

## Teaching Methodology: Classical Languages (H002621)

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

**Credits 9.0**

**Study time 270 h**

### Course offerings and teaching methods in academic year 2026-2027

J (Year)	Dutch	Gent		
			peer teaching	0.0h
			seminar	0.0h
			lecture	0.0h

### Lecturers in academic year 2026-2027

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

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

	crdts	offering
<a href="#">Master of Science in Teaching in Languages(main subject Linguistics and Literature)</a>	9	J
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)</a>	9	J
<a href="#">Master of Science in Teaching in Languages (abridged programme)</a>	9	J

### Teaching languages

Dutch

### Keywords

Latin and Greek as school subjects, curricula, reading method, language teaching, cultural education, lesson preparation, micro-teaching, testing, learning resource designing

### Position of the course

This course aims to familiarise students with theoretical concepts related to the teaching of classical languages (Latin and Greek) and to train them in the preparation and realisation of motivating, competence-oriented lessons in Latin and/or Greek for young people aged 12-18.

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

#### Language Didactics

At the start of the academic year, students attend three lectures focusing on theoretical concepts and language didactic frameworks. These frameworks are then applied in the subject didactics within the discipline. In case of spreading (e.g. integrated course EduMa), students follow these three sessions at the start of the first subject didactics.

#### Classics subject didactics

The course is offered to students who have Latin and/or Greek in their curriculum. The working lectures include a theoretical framework and practical exercises. The exercises and evaluations differentiate between the two languages where necessary. The following subjects are dealt with:

- situation of the school subjects Latin and Greek: evolution of didactics, the position of the subjects and the student population; current curricula and teaching materials in the different educational domains

- designing lesson preparations in accordance with the didactic principles
- reading didactics: reading vs. translation, text selection for beginners and advanced students, the linear reading method, reading reflection, independent reading
- language didactics: teaching grammar inductively, questioning, interactive teaching, error analysis
- vocabulary didactics: selection, instruction, practice and repetition of Latin and/or Greek words
- cultural didactics in the classroom and on location
- action-based working methods, differentiation and ICT applied in lessons on language, reading and culture
- design of learning material
- assessment: design of integrated assessments
- arguing about the value of classics at school

### Initial competences

Students are expected to have acquired sufficient domain-specific knowledge before starting the course unit. The entry requirements to the subject didactics are regulated. More information can be consulted at [www.ugent.be/educatievemaester](http://www.ugent.be/educatievemaester).

Since attendance in classes is mandatory, the course unit cannot be included in the curriculum from lesson week 3 onwards.

### Final competences

- 1 having insight into general, theoretical aspects of language acquisition and language didactics and translating this insight into teaching practice
- 2 placing the basic principles of current curricula and classics teaching methods in a historical perspective and approaching them critically
- 3 evaluate arguments for and against classics as a school subject in terms of their empirical evidential value and effectiveness in relation to the target group
- 4 drawing up a well-constructed and content-rich lesson preparation with attention to the starting situation of the pupils, the didactic principles and the relevant national curriculum
- 5 dealing critically and creatively with existing teaching resources
- 6 organising language and reading instruction in such a way that reading skills are central
- 7 converting the learning content of language, reading and culture into efficient activating and varied learning methods
- 8 explain essential elements of Latin and/or Greek grammar clearly and simply to pupils
- 9 adapt the selection and discussion of text fragments and cultural content to current affairs and to the diversity (learning status, learning profile and interest) of pupils
- 10 encourage pupils to independently and critically interpret Latin and/or Greek texts, their relationship to the historical context and their repercussions in European culture
- 11 design appropriate and, where possible, integrated reading assignments and tests
- 12 adequately anticipate and respond to pupils' mistakes
- 13 make judicious use of media and ICT applications
- 14 adjusting one's own performance as a teacher through critical self-evaluation

### 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, Lecture, Peer teaching

### Extra information on the teaching methods

**lecture:** 3 times at the beginning of the academic year, for all language students taking up a course unit in subject didactics for the first time

**seminar:** students prepare some lectures (make practical assignments)

**peer teaching** = lectures dedicated to microteaching

More information can be found in the Study Guide on Ufora.

Note: This course unit assumes responsible use of generative artificial intelligence (GAI). What is meant by this is explained during the lecture series.

Note: No recordings of the seminars will be made available.

### Study material

Type: Syllabus

Name: Leidraad Initiatie Vakdidactiek klassieke talen

Indicative price: € 5

Optional: no

Language : Dutch

Available on Ufora : Yes

Type: Slides

Name: Slides Vakdidactiek klassieke talen

Indicative price: € 2

Optional: no

Language : Dutch

Available on Ufora : Yes

### References

ADEMA, S. (2017). *Taalverwerving en taalbeschouwing Grieks en Latijn – vakdidactische kennis*, Amsterdam.

BULWER, J. & HUNT S. (2025). *Teaching classics worldwide : successes, challenges and developments*. London: Bloomsbury Academic.

HUNT, S. (2022). *Teaching Latin. Context, theories, practices*. Bloomsbury Academic

KEIP, M. & DOEPNER, T. (2019). *Interaktive Fachdidaktik Latein*. Göttingen: Vandenhoeck & Ruprecht.

MUTHERT T. & VISSER, P. (2025). *Age! Activerende didactiek klassieke talen*. Boom.

SURMA, T. e.a. (2022). *Wijze lessen: 12 bouwstenen voor effectieve didactiek*. Ten Brink Uitgevers.

### 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

Oral assessment, Skills test, Presentation, Assignment

### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

### Extra information on the examination methods

- end-of-term assessment (3/20): an oral examination on part of the learning content
- the continuous assessment (17/20) covers five assignments . More information about the assignments can be found in the Study Guide on Ufora. Overview:

### SEMESTER 1

1 microteaching 1 (3/20): making a lesson preparation (= assignment) and realising a microteaching (= skills test) regarding a text fragment

2 oral assessment: open questions regarding some leaning content of the autumn semester

### SEMESTER 2

1 microteaching 2 (3/20): making a lesson preparation (= piece of work) and realising a microteaching (= skills test)

2 assignment cultural didactics (= skills test)

3 assignment 'From theme to test': design of learning and testing material (= assignment) and an oral defence of it (= presentation)

- Evaluation in the second examination opportunity is possible: the skills tests are then carried out during the oral examination
- For student-teachers in a LIO job, the competences are realised and tested via an alternative portfolio pathway. They are not required to attend all lessons and assessments LIO guidelines can be found in the LIO manual.

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

- The oral exam in May–June accounts for 3/20. The continuous assessment accounts for 17/20, of which 3/20 is allocated to each of the two microteaching sessions. More details on the weight of the different forms of continuous assessment: see Study Guide on Ufora
- Participation in the continuous assessment is compulsory. In case of legitimate absence, the teacher will propose an alternative time.
- Partial results on which the student has acquired at least half the points can be transferred to the second examination opportunity within the same academic year. Partial results are never finalised.
- Students who eschew one or more parts of the assessment can no longer obtain a pass mark for the course unit. Should the final mark be higher than 10/20, it will be reduced to the highest non-tolerable mark (i.e. 7/20).

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

- To be discussed
- For student-teachers in a LIO job, the competences are realised and tested via an alternative portfolio pathway. They are not required to attend all lessons and assessments LIO guidelines can be found in the LIO manual.