

## Teaching Methodology A: Greek (H002242)

**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**

Cool, Wim	LW07	staff member
De Herdt, Katja	LW07	lecturer-in-charge

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

	<b>crdts</b>	<b>offering</b>
<a href="#">Master of Science in Teaching in Languages(main subject Linguistics and Literature)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)</a>	3	A

**Teaching languages**

Dutch

**Keywords**

teaching methodology, Greek, reading method, teaching grammar, canon

**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/educatievemaster](http://www.ugent.be/educatievemaster)

**Contents**

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

**Initial competences**

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

**Final competences**

- 1 to show advanced ability in analysing Greek literature and grammar
- 2 to discuss the possibilities and weak points of various methods for reading Greek texts
- 3 to fit grammar acquisition and reading to sight reading, making use of predictions
- 4 to fit the selection of Greek texts to, modern society and to the diversity in pupils' interests and learning profile
- 5 to impel pupils to analyse, in a critical way, Greek texts as well as their

relationship to the historical context and their reception in European culture

- 6 to teach Greek 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 Greek grammar and texts
- 8 making judicious use of ICT applications that favour activating Greek 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. *Alternative activity for those who are also taking Vakdidactiek A Latijn: observation and reflection assignments in Greek lessons in secondary education.*

- 1 seminar is devoted to micro-teaching (= peer teaching).
- No recordings of the seminars will be made available.
- Students are expected to do preparatory work at home
- 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: Syllabus Vakdidactiek klassieke talen

Indicative price: € 4

Optional: no

Language : Dutch

Available on Ufora : Yes

Type: Slides

Name: Slides Vakdidactiek klassieke talen

Indicative price: € 2

Optional: no

#### References

- ADEMA, S. (2017), *Taalverwerving en taalbeschouwing Grieks en Latijn : vakdidactische kennis*. Amsterdam University Press.
- GRUBER-MILLER, J.(2006). *Teaching Writing in Beginning Latin and Greek*, in GRUBER -MILLER, J. ed., *When Dead Tongues Speak. Teaching Beginning Greek and Latin*, Oxford: OUP, 190-219.
- VAN DER PLAAT, A. (2015) *Mythoi en Logoi. Sprookjes en feiten aangaande het leesonderwijs Grieks*, in K. De Herdt, *Taal in tekst. Taalbeschouwing en het klassieketalenonderwijs*. *Didactica Classica Gandensia* 51, pp. 39-60.

#### Course content-related study coaching

students are encouraged to interact during the seminars

#### 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 Greek 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.
- The skills test takes place during the oral exam in the second exam session.

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

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