

## Teaching Methodology A: Latin (H002237)

**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 2026-2027

A (semester 1)	Dutch	Gent	seminar
			peer teaching

### Lecturers in academic year 2026-2027

Vanacker, Katrien	LW07	staff member
De Herdt, Katja	LW07	lecturer-in-charge

### Offered in the following programmes in 2026-2027

	crdts	offering
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	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, reading method, canon, grammar teaching

### Position of the course

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](http://www.ugent.be/educatievemaester)

### Contents

- features of the principal reading methods and exercises on the use of the sight-reading method
- teaching Latin grammar in an inductive way
- the Latin school canon, teaching literature and text interpretation, linking Latin texts to modern society
- designing lesson formats and study materials for Latin literature and grammar lessons
- exercises in questioning and error analysis

### Initial competences

For more information, see [www.ugent.be/educatievemaester](http://www.ugent.be/educatievemaester).

### Final competences

- 1 to show advanced ability in analysing Latin grammar and literature
- 2 to discuss the advantages and disadvantages of various methods for learning to read Latin
- 3 to fit grammar acquisition and Latin reading to sight reading, making use of predictions
- 4 to fit the selection of Latin texts to modern society and to the diversity in pupils' interests and learning profile
- 5 to impel pupils to analyse, in a critical way, Latin texts as well as their relationship to the historical context and their reception in European culture

- 6 to teach Latin grammar to beginners in an inductive way, with a critical awareness of the advantages and disadvantages of various methods
- 7 to give effective feedback on pupils' errors and questions regarding Latin grammar and texts
- 8 making judicious use of ICT applications that favour activating Latin instruction

#### 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 with 7 meetings on campus.
- No recordings of the seminars will be made available.
- Students are expected to do preparatory work at home (e.g. work out a blackboard diagram or reading questions).
- 1 seminar is devoted to micro-teaching (= peer teaching).
- This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained

#### Study material

Type: Syllabus

Name: Leidraad Vakdidactiek Latijn A  
 Indicative price: € 8  
 Optional: no  
 Language : Dutch  
 Oldest Usable Edition : 2024  
 Available on Ufora : Yes

Type: Slides

Name: Slides Vakdidactiek klassieke talen  
 Indicative price: € 2  
 Optional: no  
 Language : Dutch  
 Oldest Usable Edition : 2026  
 Available on Ufora : Yes

#### References

- DECREUS, F. (1990). Acht keer acht. Catullus' carmen 8 gelezen vanuit 8 methodologieën. *Kleio* 19.3 pp. 139-169.
- HULSTAERT, K. (2016). *Latijn: lezen, zien begrijpen*. Didactica Classica Gandensia 52. Gent: Skribis.
- HUNT, S. (2023). *Starting to teach Latin*. Bloomsbury Academic.
- MARKUS, D.D. & PENNELL-ROSS, D. (2004). Reading Proficiency in Latin Through Expectations and Visualization. *Classical World* 98.1, 79-93.

#### Course content-related study coaching

students are encouraged to participate in lectures

#### 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

Skills test, Assignment

#### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

#### Extra information on the examination methods

continuous assessment: preparing a lesson plan (= assignment) and conducting a microteaching session (= skills test) based on a Latin text excerpt

end-of-term assessment: oral exam

Participation in the continuous assessment is mandatory. In case of legitimate absence, the lecturer in charge proposes another evaluation moment.

#### **Calculation of the examination mark**

The oral exam counts for 65% of the final score. Assignment (lesson preparation) and skills test (micro-teaching) are evaluated based on competencies according to a rubric and together count for 35%.

If one does not participate in one or more parts of the evaluation, one can no longer pass the entire course. If the final score would be a mark of 8 or more out of twenty, this will be reduced to the highest non-deliberable mark (maximum 7/20).

#### **Facilities for Working Students**

to be discussed