

The Pedagogical/Academic Goals of the Hellenic Studies Program
Holy Transfiguration, Marietta, GA
By Eleni Clement, Director

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 learning 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 or songs
 - iii. To recognize some simple words and to be able to repeat them
 - d. Since we know that young learner's attention/concentration span is short we must vary
 - i. The activities
 - ii. The pace
 - iii. The tone of voice
- 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 (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's 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, 25th of March, 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 children's progress
 - c. Listen to parent's concerns or suggestions
 - d. Help them to cope with Greek since most of them are non-Greeks

Typed and submitted by Natalie Konstadinidis September 2010