



**OVERCOMING DIFFICULTIES IN TEACHING ENGLISH FOR  
FOOD TECHNOLOGY**

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Students majoring in Food Technology speak the language that has developed into specific professional variety used by people of specific community and create a global discourse. They are part of global discourse community that exists all over the world. Teachers have to take into account the learners' needs and importance of specificity while learners need to see the relevance of what is taught. It is common that English classes give more information or specialized knowledge prior to the lectures and seminars in the respective discipline. Therefore, learners need to be acquainted with the profession or science they need the second language for.

Taking students to production plants in order to place them in professional situations helps to provide students with a tangible academic experience. Students can benefit from field classes, because they give a live experience that enhances classroom learning.

The field class should tie in with a unit students have been studying in class. This will ensure that they have learned the appropriate English vocabulary and concepts necessary to make meaning from the field class experience. The materials and experiences provided are invaluable for students' learning. Observing the production facilities allows students to develop their listening skills as well as practice their English speaking skills. Classroom activities that precede a field class focus on the development of reading comprehension. The follow-up activity should be interactive.

In Kyiv, Ukraine we have a few plants, e.g. Carlsberg Ukraine, JSC "Obolon", Bakery №1 that offer study tours and even staff who give the tours in English. Otherwise, an English teacher provides information to the students. Such field-classes give greater experience to the language learners in the given science or occupation, and may lessen the pressure on the language teachers (though English-speaking guide is not always possible) to possess a sufficient amount of field-specific knowledge.

**KEY WORDS**

English for Specific Purposes, communicative competence, receptive skills, food technology.

**Indicate type of presentation:**    Oral    **Poster**