

Exploring the Role of Comprehensible Input in Culinary Vocational EFL Classrooms Using Procedure Texts

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Article History	ABSTRACT
Received: 22-01-2026 Accepted: 08-06-2026 Published: 12-08-2026	Background: Focusing on Stephen Krashen's Input Hypothesis, the study examines how teacher provides comprehensible input, students' perceptions, and challenges that constrain the input of English for Specific Purposes (ESP) in culinary settings. Purpose: This study aims to explore the role of comprehensible input used by English teacher in culinary vocational EFL classroom through the use of procedure texts, shows students perspective about comprehensible input and its relevance, and analyzes the challenges encountered in applying the frameworks. Method: The research design that used for this study is a qualitative classroom-based case study. The research sets in SMK Ibu Kartini Semarang and use the participation from one culinary classroom and one English teacher. The data collection from this research was obtained through classroom observation, documents analysis, a survey form, and semi structured interview with teacher and selected students. Results and Discussion: The findings of the research shows that comprehensible input was primarily obtained through the interaction in classroom rather than instructional lesson plan, with frequent strategies used by the teacher such as simplification and repetition, translanguaging, visual support, and comprehension check in lesson. Students' perception shows that they understand English in procedure text better through demonstrations, contextualized culinary tasks, and mixed-language during classroom. However, challenges exist from limited and unfamiliar vocabulary, time constraints, and variations of student's proficiency levels. Conclusions and Implications: These findings indicates that comprehensible input in culinary EFL settings mostly supported through multimodal materials and interactive learning classroom.
Keywords:	<i>Comprehensible Input, Culinary Vocational EFL Classroom, Procedure Texts.</i>
	ABSTRAK
	Latar Belakang: Memiliki fokus terhadap teori Input Hypothesis dari Stephen Krashen, artikel ini menganalisis bagaimana guru menerapkan input komprehensif, persepsi siswa, dan tantangan dalam menerapkan input dalam bahasa Inggris untuk Tujuan Khusus dalam jurusan tata boga. Tujuan: Penelitian ini bertujuan untuk mengeksplorasi peran input komprehensif yang dipakai di dalam kelas vokasional oleh guru bahasa Inggris melalui materi prosedur teks, memperlihatkan bagaimana persepsi siswa dan relevansinya, serta menganalisis tantangan yang ada dalam penerapan input tersebut.

Metode: Penelitian ini menggunakan metode qualitative berbasis kelas. Penelitian ini dilaksanakan di SMK Ibu Kartini dengan partisipasi dari satu kelas tata boga dan satu guru bahasa Inggris. Data penelitian dikumpulkan melalui observasi kelas, analisis dokumen, angket, serta wawancara semi terstruktur dengan guru dan beberapa siswa terpilih.

Hasil dan Pembahasan: Hasil dari penelitian menunjukkan bahwa input komprehensif lebih mudah diperoleh melalui interaksi di kelas daripada perencanaan pembelajaran tertulis, dengan strategi penyederhanaan, pengulangan, translanguaging, media visual, dan pengecekan pemahaman oleh guru. Persepsi siswa menunjukkan bahwa mereka lebih memahami bahasa Inggris dalam teks prosedur melalui demonstrasi, tugas kuliner yang kontekstual, dan penggunaan campuran bahasa di kelas. Namun, tantangan masih muncul, seperti keterbatasan dan ketidakakraban kosakata, keterbatasan waktu, serta perbedaan tingkat kemampuan siswa.

Kesimpulan dan Implikasi: Hasil dari penelitian menunjukkan bahwa input yang dapat dipahami dalam konteks EFL tata boga terutama didukung melalui materi multimodal dan pembelajaran interaktif di kelas.

Kata Kunci

Input Komprehensif, Teks Prosedur, Kelas Vokasional Tata Boga EFL.



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INTRODUCTION

English has grown to be an important part of global industries, not just for culinaries and hospitalities.[1] These industries acknowledged as service-oriented industries and rely heavily on customer satisfaction.[2] English bridges communication among the workers with the international tourists, and sometimes even with their fellow employees or service providers.[3] English proficiency extends beyond everyday conversation to include the ability to comprehend and use industry-specific texts, such as procedure texts, which contain specialized terminology and technical instructions. Therefore, students in culinary specialty should be able to use English in culinary purpose aside from their cooking ability in order to support their professional career in multilingual workplaces.[4]

In this framework, vocational education school contributes significantly to prepare students for what they may face in professional culinary workforce circumstances.[5] Primarily, English is included in vocational high school curricula as a regular subject or as part of English for Specific Purpose (ESP) that can assist students' future career endeavors.[6] ESP applied a student-centered method that highlighted the use of English in specific education sectors.[7] Procedure text plays a major instructional role in making an instruction on how to perform specific tasks through staged shifts such as a goal, list of ingredients or materials used, and a sequence of steps that needs to be fulfilled.[8], [9] In culinary, this text is mainly applied in recipes, the other subjects that manifested the use of procedure text are preparation guidelines, standard operating procedures in sanitizing and cleaning, and guidance for operating culinary utensils and appliances.[10] Procedure text is generally reflecting on communication used in a real situation, so students' ability to interpret and speak English are based on their academic performance and their state of preparation before entering the workplace.[11]

However, some problems are encountered by EFL learners who majored in vocational culinary programmes such as their involvements in learning process of such text in English.[12] Students vocally show their struggle with the use of technical vocabulary related to cooking terminologies, ingredients, methods, and measurements, as well as abbreviations and symbols used in complex recipes. Students also commonly find it difficult to perform the multi-step instructions

precisely, specifically when the steps are richly worded and presuppositions of learners' background schema are added in the text.[13] Classroom-based studies that applied in a vocational high school indicates that students often highly dependent on teacher's translation rather than consciously making an effort to construct the meaning of the words itself in English, this problem occurs when students feel nervous or anxious when they asked to write or read the recipes in target language.[14] Consequently, there is an ongoing gap between the English language they learn in class and the communicative demands they are expected to encounter in their future workplaces, like kitchens or restaurants.

To address the gap in the previous paragraph, the present study explores how comprehensible input is implemented in a culinary vocational EFL classroom where procedure texts construct the core learning materials. Moving beyond an exclusive focus on students' written output, the study examines how the teacher curates, adapts, and delivers English recipes and procedural materials, along with students' engagement with procedure texts throughout combined language and practical sessions. Notably, the study intends to (1) explain how the teacher gives and scaffolds input when running a lesson of procedure texts in a vocational culinary program classroom, (2) determine the parts of teacher instructional talk, lesson materials, and classroom tasks that support students' understanding of procedure text, and (3) examine students' perception of the relevance and comprehensibility of English input they encounter.

LITERATURE REVIEW

a. English in the Global Culinary and Hospitality Context

Comprehensible input in research of second language acquisition proposes a valuable viewpoint in overcoming those challenges perceived by students in vocational culinary programs. The definition of comprehensible input based on Krashen's hypothesis is a wide range language input that learner can easily understand; even if it contains novel features, it supported by linguistic aspects and prior knowledge.[15], [16] According to Long [17], input of language that slightly exceeds the learner's current proficiency but can be understood through modification, elaboration, visual aids, or interaction is largely considered essential for language development in the Interaction Hypothesis. Procedure texts, teacher's demonstrations, cooking practice, and multimodal tasks serve as potential resources of comprehensible input when they are carefully inspected and systematically presented. Viewing procedure-text-based instruction from the framework of comprehensible input thus accentuates the importance of how texts are adjusted, how teachers address them, and how supplementary supports are made available for students so that students can both interpret and carry out English instruction that is important for their future professional careers.

b. English for Specific Purposes (ESP) and Needs Analysis in Vocational Education

Although the significance of English for Specific Purpose (ESP) and culinary programs-related text is extensively acknowledged, research on ESP in vocational culinary programmes repeatedly reveals that classroom practice remains insufficient to meet learners' instructional requirements.[18] Need analyses that has been conducted in several Indonesian vocational high school to disclose about the materials and activities related to the future workplace of culinary students.[19] The analysis shows that students in culinary programs are largely still textbook-focused in terms of construing the meaning of recipes, kitchen instructions, and menus. This results in limited input in culinary-specific vocabulary and a lower level of autonomy in understanding the target language. Recent studies also establish that students often perceive partial alignment of English when teacher tries to link the lesson with culinary curriculum, which reveals students' overall proficiency is at beginner to intermediate levels.[20] On the other hand, a substantial body of classroom research on procedure text has laid its focus on students' struggles in writing and on assessing the efficiency of particular teaching techniques, rather than on how teacher carry out

comprehensible input through those texts.[21] Research in vocational and secondary school settings implies that many learners have difficulties with language features in procedure text, which include sequencing markers, vocabulary selection, tenses, and an increasing proportion of students classified into fair or poor categories of performance.[22] Addressing these challenges, researchers have undertaken various interventions including short video recipes, discovery learning strategies, picture series, Padlet and Canva tasks, as well as genre-based pedagogical methods.[23] Nevertheless, these studies typically treat procedure texts mainly as products to be evaluated or as tools for writing practice; they often pay not much attention to the quality of the input that learners are exposed to.

c. Comprehensible Input in Second Language Acquisition and ESP Classroom.

Studies on Second Language Acquisition (SLA) on Comprehensible Input has predominantly been implemented in general academic or EFL classroom and rarely engages with delineated context of culinary education in vocational high school.[24] Research in classroom-based education have recorded how teachers' conversational adjustments (such as clarification checks, reiterations, and comprehension-monitoring moves) influenced the input to be more comprehensible and foster a comfortable learning condition.[25] Other frameworks investigate teachers' view on comprehensible input and the strategies they use to integrate it in vocabularies or reading activities, as well as the importance of multimodal cues like gestures in aiding comprehension in vocational settings.[26] However, as far as current literatures indicate, there is limited empirical evidence that specifically focuses on how EFL teachers in culinary vocational programs construct and provide comprehensible input during the teaching of procedure texts that are firmly connected with practical kitchen activities.[27] To be specific, the micro-level mechanisms involved in creating recipes and other procedural materials comprehensible—with examples such as text selection, teachers' instructional talk, scaffolding, non-verbal demonstrations, and interactive support—have not been extensively explored within the context of ESP. Furthermore, existing studies have rarely examined how comprehensible input is implemented specifically through culinary procedure texts in vocational EFL classrooms, particularly within the Indonesian context. This remains an open gap that indicates the need for further research into the function of comprehensible input in vocational culinary classrooms, given that procedure texts play a crucial role both in professional skill training and language proficiency development.

The study also offers pedagogical implications for English curriculum design in culinary vocational EFL classrooms, material development, and teacher professional practice in the referred materials, especially those helping learners for careers in the hospitality and culinary fields of work. The remainder of the article provides relevant literature on comprehensible input, procedure texts, and vocational EFL in high school; outlines the methodology of the research; shows and discusses the findings; and ends with implications and suggestions for future research.

METHOD

Research Design

This study uses a qualitative classroom-based case study design. This method of qualitative uses real-world events with small number of parties involved to examine a specific environment. The qualitative case study was used with the aim to describe teachers' facilitation method in learning, observe classroom interaction, and find learners' perception in a natural classroom setting, rather than to test hypotheses or measure variables statistically. The case in this study involved one culinary programmes class and the homeroom teacher at Ibu Kartini Vocational High School. The case took occurrence over two consecutive meetings in which procedure text, especially focused on recipes and sequential markers were applied as a core learning in the class.

Settings and Participants

The research occurred at Ibu Kartini Vocational High School, which is located in Semarang, Indonesia. The students who participate was from XI Culinary 2, which comprised 21 students aged between 16 and 18 years. Based on the teacher's interview and observation through learning materials, students' proficiency rates range from beginner to intermediate. The English teacher, whose students familiarly call her Mrs. Eko (50). Mrs. Eko has explored ESP through the different majors available at the vocational school, but this year, she has fully supported the ESP for culinary programs. She is the homeroom teacher for the XI Culinary 2 class and was in charge of teaching English. As of September 2025, she had taught procedure texts in the class. The class and teacher were chosen through author's experience while doing practical training of teaching English lesson in vocational high school and from the willingness expressed by the teacher to participate in the research.

Data Collection

The data collection from this research was obtained through multiple supplies of information in accordance with the three research questions. Those data are obtained from teaching observations and questionnaires, lesson plan analysis, and interview with teacher and 5 students of XI Culinary 2. Classroom observations were implemented over two consecutive meetings of English lessons in the same week through the delivery of procedure text. The first meeting carried out the introduction of procedure text and the example of the text through recipes. In the second meeting, students are introduced to the structure of procedure text, mainly the sequential markers. Each lesson was conducted for 80 minutes and was audio-recorded to depict the teacher's communication and students' feedback and multimodal aspects of instruction such as demonstrations, the use of visual support, and gestures.

Data Analysis

The data were examined through classroom observation, document and material analysis, and semi-structured interviews with the teacher and selected students using a classroom-based qualitative approach. This triangulation was applied for further exploration of how comprehensible input was determined, implemented, and practiced in a culinary vocational EFL setting. The thematic analysis was used for this data analysis. Thematic analysis was selected because it provides a systematic and flexible method for identifying and interpreting patterns of meaning across qualitative data.

RESULT AND DISCUSSION

Teacher Strategies for Providing Comprehensible Input

The observation data from this research was gathered through two consecutive meetings of procedure texts for the grade XI Culinary 2 class in Ibu Kartini Vocational High School. Each lesson was conducted for approximately 80 minutes. The first meeting introduced procedure text and its purpose in the culinary sector for students. In the second meeting, students were introduced to the structure of procedure texts, which include goal, ingredients, and steps. From this meeting, the teacher carried out reading the text aloud and giving out explanations about culinary terminology that was difficult for students to understand. The teacher also provided a simple video titled "How to Make a Sandwich" and assessed their comprehension using Quizizz.

From those two meetings of procedure texts lesson in the vocational culinary EFL classroom, there are indications of several instructional strategies used by the teacher to support students' comprehension in learning English procedure text. Through various theories that support Krashen's Input Hypothesis, 8 strategies were categorized to show evidence of how comprehensible input was made accessible in culinary classroom practice, especially using

procedure texts as a foundation in learning. These strategies were mainly conducted during classroom interaction instead of being formally specified in documents or written lessons.

Table 1. Analysis of Strategies used by Teacher

No	Data	Frequency	Explanation
1	Vocabulary and grammar simplification	Consistent	Teacher used simplification to explain the definition and structure of a recipe in English. For example: students are shown a recipe of “sandwich” in which Indonesian people identify “sandwich” as breads and fillings.
2	Repetition and paraphrasing	Consistent	Teacher used repetition a lot to help students understand how to pronounce words in English, teacher also paraphrase some words but mainly using Indonesian language.
3	Step-by-step signals	Sometimes	Teacher did not explain much about step-by-step in the class yet, just the introduction.
4	Visual support	Sometimes	Teacher played a video about how to make sandwich in the second meetings to demonstrate how recipes used in real-life kitchen situation.
5	Gesture and demonstrations	Not used	Teacher did not use any gestures or demonstrated any act of cooking.
6	Translanguaging (English and Indonesian)	Consistent	Teacher provided a lot of translanguaging for students, teacher read aloud of the recipes and then translated it to Indonesian for students.
7	Group interaction and joint construction	Not used	Teacher had not yet assessed students via group work, only encouraged students to read aloud together or doing repetitions.
8	Comprehension check	Consistent	Teacher did comprehension check before students handed a task to do.

From the table, it was presented that there are 4 strategies that are consistently being implemented during the two meetings of English procedure text lessons. The teacher utilized the simplification of vocabulary and grammar as one of the most implemented strategies. Through the interview, the teacher confirmed about the frequent usage of this strategy following the material:

“I simplify the text, for example I say, ‘Stir means using a spoon to mix sugar, tea, and hot water.’ and students immediately understand a new vocabulary.”

This aligns with Krashen’s Input Hypothesis that managed the teacher to introduce the lesson with English gradually. Simplified input, which may contain two or more unfamiliar words, was transformed into otherwise familiar language by the teacher. This facilitates students' ability to

deduce meaning from context with ease. Furthermore, the document analysis from the material procedure text produces the fact that the lesson plans were all written in Indonesian. This indicated that students were exposed to English through classroom interaction and the teacher did not rely heavily on written planning.

Despite the shown constraints from the document analysis, the materials were clearly linked to culinary-themed content, indicating alignment with students' vocational field. The lesson plans adopted a scientific approach using a discovery learning model, emphasising student engagement with texts and activities. Reading and writing were the most prominently highlighted skills, while listening and speaking received less explicit attention.

Students' Perceptions of Comprehensibility and Relevance

Students' perceptions were collected through questionnaires and semi-structured interviews. From the data, students considered procedure texts in English as more understandable when reinforced by rephrasing and repeating words, using visual supports, and using the mix of English and Indonesian languages. All 21 students from XI Culinary 2 class filled the questionnaires and 5 selected students performed structured interview.

Table 2. Students' Perception of Applied Comprehensible Input.

No	Statements	Students' Perception Frequency	Summary of Sentiment
1	I feel confident when the teacher explains English cooking steps in class.	Neutral (66.7%)	14 out of 21 students have mixed stance when the teacher explains cooking steps using English in class.
2	I feel anxious when I read or listen to English procedure texts without teacher support.	Disagree (33.3%)	7 out of 21 students does not feel anxious reading or listening English procedure text with teacher support.
3	Visual aids (pictures, step-by-step images) help me understand English cooking instructions better.	Agree (42.9%)	9 out of 21 students agree that visual aids help them understand English cooking instuction better.
4	Watching the teacher explains cooking steps makes the English instructions easier to follow.	Agree (42.9%)	9 out of 21 students agree that English instruction is easier to follow when the teacher explain it.
5	Repetition and rephrasing of English instructions improve my comprehension.	Strongly Agree (47.6%)	10 out of 21 students strongly agree that repetition and rephrasing helps them to improve their comprehension.
6	When the teacher uses Indonesian for difficult terms, it helps me understand the meaning.	Neutral (42.9%)	9 out of 21 students have mixed comprehension regarding difficult terms
7	Working in groups (peer discussion) helps me understand English procedure texts.	Agree (47.6%)	10 out of 21 students agree that wroking in groups makes them understand English procedure texts better.
8	I can remember English cooking vocabulary after the teacher explains it.	Agree (52.4%)	11 out of 21 students agree that teacher explanations help them remeber English cooking vocabulary better.

9	I prefer English procedure texts that use simpler vocabulary and shorter sentences.	Neutral (42.9%)	9 out of 21 students have mixed stance regarding their preference in English procedure texts.
10	I believe the strategies used by my teacher make English procedure texts easier to understand.	Neutral (57.1%)	12 out of 21 students have mixed beliefs regarding the strategy used by teacher to make English procedure texts easier to understand.
11	I understand English cooking steps better when the teacher speaks slowly.	Neutral (47.6%)	10 out of 21 students have mixed stance regarding their understanding of English cooking steps when teacher speaks slowly.
12	I feel more confident when the teacher checks my understanding with short questions.	Neutral (57.1%)	12 out of 21 students have mixed confidence when the teacher checks their understanding with short questions.
13	I feel less anxious when I can ask questions about difficult English words.	Agree (42.9%)	9 out of 21 students agree that they feel less anxious when I can ask questions about difficult English words.
14	I can complete tasks better when the teacher gives short and clear instructions in English.	Neutral (61.9%)	13 out of 21 students have mixed statement whether if they can complete task better using instruction in English.
15	I feel motivated to learn when English procedure texts are connected to real-life cooking.	Strongly Agree (33.3%)	7 out of 21 students strongly agree that they feel motivated when they learn procedure texts that are connected to real-life cooking.

The questionnaire shows that the use of repetition and paraphrasing helps students the most in comprehension. Students positively reviewed that repetition and paraphrasing the instructions in English procedure texts help them to understand easier. Other than that, students also perceived a high connection between procedure text and real-life cooking. However, students somehow still feel anxious when they are faced with direct English words in tasks or assessments.

From the semi-structured interview, selected students mostly answered that the help of visual supports and translanguaging aids their process in learning. Students confirmed that visual support enabled them to recognize and understand cooking steps more efficiently:

“The use of videos and images help me understand the cooking steps more easily.” (Students 1)

Other than that, the use of translanguaging in between teacher and students helps students to gain vocabulary and interpret the meaning of an English words easily:

“Translation greatly helps me understand the instructions.” (Students 2)

Most students expressed a strong preference for the teacher to mix English and Indonesian during instruction. This preference was consistently justified by the limited English proficiency:

“I prefer it when the teacher explains using mixed languages, because I sometimes cannot understand certain English vocabulary.” (Students 3)

“Mixing English and Indonesian helps me understand the meanings of the word.” (Students 4)

From these results, it shows that most of the students preferred the instructions to be in a mix between English and Indonesian, as mostly they have beginner-to-intermediate-level proficiency in English. There are no signs of any students saying that they preferred English as the

main language used during lessons. Overall, the findings indicated that students' perceptions of comprehensible input were heavily connected to the availability of language supports and contextual elaboration from the teacher.

Features that Constrained Comprehension Input in Vocational Culinary Classroom

Examinations from EFL classroom observations, questionnaires, lesson plan analysis, and semi-structured interviews from teachers and selected students consistently indicate multiple unrelated problems in implementing comprehensible input in the culinary vocational EFL classroom. The primary challenges are mostly tied to vocabulary knowledge limitations from students, the complexity of procedure texts' language features, and contextual constraints experienced by teachers in teaching English.

Vocabulary knowledge limitation appeared as the primary challenge faced by vocational high school students in terms of learning English. Although, it is very important for students in culinary vocational high school to learn English based on their specialty because it can help their communication skills for their foreseeable professional future. Students' limited exposure to knowledge in technical culinary vocabulary can disrupt their ability to acknowledge English, especially in recipes. This challenge was frequently stated in the interview by some students; for example:

“Unfamiliar vocabulary and complex sentence structures make it difficult for me to understand the text.” (Students 2)

“My limited vocabulary makes it difficult for me to develop ideas.” (Students 5)

Some learners also informed about their difficulty in understanding and translating English in their lesson, implying that comprehension challenges continued further beyond individual matter:

“I find it difficult to translate into English.” (Students 1)

“I am not very fluent in interpreting English.” (Students 5)

These statements are validated through classroom observations, in which students often asked the teacher to slow down the talk and explain the meaning of the newly obtained vocabulary in their native language. For example, in procedure texts about recipes, students still found English difficult when they had to name various cooking terms that usually appeared in ingredients and steps. When this happened, the teacher usually asked students about which vocabulary was difficult and translated it to Indonesian before simplifying their explanation to basic verb forms. After that, the teacher gave students a task related to the simplified explanation and asked them to repeat the meanings. Somehow the teacher called students one-by-one to check their understanding.

Another challenge faced by students is that sometimes the teacher explains too quickly, making students lose their focus in the lesson because they couldn't understand and were too afraid to ask. Students' confidence plays a crucial role in this matter, as for some other students, they would rather stay quiet and ask their friends about the material:

“The teacher explains too quickly, I am become unfocused with the lesson because I don't understand.” (Students 3)

“I asked my friend about the lesson after class because the teacher explained it too fast.” (Students 4)

For the other students, visual supports hold an important part in learning. For students with limited English vocabulary knowledge, visual support such as images and videos helped them to comprehend meaning without having to interpret the language. Usually when students see an action being performed, they can link the instruction and the function, resulting in easier language acquisition.

“I have some difficulty understanding the material when there are no images provided for the difficult parts.” (Students 2)

Nevertheless, visual support acted as a foundation in helping students perceive English procedure texts in vocational culinary classroom. Considering students’ insufficient proficiency in English and limited knowledge of technical culinary terms, visual supports minimized dependence on linguistic decoding and allowed students to infer meaning from contextual cues.

From the teacher’s point of view, vocabulary-related difficulties were identified as the primary challenge in providing comprehensible input. During the interview, the teacher explicitly stated:

“The main challenge encountered was that students had difficulty identifying context-appropriate vocabulary and understanding meaning within the text.” (Teacher)

The teacher then clarified further that these challenges demanded repetition of adjustment during the directive lesson of English procedure text, including the use of strategies often happened in the class, from simplifying and rephrasing English, until mixing and combining English with Indonesian as their native language to ensure that students understand procedure texts. Even so, the teacher also stated about instructional constraints that reduced the consistency of comprehensible input in implementation:

“I feel somewhat constrained by time, resources, and students’ proficiency levels.” (Teacher)

These constraints affected the teacher’s ability to provide extended explanations, systematic visual scaffolding, and individualized support for students with lower proficiency. Teachers occasionally rely too much on using visual aids to demonstrate their lessons. As a result, students became more reliant on their teachers’ guidance, which increased the need for translation and simplification.

The lesson plan also did not include a list of key terms used in learning, so approximately 60% of the culinary vocabulary shown in the classroom was left without clear clarification unless the teacher simplified and reinforced the material for students. This high density of unexplained vocabulary suggests that learners may encounter difficulty understanding procedure texts without additional support during instruction as confirmed by the teacher:

“I do not include a glossary in the materials, I explain directly during the lesson. There are also a lot of technical cooking terms, and not all of them are explained in the text. I usually explain them when students ask or look confused.” (Teacher)

Overall, the findings demonstrate that challenges in delivering comprehensible input stemmed from both learner-related factors, particularly limited vocabulary and proficiency, and contextual factors, including material design, time limitations, and resource constraints. As a result, the teacher was required to continuously adapt instruction in real time to make English procedure texts accessible to students.

Discussion

This research explored the role of comprehensible input in a culinary vocational classroom where procedure texts become the focus of instruction. Specifically, there are three aims that the research sought to (1) find the comprehensible input used in teaching activities in class, (2) the perception of vocational culinary high school students about the relevance of comprehensible input they received, and (3) the constrained factors that hinder students’ comprehension input in learning culinary procedure text.

With the outcome of previous research in the wider perspective of the EFL context, the

constant practice appeals to the input to be more attainable when it is adjusted, clarified, and supported through interaction and multimodal support.[28] On the other hand, by contextualizing comprehensible input inside the vocational ESP framework, the study contributed by adding meaning to existing research from Chinese EMI settings, where the practice sets are directly connected with the English procedure text students learned at school.[29] The other findings of this study also emphasize the role of genre and material design as central to input comprehensibility, showing features such as procedural organization, clear sequencing, and visual images contribute fully to enhancing comprehension. Nevertheless, tensions between linguistic complexity and authenticity remain evident in ESP material research.[30] For further, the findings add nuance by showing that learners judge input based on its input relevance, with a preference for learning that reflects their practice and anticipated professional workplace.

From the classroom observation, outcomes from the research indicate that comprehensible input was mainly recognized through classroom activities such as vocabulary and grammar simplifications, repetition and paraphrasing, the use of visual support, and translanguaging rather than through well-defined lesson construction. The data provide information that the simplification of vocabulary and grammar was one of the most persistently applied frameworks in students' procedure texts learning process. The teacher often modified recipe instructions by dividing dense sentences into shorter clauses, replacing the complex words with more familiar terms, and providing clear references to time, quantity, and actions. One of the examples, when the teacher shows students a recipe for how to make a "sandwich," which comprises bread and fillings, the terms are already familiar for Indonesian students. Practices like these demonstrate the alignment of input with an "i+1" level, as proposed by Krashen.[31]

Krashen's Input Hypothesis states that the teacher's use of simplified language and basic grammatical forms helped students understand English input at their proficiency level (i+1).[15] Students were able to focus on procedural content when they prioritized meaning over grammatical accuracy. Visual supports and translanguaging later increased comprehension by utilizing context, allowing students to interpret meaning even with their newly obtained vocabulary. Meanwhile, Long's Interaction Hypothesis is reflected in the frequent repetition and paraphrasing of instructions.[17] These modifications in interaction facilitated students with task understanding, despite the fact that the exchanges were mainly initiated by the teacher, with less contribution of negotiation from students.[24] This suggests that in vocational classrooms with lower proficiency levels, teachers must actively modify input to ensure comprehension.

The use of simplification reinforces the findings through the teacher's systematic and conscious implementation of pedagogical motive, as it can be cited through the teacher interview. This reflects the theory cited by Krashen, which posits that the acquisition process of language occurs when learners are exposed to comprehensible input that is slightly above learners' existing proficiency. Through the embedding of unfamiliar culinary terms within concrete, the teacher contextualized experience-based actions that later enabled the accessibility of challenging input. According to Long's Interaction Hypothesis, students learn meaning more effectively through modified terms and teacher-led situational classrooms than when they are told explicitly.[27] Students were able to focus on comprehending the actions and procedures at the core of recipe texts facilitated by simplification, which decreased linguistic complexity while maintaining crucial procedural meaning.

The identification of students' perceptions revealed that students preferred teachers who used both English and Indonesian to explain unfamiliar vocabulary. Through their perspective, students stated that the use of simplification, translanguaging, and mainly visual supports helps them to understand English procedure texts easier, indicating their own interpretation of the defined input by being "compatible." The most effective input of learning students preferred, as shown in table 2, shows that language modification and repetitions help students a lot in building

their motivation to acquire English in procedure text with greater ease. Such a comment reveals that new verbs are undoubtedly accessible when “the teacher points to ingredients and shows the actions,” resulting in enhanced vocabulary acquisition and comprehension in the EFL culinary classroom. Thereby, students also show interest in how cooking demonstrations can contribute to their multimodal and multiliteracies standpoint, which foregrounds meaning-making through the integration of kinesthetic, linguistic, and visual modes instead of depending on decontextualized text.

From students’ objections, sometimes they are confused with the rapid teacher instruction and their lack of acknowledgement of unfamiliar words taking part in how input can quickly exceed the common $i+1$ level. This is primarily the case in vocational schools where listening, speaking, and practicing tasks are prioritized concurrently. These perspectives support Krashen’s affective filter hypothesis, pointing out that the increase of time constraints and cognitive overload may limit effective intake in learning and develop anxiety for students.[32] The emphasized use of translanguaging likely lowered the affective filter and raised more students’ comprehension. Using translanguaging also helps to prevent the communication breakdowns between teachers and students, implying that students don’t have to worry about their inability to adapt to the lesson and instead encouraging them to focus on meaning rather than the form.

However, students’ extensive reliance on L1 points to a tension between understanding content immediately and consistent exposure to English input. Students are consistently choosing the use of visual images, cooking demonstrations, and joint construction learning above the reading-writing-focused tasks; this aligns with the statement that students from vocational high schools are more used to mirroring their professional involvement in the workplace and enabling them to “learn by doing.” Authenticity and task relevance are frequently identified as central drivers to maintaining attention, according to the research of motivational and engagement aspects in the ESP context.[33] Specifically, learners in this study did not characterize “good input” as language they could easily understand; they also anticipated it to be comprehensible because it was linked with their agency and future career.

From the perspective of ESP, the constraining factors of comprehensible input indicate the connection with the “learning-centered” and “need-based” principles articulated in foundational ESP approaches.[34] There are factors that determine the effectiveness of discipline-related ESP pedagogy: prior-based knowledge content, well-organized procedural staging, and aligned and supportive material design.[35] These factors can help students to easily interpret the input they receive and connect it with their existing culinary vocabulary knowledge.

Challenges included limited vocabulary, dense unexplained technical terms, insufficient visual scaffolding, time constraints, and varying proficiency levels. Teachers sometimes make mistakes where they present an inadequate amount of technical vocabulary in class without sufficient interaction or enough visual scaffolding beforehand. This matter causes students to struggle in connecting the conceptual and procedural meaning, which can decrease their motivation in understanding and increase their dependency on translation. In the teacher’s case, time constraints might be the key point for the crisis. Time pressure results in slower input, recycling key lessons, and a lack of initiated questions and interaction. Additionally, there were notable differences in students’ English proficiency, which made instruction delivery difficult. While accelerated delivery can cause students to be emotionally strained with constrained language resources, strategies that aid lower-level learners pose the risk of marginalizing higher-level students.

Overall, the findings demonstrate that comprehensible input is crucial for language learning in vocational ESP contexts, especially when procedure texts are integrated with practical activities. To optimize learning, input should be systematically embedded in lesson plans, supported by visual

and lexical scaffolds, and complemented by structured opportunities for interaction. These results illustrate how Krashen and Long's theories can be adapted to meet the specific demands of vocational culinary education.

CONCLUSION AND IMPLICATION

This research explored how comprehensible input is important in a culinary vocational EFL classroom where procedure texts are used in recipes and kitchen procedures and mainly serve as the common learning material. From a qualitative case study of the XI Culinary 2 class, this study examined how the teacher delivered and scaffolded input, which reveals students' perceptions of the clarity and applicability of the English they encountered, as well as the aspects of teacher discourse, materials, and activities that either facilitated or hindered comprehension. The findings imply that comprehensibility from this research was not a trivial matter of implementing "easy English," but came from the interplay of certain pedagogical actions: simplification and reformation, translanguaging of instructions, checking understanding during the class, the use of visual supports, and judicious deployment of the students' L1. Students' perception highlighted that they prioritize input that is both accessible and relevant to their culinary practice and professional career; students answered most positively to procedural demonstrations and recipes that are within their senses, where they are able to perform, touch, and see. In conclusion, this research contributes to integrating the theory of input, interaction, and output of SLA within ESP approaches in a culinary vocational context. It shows the Input Hypothesis theory from Stephen Krashen that introduces the concept of $i+1$, where language learned can be one level above learners' knowledge. For students, they can obtain comprehensible input through the use of procedure text in culinary class, and the input from students can differ significantly. For researchers, the case emphasizes the importance of further research into how comprehensible input is enacted and experienced across various vocational fields so that English instruction can better support learners' participation in their future professional communities. Therefore, future instructional practices should integrate multiple forms of input, such as visual aids, demonstrations, contextualized language, and scaffolded explanations, to enhance understanding of English in culinary vocational high school settings.

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