

Исследование учебных материалов показало, что развитие продуктивных речевых умений (диалогическая и монологическая речь) требует следующих условий.

1. Благоприятная атмосфера: доброжелательность, хорошие межличностные отношения, схожий уровень владения языком и интересные темы.

2. Комплексный подход: развитие речевых умений должно идти в комплексе с другими навыками (лексика, грамматика) для правильного построения высказываний и выбора подходящих лексических средств.

3. Методология: учебники демонстрируют применение личностно-деятельностного подхода к развитию продуктивных речевых умений.

В результате анализа УМК «Английский язык 8» автора В.П. Кузовлева и «*Click on 2*» автора Вирджиния Эванс было выявлено, что оба методических комплекса направлены на развитие продуктивных речевых умений. В ходе анализа мы отразили с помощью примеров, как реализуется выведение деятельности в речь – с помощью ситуаций, игр, специальных конструкций.

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### **Focused interview as a method to evaluate students' opinions of English language classes**

The present paper deals with the problem of using a focused interview as a means of obtaining quantitative data in experimental work. The features of the focused interview, types of questions, and common mistakes of the interviewer are considered. The paper provides the practical case description of the focused interview held among the second-year students of TPU Engineering School of Energy and Power Engineering.

Keywords: focused interview; moderator; participants; questions; English language classes.

A focused interview is a technique for collecting data through a group discussion of the situation or experimental work where the participants were involved under the guidance of the moderator. The term was first introduced by the sociologists R. Merton and P. Kendall in the 1940s and defined as an interview focused on exploring certain aspects of a particular event or situation experienced by the respondent [2, c. 13]. It is important that all participants of the focused interview have experience of exposure to the same stimulus, which is what the discussions focus on. The great advantage of focused interviews is getting non-verbal responses from the participants that can allow the moderator to evaluate their attitude toward the situation in which the participants were involved.

One of the most important reasons for using interviews among the students rather than questionnaires is to cover a variety of relevant participants' reactions, regardless of whether this was provided by the interviewer. There won't be much point in using an interview if it comes down to a hard list of questions asked by the interviewer. This approach does not use the main advantage of the interview over the questionnaire – communication, which helps the interviewees convey the meaning contained in the questionnaire. Therefore, only a properly focused interview through «correctly» formulated questions helps to interpret the results of the experimental impact [1, c. 34]. We consider that both the questionnaire and the focused interview can be used in the experimental work, but for different purposes. Questionnaires can allow the teacher to get some statistics as a result of the experiment because the participants are normally asked exact questions. A focused interview allows getting the impressions and opinions of the participants that they express freely without being restricted by the framework of the questions.

A focused interview is characterized by its non-directional character, which implies that the moderator tends not to limit the responses by asking participants unstructured questions. The task of the interviewer is to allow the participant to speak naturally, define the situations that are personally important to him/her, and discuss them in more detail. The use of unstructured questions can be beneficial to the respondents because they allow them to concentrate on the most significant issues without being limited by the framework of the moderator's questions [3, c. 82]. By asking unstructured questions, the interviewer can reveal the significance of the issues from the participants' points of view. In addition to unstructured questions, there are also structured and semi-structured ones that can be used in the focused interview, depending on the aim of the interviewer.

The table shows the types of questions, their purpose, and samples that can be used during the focused interview.

We consider that the moderator should start the focused interview with unstructured questions that are more of a general nature. They are aimed at

encouraging participants to be involved in the conversation. While the discussion develops, the interviewer asks more specific questions (semi-structured and structured) to find out the participants' ideas and attitudes. The interviewees should not come to the common opinion; the moderator is more interested in the personal feelings and thoughts of each person in particular.

Table 1

*Types of questions in the focused interview*

<b>Type of question</b>	<b>Purpose</b>	<b>Example</b>
Structured question	To identify participants' opinions on the asked question	«Is pair/group work more efficient compared to individual work?»
Semi-structured question	To clarify participants' opinions, to test the interviewer's hypothesis	«What activities used in the English language classes were new for you?»
Unstructured question	To allow the speaker to express his opinion freely and spontaneously	«What is your impression about the English language classes?»

During the interview, the moderator can face situations when some participants take the lead while the others prefer to keep silent. In this case, the interviewer should encourage all group members to speak by asking them personal questions, keeping eye contact, supporting the initiative of the shy respondents, etc.

There are some mistakes that can be made by the interviewer during the discussion. Firstly, the interviewer can limit himself and the participants to the areas indicated in the questionnaire and ignore the participants' comments not related to the questions. The obstacle to effective communication can occur when the interviewer follows the questionnaire directly, not paying attention to the interviewees' responses. Some unpredicted answers can be considered irrelevant by the moderator, but they can be quite valuable. Secondly, some questions can be imposed on the participants who are not interested in them, which can lead to the interviewees' unwillingness to continue the discussion and loss of their motivation. Thirdly, the number of questions can be excessive for the time allocated for the interview; therefore, the participants can be limited in expressing their ideas. Likewise, the interviewer can get only evaluative reactions such as «*I like*» or «*I don't like*» without researching the original opinions of the speakers. The discussion can become superficial if there are too many questions and too little time for the participants to answer them. These are the examples of the most common mistakes made by the interviewer, but not the only ones.

The practical case of the focused interview held among the second-year students of the TPU Engineering School of Energy and Power Engineering is followed. The interview was conducted at the end of the academic year to identify students' opinions about English lessons. The purpose of the interview was to determine whether students consider the methods of delivering English classes and forms of work to be beneficial and effective.

As part of the focused interview, the students were asked the following questions:

- What is your impression about the English language classes?
- Which ways of conducting classes have you enjoyed the most?
- Which tasks were the most difficult for you?
- What activities used in the English language classes were new for you?
- Is pair/group work more efficient compared to individual work?

The interviews were conducted in groups; the number of students in each group was from 8 to 10 participants. The discussion took place in a relaxed atmosphere; everyone could express his/her opinions on the issues. The analysis of the students' responses is followed.

All students positively evaluated the format of English language classes, focusing on such forms of work as language games, discussions, and pair/group activities. As for new activities used in the English language classes, the students mentioned making the survey among other students and creating the poster on the basis of the obtained results. Some students noted that this activity was completely new for them and it caused some difficulties at the beginning, but the fact that they could consult the teacher and work together facilitated the process.

Another activity that aroused the great excitement among students was shooting the video about students' lives and presenting it in class with the discussion that followed. Almost unanimously, the participants expressed the opinion that the teacher can involve students in the educational process by using appropriate methods of work. Due to this, students have an emotional attitude and motivation to learn a foreign language. Students highly appreciated group activities, as they contribute to interaction and teamwork. Besides, according to the majority, it is easier to learn a foreign language in collaboration. Following the discussion, the students expressed confidence that the formula for effective learning a foreign language is the involvement of all students in the educational process, collaborative activities, and interaction with the teacher and each other.

In conclusion, it can be mentioned that a focused interview is an efficient way to collect qualitative data, allowing the interviewer to understand the attitude of the participants to the experimental work where they were involved due to their verbal and non-verbal responses.

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### **Типология терминологических единиц лексико-семантического поля «химическая инженерия» в современном английском языке**

В настоящей статье проводится исследование типологии терминологических единиц в лексико-семантическом поле «химическая инженерия» в современном английском языке на основе типологического аспекта, а также семантического анализа специальных лексических единиц. Выделяются типы специальных лексических единиц, а также особенности терминообразования.

Ключевые слова: терминологические единицы; лексико-семантическое поле; типология; современный английский язык; химическая инженерия.

Химическая инженерия является развивающейся научной сферой и, соответственно, пополняется новыми специальными понятиями, технологиями и предметами, обозначаемыми терминологическими единицами, в связи с чем возникает необходимость лингвистического исследования лексико-семантического поля (ЛСП) указанной сферы, которое состоит из терминологических единиц. ЛСП представляет собой языковое поле, состоящее из терминологических слов и сочетаний слов, объединённых общей семой (минимально значимой единицей языка) и имеющее центр и периферию. Центр ЛСП, в отличие от периферии, представлен единицами с широкой семантикой, позволяющей формировать новые терминологические сочетания на основе базовой терминологической единицы, периферия может быть выражена единицами с узкой семантикой и невыраженной способностью образовывать терминологические сочетания, а также иметь единицы, принадлежащие к разным ЛСП.

Корпус ЛСП «химическая инженерия» типологически неоднороден и составляет 363 терминологические единицы, полученные методом