

The Pedagogical/Academic Goals of the  
Hellenic Studies (Adult Language) Program  
Holy Transfiguration, Marietta, GA  
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Being able to speak two languages means being able to think in two languages, and to some extent to think in terms of two cultures. This certainly is a considerable advantage in the development of one's intelligence and social knowledge. The following are some of the goals we hope to accomplish with each adult student.

- A. To add general knowledge
  - a. teach the language
  - b. through the Greek language, teach some culture, history and religion
- B. Language learning is an enjoyable experience
  - a. reinforce with examples that are relatable
- C. Learning will be useful and meaningful
  - a. for communicating with others
  - b. for the growth and intellectual development
  - c. for sharpening of memory skills
  - d. for aid in finding employment – a competitive edge
- D. Syllabus – Curriculum

Level-by-Level for GFL (Greek as a Foreign Language)

- A. Beginners
  - a. Learning by engaging all of the senses. Main skills which are being developed here are:
    - i. Listening
    - ii. Speaking
    - iii. Writing
  - b. Exit skills
    - i. Mastery of the alphabet
    - ii. To recognize simple words and phrases, and to build simple dialogues
    - iii. Basic writing skills
  - c. Because coursework is content-rich, we must vary
    - i. The activities
    - ii. The pace
    - iii. Intonation
- B. Beginners+
  - a. Demonstrate what we want our *advanced beginners* to do by
    - i. Using visual aids
    - ii. Mimicking and repetition
    - iii. Interactive (activities) among their peers – role play
  - b. Four skills are being developed:
    - i. Listening
    - ii. Speaking
    - iii. Simple reading (simple words and short sentences)
    - iv. Simple writing (simple words and short sentences)

- c. Exit skills
    - i. Mastery of the alphabet
    - ii. Recognition and mastery of diphthongs, clusters of consonants, double vowels
    - iii. Ability to read simple words and recognize simple sentences
    - iv. Ability to carry on basic dialogues
- C. Intermediate
  - a. We continue with supplemental audio/visual aids
    - i. Posters/maps
    - ii. CDs/DVDs
    - iii. Flashcards/study sheets
  - b. Additional content to expand reading and writing skills
    - i. Reading a (simple) story
    - ii. Reading a (simple) paragraph
    - iii. Dialogue
  - c. Exit skills
    - i. To be able to communicate in Greek with simple sentences
    - ii. To read narratives from textbook
    - iii. To answer questions based on the story/reading
    - iv. To write simple paragraphs
    - v. Dialogues
    - vi. Simple projects
    - vii. Write short plays for role playing
- D. Fluent/Conversational
  - a. Our efforts here are to communicate more in Greek with very little English
    - i. Reinforce all four skills:
      - 1. Listening
      - 2. Speaking
      - 3. Reading
      - 4. Writing
    - ii. Add more emphasis on conversational skills
    - iii. Paragraph writing is introduced
    - iv. Students are expected to read a short story and summarize it (repeat it in a few words)
  - b. Exit skills
    - i. To be able to have a dialogue with the instructor or peers in Greek
    - ii. Use more complex words (verbs, nouns, pronouns, etc)
      - 1. What's the weather today?
      - 2. Do you think it's going to rain?
      - 3. Do you like winter or summer?
    - iii. To write short paragraphs/compositions/plays
- E. Finally we measure success (by having) evaluation meeting to discuss:
  - a. Response to materials
  - b. Workability in the classrooms
  - c. As a result material should be adapted to suit students' needs
    - i. Add or subtract worksheets
    - ii. Difficulty is changed
  - d. Discussion of student's progress, improvement or difficulty coping
  - e. Make necessary changes if the material is too difficult for the individual student
  - f. Students are assessed daily by the class teachers – direct feedback is given to student