



## СИЛАБУС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ «Методика навчання англійської мови у ЗЗСО»

Компонента освітньої програми – **основна** (7 кредитів)

<b>Освітньо-професійна програма</b>	Англійська мова і література та друга іноземна мова
<b>Спеціальність</b>	014 Середня освіта
<b>Галузь знань</b>	01 Освіта/педагогіка
<b>Рівень вищої освіти</b>	перший (бакалаврський)
<b>Мова навчання</b>	англійська
<b>Профайл викладача (-ів)</b>	Москаль Тетяна Дмитрівна – асистент кафедри англійської мови <a href="http://english.chnu.edu.ua/?page_id=4170&amp;lang=uk">http://english.chnu.edu.ua/?page_id=4170&amp;lang=uk</a> Батринчук Зоряна Романівна - кандидат філологічних наук, асистент кафедри англійської мови <a href="https://englishdept.chnu.edu.ua/kafedra/staff/batrynychuk-zoriana-romanivna/">(https://englishdept.chnu.edu.ua/kafedra/staff/batrynychuk-zoriana-romanivna/)</a> Вітвіцька Наталя Мирославівна - асистент кафедри англійської мови <a href="https://englishdept.chnu.edu.ua/kafedra/staff/vitvitska-natalia-myroslavivna/">https://englishdept.chnu.edu.ua/kafedra/staff/vitvitska-natalia-myroslavivna/</a>
<b>Контактний тел.</b>	+372584869
<b>Е-mail:</b>	<a href="mailto:z.batrynychuk@chnu.edu.ua">z.batrynychuk@chnu.edu.ua</a> , <a href="mailto:t.moscalka@chnu.edu.ua">t.moscalka@chnu.edu.ua</a> , <a href="mailto:n.vitvitska@chnu.edu.ua">n.vitvitska@chnu.edu.ua</a>
<b>Сторінка курсу в Moodle</b>	<a href="https://moodle.chnu.edu.ua/course/view.php?id=5566">https://moodle.chnu.edu.ua/course/view.php?id=5566</a>
<b>Консультації</b>	За графіком консультаційних годин

### АНОТАЦІЯ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

«Методика навчання англійської мови в ЗЗСО» є обов'язковою дисципліною, що входить до освітньо-професійної програми підготовки «Англійська мова та зарубіжна література», першого (бакалаврського) рівня вищої освіти за спеціальністю 014 Середня освіта, галузі знань 01 «Освіта / педагогіка». Дана дисципліна забезпечує підготовку ерудованого конкурентноздатного фахівця – вчителя англійської мови, сприяє формуванню методичної компетентності майбутнього педагога

**Мета навчальної дисципліни:** здатність здійснювати власне дослідження в освітній діяльності, узагальнювати й оприлюднювати результати розроблення актуальної проблеми.

Підготовка студента до майбутньої професійної діяльності, що передбачає застосування сучасних методів та інноваційних технологій навчання іноземної мови в ЗЗСО, враховуючи потреби та вікові особливості учнів та здійснення власного дослідження в освітній діяльності, оприлюднення результатів розробленої проблеми.

## НАВЧАЛЬНИЙ КОНТЕНТ ОСВІТНЬОЇ КОМПОНЕНТИ

СЕМЕСТР 5. ЗМІСТОВИЙ МОДУЛЬ 1	
Тема 1	Classroom Management
Тема 2	Teaching Listening
Тема 3	Teaching Speaking
ЗМІСТОВИЙ МОДУЛЬ 2	
Тема 1	Teaching Reading
Тема 2	Teaching Writing
СЕМЕСТР 6. ЗМІСТОВИЙ МОДУЛЬ 1	
Тема 1	Planning Teaching
Тема 2	Working with Materials
ЗМІСТОВИЙ МОДУЛЬ 2	
Тема 1	Error Analysis and Dealing with Errors
Тема 2	Testing and Assessment

### ОСВІТНІ ТЕХНОЛОГІЇ, ФОРМИ ТА МЕТОДИ МЕТОДИ НАВЧАННЯ

- Метод проектів: створення і реалізація студентами проектів, які включають в себе використання англійської мови.
- Круглий стіл: обговорення теми великою групою, кожен має можливість висловити свою думку.
- Групова робота: робота в малих групах для вирішення завдань та виконання проектів.
- Дебати (Debates): студенти обговорюють певну тему, представляючи різні точки зору та аргументи.

#### Технології:

- Відеоуроки та відеоконференції: використання відеоматеріалів для демонстрації мовних навичок та віртуальних зустрічей для спілкування на іноземній мові.
- Інтерактивні платформи для навчання: використання спеціалізованих програм та веб-сайтів, які надають можливість вивчати мову через вправи, тести та інтерактивні уроки.
- Електронні підручники та ресурси: використання електронних версій підручників, відкритих навчальних ресурсів, аудіо- та відеоматеріалів

### ФОРМИ Й МЕТОДИ КОНТРОЛЮ ТА ОЦІНЮВАННЯ

Контрольні заходи включають поточний та підсумковий контроль знань студента.

Поточний контроль здійснюється під час проведення лекційних занять, семінарських занять, самостійної роботи і має на меті перевірку рівня підготовленості студента до виконання конкретної роботи (усне фронтальне та індивідуальне опитування, письмові контрольні роботи (тестування); оцінювання

виконаних творчих завдань у аудиторному режимі, рефератів, презентацій, проєктів). Підсумковий контроль проводиться з метою оцінки результатів навчання на завершальному етапі (тестування, усне опитування). Засоби оцінювання

Засобами оцінювання та демонстрування результатів навчання можуть бути:

- контрольні роботи;
- проєкти;
- презентації результатів виконаних завдань та досліджень;
- студентські презентації та виступи на наукових заходах.

## **КРИТЕРІЇ ОЦІНЮВАННЯ РЕЗУЛЬТАТІВ НАВЧАННЯ**

### **Listening Comprehension (Micro-teaching assessment criteria)**

#### **1. Lesson Planning and Objectives**

Clarity of Objectives: The listening objectives are specific, measurable, and appropriate for the learners' level. **5 4 3 2 1**

Alignment: The activities and materials are well-aligned with the listening objectives. **5 4 3 2 1**

Structure: The activity has a clear introduction, body, and conclusion, with appropriate timing for each stage. **5 4 3 2 1**

#### **2. Use of Listening Materials**

Relevance: The audio or listening materials are relevant to the lesson objectives and the students' interests or needs. **5 4 3 2 1**

Quality: The materials are clear, of good quality, and appropriate for the students' listening level. **5 4 3 2 1**

Variety: The session includes a mix of listening activities (e.g., listening for gist, specific information, or details). **5 4 3 2 1**

#### **3. Instructional Techniques**

Pre-listening Activities: Effective use of activities to prepare students for listening, such as vocabulary introduction or context setting. **5 4 3 2 1**

During-listening Activities: Engages students actively during listening, such as through note-taking, answering questions, or identifying key points. **5 4 3 2 1**

Post-listening Activities: Activities that reinforce understanding, such as discussions, summarizing, or follow-up questions. **5 4 3 2 1**

#### **4. Classroom Management**

Student Engagement: The teacher effectively engages all students, ensuring they are attentive and participating. **5 4 3 2 1**

Pacing: The lesson is well-paced, allowing students enough time to process and respond to the listening material. **5 4 3 2 1**

Adaptability: The teacher adjusts the lesson flow based on student reactions or difficulties. **5 4 3 2 1**

#### **5. Communication Skills**

Clarity: The teacher's instructions and explanations are clear and easy to understand. **5 4 3 2 1**

Language Use: The teacher uses language appropriate for the students' level, avoiding overly complex structures. **5 4 3 2 1**

## **6. Student Interaction and Participation**

Active Participation: Students are encouraged and given opportunities to participate actively in listening tasks. **5 4 3 2 1**

Collaborative Learning: Opportunities for pair or group work are provided, fostering collaborative learning. **5 4 3 2 1**

Questioning Techniques: The teacher uses a variety of questioning techniques to check understanding and encourage critical thinking. **5 4 3 2 1**

## **7. Assessment and Reflection**

Formative Assessment: The teacher uses informal methods to assess students' listening skills during the lesson. **5 4 3 2 1**

Summative Assessment: An end-of-lesson activity or task effectively measures students' achievement of the listening objectives. **5 4 3 2 1**

Self-reflection: The teacher reflects on the lesson's success and areas for improvement, either verbally or in a post-lesson discussion. **5 4 3 2 1**

## **8. Use of Technology and Resources**

Integration of Technology: If applicable, the teacher effectively uses technology (e.g., audio devices, apps) to enhance listening instruction. **5 4 3 2 1**

## **Speaking (Micro-teaching assessment criteria)**

### **1. Lesson Planning and Objectives**

- **Clarity of Objectives:** The speaking objectives are specific, measurable, and aligned with the students' level and needs. **5 4 3 2 1**
- **Alignment:** Activities and materials are well-aligned with the speaking objectives, focusing on fluency, accuracy, or specific speaking skills. **5 4 3 2 1**
- **Structure:** The lesson has a clear introduction, body, and conclusion, with appropriate timing for speaking practice and feedback. **5 4 3 2**

### **2. Speaking Activities**

- **Relevance:** The speaking tasks are relevant to the lesson objectives and connected to real-life situations or communicative needs. **5 4 3 2 1**
- **Variety:** The session includes a variety of speaking activities (e.g., discussions, role-plays, debates) that cater to different aspects of speaking (e.g., pronunciation, fluency, coherence). **5 4 3 2 1**
- **Engagement:** Activities are designed to engage all students actively and encourage meaningful interaction. **5 4 3 2 1**
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### **3. Instructional Techniques**

- **Pre-speaking Activities:** The teacher uses effective warm-up or pre-speaking activities to activate prior knowledge and prepare students for the main speaking tasks. **5 4 3 2 1**
- **Guidance:** The teacher provides clear instructions and necessary support (e.g., vocabulary, sentence structures) to help students succeed in speaking tasks. **5 4 3 2 1**
- **Scaffolding:** The teacher uses scaffolding techniques (e.g., modeling, sentence starters) to support students during speaking activities, gradually reducing assistance as students gain confidence. **5 4 3 2 1**

#### 4. Classroom Management

- **Student Participation:** The teacher ensures that all students have opportunities to speak and participate actively in the lesson. **5 4 3 2 1**
- **Pacing:** The lesson is well-paced, allowing enough time for students to practice speaking and receive feedback. **5 4 3 2 1**
- **Class Dynamics:** The teacher effectively manages pair, group, or whole-class activities, ensuring smooth transitions and maintaining a positive classroom atmosphere. **5 4 3 2 1**

#### 5. Communication Skills

- **Clarity:** The teacher's instructions and explanations are clear and understandable. **5 4 3 2 1**
- **Language Use:** The teacher uses language appropriate for the students' proficiency level, modeling correct pronunciation, intonation, and sentence structures. **5 4 3 2 1**
- **Feedback:** The teacher provides constructive, timely, and specific feedback on students' speaking performance, addressing both strengths and areas for improvement. **5 4 3 2 1**

#### 6. Student Interaction and Participation

- **Active Engagement:** Students are actively engaged in speaking activities, with opportunities for both guided and free speaking practice. **5 4 3 2 1**
- **Collaborative Learning:** The teacher encourages pair or group work, promoting collaborative learning and peer interaction. **5 4 3 2 1**
- **Questioning Techniques:** The teacher uses a variety of questioning techniques to encourage students to think critically and express their ideas clearly. **5 4 3 2 1**

#### 7. Assessment and Reflection

- **Formative Assessment:** The teacher uses informal methods to assess students' speaking skills during the lesson, such as monitoring conversations or oral checks. **5 4 3 2 1**
- **Summative Assessment:** An end-of-lesson speaking task effectively measures students' achievement of the speaking objectives. **5 4 3 2 1**

- **Self-reflection:** The teacher reflects on the lesson's success and areas for improvement, either through self-evaluation or post-lesson discussion. **5 4 3 2 1**

## **8. Use of Technology and Resources.**

- **Resourcefulness:** The teacher creatively uses available resources (e.g., visual aids, prompts, realia) to support speaking activities and make the lesson more engaging. **5 4 3 2 1**

## **9. Encouraging Language Use**

- **Authentic Practice:** The teacher creates opportunities for students to use the language authentically, simulating real-life communication scenarios. **5 4 3 2 1**
- **Confidence Building:** The teacher fosters a supportive environment that encourages students to take risks and speak without fear of making mistakes. **5 4 3 2 1**
- **Pronunciation Focus:** The teacher provides targeted instruction on pronunciation, stress, and intonation as needed, with practice embedded in the activities. **5 4 3 2 1**

## **10. Cultural Sensitivity and Appropriateness**

- **Cultural Relevance:** The teacher selects speaking topics and activities that are culturally appropriate and relevant to the students' experiences. **5 4 3 2 1**
- **Sensitivity:** The teacher is sensitive to students' cultural backgrounds and language proficiency levels, ensuring that all students feel comfortable participating. **5 4 3 2 1**

## **Reading (Micro-teaching assessment criteria)**

### **1. Lesson Planning and Objectives**

- **Clarity of Objectives:** The reading objectives are specific, measurable, and appropriate for the students' reading level. **5 4 3 2 1**
- **Alignment:** The activities, materials, and strategies are well-aligned with the reading objectives. **5 4 3 2 1**
- **Structure:** The lesson has a clear and logical structure with a well-defined beginning, middle, and end, allowing time for reading, analysis, and discussion. **5 4 3 2 1**

### **2. Selection and Use of Reading Materials**

- **Relevance:** The reading materials are relevant to the lesson objectives and are appropriate for the students' proficiency level and interests. **5 4 3 2 1**
- **Complexity:** The text chosen matches the students' reading level, offering a balance between challenge and accessibility. **5 4 3 2 1**

### 3. Pre-reading Activities

- **Context Setting:** The teacher effectively sets the context for the reading by discussing the topic, activating prior knowledge, and introducing key vocabulary. **5 4 3 2 1**
- **Purpose Setting:** The teacher clearly defines the purpose of the reading activity, guiding students on what to focus on during the reading. **5 4 3 2 1**
- **Prediction:** The teacher encourages students to make predictions about the text based on the title, headings, or introductory information. **5 4 3 2 1**

### 4. During-reading Strategies

- **Guided Reading:** The teacher provides clear guidance during reading, such as stopping for comprehension checks, asking guiding questions, or highlighting key points. **5 4 3 2 1**
- **Active Engagement:** Students are encouraged to interact with the text, whether by annotating, underlining, or noting down key ideas. **5 4 3 2 1 5 4 3 2 1**
- **Monitoring Comprehension:** The teacher actively monitors students' comprehension, addressing difficulties as they arise. **5 4 3 2 1**

### 5. Post-reading Activities

- **Comprehension Checks:** The teacher uses a variety of methods to assess students' understanding of the text, such as quizzes, summaries, or discussions. **5 4 3 2 1**
- **Critical Thinking:** The teacher prompts students to think critically about the text, asking them to analyze, infer, or evaluate the information or themes presented. **5 4 3 2 1**
- **Application:** The teacher encourages students to apply the content of the reading to other contexts or relate it to their own experiences. **5 4 3 2 1**

### 6. Instructional Techniques

- **Scaffolding:** The teacher provides appropriate support (e.g., glossaries, graphic organizers) to help students understand and analyze the text. **5 4 3 2 1**
- **Differentiation:** The teacher differentiates instruction, offering varied tasks or supports to meet the diverse reading needs and levels within the class. **5 4 3 2 1**
- **Questioning:** The teacher uses a variety of questioning techniques (e.g., literal, inferential, evaluative) to deepen students' understanding and encourage engagement. **5 4 3 2 1**
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### 7. Classroom Management

- **Student Participation:** The teacher ensures that all students are engaged and actively participating in the reading activities. **5 4 3 2 1**
- **Pacing:** The lesson is well-paced, allowing sufficient time for reading, reflection, and discussion without feeling rushed or too slow. **5 4 3 2 1**
- **Transitions:** The teacher manages transitions between different phases of the lesson smoothly and effectively. **5 4 3 2 1**

## 8. Communication Skills

- **Clarity:** The teacher provides clear instructions and explanations, ensuring students understand the tasks and expectations. **5 4 3 2 1**
- **Language Use:** The teacher uses language that is appropriate for the students' level, modeling effective reading strategies and vocabulary usage. **5 4 3 2 1**
- **Feedback:** The teacher offers constructive feedback on students' reading performance, guiding them on how to improve their comprehension and analysis skills. **5 4 3 2 1**

## 9. Assessment and Reflection

- **Formative Assessment:** The teacher uses ongoing assessment techniques (e.g., questioning, observation) to gauge students' understanding throughout the lesson. **5 4 3 2 1**
- **Summative Assessment:** An end-of-lesson activity effectively measures students' achievement of the reading objectives. **5 4 3 2 1**
- **Self-reflection:** The teacher reflects on the lesson's effectiveness, considering what worked well and what could be improved for future lessons. **5 4 3 2 1**

## 10. Use of Technology and Resources

- **Resourcefulness:** The teacher creatively uses available resources, such as visual aids, realia, or graphic organizers, to support reading comprehension. **5 4 3 2 1**

## 11. Encouraging Independent Reading

- **Motivation:** The teacher fosters a love for reading by selecting engaging texts and encouraging independent reading outside of class. **5 4 3 2 1**
- **Strategy Instruction:** The teacher explicitly teaches and models reading strategies (e.g., skimming, scanning, summarizing) that students can use independently. **5 4 3 2 1**
- **Text-to-self Connections:** The teacher encourages students to make connections between the text and their own lives, experiences, or other texts they've read. **5 4 3 2 1**

## 12. Cultural Sensitivity and Appropriateness

- **Cultural Relevance:** The teacher selects texts that are culturally relevant and respectful of the students' backgrounds and experiences. **5 4 3 2 1**

- **Sensitivity:** The teacher is mindful of the cultural and social contexts of the reading materials, ensuring that content is appropriate and inclusive. **5 4 3 2 1**

## **Writing (Micro-teaching assessment criteria)**

### **1. Lesson Planning and Objectives**

- **Clarity of Objectives:** The writing objectives are specific, measurable, and tailored to the students' proficiency level. **5 4 3 2 1**
- **Alignment:** Activities and materials are well-aligned with the writing objectives, focusing on particular writing skills, such as grammar, organization, or creativity. **5 4 3 2 1**
- **Structure:** The lesson has a clear structure, including a well-defined introduction, guided practice, independent writing, and a conclusion. **5 4 3 2 1**

### **2. Pre-writing Activities**

- **Idea Generation:** The teacher effectively uses brainstorming, mind mapping, or discussions to help students generate ideas before writing. **5 4 3 2 1**
- **Planning:** The teacher encourages students to outline or plan their writing, considering structure, content, and purpose. **5 4 3 2 1**
- **Vocabulary and Language Support:** The teacher introduces relevant vocabulary, sentence structures, or language functions that will support students during the writing process. **5 4 3 2 1**

### **3. Writing Task Design**

- **Relevance:** The writing tasks are relevant to the lesson objectives and connected to real-life situations, academic requirements, or students' interests. **5 4 3 2 1**
- **Complexity:** The writing tasks are appropriately challenging for the students' level, balancing between fluency and accuracy. **5 4 3 2 1**
- **Variety:** The lesson includes a variety of writing activities (e.g., narrative, descriptive, persuasive) that address different aspects of writing (e.g., content, organization, style). **5 4 3 2 1**

### **4. Instructional Techniques**

- **Modeling:** The teacher effectively models the writing process, demonstrating how to approach the task, organize ideas, and use language appropriately. **5 4 3 2 1**
- **Scaffolding:** The teacher provides support, such as graphic organizers, sentence starters, or writing frames, to guide students through the writing process. **5 4 3 2 1**
- **Guided Practice:** The teacher offers guided practice, giving students opportunities to write with the teacher's support before moving to independent writing. **5 4 3 2 1**

### **5. During-writing Support**

- **Monitoring and Feedback:** The teacher actively monitors students' writing, providing immediate, constructive feedback and addressing individual needs. **5 4 3 2 1**
- **Encouraging Revision:** The teacher encourages students to revise their work, focusing on improving content, structure, and language. **5 4 3 2 1**
- **Peer Interaction:** The teacher incorporates peer review or collaboration, allowing students to give and receive feedback on each other's writing. **5 4 3 2 1**

## 6. Post-writing Activities

- **Sharing and Reflection:** The teacher provides opportunities for students to share their writing with peers or the class and reflect on their writing process and outcomes. **5 4 3 2 1**
- **Error Correction:** The teacher addresses common errors or challenges observed in students' writing, offering strategies for improvement. **5 4 3 2 1**

## 7. Classroom Management

- **Student Participation:** The teacher ensures that all students are engaged and actively participating in writing activities, whether individually or collaboratively. **5 4 3 2 1**
- **Pacing:** The lesson is well-paced, allowing sufficient time for planning, drafting, revising, and reflecting on writing. **5 4 3 2 1**
- **Environment:** The teacher creates a positive, supportive environment that encourages students to express their ideas freely and take risks in their writing. **5 4 3 2 1**

## 8. Communication Skills

- **Clarity:** The teacher provides clear instructions and explanations, ensuring students understand the writing tasks and expectations. **5 4 3 2 1**
- **Language Use:** The teacher models effective writing strategies and language use, adapting explanations to the students' proficiency level. **5 4 3 2 1**
- **Feedback:** The teacher offers constructive, specific, and timely feedback on students' writing, focusing on content, organization, language, and mechanics. **5 4 3 2 1**

## 9. Assessment and Reflection

- **Formative Assessment:** The teacher uses ongoing assessment techniques, such as observation or conferencing, to gauge students' progress and understanding throughout the writing process. **5 4 3 2 1**
- **Summative Assessment:** The final writing product is assessed based on clear criteria that reflect the lesson objectives, such as content, organization, language use. **5 4 3 2 1**
- **Self-reflection:** The teacher reflects on the lesson's effectiveness, considering what worked well and what could be improved for future writing lessons. **5 4 3 2 1**

## 10. Use of Technology and Resources

- **Resourcefulness:** The teacher creatively uses available resources, such as writing prompts, graphic organizers, or visual aids, to support and inspire students' writing. **5 4 3 2 1**

## 11. Encouraging Independent Writing

- **Motivation:** The teacher fosters a love for writing by selecting engaging topics and encouraging independent writing outside of class. **5 4 3 2 1**
- **Strategy Instruction:** The teacher explicitly teaches and models writing strategies (e.g., drafting, revising, editing) that students can use independently. **5 4 3 2 1**
- **Writing to Self:** The teacher encourages students to make personal connections through their writing, relating their work to their own experiences, thoughts, or feelings. **5 4 3 2 1**

## 12. Cultural Sensitivity and Appropriateness

- **Cultural Relevance:** The teacher selects writing topics and tasks that are culturally relevant and respectful of the students' backgrounds and experiences. **5 4 3 2 1**
- **Sensitivity:** The teacher is mindful of the cultural and social contexts in writing tasks, ensuring that content is appropriate and inclusive. **5 4 3 2 1**

### ПОЛІТИКА ЩОДО АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ

Дотримання політики щодо академічної доброчесності учасниками освітнього процесу при вивченні навчальної дисципліни регламентовано такими документами:

- ✓ «Етичний кодекс Чернівецького національного університету імені Юрія Федьковича» <https://www.chnu.edu.ua/media/jxpbs0zb/etychnyi-kodeks-chernivetsko-ho-natsionalnoho-universytetu.pdf>;
- ✓ «Положенням про виявлення та запобігання академічного плагіату у Чернівецькому національному університету імені Юрія Федьковича» <https://www.chnu.edu.ua/media/n5nbzwgb/polozhennia-chnu-pro-plah-i-at-2023plusdodatky-31102023.pdf>.

### ІНФОРМАЦІЙНІ РЕСУРСИ

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*Детальна інформація щодо вивчення курсу «Методика навчання англійської мови у ЗЗСО» висвітлена у робочій програмі навчальної дисципліни [https://englishdept.chnu.edu.ua/media/fgxcdkow/rp\\_3k\\_metodyka\\_2025-26.pdf](https://englishdept.chnu.edu.ua/media/fgxcdkow/rp_3k_metodyka_2025-26.pdf)*