Theory and Analysis of Teaching Procedures in Ancient Languages and Literatures

lglor2550

2023

4.00 credits	30.0 h	Q2

Teacher(s)	Béthume Sarah ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	A thorough knowledge of Latin and Greek (for students of GLOR, LAFR or who have followed a minor in in Antiquity : Egypt, Near East, Greece, Rome). A thorough knowledge of the dramatic arts (for students of CET).
Main themes	This course deals with the following two themes: - reflection on teaching practices arising out of a comparative analysis of the practical trainings (15 hours). This first theme is intended for the students of GLOR, LAFR and those who have done minor in Antiquity : Egypt, Near East, Greece, Rome. - Critical analysis of an option in the secondary school (15 hours). This second theme is intended for students of GLOR, LAFR and THEA.
Learning outcomes	**At the end of this learning unit, the student is able to :** 1 At the end of this course, the student will be capable of developing a critical reflection on the in-class training undertaken in the classes of the secondary sector, in order to develop a theory of the practical experiences. He will also be conscious, in an interdisciplinary prospect, of the epistemological stakes connected to the study and to the teaching of classical languages and literatures and/or of the dramatic arts.
Evaluation methods	Students will be asked to produce several written reports, both individually and jointly, throughout the semester (see timetable on Moodle), including a reflective report on the observation and practical experiences. There will also be an oral examination during the June session.
Teaching methods	Lecture and more active sessions according with presentation and creation of exercices, to a schedule to be provided to the students (on the Moodle page).
Content	This course enables the development of a critical reflection on the practical trainings in secondary school classes, and on the skills and families of tasks practised in these courses. It is based to a large extent on the observation and practical experience acquired by the students. But it will be also focused on the theorisation of practices and on the development of an awareness of the epistemological issues involved in the study and teaching of classical languages and literature in secondary schools. The course therefore has two complementary main sections: - Section 1 - epistemological: the epistemological underpinning of the various skills to be acquired in Latin and Greek courses will be presented from a critical point of view, in relation to the families of tasks performed in secondary school classes, such as defined by the referential frameworks and programmes. This will involve examining the cognitive processes involved in *translation*, as well as the cultural issues raised by bringing texts to be translated into secondary school classes. These aspects will also be examined in relation to text *commentary, etymology* and *synthesis*, which is intended to take a diachronic approach. The assessment of these different types of task will be discussed jointly. More generally, the position of ancient languages in secondary education (and within the forthcoming changes linked to the Pacte d'excellence) will be examined. The aim of this epistemological approach is to enable future teachers to become aware of the meaning to be given explicitly to the knowledge, skills and exercises that their pupils will be carrying out. - Section 2 - practical: focusing on practice and the 'professional gestures' to be adopted as a future teacher. Some of these more participative sessions will provide an opportunity for students to share their experiences both from their observation periods and from their teaching sessions: the aim is to move towards reflective practice and constructive self-assessment. This course will then provide an opportunity to publicly present the methodological, pedagogical and didactic issues experienced and the solutions that they have offered. Part of these lessons will also be devoted to developing exercises and a variety of activities in line with the epistemological issues mentioned above, in preparation for their future practice as teachers. Please refer to the Moodle page of the course for the timetable of the sessions. t. Parting from particular and different experiences from the in-class trainings, the course aims to favour a re-examination of the theoretical basis given in LGLOR 2540 (didactic) and a profound reflection on the students' experiences, distinguishing between what was one-off and what was inherent, and encouraging a constructive

	self-criticism. This course also will provide an occasion to present the difficulties encountered, be they of method, of pedagogy or didactic, and the proposed solutions. Theme2: this part deals with, on the basis of a critical regard, the place of classical studies and dramatic arts in secondary education as optional subjects.
Inline resources	Documentation relating to the course may be found on the Moodle server.
Bibliography	Fournie via le serveur Moodle
Other infos	/
Faculty or entity in charge	EHAC

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Teacher Training Certificate (upper secondary education) - Ancient and Modern Languages and Literatures	LAFR2A	4		🔍
Master [120] in Ancient and Modern Languages and Literatures	LAFR2M	4		🔍
Master [120] in Ancient Languages and Literatures: Classics	CLAS2M	4		🔍
Teacher Training Certificate (upper secondary education) - Ancient Languages and Literatures : Classics	CLAS2A	4		🔍