, and culinary skills. This study provides valuable information for English practitioners devoted to CLIL, proving culinary vlogs can be useful CLIL materials on the premises that judicious consideration of vloggers' styles and demonstrated dish types is made.