

SELECTING TEXTS FOR DEVELOPING RECEPTIVE COMMUNICATIVE SKILLS OF STUDENTS MAJORING IN FOOD TECHNOLOGY AND ENGINEERING

As English continues to dominate in business, technology, media, education, and research, the demand for English for Specific Purposes is rapidly growing to fulfil students' professional needs. Food Technology and Engineering is one of the largest components of the global economy. The labour market creates situations and spheres that determine the linguistic behaviour of specialists.

The issue of teaching reading and listening using authentic materials has been influential over the past several decades. Moreover, many research have argued about the benefits of using authentic materials (M. Peacock, C. Nuttall, P. Carrell, D. Eskey, S. Myertsalova, O. Tarnopolskyi).

Authentic texts both formal and informal are spontaneous and natural as well as can reflect the real life language, narrow the distance between the students and the language used in reality. The present abstract discusses how these materials can be effectively selected for developing receptive communicative competence of students majoring in Food Technology and Engineering.

Careful materials selection, adaptation, or writing provide students with texts that will equip them with the knowledge they will need in their future professional life. Authentic texts in Food Technology and Engineering can be divided into three groups: group 1 – informational text written for professionals working in manufacturing and technology, a variety of reports that contain relevant information (e.g. scientific and technical articles, theoretical and practical development, programs, schemes, tables with explanations, catalogues of products and materials, professional blogs, forums, newsletters, expert opinions); group 2 – pragmatically focused texts taken from daily life and addressed to the broader variety of population, including experts in food technologies (e.g. recipes for dishes, the menu of restaurants and cafes, operating instructions of kitchen appliances, labels, promotional materials of goods and services, signs, schemes, description of goods in shops, ads for a job); group 3 – educational texts from academic and encyclopedic sources mainly for students who study food science (e.g. text books, lecture notes, recipes with formulas and their explanations).

All the authentic texts should above all depend on the needs of the students in relation to their future jobs i.e., materials should focus on the appropriate topics and include tasks and activities that practise the target skills. These texts should also relate closely to the students' specific skills and content needs, which is an important precondition for full exploitation of the materials as well as the students' motivation.