

Gastronomy strategies in enhancing vocabulary and speaking skills in learning Indonesian for international students

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Article Info	Abstract
Keywords: BIPA; gastronomy; international students; speaking skills; vocabulary enhancement	This study investigates gastronomy as a vocabulary and speaking enhancement strategy for international students learning Indonesian as a Foreign Language (BIPA) at a public university in Indonesia. Despite the growing body of literature on BIPA pedagogy, systematic empirical investigation of gastronomy as a structured pedagogical strategy for vocabulary and speaking enhancement in Indonesian language learning contexts remains limited. Employing a qualitative case study design, the study involved thirteen international students over one academic semester, with data collected through semi-structured interviews, observations, and document analysis, and analysed using thematic and content analysis. The findings demonstrate that gastronomy-themed instruction significantly expanded participants' Indonesian culinary and everyday vocabulary, enhanced speaking fluency, confidence, and communicative competence, and supported intercultural learning and cultural competence development. A consistent vocabulary-speaking nexus was identified, whereby gastronomy-themed vocabulary expansion directly enabled and accelerated speaking development. The novelty of this study lies in its systematic empirical demonstration that gastronomy constitutes a linguistically productive, culturally authentic, and motivationally powerful sustained content domain for BIPA instruction. The finding provides significant pedagogical implications for BIPA curriculum design, materials development, and instructional practice, advocating for the deliberate integration of Indonesian gastronomy as a core pedagogical strategy in foreign language learning.
Article History Received: 2026-04-28 Reviewed: 2026-05-07 Accepted: 2026-09-02	
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How to Cite This Article (APA)	Harjono, H. S., Wachyunni, S., & Rustam, R. (2026). Gastronomy strategies in enhancing vocabulary and speaking skills in learning Indonesian for international students. <i>DIDAKTIS: Jurnal Pendidikan Bahasa Dan Sastra Indonesia</i> , 4(2), 172-190. https://doi.org/10.33096/didaktis.v4i2.1116

INTRODUCTION

Indonesia hosts a growing population of international students who undertake Indonesian language study as a Foreign Language (BIPA). The expansion of BIPA worldwide has driven researchers and practitioners to explore teaching designs that integrate language with culture, content, and authentic contexts. In particular, there is increasing interest in using thematically rich, culturally grounded content to support the development of vocabulary and speaking abilities in Indonesian for foreign learners (Nugraheni, 2022; Sundari et al., 2021). Recent work demonstrates that BIPA materials can be grounded in culturally meaningful content such as Indonesian culinary topics or cooking content, which supports listening and speaking development for BIPA learners (e.g., BIPA learners with Indonesian culinary content; e-modules targeting listening-speech skills) (Arzaqi et al., 2023). Related work also shows that food-focused video content from gastronomy contexts (e.g., food vlogs) can enrich BIPA teaching materials by expanding food vocabulary, cooking methods, and everyday communicative patterns in Indonesian, with a view to enhancing authentic speaking opportunities (Febriyatko et al., 2023). Collectively, these studies illustrate the potential value of gastronomy as a culturally rich, linguistically productive domain for BIPA learning and for international students who seek meaningful, transferable Indonesian language skills (Arzaqi et al., 2023; Nugraheni, 2022).

As a vehicle for vocabulary and speaking development, gastronomy provides a broad and authentic lexicon (ingredients, culinary techniques, dining etiquette, restaurant discourse) and a natural platform for speaking practice across informal and formal registers. In contexts beyond Indonesia, gastronomy topics have been shown to be central in English for tourism and related ESP courses, where vocabulary related to food, ingredients, and dining is foregrounded to support communicative competence in gastronomy-related settings. This body of work underscores the central role of gastronomy topics in enabling learners to discuss culture, cuisine, and hospitality with greater fluency and confidence (Šalinović & Sundji, 2023). Within the Indonesian BIPA domain, leveraging culinary content aligns with the aim of building both linguistic proficiency and intercultural competence, as learners engage with authentic gastronomic discourse and Indonesian cultural practices around food (Arzaqi et al., 2023; Febriyatko et al., 2023; Nugraheni, 2022). Moreover, media-rich, web-based and multimodal resources, such as cooking videos and gastronomy-focused content, have been posited as effective means to scaffold vocabulary acquisition and speaking practice in BIPA contexts (Rahmanu et al., 2023; Rahmat et al., 2024; Supriadi et al., 2022). Together, these findings motivate an explicit focus on gastronomy as a vocabulary and speaking enhancement strategy for international students learning Indonesian as a foreign language.

Furthermore, gastronomy as a content domain is well aligned with content-based language teaching (CBLT) and theme-based teaching (ThBT), which emphasize meaningful language use in real content contexts and the integration of language skills with subject matter knowledge. Sustained content-language teaching in gastronomy contexts demonstrates that theme-driven, content-rich units can support meaningful language use while enabling learners to engage with authentic discourse and cultural texts (Reynolds et al., 2022). Gastronomy-themed units also lend themselves to integrative approaches (e.g., combining reading, listening, speaking, and writing around culinary topics) and to the purposeful use of authentic materials (food videos, menus, recipes, culinary narratives) to foster communicative competence and intercultural understanding (Reynolds et al., 2022; Šalinović & Sundji, 2023). In the BIPA realm, eclectic and task-based syllabus design, grounded in learner needs and local cultural content, has been proposed as a viable strategy to balance accuracy and fluency while attending to learners' motivational and cultural needs (Sundari et al., 2021). Such approaches are further supported by evidence that project-based and intercultural collaboration modalities (online or in-person) can enhance both language proficiency and cultural competence among international students studying Indonesian (Prasetya, 2024; Rahmat et al., 2024). By situating vocabulary learning and speaking practice within gastronomy, instructors can leverage these pedagogical frameworks to create authentic, motivated, and interaction-rich learning experiences for international BIPA students.

In context of Indonesian as a foreign language learning, empirical work directly connecting gastronomy with Indonesian BIPA learning includes the development of gastronomy-rich e-modules and curricula, with explicit attention to Indonesian culinary content as a site for language learning and assessment (e.g., listening-speech modules designed for BIPA 1 learners around Indonesian culinary content) (Arzaqi et al., 2023). Complementary evidence from materials development and media-based resources suggests that integrating gastronomic vocabulary through video content (e.g., food vlogs) can significantly enrich BIPA teaching materials and support speaking fluency and cultural familiarity (e.g., vocabulary expansion related to food and dining; cross-cultural communicative practices) (Febriyatko et al., 2023). Broader BIPA pedagogy and syllabus design also emphasize need analysis, culturally grounded content, and eclectically designed materials to better address learner diversity and motivation in Indonesian for foreigners' contexts (Nugraheni, 2022; Sundari et al., 2021). Taken together, these lines of work underscore the relevance and timeliness of a gastronomy-centered vocabulary and speaking enhancement strategy for international students learning Indonesian as a foreign language.

Although several strands of work point to gastronomy as a promising theme for BIPA, there is a need for more targeted empirical work that (a) foregrounds gastronomy as a core axis for vocabulary expansion and speaking development in Indonesian for international students, (b) draws on authentic culinary discourse and culturally situated tasks, and (c) integrates gastronomy content with established L2 pedagogies (CBLT, ThBT, and task-based or project-based

approaches) in BIPA contexts. Existing studies provide helpful proof of concept, for example, culinary content in BIPA materials (Arzaqi et al., 2023), the use of food vlogs to enrich Indonesian teaching materials (Febriyatko et al., 2023), and gastronomy-informed content designs within sustained-content language teaching paradigms (Reynolds et al., 2022), but more systematic investigation is needed to articulate how gastronomy can function as a robust strategy for vocabulary growth and speaking enhancement among international learners in diverse settings.

The present study addresses these gaps to (1) examine how gastronomy-themed content functions as a vocabulary enhancement strategy for international students learning Indonesian as a foreign language; and (2) to investigate how gastronomy-themed activities and materials support the development of speaking skills among international students. The term "gastronomy-themed activities" refers to activities that use food as a lens for learning, connection, and cultural exploration (Long, 2022). More specifically, such activities include cooking specific recipes and dining at *warung*, canteens, restaurants, and other culinary places.

METHOD

Research Design

This study employs a qualitative case study approach to investigate gastronomy as a vocabulary and speaking enhancement strategy for international students learning Indonesian as a Foreign Language (BIPA) at a public university in Indonesia. The utilisation of case studies in a research context has been thoroughly elaborated by Yin (2018), who emphasises empirical inquiry to investigate contemporary phenomena in real-world contexts. This method is particularly well-suited to investigations of culturally embedded phenomena such as gastronomy, as it allows researchers to capture the symbolic, communicative, and cultural dimensions of food-related practices through direct observation and in-depth interviews within a specific and natural context. Specifically, this study applies an embedded case study design (Yin, 2018). Within the multiple sites' cases of the gastronomic activities as BIPA learning context, multiple embedded units of analysis are examined, namely the thirteen individual international student participants and their distinct linguistic developments in vocabulary and speaking skills across the semester.

To strengthen the methodological foundation of this approach, we draw on the foundational frameworks of prominent case study theorists. According to Yin (2018), a case study is an empirical inquiry that investigates a contemporary phenomenon (the "case") in depth and within its real-world context, especially when the boundaries between phenomenon and context are not clearly evident. In this study, the pedagogical implementation of gastronomy cannot be separated from vocabulary development and speaking improvement in Indonesian in natural context such as kitchen, restaurant, *warung*, and canteen. Furthermore, Merriam (2009) conceptualizes qualitative case studies as being defined by their "bounded" nature. The case under investigation is strictly bounded by time (one academic semester), location (kitchen, dining room, local restaurant, *warung*, a specific public university in Jambi, Indonesia), and participant cohort (thirteen international students).

Participants

The participants in this study comprised thirteen international students enrolled in the various study program at one public university in Jambi, Indonesia during the study semester. The following table provides an overview of the demographic of the participants.

Table 1. Participants' demographics

Code of Participant	Study Program	Country Origin	Age	Gender
P1	Agricultural Product Technology	Gambia	19	Male
P2	English	Pakistan	22	Female
P3	English	Egypt	20	Male
P4	Business and Economics	Gambia	22	Male
P5	Law	Pakistan	22	Male
P6	Economic Development	Yemen	22	Male
P7	Agriculture	Gambia	24	Male

Code of Participant	Study Program	Country Origin	Age	Gender
P8	Agriculture	Pakistan	20	Male
P9	Economic Development	Yemen	20	Male
P10	Forestry	Gambia	22	Male
P11	Economic Development	Pakistan	21	Male
P12	Indonesian Language Education	Thailand	19	Female
P13	Indonesian Language Education	Thailand	19	Female

The participants were purposively selected to ensure that they represented a diverse range of linguistic and cultural backgrounds, proficiency levels, and prior experiences with Indonesian language and culture. The selection of thirteen participants reflects the bounded nature of the case study design and the intensive, in-depth data collection procedures employed in the study. Prior to participation, all students provided informed consent, and the researcher ensured that participation was voluntary, confidential, and without academic consequence.

Data Collection

Data were collected through three primary instruments: semi-structured interviews, observation, and document analysis. Semi-structured interviews and observations were used for data gathering in order to give a thorough understanding of the research problems. During the interviews, 13 participants shared their experiences in English or Indonesian, facilitated in a comfortable setting through informal discussions. The open-ended questions aimed to explore their experiences in gastronomic activities, challenges, barriers, and strategies in learning Indonesian. Each interview, lasting about 45-60 minutes, was audio recorded with consent for accurate transcription and analysis. In addition, data for document analysis was collected from written outputs of gastronomic activities, including food descriptions, recipe texts, and culinary vocabulary exercises.

The triangulation of these three data sources was employed to enhance the credibility, transferability, dependability, and confirmability of the findings (Lincoln & Guba, 1985). According to Lincoln and Guba, confirmability establishes that the study's findings stem directly from the collected data rather than the researcher's personal biases, theoretical preferences, or other agendas. Therefore, during collecting data we continuously record personal reflections, potential biases, value judgments, and theoretical assumptions to remain conscious of how the researcher influences data collection and analysis. In addition, we also conducted a confirmability audit through tracing final conclusions directly back to the raw data (quotes, field notes, documents) via the audit trail. Attention was given to data saturation to ensure a comprehensive exploration of participants' experiences, and member checking was employed to enhance data trustworthiness by allowing participants to confirm the accuracy of their information. Additionally, peer debriefing sessions facilitated discussions on emerging themes, and an audit trail was maintained throughout the data analysis process.

Data Analysis

Thematic analysis was conducted on qualitative data collected from interviews, observation, and document analysis of gastronomic activities experienced by international students. This systematic, iterative process enabled the researcher to move from descriptive accounts of the international students' experiences to deep, interpretive insights regarding the mechanisms through which gastronomy-themed instruction supports vocabulary and speaking development in BIPA contexts.

Therefore, primary data analysis technique employed in this study involves the 6-phase framework for thematic analysis (familiarization, generating codes, searching for themes, reviewing themes, defining themes, producing the report) (Braun & Clarke, 2021). To ensure methodological rigor and transparency, the analysis followed the classic six-phase framework, which is widely recognized as the gold standard for thematic qualitative analysis: (1) familiarization with the data through actively engaging with the collected materials through repeated reading and listening to interview transcripts, field notes, and student documents; (2)

generation of initial codes by systematically labelling meaningful segments and units of data related to vocabulary acquisition, speaking fluency, and cultural engagement; (3) searching for themes through grouping related codes into broader, potential thematic categories that address the study's research objectives; (4) reviewing themes by conducting a two-level review to verify that candidate themes accurately represent both the coded extracts and the entire dataset; (5) defining and naming themes, through conceptualizing the structural essence of each theme and assigning clear, analytical names (e.g., vocabulary-speaking nexus, contextual and semantic vocabulary learning); and (6) producing the report, writing up the final analysis, weaving together participant narratives, observation extracts, and document insights with the existing literature.

RESULTS AND DISCUSSION

Results

The results of this qualitative case study are organized around two of the research objectives: (1) examining how gastronomy-themed content functions as a vocabulary enhancement strategy for international students learning Indonesian as a foreign language and (2) investigating how gastronomy-themed activities and materials support the development of speaking skills among international students. The results are drawn from the triangulation of semi-structured interview data, classroom observation field notes, and document analysis, and are presented thematically to reflect the major patterns and insights that emerged across the data sources. The results are contextualized within the broader literature on vocabulary acquisition, speaking skill development, and gastronomy-themed language instruction to ensure analytical depth and scholarly rigor.

Research Objective 1: Gastronomy-themed content as a vocabulary enhancement strategy

Theme 1: Expansion of culinary and everyday Indonesian vocabulary

The most consistently reported finding across all three data sources was that gastronomy-themed instructional activities significantly expanded participants' Indonesian vocabulary, particularly in the domains of food terminology, cooking methods, ingredient names, dining conventions, and food-related cultural expressions. Interview data revealed that all thirteen participants reported a marked increase in their awareness and active use of Indonesian culinary vocabulary following their engagement with gastronomy-themed learning activities. Representative participant accounts described the gastronomy-themed units as providing a rich, contextually embedded lexical environment that facilitated the acquisition of new Indonesian words in ways that felt natural, meaningful, and memorable. This finding aligns with Febriyatko et al. (2023) analysis of South Korean food vlogger content in BIPA teaching, which demonstrates that gastronomy-focused resources significantly enrich BIPA learners' vocabulary in terms of food terminology, cooking methods, and eating cultures, while simultaneously exposing learners to informal and popular slang vocabulary used in everyday Indonesian communication. Similarly, Yunidar et al.'s content analysis of culinary integration in BIPA textbooks confirms that Indonesian culinary vocabulary is distributed across all proficiency levels of the BIPA curriculum, from A1 to C2, providing a developmentally appropriate and lexically rich domain for vocabulary instruction at every stage of Indonesian language learning (Yunidar et al., 2024).

Observation data corroborated participants' self-reported vocabulary growth, with the researcher documenting a progressive increase in the frequency and accuracy of participants' use of gastronomy-related Indonesian vocabulary. In early observation sessions, participants frequently resorted to code-switching, using English or their native language equivalents when Indonesian culinary terms were unavailable, a pattern consistent with Prawiro et al.'s finding that code-switching is a commonly employed oral communication strategy among foreign language learners when they encounter lexical gaps in the target language (Prawiro et al., 2022). By the midpoint and end of the semester, however, code-switching related to food and culinary vocabulary had decreased substantially, with participants demonstrating greater confidence and accuracy in deploying Indonesian culinary terms in both structured and spontaneous communicative contexts. This trajectory of vocabulary development is consistent with Zaitun et al.'s finding of a strong positive correlation ($r = 0.703$) between vocabulary mastery and speaking ability among EFL learners, suggesting that the vocabulary gains observed in the gastronomy-

themed BIPA instruction directly supported participants' speaking development (Zaitun et al., 2021).

To illustrate these findings, the following interview excerpt and observation field note show how students acquired and actively used new terminology of culinary vocabularies:

"Dulu saya hanya tahu kata 'makan' dan 'minum'. Tapi setelah sering makan ke kantin di kampus saya tahu banyak nama-nama makanan di Jambi: tekwan, ayam geprek, pempek, tepek, bakso. Kata-kata ini sangat berguna karena setiap hari saya membeli makanan di warung." (Semi-structured interview, week 14, P3, Egypt)

Furthermore, observations of the culinary practices, particularly the preparation of traditional dishes such as *pempek* and *tekwan* (specific to Jambi and Palembang), in addition to share meals at a lecturer's residence with international students, indicated that participants exhibited rapid and significant gains in vocabulary and learning abilities. During the cooking process, code-mixing between Indonesian and English occurred, demonstrating the participants' enthusiasm for mastering new culinary vocabulary related to ingredients and equipment, such as *'ikan giling, tepung tapioka, kompor, panci, and api'*. Participant 5 (Pakistan) frequently asked, "What is this called?" The researcher noted that P5 at the beginning of gastronomic activity struggled with limited vocabulary and rapidly acquired new vocabularies meaning at the end of food preparation (Field notes, observation 4, week 4).

Moreover, document analysis of participants' written outputs, including food descriptions, ingrediencies, and culinary vocabulary exercises, provided further evidence of vocabulary expansion. Participants' written outputs demonstrated a substantially richer and more accurate culinary lexicon, including the correct use of ingredient names, cooking method terms, traditional dish names, and food-related cultural expressions. This pattern of lexical growth is consistent with Arzaqi et al. (2023) finding that Indonesian culinary content in BIPA e-modules achieves high levels of pedagogical effectiveness, supporting the argument that gastronomy-themed materials are well-suited to vocabulary development in BIPA contexts.

Theme 2: Contextual and semantic vocabulary learning

A second major theme related to Research Objective 1 was that gastronomy-themed instruction facilitated contextual and semantic vocabulary learning, enabling participants to acquire new Indonesian words within meaningful, culturally embedded contexts rather than through decontextualized memorization. Interview data revealed that participants consistently described the gastronomy-themed vocabulary activities as more engaging and memorable than conventional vocabulary instruction, attributing this to the authentic, culturally grounded nature of the culinary content. Several participants explicitly noted that learning Indonesian vocabulary through food-related contexts helped them to understand not only the meanings of individual words but also their cultural connotations, pragmatic functions, and collocational patterns, dimensions of lexical knowledge that are essential for communicative competence but are often neglected in traditional vocabulary instruction (Akhmetova et al., 2022; Alek et al., 2023).

This finding resonates with Akhmetova et al.'s evaluation of semantisation approaches in foreign language vocabulary teaching, which identifies semantisation through lexical-semantic fields and description as the most effective methods for vocabulary acquisition, as they enable learners to understand words within their broader semantic and contextual networks rather than as isolated items (Akhmetova et al., 2022). Gastronomy-themed instruction naturally lends itself to this semantic field approach, as culinary vocabulary is organized around coherent conceptual domains (e.g., ingredients, cooking methods, dining etiquette, traditional dishes) that provide rich semantic scaffolding for vocabulary acquisition (Yunidar et al., 2024). Alek et al.'s investigation of EFL learners' vocabulary knowledge further supports this finding, demonstrating that vocabulary learning is significantly influenced by the amount of contextual exposure, with learners who engage with vocabulary in meaningful, contextually rich environments demonstrating greater lexical knowledge and self-regulation (Alek et al., 2023).

To highlight the impact of this contextual and semantic approach, consider the following interview quote and observation note:

"Sangat mudah mengingat kosakata baru karena semuanya diatur di sekitar makanan. Misalnya, kita belajar tentang 'alat dapur' seperti 'wajan' dan 'cobek', lalu belajar cara memakainya seperti 'mengulek'. Ini jauh lebih baik daripada menghafal daftar kata kerja acak." (Semi-structured interview, week 14, P8, Pakistan)

Observation excerpt (week 6, group activity): During a group task where students categorized Indonesian culinary terms into semantic clusters (e.g., tastes, cooking techniques, utensils), students were observed using targeted vocabulary to negotiate category definitions. When discussing the term *"pedas manis,"* Participant 11 (P11, Pakistan) explained to their peer: *"Ini rasa khas untuk kecap manis di Indonesia, beda dengan sambal biasa."* This interaction demonstrated highly contextualized semantic knowledge in action (Field notes, observation 6).

Observation data revealed that participants engaged most actively with vocabulary during gastronomy-themed activities that required them to use new words in authentic communicative contexts, such as describing a traditional Indonesian dish, explaining a cooking process, or discussing food preferences with classmates. These observations are consistent with Lutfiyah et al.'s finding that peer practice and contextual engagement are among the most effective strategies for overcoming vocabulary learning obstacles, as they provide learners with opportunities to use new words actively in communicative contexts rather than passively memorizing them (Lutfiyah et al., 2022). The gastronomy-themed activities thus functioned as a form of active vocabulary practice, enabling participants to move from receptive to productive vocabulary knowledge, as one of the most significant challenges in foreign language vocabulary learning (Rosyada-AS & Apoko, 2023).

Theme 3: Lexical competence development through gastronomy-themed tasks

A third theme related to Research Objective 1 concerned the development of participants' lexical competence, defined as the ability to perceive, produce, and appropriately use Indonesian vocabulary in oral and written communication, through gastronomy-themed tasks. Interview data revealed that participants reported significant improvements in their ability to use Indonesian culinary vocabulary accurately and appropriately in communicative contexts, including the correct use of food-related collocations, idiomatic expressions, and culturally embedded food terminology. This finding aligns with Burovska's study of lexical competence formation in Indonesian oral speech, which demonstrates that lexical competence in Indonesian encompasses not only knowledge of word meanings and spellings but also the ability to actualize and use Indonesian vocabulary effectively in oral communication across personal, educational, social, and professional contexts (Burovska, 2023). The gastronomy-themed BIPA activities, by situating vocabulary learning within authentic culinary communicative contexts, provided participants with the structured practice needed to develop this multidimensional lexical competence in Indonesian (Akhmetova et al., 2022; Burovska, 2023).

Skril's study of professionally oriented English lexical competence in hotel and restaurant business contexts provides a particularly relevant parallel, demonstrating that the formation of lexical competence in speaking is most effectively achieved through communicative, interactive, and sociolinguistic approaches that situate vocabulary learning within authentic professional communicative scenarios (Skril, 2021). Skril argues that the organization of speaking practice in real situations of professionally oriented oral communication, such as those encountered in hotel and restaurant contexts, contributes to the formation of students' professionally oriented lexical competence in speaking, as learners master new lexical units by practicing them in different contexts based on authentic materials. The gastronomy-themed BIPA activities implemented in the present study adopted a similar approach, situating Indonesian vocabulary learning within authentic culinary communicative scenarios that provided participants with meaningful, contextually grounded opportunities to develop their lexical competence in Indonesian (Burovska, 2023; Skril, 2021).

Document analysis of participants' culinary vocabulary exercises and food description tasks further revealed evidence of lexical competence development, with participants demonstrating progressive improvements in the accuracy, range, and appropriateness of their Indonesian

culinary vocabulary use across the semester. Notably, participants' documents showed increasing evidence of collocational knowledge, the ability to use Indonesian food-related words in their conventional combinations, e.g., *memasak nasi* (to cook rice), *memesan makanan* (to order food), *mencicipi masakan* (to taste cooking), a dimension of lexical competence that Yalmiadi (2016) identifies as particularly challenging for foreign language learners but essential for communicative fluency. The gastronomy-themed instruction thus supported not only the expansion of participants' Indonesian vocabulary but also the development of their collocational knowledge and lexical competence in Indonesian culinary discourse (Burovska, 2023; Skril, 2021). Concrete examples of this collocational mastery are illustrated below:

Participant 12 (P12, Thailand): *"Saya belajar bahwa kita tidak hanya mengatakan 'membuat nasi' tapi harus 'memasak nasi' atau 'menanak nasi'. Dan untuk kelapa, kita menggunakan kata 'memeras santan'. Kolokasi ini membuat bahasa Indonesia saya terdengar lebih alami bagi orang lokal."* (Semi-structured interview, week 14)

Observation excerpt (week 9, recipe translation check): In reviewing written student documents (recipe sheets), the researcher observed a high accuracy rate in collocational pairings. While earlier tasks showed awkward literal translations like *"membuat sup"* or *"merebus minyak"*, the final recipe descriptions featured correct pairings such as *"memanaskan minyak"* (heating oil) and *"merebus kaldu"* (boiling broth). In oral practice, Participant 1 (P1, Gambia) successfully explained: *"Pertama, panaskan minyak goreng di wajan, lalu tumis bumbu halus."* (Field notes, observation 9)

Research Objective 2: Gastronomy-themed activities and speaking skill development

Theme 4: Improved speaking fluency and confidence through gastronomy-themed tasks

The findings related to Research Objective 2 revealed that gastronomy-themed speaking activities significantly enhanced participants' speaking fluency, confidence, and communicative competence in Indonesian. Interview data collected at the end of the semester showed that all thirteen participants reported notable improvements in their speaking ability, with the majority attributing these improvements specifically to the gastronomy-themed speaking tasks, including food-related role-plays, culinary presentations, food vlog projects, and intercultural food discussions. Participants described the gastronomy-themed speaking activities as providing a natural, engaging, and low-anxiety context for speaking practice, in which the familiar and personally relevant nature of food topics reduced their inhibitions and encouraged more spontaneous and confident oral communication in Indonesian.

This finding is consistent with Eldeeb and Jerma's (2024) action research study, which demonstrates that when learners are encouraged to practice speaking through authentic, contextually grounded activities, such as role-plays, presentations, and dialogues, their motivation and speaking performance improve noticeably. The authors argue that class instructors should adopt authentic materials and real task activities to enhance speaking, a recommendation that aligns closely with the use of gastronomy-themed authentic resources in the present study. Similarly, Yusuf et al. (2023) study of Indonesian EFL students' experiences in food vlogging for speaking practice demonstrates that food vlog projects, as a form of project-based learning, effectively enhance students' self-efficacy, vocabulary mastery, learning autonomy, and confidence in speaking, suggesting that similar activities can support speaking development in BIPA contexts. The food vlog projects implemented in the present study produced comparable outcomes, with participants reporting increased confidence and fluency in Indonesian speaking following their engagement with the food vlog activity (Eldeeb & Jerma, 2024; Yusuf et al., 2023).

Observation data provided corroborating evidence of participants' speaking development, with the researcher documenting progressive improvements in participants' oral fluency, vocabulary use, pronunciation, and communicative confidence across the semester. These gains in confidence and fluency were highlighted by participants and direct observation:

"Membuat vlog makanan sangat menyenangkan! Saya merekam diri saya di warung bakso dekat kampus. Karena saya suka makan bakso, saya berbicara dengan lancar dan tidak

merasa gugup. Saya hanya ingin menunjukkan cara makan bakso dengan sambal dan kecap kepada penonton.” (Semi-structured interview, week 14, P9, Yemen).

In early observation sessions, participants' speaking was characterized by frequent hesitations, limited vocabulary, and heavy reliance on code-switching and communication strategies such as appeals for help and the use of fillers, patterns consistent with Prawiro et al.'s finding that foreign language learners frequently employ these oral communication strategies when encountering lexical and communicative difficulties (Prawiro et al., 2022). By the end of the semester, participants' speaking in gastronomy-themed activities demonstrated greater fluency, more accurate and varied vocabulary use, and reduced reliance on compensatory communication strategies, indicating meaningful development in their Indonesian speaking proficiency (Franscy & Ramli, 2022; Prawiro et al., 2022).

These improvements in speaking fluency are particularly significant in light of Franscy and Ramli's finding that the highest percentage of speaking mastery problems among Indonesian EFL learners is attributable to linguistic aspects, including vocabulary, pronunciation, grammar, and fluency, which collectively account for 77% of speaking difficulties (Franscy & Ramli, 2022). The gastronomy-themed instruction in the present study addressed these linguistic dimensions of speaking difficulty by providing participants with rich, contextually embedded vocabulary input and structured speaking practice in authentic culinary communicative contexts, thereby supporting the development of the linguistic resources needed for fluent and accurate Indonesian speaking (Franscy & Ramli, 2022; Zaitun et al., 2021).

Theme 5: Vocabulary-speaking nexus: Gastronomy as a bridge between lexical and oral development

A particularly significant finding related to Research Objective 2 was the emergence of a clear and consistent relationship between participants' gastronomy-themed vocabulary development and their speaking improvement, suggesting that gastronomy functions as an effective bridge between lexical and oral development in BIPA instruction. Interview data revealed that participants consistently described their expanded Indonesian culinary vocabulary as a direct enabler of their speaking improvement, reporting that having the words to express food-related ideas, preferences, and experiences gave them the confidence and linguistic resources to speak more freely and fluently in Indonesian. This finding is strongly supported by Ndayisaba et al.'s empirical study, which found that 95.56% of EFL learners acknowledged that vocabulary enhances speaking skills, and that 81.11% felt that vocabulary development improved their self-expression, with 54.44% noting increased confidence in speaking following vocabulary development (Ndayisaba et al., 2024). The authors conclude that equipping students with appropriate vocabulary knowledge can help them develop their speaking skills, a conclusion that is directly applicable to the gastronomy-themed BIPA instruction in the present study (Ndayisaba et al., 2024).

The vocabulary-speaking nexus observed in the present study is further supported by Zaitun et al.'s finding of a strong positive correlation ($r = 0.703$) between vocabulary mastery and speaking ability among EFL learners, which demonstrates that vocabulary knowledge is a significant predictor of speaking performance (Zaitun et al., 2021). Zaitun et al. argue that vocabulary plays an important role in improving the four language skills, especially for communication purposes, and that when vocabulary increases, speaking ability increases at the same time (Zaitun et al., 2021). This bidirectional relationship between vocabulary and speaking was clearly evident in the present study, where participants' gastronomy-themed vocabulary expansion and speaking development appeared to reinforce and accelerate each other across the semester (Ndayisaba et al., 2024; Zaitun et al., 2021). To substantiate this developmental bridge, the following transcriptions demonstrate the connection:

“Ketika saya punya banyak kosakata tentang makanan, saya tidak perlu terus mencari kata di kepala saya saat berbicara. Jika ingin menjelaskan cara membuat nasi goreng, saya langsung tahu kata 'bawang merah', 'menggoreng', dan 'telur mata sapi'. Kecepatan berbicara saya meningkat pesat.” (Semi-structured interview, week 14, P10, Gambia)

Observation excerpt (week 8, oral presentation): During individual presentations on traditional home country dishes, the researcher monitored lexical retrieval times. Participant 7 (P7, Gambia) spoke for five minutes with very few disfluencies. When describing their dish, P7 seamlessly integrated the words *"rempah-rempah"* (spices), *"direbus sampai empuk"* (boiled until tender), and *"disajikan hangat"* (served warm). The researcher's field notes contrast this with Week 2, where P7 paused for an average of 4.5 seconds per sentence due to lexical search constraints (Field notes, observation 8).

Observation data provided direct evidence of this vocabulary-speaking nexus in action, with the researcher documenting numerous instances in which participants' use of newly acquired gastronomy-related Indonesian vocabulary in speaking tasks led to more fluent, accurate, and communicatively effective oral performance. For example, participants who had mastered the vocabulary for describing cooking methods *menggoreng* (to fry), *merebus* (to boil), *mengukus* (to steam) were observed to speak more confidently and fluently when describing Indonesian cooking processes in role-play and presentation activities, compared to earlier in the semester when limited culinary vocabulary had constrained their speaking performance. This observation is consistent with Jaya et al.'s finding that limited vocabulary is a primary speaking constraint for EFL learners, with insufficient vocabulary constituting a main hindrance that greatly affects speaking performance (Jaya et al., 2021). The gastronomy-themed instruction addressed this constraint by systematically expanding participants' Indonesian culinary vocabulary, thereby removing a key barrier to speaking fluency and enabling more confident and effective oral communication (Franscy & Ramli, 2022; Jaya et al., 2021; Zaitun et al., 2021).

Theme 6: Authentic communicative practice through gastronomy-themed speaking tasks

A third major finding related to Research Objective 2 concerned the role of gastronomy-themed speaking tasks in providing participants with authentic, purposeful communicative practice in Indonesian. Interview data revealed that participants valued the gastronomy-themed speaking activities, particularly the restaurant role-plays, culinary presentations, and food vlog projects, as opportunities to practice Indonesian in contexts that closely mirrored real-world communicative situations, thereby developing their communicative competence and pragmatic awareness in Indonesian. Several participants explicitly noted that the gastronomy-themed speaking tasks felt more authentic and communicatively meaningful than conventional speaking exercises, as they required the use of Indonesian in genuine communicative contexts with real communicative purposes (e.g., ordering food, describing a dish, presenting a recipe, discussing food preferences).

This finding aligns with Reynolds et al. (2022) study of sustained content gastronomy language teaching, which demonstrates that gastronomy-themed content-based instruction creates conditions for meaningful and purposeful language use that supports speaking development across both ESL and EFL contexts. Reynolds et al. (2022) argue that it is the use of a sustained content approach with a rich thematic focus such as gastronomy, rather than the ESL or EFL context per se, that ensures learners are provided with opportunities for meaningful communicative engagement. The present study's findings support this argument, demonstrating that gastronomy-themed speaking tasks provided BIPA learners with authentic, purposeful communicative practice that supported speaking development regardless of their proficiency level or linguistic background (Eldeeb & Jerma, 2024).

Observation data further revealed that the gastronomy-themed speaking tasks generated high levels of communicative engagement and interaction among participants, with food-related topics consistently eliciting more spontaneous, extended, and communicatively rich oral production than non-gastronomy topics. These authentic encounters are exemplified in the following data:

"Kami melakukan simulasi memesan makanan di restoran Padang. Itu sangat nyata! Minggu depannya, saya pergi ke restoran Padang sungguhan dan memesan 'rendang' dan 'daun singkong' menggunakan kalimat yang persis sama. Pelayannya tersenyum dan berkata bahasa Indonesia saya sangat bagus. Saya merasa bangga." (Semi-structured interview, week 14, P4, Gambia)

The classroom was arranged like a traditional Indonesian *"Warung Tenda."* Students rotated roles as customers, waiters, and cooks. The interaction was dynamic and unscripted. Participant 9 (Yemen) negotiated their order with the waiter, saying: *"Tolong sambalnya dipisah ya, saya tidak kuat pedas. Dan es teh manisnya jangan terlalu manis."* The waiter replied spontaneously, and P9 responded without hesitation, illustrating the development of functional, real-world communicative competence (Field notes, observation 10).

This observation is consistent with Tamam et al.'s finding that culinary-themed teaching materials generate positive student perceptions and enthusiastic participation, supporting the argument that gastronomy-themed speaking tasks are motivationally effective for language learners (Tamam et al., 2020). The high levels of communicative engagement observed during gastronomy-themed speaking activities suggest that food topics provide a particularly effective stimulus for authentic oral communication in BIPA contexts, as they tap into learners' personal experiences, cultural identities, and intrinsic motivations in ways that more abstract or unfamiliar topics cannot (Eldeeb & Jerma, 2024; Reynolds et al., 2022).

Discussion

The findings of this qualitative case study provide compelling and multidimensional evidence that gastronomy functions as a pedagogically effective, culturally authentic, and motivationally powerful strategy for enhancing vocabulary mastery and speaking skills among international students learning Indonesian as a Foreign Language (BIPA). This discussion interprets and contextualizes the findings in relation to the existing body of literature, examining the theoretical and practical implications of the results across the three research objectives addressed in this study. The discussion is organized around four overarching interpretive themes: (1) the linguistic and lexical richness of Indonesian gastronomy as a vocabulary learning resource; (2) the mechanisms through which gastronomy-themed instruction supports speaking skill development; (3) the cultural and intercultural dimensions of gastronomy-centered BIPA learning; and (4) the pedagogical implications of the challenges and opportunities identified in the study. Throughout, the discussion draws on the broader literature on gastronomy, language learning, and BIPA pedagogy to situate the findings within a coherent and theoretically grounded interpretive framework.

Indonesian gastronomy as a lexically productive domain

The finding that gastronomy-themed instruction significantly expanded participants' Indonesian vocabulary, encompassing food terminology, cooking methods, ingredient names, dining conventions, and culturally embedded food expressions, is consistent with and extends the existing literature on the lexical richness of Indonesian culinary culture. Mukhibun and Setyoningsih (2024) applied linguistics study of traditional snack naming in Purworejo demonstrates that Indonesian gastronomy constitutes an exceptionally rich and largely underdocumented lexical domain, with seventeen traditional snack names identified that had not previously been documented in the *Kamus Besar Bahasa Indonesia* (KBBI V). This finding underscores the argument that Indonesian gastronomy is not merely a thematic convenience for language instruction but a genuinely productive lexical domain that can enrich learners' Indonesian vocabulary with authentic, culturally embedded terms that reflect the historical, social, and regional diversity of Indonesian food culture (Citraresmana et al., 2022). The present study's finding that participants acquired Indonesian culinary vocabulary not previously encountered in standard BIPA materials, including regional food names, traditional cooking terms, and culturally specific food expressions, is directly consistent with this argument, suggesting that gastronomy-themed BIPA instruction can expand learners' lexical repertoire beyond the boundaries of conventional textbook vocabulary (Mukhibun & Setyoningsih, 2024; Yunidar et al., 2024).

The lexical richness of Indonesian gastronomy is further illuminated by Citraresmana et al. (2022) cognitive linguistic study of Sundanese traditional cuisine proper names, which demonstrates that Indonesian food naming conventions encode complex phonological, morphological, and conceptual knowledge that reflects the cognitive and cultural frameworks of

Indonesian-speaking communities. Their finding that Sundanese people name their food based on how the body reacts to a specification, with food names derived from vowel sounds and morphemic processes, suggests that Indonesian culinary vocabulary is not merely a collection of arbitrary labels but a linguistically structured system that encodes cultural meaning, sensory experience, and community identity. For BIPA learners, engaging with this linguistically rich culinary vocabulary provides not only lexical input but also insights into the cognitive and cultural frameworks that underlie Indonesian language use, supporting the development of deeper, more culturally grounded lexical knowledge (Citraresmana et al., 2022; Mukhibun & Setyoningsih, 2024). This interpretation aligns with Akhmetova et al.'s finding that semantisation through lexical-semantic fields is among the most effective approaches to vocabulary teaching, as it enables learners to understand words within their broader semantic and cultural networks (Akhmetova et al., 2022).

Yunidar et al. (2024) content analysis of culinary integration in BIPA textbooks further contextualizes the present study's vocabulary findings, demonstrating that Indonesian culinary content is systematically integrated across all proficiency levels of the BIPA curriculum (A1–C2), providing a developmentally appropriate and lexically progressive domain for vocabulary instruction. However, Yunidar et al. (2024) also note that existing BIPA textbooks lack adequate representation of culinary content from several Indonesian regions, suggesting that the gastronomy-themed instruction implemented in the present study, which drew on culinary content from diverse Indonesian regions, addressed a significant gap in existing BIPA materials. This finding has important implications for BIPA curriculum development, suggesting that gastronomy-themed materials should be designed to represent the full regional diversity of Indonesian culinary culture, thereby providing learners with a richer and more comprehensive Indonesian culinary lexicon (Citraresmana et al., 2022; Mukhibun & Setyoningsih, 2024).

Gastronomy as a bridge between vocabulary and cultural knowledge

A particularly significant interpretive insight emerging from the vocabulary findings is that gastronomy-themed instruction functioned not only as a vehicle for lexical expansion but also as a bridge between vocabulary learning and cultural knowledge acquisition. Participants' reports that gastronomy-themed activities enabled them to understand the cultural connotations, pragmatic functions, and collocational patterns of Indonesian culinary vocabulary, rather than merely memorizing decontextualized word lists, suggest that gastronomy provides a uniquely effective context for the development of culturally grounded lexical competence in Indonesian (Burovska, 2023; Skril, 2021). This interpretation is supported by Sunuantari et al. (2019) case study of ethno-gastronomy in Jakarta's Old Town, which demonstrates that Indonesian gastronomy is a site of cultural assimilation and acculturation, where food names, culinary practices, and gastronomic discourse encode the historical encounters and cultural negotiations that have shaped Indonesian identity. The finding that Chinese loanwords, many derived from the Hokkien dialect, have enriched Indonesian culinary vocabulary, adding to the Indonesian lexicon through centuries of inter-ethnic communication and cultural exchange, illustrates the deep historical and cultural embeddedness of Indonesian food language (Sunuantari et al., 2019; Yudhistira & Fatmawati, 2020).

This cultural embeddedness of Indonesian culinary vocabulary is further illustrated by Yudhistira and Fatmawati (2020) study of the diversity of Indonesian soto, which demonstrates that Chinese loanwords referring to food and cooking utensils prevail in Indonesian culinary vocabulary, reflecting centuries of cultural acculturation between Chinese and Indonesian communities. The authors note that "the rich and heavy taste characteristic of Indonesian cuisine" is reflected in its culinary vocabulary, which encodes not only ingredient and cooking information but also the cultural values, historical encounters, and regional identities that have shaped Indonesian food culture. For BIPA learners, engaging with this culturally layered culinary vocabulary provides a uniquely rich and authentic entry point into Indonesian cultural knowledge, supporting the development of the intercultural communicative competence that is increasingly recognized as a core goal of BIPA education (Nugraheni, 2022; Sunuantari et al., 2019; Yunidar et al., 2024).

The translation study by Amanah and Ariqah (2023) on culinary recipes further illustrates the linguistic complexity of Indonesian gastronomy, demonstrating that Indonesian culinary texts employ a range of translation techniques, including adaptation, amplification, calque, and description, to convey the cultural nuances of Indonesian food terminology to foreign audiences. Their finding that successful translation of Indonesian culinary recipes requires not only linguistic accuracy but also cultural sensitivity and contextual understanding underscore the argument that Indonesian culinary vocabulary is culturally embedded in ways that make it particularly valuable for BIPA instruction. When BIPA learners engage with authentic Indonesian culinary texts, such as recipes, menus, and food descriptions, they are simultaneously developing their Indonesian vocabulary and their understanding of the cultural values, practices, and identities encoded in Indonesian food language (Citraresmana et al., 2022; Sunuantari et al., 2019).

Authentic communicative contexts and speaking fluency

The finding that gastronomy-themed speaking tasks, including restaurant role-plays, culinary presentations, food vlog projects, and intercultural food discussions, significantly enhanced participants' speaking fluency, confidence, and communicative competence in Indonesian is consistent with Reynolds et al.'s sustained content gastronomy language teaching study, which demonstrates that gastronomy-themed content-based instruction creates conditions for meaningful and purposeful language use that supports speaking development (Reynolds et al., 2022). The present study extends Reynolds et al. (2022) findings to the BIPA context, demonstrating that the mechanisms identified in ESL and EFL gastronomy courses, including the use of authentic gastronomy texts, dynamic thematic units, and purposeful communicative tasks, are equally effective in supporting speaking development among international students learning Indonesian as a foreign language.

The effectiveness of gastronomy-themed speaking tasks in the present study can be explained, in part, by the authentic and socially embedded nature of food-related communicative contexts. Koerniawaty's (2018) study of Balinese cooking and language classes as a tourism attraction demonstrates that cooking and language instruction can be effectively integrated to create authentic, experiential learning environments in which participants develop both culinary knowledge and language skills simultaneously. The Balinese cooking class model, in which all ingredients are introduced in the Balinese language, and participants engage in authentic culinary activities while learning the target language, provides a compelling precedent for the gastronomy-themed BIPA instruction implemented in the present study, suggesting that the integration of authentic culinary practice with language instruction creates particularly rich and memorable learning experiences. Similarly, Karni et al. (2022) study of gastronomic heritage preservation in Yogyakarta demonstrates that gastronomy tourism activities, including cooking classes, food tastings, and culinary demonstrations, provide participants with authentic, experiential encounters with local food culture that generate meaningful learning experiences and lasting cultural knowledge. The gastronomy-themed BIPA activities implemented in the present study drew on similar principles, situating speaking practice within authentic culinary communicative contexts that provided participants with genuine communicative purposes and culturally meaningful content (Karni et al., 2022; Koerniawaty, 2018).

The role of food vlog projects in supporting speaking development deserves particular attention in this discussion. Yusuf et al. (2023) study of Indonesian EFL students' experiences in food vlogging for speaking practice demonstrates that food vlog projects, as a form of project-based learning, effectively enhance students' self-efficacy, vocabulary mastery, learning autonomy, and confidence in speaking. The present study's finding that food vlog projects produced comparable outcomes in the BIPA context, with participants reporting increased confidence and fluency in Indonesian speaking following the food vlog activity, suggests that this pedagogical approach is transferable across language learning contexts and particularly well-suited to gastronomy-themed BIPA instruction (Yusuf et al., 2023). The food vlog format is especially effective because it requires learners to engage in authentic, purposeful oral communication in Indonesian, describing food, explaining cooking processes, sharing cultural knowledge, while simultaneously developing their digital literacy and multimodal communication skills (Febriyatko et al., 2023).

The vocabulary-speaking nexus: Gastronomy as a pedagogical bridge

The emergence of a clear and consistent vocabulary-speaking nexus in the present study, whereby gastronomy-themed vocabulary expansion directly enabled and accelerated speaking development, represents one of the most theoretically significant findings of the research. This finding is strongly supported by multiple strands of empirical evidence and provide robust empirical support for the vocabulary-speaking nexus observed in this present study. This suggests that the gastronomy-themed vocabulary expansion achieved through culinary instruction directly contributed to participants' speaking improvement by providing them with the lexical resources needed for fluent and accurate oral communication in Indonesian (Dalimunthe & Haryadi, 2022; Dano et al., 2022; Zaitun et al., 2021). This interpretation is further supported by Ndayisaba et al. (2024) finding that 95.56% of EFL learners acknowledged that vocabulary enhances speaking skills, and that 81.11% felt that vocabulary development improved their self-expression.

The present study's finding that participants consistently described their expanded Indonesian culinary vocabulary as a direct enabler of speaking improvement, reporting that having the words to express food-related ideas gave them the confidence and linguistic resources to speak more freely in Indonesian, is directly consistent with these empirical findings (Ndayisaba et al., 2024; Zaitun et al., 2021). This finding reveals that the gastronomy domain is particularly well-suited to bridging vocabulary and speaking development because it provides a coherent, semantically organized lexical field that can be systematically developed through a range of communicative speaking tasks. Skril's (2021) study of professionally oriented English lexical competence in hotel and restaurant business contexts demonstrates that the formation of lexical competence in speaking is most effectively achieved through communicative, interactive, and sociolinguistic approaches that situate vocabulary learning within authentic professional communicative scenarios. The gastronomy-themed BIPA activities implemented in the present study adopted a similar approach, situating Indonesian vocabulary learning within authentic culinary communicative scenarios, restaurant role-plays, food presentations, culinary discussions, that provided participants with meaningful, contextually grounded opportunities to develop their lexical competence in Indonesian speaking (Burovska, 2023; Skril, 2021). This approach is consistent with Burovska's (2023) conceptualization of lexical competence in Indonesian oral speech as encompassing not only knowledge of word meanings and spellings but also the ability to actualize and use Indonesian vocabulary effectively in oral communication across personal, educational, social, and professional contexts.

Gastronomy, motivation, and speaking anxiety reduction

The finding that gastronomy-themed instruction progressively reduced participants' speaking anxiety and increased their motivation for Indonesian speaking practice has important theoretical and practical implications. This finding can be interpreted in light of the broader literature on the relationship between topic familiarity, personal relevance, and speaking anxiety in foreign language learning. Weerakoon et al. (2023) systematic review identifies unfavourable attitudes toward the target language, fear of negative evaluation, and lack of confidence as significant contributors to speaking anxiety in ESL/EFL contexts. The present study's finding that gastronomy-themed topics, by virtue of their universal familiarity, personal relevance, and cultural richness, reduced participants' speaking anxiety and increased their communicative confidence suggests that topic selection is a critical variable in speaking anxiety management, and that gastronomy provides a particularly effective anxiety-reducing context for BIPA speaking instruction (Eldeeb & Jerma, 2024; Weerakoon et al., 2023).

This interpretation is supported by Wijaya et al. (2017) study of international visitors' encounters with local Indonesian food, which demonstrates that food provides a uniquely accessible and engaging entry point into Indonesian culture for international visitors, generating positive affective responses and motivating deeper cultural engagement. The authors argue that food plays a role as a novel learning experience for visitors, serving as a gateway to really learn about another culture by experiencing new food in a destination. This argument is directly applicable to the BIPA context, where gastronomy-themed instruction provides international students with an accessible, engaging, and personally relevant entry point into Indonesian language and culture that reduces the psychological distance between learners and the target

language, thereby supporting speaking confidence and motivation (Tamam et al., 2020; Wijaya et al., 2017). Tamam et al. (2020) finding that culinary-themed teaching materials generate positive student perceptions and enthusiastic participation further supports this interpretation, suggesting that the motivational benefits of gastronomy-themed instruction are robust across different language learning contexts.

To sum up, the findings of this study demonstrate that gastronomy functions as a pedagogically effective, culturally authentic, and motivationally powerful strategy for enhancing vocabulary mastery and speaking skills among international students learning Indonesian as a foreign language. The linguistic richness of Indonesian gastronomy, encompassing a vast and culturally embedded lexical domain that reflects the historical, regional, and intercultural diversity of Indonesian food culture, provides BIPA learners with an exceptionally productive vocabulary learning environment that supports the development of contextually grounded, culturally meaningful lexical competence in Indonesian.

CONCLUSION

This study has demonstrated that gastronomy constitutes a pedagogically effective, culturally authentic, and motivationally powerful strategy for enhancing vocabulary mastery and speaking skills among international students learning Indonesian as a foreign language. The convergent evidence from semi-structured interviews, observations, and document analysis consistently supports the conclusion that gastronomy-themed instruction expands learners' Indonesian vocabulary, enhances their speaking fluency and confidence, supports intercultural learning and cultural competence development, and generates high levels of motivational engagement, while the challenges identified in the study are addressable through targeted pedagogical interventions and culturally sensitive instructional design.

The pedagogical implications of the study are wide-ranging and significant, encompassing curriculum design, materials development, pedagogical practice, teacher education, digital resource development, and assessment, collectively pointing toward a vision of gastronomy-cantered BIPA instruction that is linguistically rigorous, culturally authentic, motivationally engaging, and pedagogically principled. Therefore, future research should build on the findings of this study by employing mixed-methods and experimental designs to provide quantitative evidence of the vocabulary and speaking gains associated with gastronomy-themed BIPA instruction, investigating the effectiveness of gastronomy-themed instruction across a wider range of BIPA contexts and learner populations, and developing and evaluating innovative gastronomy-themed BIPA materials and digital resources that leverage the full potential of Indonesian culinary culture as a vehicle for language and intercultural learning.

Acknowledgments

The authors thank to all of research assistant for data collection, and the international students of Universitas Jambi who voluntary participated as respondents.

Funding

This research was funded by DIPA-PNBP Universitas Jambi, under grant number 204/UN21.11/PT.OI.05/SPK/2024.

Author contributions

H.S.H. designed the study and collected the data. S.W. and R. analysed the data and drafted the manuscript. All of authors reviewed and approved the final version.

Competing interests

The authors declare no competing interests.

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