



Brewing Terminologies Used by Baristas: Contextualized Instructional Material for Technical, Vocational, and Livelihood Students

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Abstract

As coffee industries grow, the demand for good coffee is not simply enough nowadays. As a result, lexicons related to coffee, coffee beans, flavors, tools and equipment, and its processes are ever growing; hence, it can be considered “alive”. This study aims to gather coffee-related lexicons to create contextualized learning materials for Technical Vocational Learning (TVL) students, addressing the shortage of resources needed to enhance their coffee brewing skills. This study utilized two methods of acquiring data: 17 baristas from selected traditional coffee shops in the Philippines as participants of the study and books, articles and websites as the corpus of the study. Qualitative content analysis was used to identify common terminologies and their contextualized conceptual and operational definitions, as well as unique lexicons used by local baristas, which were then categorized into flavors, tools and equipment, and processes. After collecting 76 terminologies, it underwent thematic analysis and was categorized according to themes, such as coffee beans, flavors, serving sizes, tools and equipment, and processes. By incorporating these lexicons in the context of education, it will enhance students’ knowledge about coffee culture, industry practices and professional terminology, all of which are necessary for effective communication. This study contributes to the continuous evolution of language in the coffee industry by documenting and analyzing the diverse terminologies used.

Keywords: *Brewing Terminology; Lexicon; TVL; Barista; Coffee*

INTRODUCTION

Brewing stands as one of the earliest and most intricate forms of technology in the world of food and beverages (Briggs, 2004). This process involves the fermentation of various grains and other ingredients, with the help of experts known as brewers. Coffee, on the other hand, is a natural product that has recently gained importance because of its high level of consumption across the globe (Moreno-Ceballos et al., 2019). People across the globe enjoy various beverages, but coffee stands out as one of the most popular because of its distinct qualities (Moenfard et al., 2014). As emphasized by Novaes et al. (2019), coffee is the world’s second most consumed drink after water. Sample coffee flavors, such as fruity, nutty, sweet, and characteristics including bitter, astringent, acrid, burnt, and smoky are some examples of the coffee lexicon that are considered “living” due to its evolving terminologies required to expand the current list according to Chambers et al. (2016).

Lexicon is the list of words that supply the meaning, their component, and their usage (Ježek, 2016). Singleton (2016) explained that the word “lexicon” is derived from the Greek word “*AegiKov*”, which means dictionary. Linguists use this term when referring to an aspect of language that correlates with lexical aspects. Within linguistics, it serves as a fundamental concept denoting the vocabulary or word stock of a language that encompasses its lexical aspects and semantic nuances. Lexicons act as a guide to effectively communicate the various terminologies used in the study, in this case- processes of product development, quality control, product improvement, and observing shelf life, Suwonsichon (2019) added. By providing a structured framework for articulating these terms, lexicons facilitate clear and precise communication because they serve as an aid that enables individuals to look for specialized jargon and technical terminology.

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In 2013, Former President Benigno Ninoy Aquino III ratified Republic Act No. 10533, also referred to as “Enhanced Basic Education Act of 2013”, to officially implement the K to 12 program, which covers kindergarten and 12 years of basic education: six years of primary education, four years of junior high school, and two years of senior high school. Moreover, the Department of Education upgraded its commitment to improve technical vocational education by suggesting various policies. The most recent among these policies are DepEd Order No. 40, s. 2021, and DepEd Order No. 35, 2. 2020. Both focus toward strengthening the collaboration between senior high schools and institutions equipped with the necessary tools for the benefit of the Technical Vocational Livelihood (TVL) track. Understanding the distinctions of brewing, including the terminologies used by baristas, has become crucial within the TVL track. However, [Orbeta and Esguerra \(2016\)](#) found that there are challenges in the senior high school, particularly the TVL track, such as the taught curriculum, students’ preparation and school partnerships that affect students’ work immersion, the need of competent teachers, as well as limited material resources essential for teaching.

The emphasis on teaching brewing skills in the Technical, Vocational, and Livelihood track responds to the growing demand in the hospitality and culinary industries. As the coffee culture continues to grow, proficiency in brewing is a valuable skill for those who aim for a career in these fields. By including training and working with industry partners, schools can provide TVL students with the contextualized English language instructional materials alongside the skills and knowledge needed to succeed in the said industry. [Mahmudah and Santosa \(2021\)](#) stated that industrial development affects the competency requirements that need to be aligned with what is taught in vocational schools. The key to success mirrors having graduates that perform well in line with the area of their expertise. Aside from learning the basic skills in brewing, it is also important to emphasize the terminologies used in the industry. A study conducted by [Hidalgo-McCabe \(2024\)](#) discovered that the level of exposure to a specific language influences students’ attitudes toward using it, which can affect their interest in learning the language.

This is attributed to the inadequate teaching methods and the lack of learning materials tailored to the specific context ([Yang, 2020](#)). Thus, teachers in the TVL program found that learning materials, such as textbooks, were lacking and saw it as a necessity ([Husain, 2019](#)). In the field of education, teachers play a crucial role in improving the quality of instruction ([Maisaroh et al., 2023](#)). [Basal \(2022\)](#) found that teaching Technology and Livelihood Education (TLE) is formidable, as it requires mastery of the subject content along with the curriculum standards, creativity, and commitment to teaching.

With that being said, contextualization of the instructional materials about brewing terminology is needed. The level of contextualization can be distinguished as either localization or indigenization. Localization is defined as connecting the materials with the local information within the learner’s community ([Masangcay, 2022](#)). On the other hand, indigenization is best defined as enhancing the curriculum, resources, and teaching methods to match the history, geography, and culture of the learners within the community (DO 32, S. 2015 – *Adopting the Indigenous Peoples Education Curriculum Framework*). Consequently, teachers should possess the skills to create localized approaches that cater to the specific needs of their students ([Rafael & Tamban, 2022](#)). However, [Atondo \(2022\)](#) highlighted that contextualization goes beyond localization and indigenization as it ensures that the curriculum is suited for the learners’ skills, interests, and proficiency level. Moreover, contextualization considers the relevance of the subject matter to the learners’ environment.

This study aims to compile and identify the terminologies used by baristas with the goal of contextualizing learning materials for the TVL track. The researchers sought to answer the following questions: (1) What are the terminologies used by baristas and in the context of brewing?

(2) what are the definitions of each terminology? (3) What implications do these terminologies have for the development of educational materials for the TVL track? With the aforementioned studies, the researchers seek to meet the following:

1. Compile brewing terminologies used by baristas in the field of work;
2. determine the meaning and pronunciation of the terminologies
3. Develop contextualized English language instructional materials to be used by the TVL students.

LITERATURE REVIEW

Brewing Lexicon

The terminologies used by baristas are necessary as they are used in daily interactions that influence both the barista and the customers. Its effective use can facilitate smooth interaction during communication (Webb, 2020). Sanchez and Chambers (2015) meticulously identified, defined, and cited 28 terminologies to characterize the aroma, flavor, and aftertaste of brewed coffee across various coffee types and brewing techniques. On the other hand, Su et al. (2022) stated that characteristics primarily originated from the flavor and taste, like toasted, caramelized sweet potato, smoked, caramel, hazelnut, dark chocolate, coffee, and bitter. Moreover, Chambers et al. (2016) created a lexicon consisting of 110 terms describing the aroma and flavor profiles of different brewed coffee samples. This lexicon is the result of the assessment of 105 coffee samples from 14 countries. Additionally, Cotter and Valentinsson (2018) examined the usage of the specialized coffee lexicon and its impact on different social classes.

Contextualized Instructional Materials

Educational materials are necessary in both teaching and learning, serving as valuable aids in delivering instruction and contributing to students' performance (Adebule & Ayoola, 2016). Contextualization of instructional materials stands out as a fundamental aspect of engaging students in the teaching and learning process that enables them to connect their own experiences with the content of the lesson (Reyes et al., 2019). Moreover, contextualized course content enhances students' understanding and skill acquisition for them to be motivated and persistent. Three principles support this approach: prior knowledge, promoting conceptual change, and promoting metacognition. Prior knowledge contextualizes the instruction content to promote the effective analytical skills of learners' active prior knowledge. Promotion of conceptual change means an interactive classroom environment where students are engaged with the content contextualization that is relevant to their topic to further their learning. Contextualization of content aids students to deliberate their bridge ideas from a concrete to abstract idea in order to identify their own personal relationship to such concepts (Krause et al., 2016). According to Montebon (2014), the curricular shift into the K-12 curriculum faced substantial changes and adjustments. All subject disciplines use an approach called the spiral progression, which is now centered on students' development of skills and their mastery of subject matter through different pedagogical approaches where they are taught the required concepts and skills. Thus, utilizing contextualized materials motivates students to learn by connecting the content to their own experiences, which can improve their comprehension and confidence in the English language (Gerundio, 2023)

TVL Training

The technical, Vocational and Livelihood track strives to cultivate students' readiness for employment by providing them with the necessary competencies. This is focused seamlessly on the skill-based pathway to transition them into the workforce upon graduation (Garra, 2023). It is

considered to provide students with the practical skills and competencies needed across different industries (Alejandro & Bucad, 2024). Collado highlights that TVL schools allow students to experience a broad spectrum of vocational fields, such as automotive technology, culinary arts, electronics, and many more. Moreover, Ramos (2021) states that their main objective is to hone students with both technical vocational training and academic proficiency, preparing them to meet the demands of both local communities and the global job market, facilitated by proficient and skilled educators. Roble (2023) suggests that to attain successful immersion, students must have the necessary competencies. This gives emphasis to the significance of investigating the competencies acquired by Senior High School Technical Vocational Livelihood (SHS-TVL) graduates during the K to 12 period.

Synthesis

Webb (2020) highlighted the importance of terminology in the coffee industry and emphasized its crucial role in facilitating effective communication between baristas and customers. Sanchez and Chambers (2015) and Chambers et al. (2016) conducted comprehensive research on coffee terminologies, focusing on aroma, flavor, and aftertaste, resulting in the identification of numerous descriptive terms. Su et al. (2022) further emphasized the significance of flavor and taste characteristics, showcasing a range of descriptors like toasted, caramelized sweet potato, and more. Moreover, Cotter and Valentinsson (2018) explored the social implications of specialized coffee lexicons.

Numerous scholars emphasize the importance of educational resources modified to students' experiences and comprehension levels. Adebule and Ayoola (2016) noted the crucial role of instructional materials in teaching and learning processes. Reyes et al. (2019) highlight how contextualization enhances student engagement and understanding, promoting conceptual change and metacognition. Montebon (2014) discusses the curricular shift toward the K-12 system, emphasizing spiral progression and skill development. Gerundio (2023) points out the benefits of connecting content to students' experiences to improve language comprehension and confidence.

Multiple studies emphasize the role of preparing students for employment through practical skills and competencies. Garra (2023) emphasizes the seamless transition into the workforce upon graduation. Alejandro and Bucad (2024) highlight the focus of TVL on practical skills across various industries. Collado (n.d.) underscores the exposure that TVL schools provide to vocational fields such as automotive technology and culinary arts. Ramos (2021) further emphasizes the importance of both technical and academic proficiency in meeting job market demands. Roble (2023) stresses the necessity of investigating the competencies acquired by SHS-TVL graduates during the K-12 period for successful immersion experiences.

RESEARCH METHOD

Research Design

This research used qualitative content analysis to examine texts/studies about brewing terminologies used by baristas in the context of communication and gathered them to develop a brewing lexicon for TVL students. Content analysis is flexible in analyzing the bodies of written texts and/or concepts (Scott & Kosslyn, 2015).

Through the use of content analysis, collected brewing terminologies were given extensive evaluation to identify common terminologies and their conceptual and operational definition with regards to contextuality. Terminologies were categorized for easier use and to be more interactive, and they had to undergo revision and refinement to be credible and valid. Participants using

interactive instructional materials were notably motivated in contrast to those using plain modules (Dewi et al., 2022).

The study conducted by Grandez et al. (2023) used qualitative content analysis to examine collected posts on social media platforms to better understand what these terminologies were and how their emergence affected the Filipino language. The lexicons collected can be used as a comprehensive guide in understanding the language of today's generation. Similar research from Yusuf et al. (2022) also used content analysis in analyzing the data collected from various sources such as music, public records and textbooks. Using a table to analyze the collected data, they were then categorized and a brief description of each category followed. Additionally, the study by (Cutler & Buell, 2017) used the aforementioned research approach to examine if previous trends regarding gendered texts and images were still perceivable in print media designed specifically for children. Moreover, the said research design was also used in the study conducted by Sulit et al. (2024) to examine the morphophonemic structures and semantic alterations of English loanwords incorporated into Filipino.

Participants and the Corpus of the Study

The participants of the study were 17 baristas from selected coffee shops in the Philippines. They were chosen based on their geographic location and availability. Primary data, such as observations and interviews, were utilized to gather information from the participants of the study. Secondary data, including books, articles, and websites, forms the corpus of the study (Dewi et al., 2022).

Instrument

The researchers used the matrix, observation notes, and interview guide. The matrix made use of a table composed of two rows where the word terminology and definition can be found respectively, whereas each of the said rows has a column below them that contains the said information of the lexicons that were used for summarization and interpretation of the qualitative data (Better Evaluation, 2022). The observation notes contained the observations gathered by each of the researchers that provided additional information and took note of some important aspects through simultaneous multiple observations. The interview guide contained a set of questions that the researcher used to acquire the intended data during the interview (Service Design Tools, 2019).

Data Gathering Procedure

The researchers initiated the data gathering process by creating a letter of consent to coffee shop employees, which served as a formal request and approval to conduct interviews and gather data regarding various coffee shops into Philippines. Subsequently, the letter was presented to the managers or owners of the identified coffee shops. Upon securing approval, the researchers conducted interviews as the primary tool for data collection. This was conducted on the selected Baristas of the coffee shops to gather their learned and used terminologies on specific information related to the subject matter. Following the interview, the researchers compiled the gathered data. The findings were then meticulously presented in tables to facilitate a comprehensive understanding of any identified terminologies. Meanwhile, for the corpus of the study, the researchers focused on internet sites that predominantly featured breweries. To ensure the data's currency, only accessible sites in 2014 up to the present were included in the data collection process. The researchers utilized their personal gadgets to gather data from a minimum of 20 relevant sites. Upon gathering the terminologies from various internet sources, the researchers sorted the data by eliminating duplicates, thus ensuring its accuracy and reliability for subsequent analysis.

Data Analysis

Based on the interview conducted with Baristas into Philippines, several terminologies related to coffee preparation and service were identified. These terminologies not only reflect the specialized knowledge and skills of baristas and have potential applications in educational contexts. By understanding and incorporating these terminologies into education, particularly in the TVL Course, educators can enhance students' understanding of coffee culture, industry practices, and professional terminology. Additionally, integrating these terminologies into the curriculum and coursework can provide students with practical knowledge and skills relevant to careers in the coffee industry, while also fostering a deeper appreciation for the art and science of coffee preparation.

The rigor of the study is member checking. Every member examined the collected terminologies and formulated their own definition. After that, the researchers consolidated terms sharing similar definitions, while those with different meanings were subjected to additional discussion. The researchers used the Thematic protocol to analyze, interpret, and identify patterns or themes within the gathered data. This method allowed the researchers to explore the richness of the data. Thematic analysis aims to provide insights into the research objectives by systematically organizing and interpreting qualitative data (Braun & Clarke, 2006). Overall, the analysis underscores the importance of bridging the gap between industry practices and educational content to better prepare students for success in their future careers.

Ethical Considerations

In adherence to ethical considerations, the researchers sought permission from the owner or manager of the selected coffee shops through consent forms prior to proceeding with data collection. The consent forms explicitly outlined and confirmed confidentiality agreements between participants and researchers regarding any shared information. To guarantee the safety of the collected data, both technological means and traditional pen-and-paper methods were employed for its storage and preservation. Following the publication of the research article, all collected data will be securely removed.

FINDINGS AND DISCUSSION

The researchers gathered 76 terminologies from selected coffee shops in the Philippines and various websites. These terminologies were systematically analyzed and categorized according to themes such as coffee beans, coffee flavors, serving sizes, tools and equipment, and process.

Table 1. Kinds of coffee beans common to the coffee shops

Coffee beans	Description
Arabica	A type of coffee that is mostly used; has a mild flavor, is aromatic and sweet, and contains higher acidity
Decaf	Coffee beans from which the caffeine has been extracted using several methods
Liberica	Larger than other beans and uniquely irregular in shape. It has a distinct aroma such as smoky, fruity, and floral
Robusta	Variety of coffee that has a strong and tangy flavor; usually has high caffeine content and low acidity

Coffee shops offer a diverse selection of beans to cater to the various preferences and palates of customers. These include Arabica, known for its smoothness; Robusta, prized for its robust flavor and affordability; Decaf, ideal for those who prefer caffeine-free options; and Liberica, which offers a bold and exotic taste experience. Each type of bean contributes to the rich variety of flavors available in the coffee shop scene, ensuring there is something for every coffee enthusiast.

Table 2. Coffee Flavors

Flavors	Description
Americano	An espresso diluted with hot water, which creates a milder flavor similar to regular brewed coffee
Brewed Coffee	Also called drip coffee, a much longer process in contrast to espresso; uses gravity rather than force during the brewing process; high in acidity
Cappuccino	A foamier drink than a latte as it contains less milk and more foam
Caramel Latte	A coffee-based drink with espresso, steamed milk, and caramel syrup topped with milk foam
Coffee latte	A milk coffee having two-thirds of milk and one-third of coffee with a thin layer of frothed milk on top
Cold brew	A type of drink where the coffee is brewed using cold water
Doppio	A drink of double shot espresso
Double ristretto	Similar to an espresso but uses less water, which makes it sweeter in flavor and smaller in size
Dry cappuccino	70% milk foam, 30% espresso
Espresso	A thicker and a highly concentrated shot than regular coffee by forcing hot water going through finely ground coffee and extreme pressure, producing a high-intensity, high-bodied drink
Flat white	Originated from Italy, a type of latte but stronger, containing a double shot of espresso with less milk, with a foam percentage of 15% - 25%.
Frappuccino	Cold coffee-based drink made with espresso, milk and ice topped with whipped cream varying in different flavors
French vanilla	A coffee infused with a vanilla-flavored syrup
Hazelnut	A drink that contains coffee, milk syrup, sugar syrup, and cream
<i>Kapelas "kape na lasaw"</i>	A light-flavored coffee consisting of a small number of coffee grounds and plenty of water
Latte	A milk-based drink typically consists of one or two shots of espresso, a larger amount of

Flavors	Description
	steamed milk, and a small amount of milk foam at the top
Macchiato	It is an espresso added with milk
Native coffee	A type of coffee brewed using <i>katsa</i>
Spanish latte	A sweet and creamy flavor made by pouring coffee first and then adding milk; sweeter than a traditional latte
Vanilla latte	A sweet and creamy beverage similar to a standard latte but with added vanilla syrup
Vietnamese coffee	A type of coffee but rich and flavorful, with a tang of sweetness because of the condensed milk in the bottom of the cup
Wet cappuccino	40% milk foam, 60% espresso

Different types of coffee have different tastes. Americano is milder because it has water added to espresso, while brewed coffee, also known as drip coffee, undergoes a longer brewing process, which results in higher acidity. Cappuccino and latte flavors vary in the milk-to-espresso ratio and its foam, with options such as caramel or vanilla latte adding flavored syrups for sweetness. In addition, specialty beverages such as cold brew, Vietnamese, and *kapelas* also offer different flavors that give coffee lovers an array of choices.

Table 3. Serving size

Sizes	Description
Grande	16 oz. (473 ml); standard-sized cup; usually used to serve iced or cold beverages/coffee
<i>Medya</i>	Derived from the Spanish word "media", meaning half; a small-sized cup, usually measuring 4 oz. (120 ml), used for serving native coffee
Short cup	Eight oz. (240 ml); the standard cup size, mostly used to serve hot coffee
Venti	22 oz. (591ml); largest available cup size, usually used in serving coffee; functions similarly to grande

Coffee shops offer different sizes to accommodate customer preferences. For cold beverages, the available sizes are "grande," commonly known as a regular-sized cup, and "venti," which is a large-sized cup. For hot beverages, coffee is typically served in eight-ounce cups. In traditional coffee shops, the term "medya" is used by customers who prefer a smaller serving of native coffee.

Table 4. Tools and equipment

Tools and equipment	Description
Aeropress	A cylindrical tool, styled like a piston, typically a metal or plastic, used to make coffee by pressing it manually
April brewer	A flat-bottomed plastic pour-over dripper similar to the Kalita Wave, but with only a single large hole for faster flow rate and more enhanced flavor

Tools and equipment	Description
Barista	A person who brews coffee
Bar spoon	A long-handled spoon with a twisted shaft and a flat end in the opposite end of the spoon; usually used for stirring and mixing coffee mixtures
Brush	A tool used to clean the espresso machine
Coffee bean grinder	Equipment used to grind whole coffee beans to a desired consistency for brewing manually
Distributor	Tool used to level out the coffee powder before tamping. It is used to evenly distribute the coffee grounds in the portafilter
Dome lids	A type of cup lid shaped like a dome or cone, typically used to serve cold beverages or coffee. The extra space in the lid can be used to add extra foam or toppings
Double mouth cup	A glass cup with two rims or openings used to hold and/or measure coffee
Espresso machine	Contains coffee beans and water; the boiling water will go through the finely ground coffee beans with a precise control of temperature and time, resulting in a concentrated coffee
French press	A device that makes coffee by soaking the coffee grounds in water for several minutes before pressing them through a usual metal filter
Frother	Equipment or device used to make milk foamy
Jigger	A dual-sided measuring cup used to precisely measure the liquid ingredients, usually syrups
<i>Kaldero</i>	A huge size type of local boiler used to steam coffee to keep it warm
Kalita wave	A flat-bottomed pour-over dripper with three small holes, ensuring that the water is consistently distributed over the coffee grounds while brewing
<i>Katsa</i>	Cheesecloth; a thin loose-weave gauzy cotton fabric used to filter coffee in a manual process
Kettle	A tool used to boil water
Moka pot	A coffee maker that is placed on a stovetop and brews coffee with espresso
Origami dripper	A cone-shaped ceramic pour-over dripper used for retaining heat and providing aesthetically pleasing brewing experience for brewers
Paper cup lid	An eco-friendlier type of cup lid that serves a similar function to a regular lid; it maintains the temperature of drinks

Tools and equipment	Description
Paper filter	A cone-shaped paper used to separate coffee grounds from the brewed coffee during the pouring process
Pitcher	A tool used to hold the milk for steaming and frothing
Portafilter	A tool that holds the coffee powder before brewing
Scooper	A tool used for scooping crushed ice for iced coffee
Shaker	A cup-like instrument used for mixing beverages by shaking
Steam wand	The component of an espresso machine used to steam milk and inject air into it, creating a frothy texture to the coffee beverage
Steaming jug	A ceramic or metallic cup used to hold hot liquids
Stirrer	A tool used for mixing any coffee beverage
Straw	Made of paper or plastic used for drinking coffee
Strawless lid	a type of lid that functions as a regular lid with a sippable area, eliminating the need for straws
Tamper	A tool used to press coffee powder tightly and evenly in the portafilter
<i>Tasa</i>	A ceramic mug with a serving size of 9 oz. used to serve native coffee in traditional coffee shops
<i>Tason</i>	A small metal mug used to temporarily hold the coffee before being transferred either in thermal or served directly in coffee mugs
Thermal	An insulated container used to store coffee to maintain its temperature
U cup	a type of cup shaped like the letter "U"; used to hold the coffee for drinking
V cup	The usual cup shape having the appearance of the letter "V"; used to hold the coffee for drinking
V60	A V-shaped pour-over dripper with a single hole at the bottom designed to brew 50-g coffee in 30 s
Weighing scale	Device used to measure shots of syrups and coffee grinds

Tools and equipment are essential in the coffee-making process as they increase productivity and efficiency. Using the right tools and equipment ensures safety to both baristas and customers, and promotes satisfaction during the coffee-making experience.

Table 5. Process

Process	Description
Coffee roasting	It is a cooking method that uses dry heat whether an oven or any source of heat to roast coffee beans
Coffee tamping	It is an action of compacting coffee grind in an espresso portafilter using a tamper, before brewing
Crema	It is a brown, foamy layer on top of the freshly brewed coffee.
Grinding	It is a process of crushing the coffee beans into smaller particles for better extraction
Latte art	A creative design used by baristas to decorate primarily cappuccinos to have an aesthetic design on the surface of the milk foam
Pour over	One of the brewing processes involves pouring hot water through a filter that contains ground coffee
Steaming	A technique of the barista to froth the milk
Whipped cream	A topping used in coffee beverages, adding a creamy and indulgent flavor and texture to the drink

The coffee-making process comprises several distinct steps. It begins with roasting the coffee beans, which is the most critical step as it prepares the beans for their desired flavor profile. The following roasting, the beans are meticulously selected based on their physical characteristics and aroma before being packaged. Grinding, performed by the barista, involves crushing the beans into smaller pieces in preparation for the brewing process. The ground coffee is then placed in various filters, depending on the desired coffee flavor.

Based on the collected data, the researchers categorized the terminologies into different themes: coffee beans, coffee flavors, serving sizes, tools and equipment, and processes. This research investigates the unique and creative vocabulary within the coffee industry. The analysis revealed not only industry-specific terminologies but also several local terms, including *kaldero*, *kapelas*, *katsa*, *medya*, *tasa*, and *tason*, which are distinctive to the local coffee industry in certain coffee shops.

The selected coffee shops fall into two categories, traditional coffee shops and high-end coffee shops; their respective baristas also depend on the type of coffee shops. Traditional coffee shops involve the manual brewing of ground coffee, usually native coffee, and their tools are simple and custom-made like the *katsa*. In short, traditional coffee shops do not use high-tech equipment. Their baristas use simple methods in brewing coffee and only know the necessary process and terminologies, some of which are localized words, required to serve customers. High-end coffee shops tend to use high-tech tools and equipment in providing service to customers with a wide variety of coffee flavors to choose from, giving customers the flavor they desire. Their baristas tend to know more compared to the traditional ones because they possess the knowledge in operating the said tools and equipment and are usually updated with the evolving terminologies of the coffee brewing industry.

This study emphasizes the dynamic nature of coffee culture and its influence on language, reflecting the rich and varied experiences within the coffee industry. Additionally, this research underscores the importance of preserving both industry-specific and local terminologies as part of

the cultural heritage. By providing a comprehensive understanding of these terms, this study supports the broader recognition of the cultural and linguistic diversity present in the coffee industry.

It is important to note that these findings pertain exclusively to the specific coffee shops in the Philippines, and selected online resources. As a result, they may offer insights into only a segment of the broader areas in brewing terminology. Extreme caution is of importance in drawing conclusions from these findings to ensure the analysis stays solid and accurate. The researchers provided valuable insights into brewing terminologies, which holds particular relevance for TVL students. This information is a beneficial asset that can help students in understanding the evolving language of the coffee industry. Moreover, there exists room for further research to explore the emerging terminologies in the coffee industry.

CONCLUSIONS

According to the study's findings, 76 terminologies were collected. The researchers analyzed these terminologies in terms of their themes after filtering them to eliminate duplicate words. Our exploration of various coffee shops has allowed us to collect terminology that is distinctive and commonly used by the local community. This iterative method aligns with Cognitive Theory, which posits that understanding concepts requires engagement in the categorization and contextualization of information.

The gathered terminologies can be used to enhance and could act as another resource material for senior high school students taking Food and Beverages Services, which in turn, add valuable learning material for the said TVL Track. Additionally, the contextualized terminologies will provide students with a better understanding and create a more connected learning experience as they familiarize themselves with words.

The collected local terminologies are mostly unique in the region, which adds novelty to it. Understanding these terms not only enhances students' language proficiency but also equips them with practical knowledge for the real-world scenarios within the coffee industry. As students grasp the distinction of industry-specific vocabulary, they become prepared to communicate effectively and confidently in a professional setting. By incorporating these terminologies into instructional materials, teachers can facilitate TVL students with the language necessary for effective communication.

This study emphasizes the importance of clear communication and shared language within the coffee industry and highlights the relevance of such instructional materials. By knowing and using the right terms, baristas can explain coffee-making processes more clearly and ensure that the final product meets the customer's expectations. This common language also helps baristas share techniques and tips with each other, leading to improved overall quality and consistency in coffee shops. This study helps the coffee industry grow by recording and examining the different words used by baristas. It highlights how coffee culture is always changing and how it affects the language people use.

LIMITATION & FURTHER RESEARCH

In this research, it is important to note the limitations that have influenced the scope and results of the study. The limitation of the study is that it focuses mainly on the brewing terminologies used in the coffee industry. A limitation that the researchers faced during data gathering was similar terminologies from different coffee shops. This study emphasizes the terminologies provided by the baristas in selected coffee shops in the Philippines City and certain websites that were published in 2015 up to the present year. This approach may lead to a potential lack of information within the data as it excludes the terminologies used by the coffee shops from

other cities. Moreover, limiting the study to certain coffee shops and websites may not fully capture the broader area of brewing terminology.

Further research suggests data gathering in a wider scope beyond the two cities and different websites where it was conducted for additional coffee lexicons. Consequently, this will contribute to much more accessible instructional materials for TVL students. With the ever-evolving language, this approach proves to be advantageous in discovering more terminologies that were not recorded by previous researchers. By doing so, researchers can collect more information that can be used in future studies.

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