

Food Habits as a Cultural Approach to Enhancing ESP for Nutrition Education Through Social Media

عادات الطعام كنهج ثقافي لتعزيز تعليم اللغة الإنجليزية لأغراض محددة في مجال التغذية من خلال وسائل التواصل الاجتماعي

Les habitudes alimentaires comme approche culturelle pour améliorer l'anglais à des fins spécifiques dans l'éducation nutritionnelle via les réseaux sociaux.

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ملخص:

تستكشف هذه الورقة المنهجيات الحديثة لتعليم اللغة الإنجليزية لأغراض محددة (ESP) في ظل العولمة والتقدم التكنولوجي. يهدف البحث إلى دراسة كيفية دمج عادات الأكل والممارسات الطهي كنهج ثقافي عبر وسائل التواصل الاجتماعي لتحسين تعليم ESP لطلاب التغذية. تم استخدام مراجعة شاملة للأدبيات مع تسليط الضوء على دراسات حالة وتطبيقات عملية لاستخدام وسائل التواصل الاجتماعي ومحتوى الطعام في هذا السياق. تكشف النتائج من منظور نفسي أن استخدام وسائل التواصل الاجتماعي، مثل يوتيوب وإنستغرام، يعزز دافعية الطلاب. من الناحية اللغوية، يساهم هذا الدمج في تطوير مهاراتهم اللغوية وكفاءتهم في التواصل بين الثقافات. توصي النتائج بدمج محتوى ثقافي متنوع ومهام تفاعلية تتعلق بعادات الطعام في المناهج التعليمية للغة الإنجليزية لأغراض محددة باستخدام وسائل التواصل الاجتماعي لضمان تعليم فعال.

الكلمات المفتاحية: عادات الطعام؛ نهج ثقافي؛ اللغة الإنجليزية لأغراض محددة؛ تغذية؛ وسائل التواصل الاجتماعي

Abstract

This paper explores the current methodologies for teaching English for Specific Purposes (ESP) in light of globalization and technological progress. The aim of this research is to investigate how incorporating eating habits and culinary practices as a cultural approach through the utilization of social media can enhance ESP instruction for nutrition students. A comprehensive literature review was opted for through highlighting a number of case studies and practical applications of using social media and food-related content in ESP. Findings from the psychological perspective reveal that the application of social media, such as YouTube and Instagram, into ESP classroom enhances the students' motivation. From the linguistic perspective, this integration fosters their language skills as well as their intercultural communicative competence. These findings recommend the

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integration of culturally diverse content and interactive tasks related to food habits in ESP curriculum using social media for effective instruction.

Keywords : food habits; cultural approach; ESP; nutrition; social media

Résumé :

Cette étude explore les méthodologies actuelles pour l'enseignement de l'anglais à des fins spécifiques (ESP) à la lumière de la mondialisation et des avancées technologiques. L'objectif de cette recherche est d'examiner comment l'intégration des habitudes alimentaires et des pratiques culinaires en tant qu'approche culturelle, via l'utilisation des médias sociaux, peut améliorer l'enseignement de l'ESP pour les étudiants en nutrition. Une revue complète de la littérature a été réalisée, mettant en avant plusieurs études de cas et applications pratiques de l'utilisation des médias sociaux et de contenus liés à l'alimentation dans l'ESP. Les résultats montrent que l'application de plateformes comme YouTube et Instagram dans la salle de classe d'ESP renforce la motivation des étudiants. Cette intégration favorise également le développement de leurs compétences linguistiques et leur compétence communicative interculturelle. Les conclusions recommandent l'intégration de contenus culturellement divers et de tâches interactives liées aux habitudes alimentaires dans le programme d'ESP pour un enseignement efficace.

Mots clés : habitudes alimentaires; approche culturelle; anglais à des fins spécifiques; nutrition; médias sociaux

Introduction

Teaching English for Specific Purposes (ESP) has experienced a major transformation due to globalization and technological progress, along with a growing demand for customized language education in various professional fields. In the same vein, ESP has long aimed to meet the specific needs of students for the sake of delivering appropriate language training tailored to particular fields such as business, healthcare, and nutrition. Needs analysis, as a prerequisite for effective ESP teaching, aims to determine the linguistic and cultural skills necessary for success in these areas. Despite the implementation of this latter in ESP instruction, many learners continue to encounter difficulties in acquiring the proficiency needed for successful communication in a variety of environments.

The relation between language and culture has become rather significant in our globalized world. The reality is that the knowledge of culture impacts not only on the acquisition of vocabulary and, consequently, language skills, but also molds mental images and perceptions about social norms or professional contacts. For instance, for students involved in nutrition science, a thorough grasp of cultural dietary habits and practices is essential for engaging with clients and communities, notably when one is engaged in international cultural exchange. Unfortunately, traditional methods frequently neglect the incorporation of culture in ESP teaching, resulting in constraints on learners' abilities to use their language skills in real-world, culturally relevant situations.

Emerging technology in general and social media in particular help address these issues in a different way. Social media platforms such as Instagram, YouTube, Twitter etc., can be very useful for an interactive, real-world learning environment. By the same token, these tools empower learners to interact with genuine content, and interact online with peers and instructors and, hence, discover various cultural dimensions simultaneously. Students engage at a high level with social media as most of it is visual and delivered asynchronously, which allows them to begin comprehending cultural diversity on a global scale with greater appreciation for the significance of cultural nuances in everyday life.

The aim of this paper is to shed light on how integrating food habits and culinary practices as an intercultural approach through the use of social media can be considered effective for ESP tailored to nutrition students. This paper will also highlight the critical role of culture in learning English as a foreign language and ESP in particular. The study will explore the utilization of social media in EFL teaching and particularly in ESP education in motivating students to enhance their vocabulary proficiency and promote their language skills. This review will use a methodological approach based on case studies to explore how social media can be effectively incorporated into an ESP classroom by displaying various dietary habits and culinary traditions relevant to nutrition students. These examples will concentrate on particular cases where cultural food practices were used to improve language learning, investigating how social media tools aid in vocabulary expansion, boost students' motivation, and enhance language skills. By examining these real-life scenarios, this review will provide practical insights for educators aiming to adopt similar methods in their ESP courses, guaranteeing that both linguistic and cultural competencies are meaningfully addressed.

1. The concept of ESP

English for Specific Purposes (ESP) refers to the teaching and learning of English with the aim to equip learners with the necessary language skills needed for specific domains (Johns, 2012). ESP arose in response to globalization and developments subsequent to World War II, accompanied by a revolution in linguistics during the 1960s and changes in the international marketplace (Hutchinson and Waters, 1987). Needs analysis starts to be the core principle of ESP provided that the learners' needs differ based on their academic or career goals, which, in turn, requires a specialized approach to language instruction.

As an initial step, ESP was mainly concerned with teaching linguistic competence, putting major focus on grammar and vocabulary proficiency isolated from real world context. This field has gradually evolved to include authentic learning linking language to tasks and situations relevant to the learners' professional or academic settings. Thanks to this development, ESP has been able to expand into a number of sectors, including as business English, medical English, and other scientific and technical areas, each specifically tailored to meet the demands of learners in those fields (Fitria, 2020).

In contrast to traditional language education, which often fails to meet the learners' specialized needs, modern ESP deploys an eclectic, learner-centered approach. Current practices apply communicative language teaching (CLT), task-based learning (TBL), and project-based learning (PBL) to ensure that language is taught in meaningful, context-driven ways (Anthony, 2018).

English for Specific Purposes (ESP) distinguishes itself from General English (GE) by focusing on particular, goal-driven applications of language, which Cummins (1982) refers to as 'context-reduced' language. As a result, this method has been broadly accepted to meet the distinct communicative requirements of students who need to work with academic English. Nevertheless, the process is challenging for both students, who face difficulties with unfamiliar forms of English, such as the English acquired in college, and teachers, who are required to expand their focus beyond grammar to include teaching professional literacy skills. For students, acquiring the vocabulary and academic language needed for their disciplines can be quite challenging (Evans & Morrison, 2011). Besides, these difficulties are intensified by the absence of specialized training programs that aid in teacher education, especially because many teachers lack expertise and may never have received adequate training in their area (Elmechta, 2024). Bojovic (2007) argues that 'ESP teachers are not experts in the field, but in teaching English; their subject is English personalized for the profession, not the profession taught in English' (p. 493)

2. ESP for food science and nutrition

English for Specific Purposes (ESP) in food science and nutrition is a distinct area of English language instruction customized to address the unique needs of professionals and students in these domains. This type of ESP is marked by its emphasis on the specialized language, communication methods, and particular types of writing and speaking essential in food and nutrition sciences. For instance, ESP related to food science equips students with the necessary skills to understand concepts such as food chemistry, microbiology, safety, food technology, food processing, packaging, and quality control, and the like. On the other hand, ESP for nutrition presents the terminology associated with dietary planning, health evaluations, and nutritional counseling.

This particular methodology is adopted at the institute of Nutrition, Food and Agrifood technologies (INATAA) to teach students under this scientific discipline. As an ESP teacher at this institute, I seek to provide engaging content and methodologies to motivate my students to be actively involved in the course and develop the necessary skills to read and write scientific reports, research papers, technical documents, dietary guidelines as well as to discuss experimental results in the food sector.

In this context, students come equipped with knowledge of their specialized fields but lack the necessary communication skills. To this end, ESP teachers should engage students in relevant meaningful communicative activities that reflect real-world contexts. This cannot be effectively achieved without the assistance of and collaboration with subject experts who can be a better source in selecting supporting content. (Hyland, 2022)

3. Social constructivism as a contemporary approach to ESP teaching

Social constructivism has become an important theoretical framework in English for Specific Purposes (ESP), emphasizing the connection between knowledge and discourse through social interactions. This perspective has changed ESP teaching from a separate language instruction to a concentration on discourse in social settings (Hyland, 2022). Based on principles of Vygotsky's

theory, meaning is grasped according to social and cultural influences, so learners are encouraged to work collaboratively to acquire knowledge. Scaffolding is critical as it offers assistance from teachers and classmates to help learners reach their full potential (Pardo-Ballester & Rodriguez, 2013).

As a result of this framework, social media platforms have emerged and, henceforth, integrated into educational practices to offer real-world contexts for learning and permit students to engage with others who share similar or diverse cultural backgrounds and values. These platforms facilitate collaborative meaning-making and social interaction, which are essential for knowledge construction in contemporary classroom settings (Mpungose, 2020; Mondahl & Razmerita, 2014; Flynn et al., 2015).

4. Culture in EFL and ESP

4.1. Culture in EFL

It is axiomatic that culture and language are deeply intertwined. Cultural awareness, thus, plays a pivotal role in foreign language learning. The former concept refers to “sensitivity to the impact of culturally induced behavior on language use and communication” (Tomalin & Stempleski, 2013, p. 11). These scholars assert that language use and communication are influenced by cultural factors. By the same token, Brown (2000) and Kramsch (1998) argue that language cannot be taught without the consideration of its cultural context, assuming that cultural differences shape how individuals communicate.

The significance of cultural aspects in language education is also endorsed by researchers such as Hyde (1998), who argues that reaching linguistic proficiency without cultural comprehension restricts communication abilities. Intercultural Competence pertains to the capability to interact effectively and appropriately while communicating with individuals who are linguistically and culturally distinct from oneself. (Fantini & Tirmizi, 2006)

Kramsch (1998) avers that culture is reflected in language from three perspectives: cultural reality (the way language describes the world), the way language is used for communication, and the cultural value of language as a system of symbols. Accordingly, language serves as both a reflection and a shaping force of culture. The link between culture and language suggests that successful language instruction necessitates consideration of cultural nuances, emphasizing the importance of cultural awareness for achieving effective intercultural communication skills.

4.2. Culture in ESP

Although there is a natural connection between culture and the learning of foreign languages, the significance of culture in English for Specific Purposes (ESP) has often been neglected. Traditional theories typically regarded ESP as distinct from cultural elements, assuming that proficiency in specific language registers is adequate for effective communication. However, contemporary perspectives start to be aware of the critical role of cultural awareness in English for Specific Purposes (ESP), believing that grasping the cultural context of the language is crucial for success in particular sectors like business, tourism, or science. For instance, in ESP for economics, it is important to comprehend the banking or financial systems of various cultures (Mckay, 2002). This shift is closely tied to globalization, which has increased the demand for individuals to learn English as an

International Language to meet professional and communicative needs. Students may show high proficiency in the four language skills, but they fail to establish successful global communication because they lack cultural competence. Scholars now assert that truly effective communication in ESP requires not only technical language skills but also a comprehensive understanding of the cultural context in which the language is used. (Khalki, 2017)

Many scholars draw attention to several aims of teaching culture in ESP classroom. Franklin, et al., (2008) and Perlovsky (2009) claim that culture not only affects the meanings of words and concepts in language but also the attitudes towards learning it. McKay (2002) argues that in tasks like scientific writing, cultural values, such as objectivity and honesty, are essential, which makes cultural awareness crucial for effective communication. This stance aligns with Valdes (1995) who argues that teaching a language without its cultural context is not feasible, especially in ESP. Similarly, Ouakrime (2006) outlines several objectives for integrating culture in ESP, which include encouraging tolerance, acknowledging cultural differences, and developing communicative abilities.

In addition to developing cultural awareness, learning the culture of the foreign language in ESP is argued to increase the students' motivation and engagement in the course (Swiderski, 1993). Cultural elements in ESP textbooks should, therefore, engage learners and boost their motivation to study. On the other hand, inadequate cultural integration can cause disengagement and a decline in interest in learning. Consequently, the teacher should be encouraged to employ culturally important elements and engagement activities such as role plays, and debates in order to foster cultural competence and or language acquisition (Swiderski, 1993). This approach goes in line with Robertson's (2002) assertion that education in the context of globalization should provide students with cross-cultural communication competence.

It is recommended in the integration of culture into the ESP course that specialized texts should be provided containing specific vocabulary and expressions pertaining to the target culture. Visual aids in form of books or periodicals, in addition to those from the country of interest that are rich in culture and information are also helpful in learning. Debates or role-plays are also beneficial for students to express their views as well as to imagine how it feels to be able to see through the eyes of the foreigner. (Khalki, 2017)

In the context of ESP for food and nutrition, one particularly effective technique I would recommend, as a teacher of ESP, is watching food-related videos, as they expose learners to specialized language used in real-life settings. These videos include not only professional vocabulary and terminology, but also show language in its cultural dimension. Watching current professionals speak in kitchens, in the market, in restaurants, etc. gives students an insight into the use of language in a more practical context, where they are also exposed to the cultural aspects relating to food and which helps build their intercultural communication competence necessary for effective global communication.

It is noteworthy that cultural exchange in ESP facilitates a deeper understanding of the language within its cultural context. Engaging students with diverse cultural backgrounds enhances their awareness of global practices, values, and communication styles. It, henceforth, makes their language

skills more relevant and applicable. In this regard, cultural exchange fosters empathy and open-mindedness, enriches the learning experience, and prepares learners for successful careers in an interconnected world. (Humphreys, 2023)

5. Integrating food as a form of culture in ESP instruction

Food has long been a fundamental aspect of human existence; it reflects truly practical roles across cultures. Long (2001) avers that sharing food is a symbol of relationships, while specific dishes can evoke memories and cultural identity. When dealing with the concept of food, a number definitions should be highlighted. Foodways is defined as the various practices surrounding food, like what, when, how, and with whom food is consumed; it is an umbrella term of concepts like food culture, food habits and food traditions (Kittler, Sucher, & Nahikian-Nelms, 2012). Food culture encompasses attitudes and beliefs surrounding food, revealing how groups express their identity, community, and values through their culinary practices (Long, 2001). Food habits refer to “culturally standardized set of behaviors in regard to food manifested by individuals who have been reared within a given cultural tradition” (Counihan & Esterik, 2008, p. 18).

Akin to music, art and fashion, food functions as a means of communication, allowing individuals to express feelings and cultural norms without the precision of language (Anderson, 2005). Specific ingredients and flavors are culturally distinctive; for example, the French cuisine emphasizes butter and wine, while the Chinese cuisine features soy sauce and rice wine (Kittler, Sucher, & Nahikian-Nelms, 2012). Food goes beyond just nourishment, acting as a way to express and understand cultural identities and feelings.

In the past few years, there has been a rising interest in food-related subjects within education, driven by globalization and the proliferation of media, which have both contributed to greater awareness of various culinary traditions and cultural practices around the globe. The act of preparing and sharing diverse culinary experiences in educational settings has been shown to foster cultural awareness and engagement among learners. For instance, bringing different ethnic foods into an ESP classroom not only expands students' tastes but also encourages a sense of community and active learning. Fadhlulloh & Widiati's (2019) study illustrates how students frequently express enjoyment and curiosity about unfamiliar foods, which enhances their cultural competence.

Food symbolizes a major link between culture and identity, displaying the values and traditions of society. The idea of cultural heritage emphasizes how food represents a shared national identity (DeSoucey, 2010). Incorporating food into foreign language education allows students to examine these cultural connections and gain insight into the customs and beliefs prevalent in English-speaking communities. By engaging in food-oriented activities, learners not only improve their language abilities but also deepen their appreciation for the cultural importance and historical context of various cuisines. (Sterkenburg, 2013)

The incorporation of food-related issues in language instruction develops cross-cultural understanding and increases the students' motivation and participation. Cooking and tasting activities allow language learners to find authentic situations where they can develop their language skills and acquire new vocabulary. Food-related discussions and experiences have been evidenced to facilitate

cross-cultural understanding, making the language acquisition process more enjoyable and effective. (Adelina et al., 2023)

6. Social media and ESP

Social media (SM) are web-based platforms or mobile applications that connect users, permitting them to build networks, share information, and interact with different forms of content, like texts, videos, and audios (Evans, 2014; Mahmoudi, 2008). SM tools include blogs, social networking sites, microblogs, and collaborative platforms, and are widely utilized by individuals for interaction, learning, and entertainment. At the professional level, it assists users in expanding their knowledge in their fields of operation, networking, and establishing career-related relationships. At business levels, it offers a chance to engage the audience, receive feedback, and publicize brands (Baruah, 2012; Lamy & Zourou, 2013; Miller, 2008).

The constructivist theory has given insights to integrating social media into education by underscoring the importance of real-world relationships with peers sharing similar values and cultural backgrounds. Autonomy and active participation in the learning process is considered as a priority in this approach (Mpungose, 2020). Social interactions promoted by social media are paramount for learning, especially in foreign language learning, since they enhance comprehension of local communication and culture (Mondahl & Razmerita, 2014). Additionally, social media provides a collaborative environment that stimulates interaction and collaborative learning beyond traditional classroom settings. (Flynn et al., 2015)

YouTube, TikTok, Instagram, and Snapchat are shown to be most leveraged by teens. While YouTube is observed to be the most used in the United States, TikTok, , Instagram, and Snapchat, appear in the second position. Facebook and Twitter, however, are the least used. (Vogels et al., 2022). Other statistics show that Instagram users spend considerable time, with 19% using it for 3-4 hours and 24.2% for over 4 hours, whereas YouTube demonstrates a higher percentage (31.2%) of moderate usage (1-2 hours) (**Smith & Anderson, 2018**). According to research conducted by Hussain et al. (2019), young adults show a strong preference for visual content, with 49.5% spending less than an hour on Pinterest and 46.7% on Snapchat. This aligns with the findings of Duggan and Lenhart (2015), which suggest that these platforms are primarily used for brief interactions and visual engagement. In Algeria, different statistics are provided in the study of Doukhani, & Mostefa Ezzegai (2024), while Facebook proves to be the most adopted SM platform with 96.2% of participants. Instagrams comes in the second rank with 94.5% active users. Similarly, YouTube is revealed to be equally highly popular, with 92.7% of respondents. However, only 19.7% of students use Twitter. (Doukhani, & Mostefa Ezzegai, 2024). The following table demonstrates the frequency of utilizing social media platforms among Algerian young individuals

	0 hour N(%)	1-2 hour N(%)	2-3 hour N(%)	3-4 hour N(%)	Less 1 hour N(%)	More 4h N(%)
Facebook	15 (3,7)	69 (17,2)	47 (11,7)	34 (8,5)	179 (44,7)	56 (14)
Instagram	22 (5,5)	85 (21,2)	73 (18,2)	76 (19)	47 (11,7)	97 (24,2)
Twitter	321 (80,2)	6 (1,5)	4 (1)	4 (1)	65 (16,2)	0
Pinterest	140 (35)	42 (10,5)	14 (3,5)	4 (1)	198 (49,5)	2 (0,5)
Snapchat	97 (24,2)	54 (13,5)	29 (7,2)	16 (4)	187 (46,7)	17 (4,2)
TikTok	156 (39)	60 (15)	42 (10,5)	43 (10,7)	44 (11)	55 (13,7)
YouTube	25 (6,2)	125 (31,2)	67 (16,7)	51 (12,7)	103 (25,7)	29 (7,2)

Table 1: Frequency of social media hourly usage among students (Doukhani, & Mostefa Ezzegai, 2024)

Food media in social networks is a broad category; creators are heterogeneous, and their messages are diverse. Food media helps in informing, inspiring, and socializing users about food blogs, YouTube cooking channels, and short food videos. These platforms assist both the deliberate search for specific content and the chance to stumble upon engaging food-related posts while exploring (Ngqangashe & Backer, 2021). When compared to conventional food media such as cooking programs on television, online food media has become an important source of culinary ideas and hands-on learning. Food media displays various voices from registered dietitians and chefs, focusing on the sharing of evidence-based recipes and health advice, while food bloggers introduce different cuisines in visually appealing ways. It encourages the exploration of new cuisines, experimentation with recipes, and acquiring necessary cooking skills.

Younger individuals are noticed to have distinct food habits compared to their parents or grandparents. (Dodds, 2017). Social media is argued to be one of the factors affecting teenagers eating and drinking, notably because it is becoming a prominent source of information regarding food choices and recipes (Nelson & Fleming, 2019; Simeone & Scarpato, 2020). Integrating social media into language education has several advantages for both learners and instructors. For instance, Facebook, Instagram, and Twitter nurture collaboration and a focus on students' needs since they allow students to communicate with their classmates, educators, and worldwide communities (Faizi et al., 2013). Students who are considered digital natives are accustomed to using social media, which makes it easier to participate in classroom interactions and learning activities. The platform's features, such as chronological content and public sharing, enable students to expand their previous knowledge, take responsibility for their learning, and receive feedback from their peers and teachers. In the same vein, social media has also crossed the boundaries of the conventional classroom by enabling learning anywhere and at any time (Jabbari et al., 2015). In fact, research in teaching English as a foreign language also denotes motivational benefits of social media. Where students are shown to be more enthusiastic to participate, especially because of the interactive nature of the websites, which also brought them closer to being social and, hence, more capable to perform in assigned tasks (Erarslan, 2019; Kleanhous & Cardoso, 2016).

Despite the fact that there are various advantages of using these platforms in educational settings, several drawbacks are also noted. One major issue is the potential for distraction, as students might prefer engaging with social media for entertainment purposes instead of focusing on their learning activities (Yunus, Salehi & Chenzi, 2012 in Booth & Wickstrom, 2018). Similarly, even though social media facilitates teacher-student communication, it would complicate the dynamic in a virtual environment, resulting in lack of concentration or clarity in feedback (Yunus, Salehi & Chenzi, 2012, in Booth & Wickstrom, 2018). Another issue is ensuring that all the students have access to the necessary technology to utilize these platforms effectively (Lailiyah et al., 2021). Further challenge is that social media would create superficial engagement through character-limited interactions and fosters the culture of avoidance, especially for shy students who avoid taking academic risks (Kassens-Noor, 2012; Liu et al., 2020). Last but not least, students may struggle to effectively use these tools for academic purposes (Chawinga, 2017; Purvis et al., 2020).

Over the last years, social media have gained a place as an integral tool in ESP. Social media plays a major role in developing students' vocabulary and communication skills among students from various fields. This can be best explained in the field of Maritime English by showing how social media can support ESP vocabulary enhancement. Research of Sabater and Fleta (2015) underlined that social networking sites became efficient tools for practical exercise of special language skills. Saienko et al. (2020) highlighted some benefits of social media-centered education regarding vocabulary acquisition. Their research targeted the Safety of Life at Sea (SOLAS), and they showcased how resources such as Facebook, Instagram, or YouTube inspire marine experts to communicate on special terms relevant to safety procedures and appliances. The findings suggest that social media creates an encouraging atmosphere for students to engage with specialized vocabulary in real-world situations (Sabater & Fleta, 2015). Additional research has revealed a notable relationship between social media engagement and modifications in health-related behaviors, indicating that users of platforms such as Facebook and Twitter exhibited changes in their diet and exercise routines (Laranjo et al., 2015). Another study showed that sharing "food selfies" on Instagram impacted diet self-regulation among students in dietetics (Maria et al., 2017). In the context of ESP for food and nutrition for our students at the institute of Nutrition, Food and Agri-food Technologies, using social media would offer a range of advantages like encouraging real engagement in discussions about dietary practices, food habits, culinary shows, and health issues, as well as enhancing specialized vocabulary related to these topics.

7. Practical applications and case studies

In order to investigate how integrating culture through food habits can serve as an effective approach to teaching ESP for nutrition students using social media, the review adopts a thematic approach. Two interconnected themes are highlighted: incorporating culture in ESP, and integrating food habits through social media in ESP. The aim is to provide practical strategies for improving the teaching of ESP to students of Nutrition. The first theme, incorporating culture into ESP, emphasizes how understanding cultural context enriches the language learning experience. The second theme, using social media in ESP, explores how contemporary platforms offer access to diverse cultural content.

7.1. Integrating culture in ESP

The incorporation of cultural issues in ESP teaching has been a subject of various research studies. The findings from the study conducted by Abdullah, Bukhari, and Almutairi (2019) revealed the link between students' interaction with the native culture through social networking sites and their motivation in English learning. In their study, fifty-four female-Saudi EFL learners answered a questionnaire, and the results indicated a strong correlation between cultural exposure and a heightened willingness to learn English. This underscores the importance of integrating cultural content into language teaching, particularly with the support of social media. In a similar vein, Mekheimer (2011) explored the impact of the target culture on EFL learning using the case of "Ahmed," a Saudi student in the U.S. for six years. The research methodology used, including interviews, classroom observations, and a CEPA test, showed that Ahmed's intensive cultural exposure greatly improved his communicative skills and overall language competence. Similarly, Sterkenburg (2013) studied the concept of cultural awareness in learning by underlining the use of food traditions in business classes. By using methods of experiential learning, such as cultural food tastings, this study showed a reduction in ethnocentrism and an increase in the students' cultural awareness. In a more recent study, Park (2021) investigated cultural learning using hands-on cooking in a virtual kitchen. Contrasting 48 international participants who cooked with actual entities to those working only with photographs in the classroom setting, this study illustrates that active participation in the digital kitchen resulted in superior cultural learning outcomes. It thus places clear advantages on the introduction of real-life tasks in order to ensure better levels of cultural comprehension.

The following table summarizes the aforementioned studies regarding the influence of integrating culture in ESP

Study	Aim	Methodology	Key findings
Abdullah, Bukhari, and Almutairi (2019)	To examine the relationship between exposure to native culture through social media and learners' motivation to study English.	Questionnaire with 54 Saudi EFL learners	Strong correlation between cultural exposure and motivation to learn English.
Mekheimer (2011)	To explore the influence of the target culture on EFL learning through the case of a Saudi student who spent six years in the U.S.	Interviews, classroom observations, CEPA test	Cultural immersion improved communicative competence and language proficiency.
Sterkenburg (2013)	To investigate the role of cultural awareness in	Experiential learning with food traditions	Experiential learning with food traditions

	education, focusing on the use of food traditions in business classes.		
Park (2021)	To assess cultural learning through hands-on cooking tasks in a digital kitchen environment.	Hands-on cooking tasks with 48 participants	Direct engagement in cooking led to effective cultural learning.

Table 2: Summary of case studies on the influence of integrating culture in ESP

7.2. Integrating social media in ESP

Similar to the aspect of culture, social media is perceived as one of the trending subjects in recent research; its influence in ESP education has been widely investigated. The study undertaken by Lailiyah and Pantja Putra (2022) aimed to assess students' attitude and experience regarding the application of YouTube and Instagram for group collaboration in ESP classrooms. In their work, the data were gathered using an explanatory sequential mixed-method design from 57 participants through different questionnaires and interviews. The findings reveal that the use of social media tools improve communication and collaboration among the respondents, though some students showed some disadvantages in internet connectivity at home. In another study aiming to increase students' participation and enhance their writing and speaking skill in business English using social media tools, Buzarna-Tihenea (Gălbează) (2019) found that using social media tools led to increased participation and improvement in student writing and speaking skills. This experimental design was performed with a control and an experimental group of second-year students studying economics; it showed that the latter were more involved and developed better skills. To the same extent, Ratnaningsih Purwati and Munir (2024) conducted a study involving 48 students from the Nautical Department of a maritime polytechnic and created classroom action research in order to assess the effect of social media on developing vocabulary in maritime English. This was a two-round iterative methodology that included pre-tests and post-tests for the assessment of mastery of vocabulary. The experimental group was given instructions via social media platforms such as YouTube, Facebook, and Instagram, while the control group followed conventional methods of teaching. The results show a greater acquisition of vocabulary in the experimental group. Along these lines, Saienko, Semyda and Akhmad (2020) questioned 170 engineering students and 60 teachers of the National Technical University of Ukraine about their attitude to social media in ESP. The study was conducted in a mixed-method approach: quantitative data were gathered through the use of questionnaires, while qualitative insights were derived from open-ended responses. Both groups reported that platforms like Telegram and YouTube were useful, especially in improving vocabulary and holding the interest of students. The following table summarizes these studies

Study	Aim	Methodology	Key findings
Lailiyah and Pantja Putra (2022)	To assess students' attitudes and experiences regarding the use of YouTube and Instagram for collaboration in ESP classrooms.	Mixed-method with 57 participants	Social media facilitated collaboration, but challenges included connectivity.
Buzarna-Tihenea (Gálbează) (2019)	To enhance student engagement and develop writing and speaking skills through social media tools in business English.	Experimental design with control/experimental groups	Social media improved engagement and language skills in business English.
Ratnaningsih Purwati and Munir (2024)	To measure the influence of social media on vocabulary development in maritime English among students.	Classroom action research with pre-tests/post-tests	Significant vocabulary acquisition improvements in the experimental group.
Saienکو, Semyda, and Akhmad (2020)	To evaluate attitudes toward social media's role in ESP education among students and teachers.	Mixed-method with 170 students and 60 teachers	Positive attitudes toward social media for vocabulary development and engagement.

Table 3: Summary of case studies on using social media in ESP

8. Discussions

The integration of food traditions into the curriculum provides a compelling approach to ESP teaching for nutrition students, especially through the use of social media as a learning tool. In the study of Abdullah et al. (2019), for example, the correlation between cultural exposure and learning motivation was significant; as a result, social media should be utilized to increase this cultural contact. Such immersion will expose nutrition students to the different ways of cooking and food customs through tools like Instagram and YouTube. This will reinforce their language and expand their cultural background. Similarly, Mekheimer (2011) posits that “cultural immersion”, especially through experiential learning enhances the students communicative competence that is, perse, an essential skill for getting involved in a multicultural society. Practical activities related to food traditions, as identified respectively in the works of Sterkenburg (2013) and Park (2021), allow ESP

instructors to offer an experiential learning process for the students, thus offering cultural awareness and sensitivity. By the same token, Lailiyah and Pantja Putra (2022) indicated that social media helps collaboration among the students themselves, where students can work on designed projects for the explanation of international cuisines and can share their opinions with one another. This collaborative strategy is reflected in the studies by Buzarna-Tihenea (2019) and Ratnaningsih Purwati and Munir (2024) that social media enhances student involvement and develops writing and speaking skills. As students engage with food-related topics online, they develop a positive attitude toward learning, as noted by Saienko, Semyda, and Akhmad (2020). Therefore, the integration of food habits and cultural context through social media not only enriches the ESP curriculum for nutrition students but also prepares them for effective communication and cultural competence in their future careers.

The findings of the aforementioned studies would offer a set of insightful suggestions for pedagogical implications for effective ESP education for nutrition students:

- ESP instructors should incorporate culturally diverse food content in ESP classroom, such as researching traditional meals and presenting them, to develop the students' language skills and, henceforth, their intercultural competence.
- Social media platforms like Facebook, Instagram, and YouTube should be integrated in ESP education by exposing students to real-time food trends, which fosters their vocabulary proficiency as well as their intercultural communication skills.
- Integrating real-world tasks in ESP, such as cooking classes, with social media boosts the students' motivation and involvement by allowing them to engage with global culinary practices and share their experiences online.

Conclusion

This review sheds light on the importance of using food practices as a cultural approach to teaching ESP via social media to students studying nutrition. The integration of a range of food-related materials and interactive activities within the ESP syllabus could enhance the students' language abilities along with the capacity to engage with different cultures. Social media platforms such as YouTube and Instagram offer energetic, real-life settings that encourage collaboration and the sharing of insights from diverse culinary backgrounds around the world.

Throughout the review, we investigated how the inclusion of the cultural approach advances student motivation and intercultural skills. Further, we demonstrated how social media contributes to students' involvement and devotion and how it can provide a dynamic learning environment. Finally, we referred to practical applications and case studies with a view to underlining the effectiveness of these methods to call for combining cultural content with social media for effective ESP instruction. This integration promotes proficiency in both language and culture, equipping students for successful communication in their future professions. It encourages educators to tailor language instruction with students' specific disciplines and cultural backgrounds, thereby to boost their enthusiasm and practical skills in a world that is becoming more interconnected.

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