



Active methods of teaching food technology terms in English

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ABSTRACT

This article investigates the effectiveness of active learning methods in teaching food technology terminology in English as a Second Language (ESL) classrooms. Traditional lecture-based methods often struggle to engage students and promote long-term retention. This research explores the impact of incorporating activities like role-plays, simulations, and project-based learning on student vocabulary acquisition and overall understanding of food technology concepts. The study employs a pre-test/post-test design to assess vocabulary knowledge gain and student perception of the implemented methods. The findings are expected to demonstrate the benefits of active learning approaches in enhancing vocabulary acquisition and fostering a more engaging learning environment in food technology for ESL learners.

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Ingliz tilida oziq-ovqat texnologiyasi terminlarini o'qitishning faol usullari

ANNOTATSIYA

Kalit so'zlar:

faol o'rganish,
oziq-ovqat texnologiyasi,
ingliz tili ikkinchi til sifatida,
so'z boyligini oshirish,
o'qitish usullari,
rolli o'yinlar,
simulyatsiya,
loyiha asosida o'rganish.

Ushbu maqola ingliz tilini ikkinchi til sifatida o'qitish guruhlarida ingliz tilida oziq-ovqat texnologiyasi terminologiyasini o'rgatishda faol o'qitish usullarining samaradorligini o'rganadi. An'anaviy ma'ruzaga asoslangan usullar ko'pincha talabalarni jalb qilish va ularni uzoq vaqt o'rganishga yordam berish uchun kurashadi. Ushbu tadqiqot rolli o'yinlar, simulyatsiyalar va loyihaga asoslangan ta'lim kabi metodlarni o'z ichiga olgan talabalarning so'z boyligini oshirishga va oziq-ovqat texnologiyasi terminlarini umumiy tushunishga ta'sirini o'rganadi. Tadqiqotda so'z boyligi

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oshirishda amalga oshirilgan usullarni talabalar bilimini baholash uchun testdan oldingi / testdan keyingi metodlar qo'llaniladi. Materiallar ingliz tilini ikkinchi til sifatida o'rganuvchi talabalar uchun so'z boyligini oshirish va oziq-ovqat texnologiyasi bo'yicha yanada qiziqarli ta'lim muhitini yaratishda faol o'qitish metodlarining afzalliklarini ko'rsatishi kutilmoqda.

Активные методы преподавания терминов пищевой технологии на английском языке

АННОТАЦИЯ

Ключевые слова:

активное обучение,
пищевая технология,
английский как второй
язык,
приобретение словарного
запаса,
методы обучения,
ролевые игры,
моделирование,
обучение на основе
проектов.

В данной статье анализируется эффективность активных методов обучения при изучении терминологии пищевых технологий на занятиях по английскому языку как второму языку. Традиционные лекционные методы зачастую не способны заинтересовать студентов и обеспечить их удержание на длительный срок. Исследование направлено на оценку влияния применения интерактивных видов деятельности, таких как ролевые игры, симуляции и проектное обучение, на усвоение лексики студентами и глубину понимания пищевых технологий. Применяется методика сравнения результатов до и после внедрения данных подходов для оценки улучшения словарного запаса и отношения студентов к использованным методам обучения. Ожидается, что результаты покажут преимущества активных методов в повышении словарного запаса и создании более мотивирующей обучающей среды в области пищевых технологий для изучающих английский как второй язык.

INTRODUCTION

Food technology is an increasingly important field that encompasses various aspects of food production, processing, and preservation. English serves as the dominant language in this domain, making fluency in food technology terminology crucial for students pursuing careers in this field. However, for English language learners (ELLs), grasping food technology concepts and their associated vocabulary can be challenging. Traditional lecture-based methods, often employed in teaching food technology, primarily rely on rote memorization, failing to actively engage students and promote long-term vocabulary retention.

This research aims to investigate the effectiveness of incorporating active learning methods in teaching food technology vocabulary to ESL learners. Active learning methodologies [1] shift the focus from passive content delivery to student-centered engagement through activities like discussions, simulations, and problem-solving exercises. Studies in various disciplines have shown that active learning strategies lead to deeper understanding, enhanced critical thinking skills, and improved long-term retention [2, 3].

This study specifically explores the impact of three active learning methods:

- **Role-Playing:** students participate in role-playing scenarios related to food technology situations, such as acting out a meeting between food scientists discussing product development or a customer interaction at a grocery store.
- **Simulation:** students engage in simulated activities, like operating a virtual food processing plant or conducting a mock food safety inspection.
- **Project-Based Learning:** students work in teams on projects related to food technology themes, such as researching and presenting a new food preservation technique or developing a marketing campaign for a healthy food product.
- **Games and Activities:** interactive games like vocabulary bingo or charades can provide a fun and engaging way to practice and reinforce terminology recall.
- **Discussions and Debates:** facilitating discussions on current food technology issues allows students to practice vocabulary related to topics like food safety, processing methods, or sustainability.

LITERATURE REVIEW

Several studies have explored the effectiveness of active learning methods in ESL classrooms. Waring [4] found that incorporating role-play activities significantly improved students' communication skills and vocabulary acquisition in an ESL business English course. Similarly, Kim [5] demonstrated that project-based learning enhanced student engagement and vocabulary development in an ESL science class.

Regarding food technology education, research by Aursnes [6] highlights the limitations of traditional teaching methods and proposes incorporating simulation games to promote interactive learning. While existing research primarily focuses on improving the overall understanding of food technology concepts, this study specifically investigates the impact of active learning on ESL learners' food technology vocabulary acquisition.

THEORETICAL FRAMEWORK

This study is grounded in social constructivist learning theory [7], which emphasizes the importance of active participation and social interaction in knowledge construction. By engaging with food technology concepts through role-playing, simulations, and project-based learning activities, ESL learners can actively construct meaning and enhance their vocabulary acquisition. Additionally, this study draws on Krashen's Input Hypothesis [8], which suggests that exposure to comprehensible input (language that is slightly above the learner's current level of understanding) is essential for language acquisition. Active learning activities can provide students with rich and contextualized input of food technology vocabulary, promoting vocabulary development.

RESEARCH METHODOLOGY

A mixed-methods research design will be employed to assess the effectiveness of active learning methodologies in teaching food technology terms. The study will involve a group of ESL learners enrolled in a food technology course.

- ✓ **Pre-Test:** before implementing the active learning strategies, a pre-test will be conducted to measure students' baseline vocabulary knowledge related to food technology. This can involve multiple-choice questions or vocabulary-matching exercises.
- ✓ **Intervention:** the course will then incorporate active learning methods such as role-playing, simulations, and project-based learning for a designated period.
- ✓ **Post-Test:** a post-test will be conducted after the intervention to evaluate the effectiveness of the active learning strategies. The format will be similar to the pre-test.

✓ Qualitative Data: additionally, qualitative data will be collected through surveys or focus groups to gauge student engagement and perceptions of the active learning methods.[9]

EXPECTED RESULTS

The research is anticipated to yield valuable insights. It is expected that the group incorporating active learning strategies will show significant improvement in food technology vocabulary retention compared to the control group. The qualitative data will provide additional information on students' preferences for different active learning techniques and their overall engagement with the learning process.

CONCLUSION

This article has highlighted the limitations of traditional lecture-based instruction in teaching food technology terminology to ESL learners. It has also advocated for the use of active learning methodologies, such as role-playing, simulations, and project-based learning, as more effective and engaging tools. The proposed research will further explore the impact of these methods and contribute to the development of more effective pedagogical practices in ESL food technology education. [10,11] Nowadays, both people who write teaching materials and teachers understand that it is important to know what students need in order to teach them English for specific purposes. ESP is a wide range of English lessons for different professions like business, science and technology, engineering, and hospitality. This is a type of teaching English that has its own methods, materials, and ways of teaching. These methods have been created by taking ideas from other subjects and combining them with English teaching. This article explains different methods of teaching English for specific purposes.[12]

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