

Introduction to Teaching Methodology: Greek (H002191)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0

Study time 90 h

Course offerings and teaching methods in academic year 2023-2024

| | | | | |
|----------------|-------|------|---------------|-------|
| A (Year) | Dutch | Gent | seminar | 15.0h |
| | | | fieldwork | 10.0h |
| C (semester 1) | Dutch | Gent | seminar | 0.0h |
| | | | peer teaching | 0.0h |

Lecturers in academic year 2023-2024

| | | |
|-----------------|------|--------------------|
| De Herdt, Katja | LW07 | lecturer-in-charge |
| Bracke, Evelien | LW07 | co-lecturer |

Offered in the following programmes in 2023-2024

| | crdts | offering |
|--|-------|----------|
| Bachelor of Arts in Linguistics and Literature(main subject Dutch - English) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Dutch - French) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Dutch - German) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Dutch - Greek) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Dutch - Italian) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Dutch - Latin) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Dutch - Spanish) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Dutch - Swedish) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject English - German) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject English - Greek) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject English - Italian) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject English - Latin) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject English - Spanish) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject English - Swedish) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject French - English) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject French - German) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject French - Greek) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject French - Italian) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject French - Latin) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject French - Spanish) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject French - Swedish) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject German - Greek) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject German - Italian) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject German - Spanish) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject German - Swedish) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Latin - Greek) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Latin - Italian) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Latin - Spanish) | 3 | A, C |
| Bachelor of Arts in Linguistics and Literature(main subject Latin - Swedish) | 3 | A, C |
| Exchange Programme Linguistics and Literature | 3 | A, C |
| Preparatory Course to Master of Science in Teaching | 3 | A, C |
| Master of Science in Teaching in Languages (abridged programme)(main subject Applied | 3 | A, C |

| | | |
|--|---|------|
| Language Studies) | | A, C |
| Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature) | 3 | A, C |
| Master of Science in Teaching in Languages (abridged programme) | 3 | A, C |

Teaching languages

Dutch

Keywords

teaching methodology, Greek, school curricula, didactic principles, reading method

Position of the course

The aim of this basic course is to familiarise the students with some common ideas, methods and tendencies in the instruction of the classical languages (Latin and Greek) in secondary education.

This course contributes to the realization of the final competences of the specific teacher training program, based on the basic teacher competences determined by decree and the specific curriculum objectives. The degree of mastery is specified in the competence matrix which can be consulted on www.ugent.be/educatievmaster

Contents

- introduction to the field of the classical languages' teaching methodology
- the position of Latin and Greek in Flemish secondary education: recent evolutions and challenges (a.o. in a globalised and metropolitan context), Greek in actual school curricula and manuals
- didactical principles with regard to teaching Greek
- principles of the grammar-translation method, the reading method and the communicative method
- introduction to teaching reading ability: text comprehension versus translation, reading strategies
- teaching vocabulary: theories regarding the instruction, rehearsal and retention of Greek words
- teaching ancient culture: theory and practice

NOTA BENE: For students who take the course Introduction to Teaching Methodology: Greek in combination with or following on the course Introduction to Teaching Methodology: Latin, the course's content and teaching methods are different but the final competences are the same. These students will participate in the outreach project "Oude Grieken, jonge helden" (<https://www.oudegriekenjongehelden.ugent.be/>).

Initial competences

Students have completed the language-specific course units of the first and second bachelor year.

Students are advised to take these courses simultaneously for the sake of content coordination between the orientation internship and the subject didactics initiation.

Final competences

- 1 to compare the various perspectives of actual Greek curricula and manuals in Flanders and to understand their historical background
- 2 to describe the actual position and the new challenges for Latin and Greek in secondary education
- 3 to be able to take a critical look at beginner's Greek manuals, starting from the didactical principles and from current views on language acquisition and on the rewriting of authentic Greek texts
- 4 to explain why the student's ability to read and interpret Greek texts should be the main goal of any Greek course and to name methods that enhance this reading ability
- 5 to teach Greek vocabulary according to the involvement load hypothesis
- 6 to design and to realize activating ancient culture lessons
- 7 to use actual Greek curricula in an effective way
- 8 designing a grammar exercise or a comprehensible text for beginners by tiering an authentic Greek text

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Peer teaching

Extra information on the teaching methods

Offer session C (Greek + modern language students): seminar with 6 meetings on campus + 1 module via online learning path. Students are expected to do preparatory work at home (e.g. read articles reader, go through learning path).

Offer session A (students of Greek + Latin): 5 seminar meetings, group work, 5x2 h internship in a primary school

Learning materials and price

- Katja De Herdt, Inleiding tot de didactiek van de klassieke talen. (hand-ouits available on Ufora)
 - reader: various articles (available on Ufora)
- printing cost: ca. 8 euro.

References

GRUBER-MILLER, J. (ed.) (2006). *When Dead Tongues Speak. Teaching Beginning Greek and Latin*. Oxford: Oxford University Press.

HUNT, S. (2016). *Starting to teach Latin*. Bloomsbury Academic.

KEIP, M. & DOEPNER, T. (2014). *Interaktive Fachdidaktik Latein*. Göttingen: Vandenhoeck & Ruprecht.

VAN HOUT, T. (ed). (2018). Themanummer: Luisteren, sperken, handelen én lezen. Suggesties voor een vernieuwde oudetale didactiek. *Kleio* (47:1-2).

Course content-related study coaching

students are encouraged to participate in lectures; study coaching on Ufora

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Oral assessment

Examination methods in case of periodic assessment during the second examination period

Oral assessment

Examination methods in case of permanent assessment

Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

Nota Bene – Session A, for students who take the course Introduction to Teaching Methodology: Greek in combination with or following on the course Introduction Teaching Methodology: Latin, the evaluation is permanent evaluation (50% portfolio, 25% observation, 25% interview on portfolio).

For session C, there is a combination of period-based and non-period-based evaluation:

non-period based evaluation: two assignments:

1/ teaching ancient culture: designing lesson preparation and realising a short micro-teaching on a given topic

2/ rewriting Greek: rewriting a given Greek text into a reading text or exercise

Evaluation in the second examination opportunity is possible: micro-teaching is then also carried out during the oral examination.

period-specific: oral exam with testing of knowledge, insight (connections between the various components) and application (feeding back material from secondary education back into theory)

For student teachers in an LIO job (both supply session A and supply session C), the competences are realised and tested through an alternative portfolio pathway. LIO guidelines can be found in the LIO manual.

Calculation of the examination mark

60% for the oral exam; 40% for the permanent evaluation. Participation in all parts of the

(Approved)

evaluation is compulsory.

Partial results for which the student scored at least half of the points, can be transferred to the next examination period within the same academic year.

Partial results will never be rounded.

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

Facilities for Working Students

to be discussed