

Executive Summary

This Unit of Study is designed to teach learners how to produce a cooking demonstration script, a commonly used genre within the professional chef discourse community. In this context, professional chefs often participate in cooking demonstrations for promotional purposes. These presentations require them not only to execute recipes, but also to demonstrate the procedures clearly and sometimes persuade the audience to take actions. The cooking demonstration script is therefore a key genre within this discourse community.

Drawing on the Systemic Functional Linguistics (SFL) genre-based approach (Martin & Rose, 2008), this unit treats the cooking demonstration script as a staged, goal-oriented text shaped by its social purpose and context. This model views language as a resource for meaning-making and is particularly effective for teaching genres (Feez, 2002; Derewianka, 2020). The Unit of Study is structured around the Teaching and Learning Cycle proposed by Rothery (1996), moving from Deconstruction to Joint Construction and finally to Independent Construction. In the Deconstruction stage, learners analyse a model script to understand its structure and key language features. In the Joint Construction stage, the learners apply what they have learned to co-construct a new script. Finally, the Independent Construction stage allows learners to produce their own scripts with the help of a writing framework and a checklist.

In terms of the context, the learners targeted in this unit are culinary vocational high school students in Indonesia, aged between 16 and 18. Their English proficiency ranges from A2 to B1, and their primary motivation for learning English is to gain entry into the professional chef discourse community. In this context, English is seen as an essential asset for working in the culinary field.

Moreover, this Unit of Study is designed based on a needs analysis which was conducted to identify the genre and language relevant to this learner group. Following the recommendations from Long (2005) and Richards (2001), this analysis would ideally incorporate multiple data sources, including classroom observations of learner performance and difficulties, interviews with teachers to identify linguistic challenges in practical assessments, student questionnaires, and consultation with related stakeholders, such as chefs and restaurant managers to determine the expected communication competencies. This triangulation approach ensures this unit addresses both educational and occupational needs (Jasso-Aguilar, 2005).

Unit of Study

The Unit of Study will be divided into three sections based on Rothery's (1996) Teaching and Learning Cycle, namely Deconstruction, Joint Construction, and Independent Construction.

1. DECONSTRUCTION

In the Deconstruction Stage, the learners are supported to build awareness of how the target genre is constructed. The purpose of this stage is to model the genre explicitly by guiding learners to recognise the overall structure of the script, understand the social purpose of each stage, and identify the typical language features used to achieve the purpose of each stage.

To do this, the learners are guided to notice shifts in purpose or language use. For example, when the speaker stops introducing themselves and begins explaining the recipe. This way, they are scaffolded to identify the stages within the genre independently. After identifying the stages, the focus shifts to the language choices used in each stage. Teachers can ask learners to highlight or underline recurring patterns such as material processes or circumstances. Then, they are shown how these features contribute to the speaker's goal in that part of the script. By working through the model text stage by stage in this way, learners will begin to see how the full presentation script is constructed and how its different parts work together to achieve the social purpose of the genre. The following are the rhetorical stages, communicative purposes, and key linguistic features that learners will need to identify:

STAGE 1: GREETING AND INTRODUCTION

1.1 Communicative Purpose

In this stage, the speaker greets the audience, introduces themselves, and states what they will be doing in the session. It sets the tone for the presentation to help the audience understand the speaker's role.

1.2 Annotation of the Model Text

Once the learners have identified the purpose, they are guided to identify the key linguistic features of this stage as follows:

a. Relational Processes

These are realized through verbs such as *am, is, are, have been*, which serve to establish connection between two things. For example:

- *I'm (name)*
- *This... can also be served as a tasty snack*
- *Meals prepared at home are often lower in calories...*

b. Statements of Purpose

These statements clarify why the demonstration is being done. They align the cooking demonstration with personal, institutional, or other goals. For example:

- *I'm here to give you a quick and heart-healthy cooking demonstration*
- *The American Heart Association has established a goal to improve the cardiovascular health of all Americans*
- *We want to improve the diet and nutrition habits of all Americans*
- *Our goal is to help people cook more at home*

STAGE 2: RECIPE OVERVIEW

2.1 Communicative Purpose

In this stage, the speaker outlines what the audience can expect from the demonstration in terms of quantity, serving size, and flexibility. It helps to set up the demonstration and signals the start of the procedural section.

2.2 Annotation of the Model Text

Once the learners have identified the purpose, they are guided to identify the key linguistic features of this stage as follows:

a. Material Processes

These are used to describe the physical actions the speaker will take and what the audience is invited to do. For example:

- *I'm going to show you how to make one serving*
- *We can taste samples that I've already made for us*

b. Quantifiers

These expressions specify the recipe by stating serving sizes and adaptable measurements. For example:

- *This recipe makes four parfaits*
- *Make one serving*
- *You could serve it to two people by cutting the ingredients in half, or double the ingredients if you're feeding a crowd*

STAGE 3: RECIPE DEMONSTRATION

3.1 Communicative Purpose

In this stage, the speaker demonstrates each step involved in preparing the recipe. The goal is to instruct the audience through clear, step-by-step actions while offering commentary along the way. In the model text, the ingredients are not introduced separately unlike typical procedural texts. This could be done to maintain the smooth flow of the presentation.

3.2 Annotation of the Model Text

Once the learners have identified the purpose, they are guided to identify the key linguistic features of this stage as follows:

a. Material Processes

These processes are essential for enacting and sequencing the recipe. They show what the speaker is physically doing and guide the audience through the demonstration. For example:

- *I'm scooping one-third cup of yogurt into my parfait glass*
- *I'll spoon one quarter cup over my yogurt*
- *I've sliced up one-quarter cup*
- *I'm going to whisk together one tablespoon of unsweetened cocoa*
- *Add to bowl and whisk*
- *I will spoon over the large bowl of our dessert*

b. Circumstances

These provide necessary contextual details about how, where, and with what the actions are carried out. For example:

- *Into my parfait glass*
- *With a tablespoon of low-fat granola*
- *Using 4 ounces because I'm showing how to make one serving*
- *From a quarter of one large banana*
- *That I have kept warm in this thermos*

STAGE 4: TIPS AND ENCOURAGEMENTS

4.1 Communicative Purpose

In this stage, the speaker offers practical advice and encouragement to invite the audience to try the recipe. The focus is on reinforcing the cooking demonstration.

4.2 Annotation of the Model Text

Once the learners have identified the purpose, they are guided to identify the key linguistic features of this stage as follows:

a. Tips and Suggestions

These statements guide the audience toward making choices and adaptations from the recipe. For example:

- *Frozen berries, peaches, mangoes and other fruit can be just as nutritious and tasty as fresh fruit*
- *They're usually less expensive and more convenient*
- *Keep them on hand so it's easy to get your recommended servings of fruit*
- *Even if your dessert is as simple as low-fat yogurt and fruit, serve it in a fancy glass*

b. Encouragements

This expression is used to build confidence and motivate the audience to try the recipe themselves. For example:

- *I hope you make these Banana Split Berry Yogurt Parfaits soon — after you taste them, I'm sure you will!*

STAGE 5: CLOSING AND ENCOURAGEMENTS

5.1 Communicative Purpose

In this stage, the speaker wraps up the demonstration by thanking the audience, directing them to further resources, and encouraging them once more to try the recipe themselves.

5.2 Annotation of the Model Text

Once the learners have identified the purpose, they are guided to identify the key linguistic features of this stage as follows:

a. Appreciation

This expression signals the end of the session. For example:

- *Thanks for joining me today*

b. Encouragements

These statements encourage the audience to access more resources and try the recipes themselves. For example:

- *I hope you'll take one of our Simple Cooking with Heart at Home booklets and try some recipes yourself*
- *You can find the recipe we made today and many other free recipes online at...*
- *We also have great instructional videos and lots of other tips to help you cook at home*

2. JOINT CONSTRUCTION

In this stage of the Teaching and Learning Cycle, the teacher guides learners to collaboratively construct a full cooking demonstration script. The purpose of this stage is to guide students in applying their understanding of genre stages and linguistic features developed during the Deconstruction stage. Additionally, teachers can use the Guiding Questions to help learners develop and personalise their ideas beyond the provided templates.

Stage 1: Greeting and Introduction

These templates are based on the key linguistic features of the first stage, which are Relational Processes and Statements of Purpose.

Templates:

- *Hi everyone, my name is ...*
- *Today, I'm going to show you how to make ...*
- *This meal is ... (description)*
- *Our goal is ...*
- *We want to ...*
- *[Institution name] has established a goal to ...*

Guiding Questions:

- What's your role in this demonstration?
- How would you describe this dish? Is it healthy, quick, special, traditional, etc.?
- Do you have a reason for choosing this particular dish?
- What are you going to show the audience today?
- Is your demonstration part of a bigger program or initiative? (e.g., school project, health campaign)?

Stage 2: Recipe Overview

These templates are based on the key linguistic features of the second stage, which are Material Processes and Quantifiers.

Templates:

- *I will ... (action verb)*
- *We can ... (action verb)*
- *Let's ... (action verb)*
- *This recipe makes ... (how many servings?)*
- *You could serve it to ... (how many people?)*

Guiding Questions:

- What are the main actions you will perform? (e.g., chopping, mixing, baking)
- How many servings does this recipe make?
- Is it the full recipe or just one serving?
- How could this recipe be adjusted for more or fewer people?

Stage 3: Recipe Demonstration

These templates are based on the key linguistic features of the third stage, which are Material Processes and Circumstances.

Templates:

- *I'm (action verb) + (ingredient) + (how/where/when?)*
- *I'll (action verb) + (ingredient) + (how/where/when?)*
- *I'm going to (action verb) + (ingredient) + (how/where/when?)*

Example: I'm cutting these carrots finely or I'll pour the mixture into the bowl

Guiding Questions:

- What are the steps for making the recipe?
- What are you doing to each ingredient? (e.g., cutting, peeling, stirring, frying)
- How are you doing the actions? (e.g., finely, roughly, quickly)
- Where is the ingredient placed or moved to? (e.g., into the pan, on the plate)
- When is this action being done? is it part of a sequence? (e.g., first, after that)

Stage 4: Tips and Encouragements

These templates are based on the key linguistic features of the third stage, which are Tips and Suggestions, and Encouragements.

Templates:

- *You can also replace ... with ...*
- *... is a good alternative for ...*
- *You might want to ...*
- *I hope you try this recipe!*

Guiding Questions:

- Is there an ingredient that can be swapped for something else?
- Are there any common mistakes to avoid or special tools that make this step easier?
- Can you share why you personally enjoy this recipe or think others would like it?
- What else can you say to encourage the audience to try your recipe?

Stage 5: Closing and Encouragements

These templates are based on the key linguistic features of the third stage, which are Appreciation and Encouragements.

Templates:

- *Thanks for joining me today*
- *Try this recipe yourself*
- *You can find more recipes at ... (where?)*
- *We also have more resources at ... (where?)*

Optional Guiding Questions:

- What else can you say to thank your audience?
- Where can people find this recipe or more like it? (e.g., a website, booklet, or your own platform)
- Are there any other resources you want to recommend? (e.g., videos, health tips, similar dishes)

3. INDEPENDENT CONSTRUCTION

In this final stage of the Teaching and Learning Cycle, learners independently construct a full written script for their cooking demonstration. The purpose of this stage is to provide learners with the opportunity to apply everything they have learned in the previous stages, including the rhetorical stages, communicative purposes, and salient linguistic features.

3.1 Writing Framework and Checklist

This writing framework is designed to support the Independent Construction stage. This framework follows the five genre stages identified earlier in the unit. Each section of the framework contains a brief explanation of the communicative purpose and the key features of that stage. Once the learners completed their drafts, the checklist is used to evaluate whether their script includes all the essential features for each stage. The following is the worksheet learners can use to help them construct their demonstration script independently:

WRITING FRAMEWORK	CHECKLIST
Stage 1: Greeting and Introduction Purpose: Greet the audience, introduce yourself, and state what you'll be doing. Key features: <ul style="list-style-type: none">• Relational Process: <i>Hi everyone, my name is ...</i>• Statement of Purpose: <i>Today, I'm going to show you how to make ...</i>	<ul style="list-style-type: none">✓ Did I greet the audience and introduce myself?✓ Did I clearly say what I am going to demonstrate?
Stage 2: Recipe Overview Purpose: Give an overview of the recipe including servings and flexibility. Key features: <ul style="list-style-type: none">• Material Process: <i>I will ...</i> <i>Let's ...</i> Example: <i>I will show you how to make one serving.</i>• Quantifiers: <i>This recipe makes ...</i>	<ul style="list-style-type: none">✓ Did I explain how many servings the recipe makes✓ Did I explain how the measurements can be adjusted?

Stage 3: Recipe Demonstration Purpose: Demonstrate each step of the recipe in sequence. Key features: <ul style="list-style-type: none"> Material Processes + Circumstances: <i>I'm going to (action verb) + (ingredient) + (how/where/when?)</i> Example: <i>I'm going to chop these mushrooms roughly.</i> 	✓ Did I clearly explain all the actions I will take in the recipe? ✓ Did I include details about how, where, or when I did each step?
Stage 4: Tips and Encouragements Purpose: Offer tips and motivate the audience to try the recipe. Key features: <ul style="list-style-type: none"> Tips or Suggestions: <i>You can also replace ... with ...</i> <i>You might want to ...</i> Encouragements: <i>I hope you try this recipe!</i> 	✓ Did I offer at least one useful tip or suggestion for the audience? ✓ Did I encourage the audience to try the recipe?
Stage 5: Closing and Encouragements Purpose: Thank the audience, suggest for further actions, and recommend other resources. Key features: <ul style="list-style-type: none"> Appreciation: <i>Thanks for joining me today</i> Encouragements: <i>You can find more recipes at ...</i> 	✓ Did I thank the audience politely? ✓ Did I recommend where to find more recipes or resources?

After following the sequence of the lessons successfully, the learners are expected to be able to write their own demonstration script. In the first stage, they are guided to identify the stages of the genre, and the purposes and the key features within each stage. Then, they are guided to co-construct a demonstration script using templates and guiding questions designed based on the features they identified earlier. Finally, they are scaffolded to produce their own demonstration script with the help of a writing framework and checklist to make sure they include all the important features.

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