

The Pedagogical/Academic Goals of the Hellenic Studies 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 student.

- A. Help develop the personality of each child
  - a. through language
  - b. become more self-confident
  - c. more self-assured
  - d. more communicative
  - e. more proud of their ethnicity
- B. To add general knowledge
  - a. teach the language
  - b. through the Greek language, teach some culture, history and religion
- C. Language learning is an enjoyable experience
- D. Learning will be useful and meaningful
  - a. for communicating with others
  - b. for the growth of their intellectual development
- E. Syllabus – Curriculum – Exit Skills

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

- A. Young Learners
  - a. Total physical response (TPR)
    - i. Commands
    - ii. Game-like atmosphere
  - b. Children learn by doing activities with movement involving all the senses. Main skills which are being developed here are:
    - i. Listening
    - ii. Speaking
    - iii. Very simple writing of letters, numbers, and shapes
  - c. Exit skills
    - i. To recognize the alphabet
    - ii. To recite short poems and songs
    - iii. To recognize some simple words and to be able to repeat them
  - d. Since we know that young learners' attention/concentration span is short we must vary
    - i. The activities
    - ii. The pace
    - iii. Intonation
- B. First Graders
  - a. Demonstrate what we want our first graders to do by
    - i. Using visual aids
    - ii. Mimicking
    - iii. Challenging among their peers

- iv. Games with rewards
    - v. Give merits for a successful task
  - 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. Alphabet (should know how to write the letters)
    - ii. Should recognize diphthongs, clusters of consonants, double vowels
    - iii. Ability to read simple words and recognize simple sentences
    - iv. Ability to carry on short and very simple dialogues
      - 1. What is your name? My name is \_\_\_\_\_
      - 2. Where do you live?
      - 3. How old are you?
    - v. Ability to remember simple songs, poems and prayers
- C. Second Graders
  - a. We continue with all the visual aids
    - i. Posters
    - ii. Games
    - iii. Flashcards
  - b. Add more for the 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 the stories in their book
    - 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. Third Graders
  - 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 reading and writing
    - 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 their teachers 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 (for Easter, Christmas, March 25<sup>th</sup>, etc)
  - iv. Put together a project about sports, food, big musical bands, etc
- E. Finally we measure success by having evaluation meeting to discuss;
  - a. Response to materials
  - b. Children's ability to cope with material
  - c. Workability in the classrooms
  - d. As a result material should be adapted to suit students' needs
    - i. Add worksheets
    - ii. Difficulty is changed
  - e. We also discuss each child's progress, improvement or difficulty coping
  - f. We make necessary changes if the material is too difficult for the individual student
  - g. We should not forget that the students are assessed daily by the class teachers
- F. Parents Involvement
  - a. Meet with parents
  - b. Inform them of their child's progress
  - c. Listen to parent's concerns or suggestion
  - d. Help them to come with Greek since most of them are non-Greeks