

## 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 2024-2025

A (semester 1)

Dutch

Gent

seminar

peer teaching

### Lecturers in academic year 2024-2025

Cool, Wim

LW07

staff member

De Herdt, Katja

LW07

lecturer-in-charge

### Offered in the following programmes in 2024-2025

**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, 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
- class management and ICT-tools

### 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 6 meetings on campus. 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: Reader Vakdidactiek Grieks A

Indicative price: € 4

Optional: no

Language : Dutch

Oldest Usable Edition : 2024

Available on Ufora : Yes

Type: Reader

Name: Reader Vakdidactiek Grieks A

Indicative price: € 3

Optional: no

Available on Ufora : Yes

#### **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**

Written assessment

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

Written 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**

not periodic: 1 lesson preparation and 1 micro-teaching. In the second examination opportunity, the micro-teaching is replaced by a more extensive lesson preparation.

periodical: written exam that tests the extent to which students can apply the subject didactic contents to basic Latin grammar and to Latin text fragments from the school canon

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

**Calculation of the examination mark**

Written exam counts for 75% of the final score. Assignment (lesson preparation) and peer teaching (micro-teaching) are evaluated based on competencies according to a rubric and together count for 25%.

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