

Introduction to Teaching Methodology: Latin (H002192)

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 (semester 1)

Dutch

Gent

seminar

peer teaching

Lecturers in academic year 2023-2024

De Herdt, Katja

LW07

lecturer-in-charge

Offered in the following programmes in 2023-2024

crdts

offering

Bachelor of Arts in Linguistics and Literature(main subject Dutch - English)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - French)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - German)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Greek)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Italian)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Latin)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Spanish)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Swedish)

3

A

Bachelor of Arts in Linguistics and Literature(main subject English - German)

3

A

Bachelor of Arts in Linguistics and Literature(main subject English - Greek)

3

A

Bachelor of Arts in Linguistics and Literature(main subject English - Italian)

3

A

Bachelor of Arts in Linguistics and Literature(main subject English - Latin)

3

A

Bachelor of Arts in Linguistics and Literature(main subject English - Spanish)

3

A

Bachelor of Arts in Linguistics and Literature(main subject English - Swedish)

3

A

Bachelor of Arts in Linguistics and Literature(main subject French - English)

3

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Bachelor of Arts in Linguistics and Literature(main subject French - German)

3

A

Bachelor of Arts in Linguistics and Literature(main subject French - Greek)

3

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Bachelor of Arts in Linguistics and Literature(main subject French - Italian)

3

A

Bachelor of Arts in Linguistics and Literature(main subject French - Latin)

3

A

Bachelor of Arts in Linguistics and Literature(main subject French - Spanish)

3

A

Bachelor of Arts in Linguistics and Literature(main subject French - Swedish)

3

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Bachelor of Arts in Linguistics and Literature(main subject German - Greek)

3

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Bachelor of Arts in Linguistics and Literature(main subject German - Italian)

3

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Bachelor of Arts in Linguistics and Literature(main subject German - Spanish)

3

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Bachelor of Arts in Linguistics and Literature(main subject German - Swedish)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Latin - Greek)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Latin - Italian)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Latin - Spanish)

3

A

Bachelor of Arts in Linguistics and Literature(main subject Latin - Swedish)

3

A

Exchange Programme Linguistics and Literature

3

A

Preparatory Course to Master of Science in Teaching

3

A

Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)

3

A

Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)

3

A

Master of Science in Teaching in Languages (abridged programme)

3

A

Teaching languages

Dutch

Keywords

teaching methodology, Latin, school curricula, didactic principles, reading method, lesson preparation

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/educatievemaester

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), Latin in actual school curricula and manuals
- didactical principles with regard to teaching Latin
- history and principles of the grammar-translation method, the reading method and the communicative method
- exercises in designing lesson preparations
- introduction to teaching reading ability: tekst comprehension versus translation, reading strategies, text selection for beginners, tiering authentic texts for beginners
- teaching vocabulary: theories regarding the instruction, rehearsal and retention of Latin words
- teaching ancient culture: theory and practice

Initial competences

Final competences

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

seminar: 6 gatherings on campus, 1 online module

Learning materials and price

- Katja De Herdt, Inleiding tot de didactiek van de klassieke talen. Handouts in Dutch, available

(Approved)

- on Ufora
 - Reader (available on Ufora)
- printing cost: ca. 8 euro

References

- ADEMA, S. (2017). *Taalverwerving en taalbeschouwing Grieks en Latijn – vakdidactische kennis*, Amsterdam.
- HUNT, S. (2023). *Starting to teach Latin*. Bloomsbury Academic.
- HUNT, S. (2022). *Teaching Latin. Context, theories, practices*. Bloomsbury Academic
- KEIP, M. & DOEPNER, T. (2014). *Interaktive Fachdidaktik Latein*. Göttingen: Vandenhoeck & Ruprecht.
- VAN HOUDT, T. (ed). (2018). Themanummer: Luisteren, spreken, handelen én lezen. Suggesties voor een vernieuwde oudetalendidactiek. *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

Extra information on the examination methods

Details on permanent evaluation:

- teaching culture: lesson preparation and micro-teaching
- tiering Latin texts: paper

Details on periodic evaluation: 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 exam; 40% for the permanent evaluation

Participation in all parts of the 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