Teaching and Learning Classics at the University Level Vol. 1

Languages, Linguistics
& Teacher Training

Edited by
Alberto Regagliolo
UKSW University, Poland

Series in Education
VERNON PRESS

www.vernonpress.com

In the Americas:

Vernon Press
1000 N West Street, Suite 1200,
Wilmington, Delaware 19801
United States

In the rest of the world:

Vernon Press
C/Sancti Espiritu 17,
Malaga, 29006
Spain

Series in Education

ISBN: 979-8-2616-0039-8

Cover design by Vernon Press. Image by Alberto Regagliolo.

Table of Contents

List of Tables, Graphics and Figures

List of Tables

List of Graphics

List of Figures

Introduction to the Series

I have set out to be as practical as possible in introducing these volumes. The idea for this series emerged a few years ago as a personal reflection on the role of the university professor—considering their responsibilities as teachers, facilitators, researchers, and communicators. This is a figure that I always admired and viewed with wonder, much like a child watching a magician make a bouquet of flowers appear and disappear.

In my own journey, I have had the opportunity to engage with pedagogy and educational studies. These studies have allowed me to reflect on my path as a teacher and trainer, and have prompted me to continually rethink the function of teaching. This process has not been without its challenges. Beyond stepping into the role and getting one's hands dirty, ongoing professional development is essential—requiring us to adapt, rediscover, and reinvent ourselves year after year. A subject and its teaching method evolve over time, being refined and improved to offer an effective, coherent, and adaptable learning experience.

The foundation of my reflections rest on the simple 5 W's: Who, What, When, Where, Why, and also the How.

The Who pertains to the figure of the teacher—the one who teaches, facilitates, guides, mediates, mentors, and leads. These various verbs encapsulate the diverse roles of a university professor, each with a specific objective and teaching philosophy. I firmly believe that these nouns and verbs should not be mutually exclusive but rather should strengthen and complement the professional identity of an academic. The task is rich, varied, flexible, and fluid, forming a continuum that oscillates but must rest on a stable foundation.

But the Who also is strictly connected with the students, where the aim is to focus on their education. The students, following Montessori principles, are at the center of the educational path.

The What refers to the subject being taught. Because, let's be honest, how many times have we found ourselves teaching a subject we have never taught before? Or ended up spending our summer months preparing for a specific course? Often, we do not teach what we research or what we are passionate

about. This can sometimes impact on our teaching, prioritizing certain elements over others, assuming some steps and emphasizing others.

However, teaching, regardless of the subject or course, must be attentive to all details. If we are there to teach, to facilitate, then the outcome of the teaching-learning process should not be left to chance. It should be a planned, organized, logical, coherent, progressive, and flexible journey.

This brings us to the When. Within a university course, there are usually specific subjects divided by year. In theory, this should be structured in such a way that students can approach different subjects progressively and continuously. It is normal, or should be, to start with Latin 1 before moving on to Latin 2. However, one could open a discussion about the structure and elements that form Latin 1, which often does not correspond to Latin 1 at another university or in another country. In a Spanish 1 course, there is usually an explicit linguistic level like A1 or A2 (for the European framework). On the other hand, the When is also related to other subjects that, even though they might not be part of a progressive path, still form part of the curriculum. They may be chosen by the students as an optional module of learning during their BA or MA degree.

The When also refers to when to introduce an element within the same course, when to address it in class, when to review it, and when it becomes useful for the student's progress and future.

Focusing on the Where shifts our attention to the university environment, and its structures and facilities. It is different to teach literature in a small college classroom versus a large lecture hall with 250 students. The reality is completely different, and it is only natural that the teaching method needs to adapt to ensure that it is effective and valuable in both settings. In a large classroom, the students will not be Matthew, Anne, Roberto, Antoine, or Alexandra. They will often just be numbers, in the form of student IDs. It is crucial, then, to pay attention to the place, to the location, and also to where to focus deeper, in research and in study, on where to find information, and how to make it accessible.

Answering the Why seems like a major question. Why teach? Why work at a university? Is it our choice or is it something forced upon us? The Why also pertains to the entire teaching process. Why present this element and not another? Why is it like this and not another way? Why suggest this text

and not another? Why introduce it in this way? Do the students know this? The choices a teacher makes (within their full autonomy) also shape the future and outcomes of their students, who generally rely on the experience of the university professor, who should be a guiding figure.

Finally, we arrive at the How. Years ago, during my PhD, I constantly asked university colleagues and friends who were already doctors how they taught at the university. Specifically, I asked them if they had taken any specific courses, if there was an appropriate path to follow to teach, and what one should do beyond obtaining a PhD (which is required in many cases). As you can imagine, the answers I received, and still receive today when I ask around, were quite surprising. What struck me was that regardless of their thesis topic and study path, no one had taken a specific course to teach that particular subject at university level. I kept thinking to myself, how is this possible, especially when considering the reality of elementary and high school teachers who undergo specialized training with internships to become teachers (not to mention the difficulty in some countries where, in addition to degrees, professional training, and internships, there is a national exam that requires various theoretical and practical tests). It seemed like having a degree was enough to be thrown into the university world (a bit) unprepared.

And so, I return to my initial thoughts. A few years ago, I began reflecting on the figure of the university professor, on their preparation, and on the teaching methods used to ensure that a student's learning journey is as attentively encouraged as possible. This is the foundation for this project, "Teaching and Learning Classics at the University Level." A project that slowly took shape and has managed to blossom over time, much like our students who grow, bloom, and mature.

This project was born thanks to the trust of all 51 authors who contributed to this edited volume and, of course, the publisher, Vernon Press. These authors helped bring to light valuable reflections on the reality of the academic profession in various areas of the Classics. To all the authors, I give you my deepest gratitude.

Teaching and Learning Classics at the University Level is undoubtedly an ambitious project. It consists of four thematic volumes that compile chapters from experts from various countries and universities around the world.

The first volume, *Languages, Linguistics & Teacher Trainings,* covers foundational topics such as teaching Greek and Latin for beginners, Greek metrics, and historical and descriptive grammar. The book also explores advanced approaches like linguistic typology, translation, and composition in both languages. Additionally, it addresses the teaching of Classics to humanities students and the importance of medical terminology. The final chapters are dedicated to training educators at different levels, from primary and secondary teachers to university lecturers, ensuring comprehensive preparation for teaching the Classics.

The second volume, *Society, Religion & Culture*, explores various aspects of life and culture in antiquity through university-level teaching. The chapters cover a wide range of topics, including the Roman religion, the human condition and life after death, violence, sacrifices, slavery, love, medicine, play, sports, and Roman bathing habits, providing a pedagogical approach to teaching these classical subjects.

The third volume, *Mythology, Arts & Archaeology*, spans topics such as astrology, mythology (both classical and comparative), Greek art, and numismatics, as well as experimental archaeology and ancient topography. The book also addresses the pedagogy of Greek tragedy, including its chorus, and examines how classical traditions are received and interpreted through these art forms.

Finally, the fourth volume, *Texts, Scholarship & Research*, explores the use of digital tools and humanities in teaching antiquity, emphasizing the importance of academic research in ancient history. This is as well as addressing employability within the field of Classics. The chapters also explore teaching ancient philosophy, Greco-Roman rhetoric, and textual criticism, along with specialized topics like codicology, palaeography, papyrology, and mapping literature. Additionally, it covers the teaching of key literary genres, including Homer, Latin epic poetry, and late antiquity and Medieval Latin drama.

For obvious reasons, the four volumes do not exhaust the range of topics and subjects taught at university level related to the Classics. The chapters, written by experts and scholars working in academic contexts, form part of the series by sharing clear points of contact and continuity with the other volumes, while at the same time maintaining a distinct identity closely linked to the specific subject matter addressed.

For equally obvious reasons, the volumes do not always display entirely homogeneous elements and structures. The contributions, drawing on the authors' experiences, offer diverse perspectives and interesting mutual connections. Some contributions put forward a theoretical approach and others a practical one, while in several cases experiences rooted in specific contexts are presented.

Consequently, although issues in teaching and learning may be examined from different angles, as also noted by the reviewers, "the reader will be able to identify the content of greatest interest and make use of contributions from which to derive elements useful for reflection and practical application." While it is true that each university context differs from another, in relation to the country in question, it is equally true that the teaching experiences, theoretical reflections, and projects described always provide valuable insights, both adaptable and transferable, that are capable of further stimulating interest in the fields of didactics and pedagogy.

I conclude this introduction with the hope that this project will be useful and, above all, that it will spark new debates and critical reflections on the role and profession of university teaching in the Classics.

***

For this personal project, as a graphic designer, I felt the need to create the cover book of the series using four different colors. The images aligned in silhouette represent the journey of teaching and learning that engages with the various elements of classical culture.

Acknowledgements

Special thanks go to the authors who believed in this project and whose valuable contributions made its realization possible. I would like to thank Vernon Press, Belén Izaguirre Fernández and Sonia Costa for their invaluable help and support throughout these years of work. I am also grateful to the reviewers for their careful work and valuable feedback.

Special tribute is paid to Professor Antoni Biosca i Bas (1969–2025), to whom these four volumes are dedicated.

Contributors

Elisabetta Berardi - University of Turin

Elisabetta Berardi teaches Greek language and literature at the University of Turin. Her research interests focus on Greek prose of the imperial age, particularly Plutarch and the Platonic legacy of the *Gorgias* and the *Phaedrus*; Dio of Prusa (political discourse; Cynic-Stoic diatribe); Aelius Aristides (*epitaphios logos*, *melete*, prose hymns); and on Atticism and Lexicography: she investigates literary phenomena with a strong focus on the linguistic datum. She is currently working on Lysias' oratory in relation to the use of emotions and possible gender language. She has also always been interested in Greek language teaching and the History of Greek teaching in Italy from the Unification to World War II (1861-1945): she gained experience by teaching for several years ancient Greek language in Italian secondary school (Ginnasio - Liceo Classico); she has taught and teaches Greek Language for Beginners (University: three-year Degree) and Methodologies of Greek Language Teaching (University: two-year Specialization Degree), with particular attention to the relationship between teaching theories and practices and supporting manuals for schools and Universities. She is among the co-authors of a university textbook on the Greek language (A. Aloni et alii, *La lingua dei Greci*). She has taught modules for postgraduate Regional Habilitation Schools (SIS, TFA Piemonte) for the Teaching of classical languages. She holds training courses for tenured upper secondary school teachers specifically aimed at the teaching of the Greek language and the possibility of ancient Greek language certification (QCER-CEFR).

Liana Lomiento - University of Urbino Carlo Bo

Liana Lomiento holds the position of full professor in Greek Literature at the University of Urbino Carlo Bo. Her research focuses on Greek metrics and rhythmics, as well as Greek lyric and dramatic poetry. She edited Cercidas of Megalopolis, a Cynic poet and philosopher, in 1993. She has authored a handbook on ancient Greek metrics (co-authored by Bruno Gentili, with an English translation by E. Chr. Kopff. She has co-edited editions

with commentary of Sophocles' *Electra* (with F. Dunn) and Aeschylus' *Suppliant Women* (with Carles Miralles and Vittorio Citti, 2021), as well as a forthcoming edition of Aeschylus' *Eumenides* (with Daria Francobandiera and Carles Garriga). In addition, she authored *Pindaro e la poesia corale* in 2022. She is the Scientific Director of *Rivista di Cultura Classica e Medievale* and the *Summer School of Greek Metrics and Rhythmics*, which is held annually in Urbino during the first week of September. She edited the Italian version of E. Havelock's book, *Alle origini della filosofia greca. Una revisione storica* (1995) and of I. Malkin's *I ritorni di Odisseo. Colonizzazione e identità etnica nella Grecia antica* (2004).

Elena Džukeska - Ss. Cyril and Methodius University

Elena Džukeska is full professor at the Institute of Classical Studies, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje, North Macedonia. She received her BA in classics from the University in Skopje, a MPhil in Mycenaean Epigraphy from the University in Cambridge, UK (1996), a MA in Classical Philology from the University in Belgrade, Serbia (2000) and a PhD from the University in Skopje. Her research is mainly focused on Mycenaean Greek and the history of the Greek language, but she is also interested in the language of Greek philosophers, the language of Plautus and the language of Greek and Latin inscriptions. She has been teaching Greek and Latin Historical Grammar, History of Greek and Latin, Greek and Latin Epigraphy, Greek Dialects, Mycenaean Greek, Old Latin at the University in Skopje since 2001. A *Practicum in Latin Historical Phonetics* based on her classroom experience was published by the University in Skopje in 2022. Preparations for similar practicum in Greek phonetics and morphology are under way. Džukeska has been continuously working together with her colleagues on promotion of classics and improvement of methods for teaching classical languages at high school level. She has held workshops for using local inscriptions in classrooms, lectures and workshops on Mycenaean Linear B syllabary and is co-author of Latin and Greek textbooks for high school students. She is editor-in-chief of the electronic journal *Systasis* published by the Association of Classical Philologists Antika.

Bořivoj Marek - Charles University

Bořivoj Marek is a teacher at Charles University in Prague, Czech Republic. He specializes in teaching methodology of Latin language and literature, as

well as rhetoric in the context of teaching Latin literature. At the Academic Grammar School in Prague, he combines didactic theory with teaching practice. At university, he teaches didactic courses for future Latin teachers at both undergraduate and graduate levels, as well as language courses such as mother tongue to Latin translation and Latin stylistics. He also organizes colloquia of spoken Latin and is one of the main organizers of the national Latin competition for high school students, *Certamen Latinum*. He is a member of the Association of Latin Teachers (ALFA) and regularly participates in or organizes meetings of Latin teachers. He is also involved in translation work, from both Latin to Czech and Czech to Latin. With his colleagues from the department, he has produced four didactic Latin films that serve as supplementary teaching aids in Latin education.

Jana Mikulová - Masaryk University

Jana Mikulová teaches Latin grammar at Masaryk University (Brno, Czech (*Základní kurz latiny I, II [Basic course of Latin I, II].* Brno: Masaryk Republic), especially to beginners from the bachelor's degree program Latin Language and Literature. She is the author of grammar textbooks University, 2014, 2013; *Syntax latinských vedlejších vět [Syntax of Latin Subordinate Clauses].* Brno: Masaryk University, 2014) and online exercises. Additionally, she teaches a course on Late Latin focused on tracing language features found in Romance languages. She is a member of the Latin teaching community in the Czech Republic and participates in discussions on the future of teaching Latin in this country, held in various fora. In the research, she is interested in the development of some grammatical and pragmatic phenomena from Classical to Late Latin. She was the principal researcher in the project focused on manners of signalling direct discourse in Latin and the development of the Latin quotative system across centuries. Recently, she has examined the origin and spread of a structure expressing politeness in Late Latin.

Tomáš Weissar - Masaryk University

Tomáš Weissar is a lecturer at Masaryk University (Brno, Czech Republic). He teaches Latin grammar to beginners in the bachelor's program in Latin Language and Literature. He is also the methodological guarantor of Latin courses for students of other disciplines. At the same time, he teaches an alternative course in which Latin is taught using the so-called direct (or Ørberg's) method, which is also the subject of his PhD project—he is

interviewing teachers from Czech grammar schools about their teaching methods. He is also interested in the use of Latin translations of modern literary works in the classroom to motivate students to read longer texts, and he teaches an optional course on this topic. In addition, he is the supervisor of a student drama club which also produces Latin plays. Finally, he is a co-organizer of the national Latin competition for high school students, *Certamen Latinum*, and several educational events and discussions for high school teachers. He also coordinates summer camps for children focusing on antiquity and other popularization activities.

Elena Zheltova - St. Petersburg State University

Elena Zheltova graduated from St. Petersburg State University, Department of Classics, in 1989. From 1989 to 1992 she was a postgraduate student, and in 1996 she defended her PhD thesis "Ancient Tradition about Persian Magi Zoroaster, Ostanes and Hystaspes: genre attribution of the extant fragments". Since 1994 she has been working at St. Petersburg State University, first as a lecturer, then as an associate professor of Classics, teaching Greek, Latin and Ancient Literature, as well as a wide range of disciplines related to Classical Philology. Since 2014 she has been Head of the Department of Classics and Editor-in-Chief of the journal *Philologia Classica* (indexed in Scopus and Web of Science Core Collection). In 2022 she defended her habilitation thesis *Latin morphosyntax in a typological perspective: Interaction of language dimensions and dynamics of surface structures*. Her research interests include Latin and Greek linguistics, *sermo vulgaris* (especially the language of Plautus), Greek aretalogy, Byzantine hagiography, Greek and Roman syncretic cults. She has published a monograph "Ancient Tradition about the Persian Magi" (2011), a book *The Life of St. Andrew the Fool* (translation from Greek, preface, commentary, 2001 and 2007, 2nd ed.), as well as a number of articles and chapters in collective monographs.

Spieralska Beata - University of Warsaw

Spieralska Beata is assistant professor at the Warsaw University. She got her PhD in 2004 and the habilitation in 2017. She specializes in Latin philology and linguistics, especially in Late Latin. Her main interests include the history of Latin language and its development into Romance languages, and Latin palaeography. She is also working on manuscript tradition, multilingual mediaeval manuscripts, mediaeval sermons, and on mediaeval

translations from Latin to vernacular languages. She participated in many conferences on Latin linguistics and mediaeval literature and published several papers on these topics. She is the author of *Summae Romanorum barbariei signum. Étude linguistique sur la* Chronique *de Benoît de Saint André*, Wydawnictwo Uniwersytetu Kardynała Stefana Wyszyńskiego, Warsaw, 2016—the linguistic study on a Latin chronicle from ninth century. Since 2004 she works at university teaching Latin, Latin grammar, palaeography and linguistics.

Peter Kuhlmann - University of Göttingen

Peter Kuhlmann studied Classics, Romance studies and Indoeuropean studies at Giessen and Kiel (Germany). He worked some time in school as a teacher. Since 2004 he has been professor of Latin Philology and Classics Education at Göttingen University. Topics of research: Augustan poetry, Roman philosophy, aspects of translating/translations, Classics education. Monographs on: *Die Giessener literarischen Papyri: Edition, Übersetzung und Kommentar* (1994: PhD); *Religion und Erinnerung. Die Religionspolitik Kaiser Hadrians* (2001); *Sappho. Die größeren Fragmente des 1. Buches* (linguistic commentary: 2002); editor (with Helmuth Schneider) of: *Brill's History of Classical Scholarship. A Biographic Dictionary* (2014) and of several school books. Recent volume (with Henning Horstmann): *Texte erschließen und verstehen. Didaktische Kriterien und Praxisbeispiele für den Lateinunterricht* (2022).

Juan Coderch - St. Andrews University

Dr Juan Coderch was born in Barcelona in 1962. He studied Classics at the University of Barcelona between 1980-85 (5-year degree); later, he took an MA at the University of Sheffield in the year 1985-86. He got his PhD back at the University of Barcelona in 1991 with a thesis on Apollonius of Rhodes. In 2003 he moved to the University of Oxford, where he taught Ancient Greek and Latin for the Faculty of Classics and several Oxford Colleges until 2007, when he got the position of Senior Language Tutor at the University of St Andrews. He became British citizen in 2018. He has published many didactic materials for both classical languages and also some translations of well-known literary works into both languages, his latest one is a double translation of *The Importance of Being Earnest* (Oscar Wilde) into both Ancient Greek and Latin. He has taken part in the Erasmus Exchange Programme with the Universität zu Köln and has collaborated in

the design of the Curriculum for Excellence with the Scottish Qualification Authority. Apart from his personal publications and conferences (UK, Singapore, Spain, Netherlands, etc.), he has also reviewed several academic books for institutions such as the *Journal of Hellenic Studies* and *The Classical Review*. As addition to his usual didactic activities at the university, he also enjoys studying some modern languages (currently, Chinese).

Julia Krauze - UKSW University

Julia Krauze, graduated from the Faculty of Classical and Christian Letters of the Pontifical Salesian University of Rome, concluded her studies in 2009 with a doctoral thesis entitled *De Insania. Pervestigatio in re linguistica ac ethnographica*. In 2019 she finished the master's degree in teaching of Italian language and literature at the University for Foreigners of Siena. She is also a member of the Polish Philological Society, author of publications of a linguistic, literary and cultural profile and of translations from Latin, Italian and Russian. Her research interests revolve around diachronic and comparative linguistics, dialectology, philosophy of language and new media communication. Since 2011 she has taught Latin, Italian and history of the Italian language at the Faculty of Letters and Philosophy of the Cardinal Stefan Wyszyński University in Warsaw. Among her publications the following may be mentioned: Tuffarsi nel fiume dell'oblio. La percezione metaforica della morte nell'antichità greco-romana, Scripta Classica, vol. XII, Katowice 2015, 99-107; Macaronea folenghiana et alii. Reminiscenze europee dell'arte di mescolanza linguistica, *Tabula*, magazine of the Faculty of Letters and Philosophy of the University of Pula, 17 (2020), 257-271; Poteri nascosti della follia, in M. Trizzino (Ed.) *ΑΙΝΙΓΜΑΤΟΣ ΑΝΟΙΓΜΑ. Il varco della sfinge. Nuove etimologie nell'odierno orizzonte linguistico-etnografico*, Roma (2020: 253-262); Roma in versi. Poeti romaneschi come testimoni della memoria, in A. Gałkowski, S. Cawallo, K. Kowalik (Eds.), *Et in Arcadia ego. Rome as a Memorial Place in European Cultures* (pp. 153-170) Peter Lang 2021.

Debbie Felton - University of Massachusetts Amherst

Debbie Felton is Professor of Classics at the University of Massachusetts Amherst. Her research focuses on folklore in classical antiquity, especially as relates to the supernatural and monstrous. Her books include *Haunted Greece and Rome: Ghost Stories from Classical Antiquity* (1999) and *Monsters*

and Monarchs: Serial Killers in Classical Myth and History (2021) as well as the edited volumes *Landscapes of Dread in Classical Antiquity: Negative Emotion in Natural and Constructed Spaces* (2018), *A Cultural History of Fairy Tales in Antiquity* (2021), and *The Oxford Handbook of Monsters in Classical Myth* (2023). Professor Felton regularly teaches a course on medical and scientific terminology and has published several articles relating to ancient medicine, including "Monstrosity or Disability? Ancient Accounts of Accelerated Ageing", "Were Vergil's Harpies Menstruating?", "The Motif of the 'mutilated hero' in Herodotus", "Thigh Wounds in Homer and Vergil: Cultural Reality and Literary Metaphor", and "Ancient Monsters in Modern Science".

Steven Hunt - University of Cambridge

Steven Hunt is Associate Teaching Professor in Classics Education at the Faculty of Education, University of Cambridge, responsible for the PGCE in Latin (with Classics). He was the editor of the *Journal of Classics Teaching* (2012-2025) and is a member of the Classical Association Teaching Board. He was President of the Association for Latin Teaching (2015-18). He contributes to CPD events at national and regional level and has undertaken consultancy work for such organizations as QCDA, OCR, WJEC and the Cambridge School Classics Project (CSCP). He works extensively with the charity Classics for All to develop Classics in state schools in the UK. He has spoken at many conferences, including the Classical Association annual conferences, the Institute of the American Classical League and Euroclassica. He has written seven books for Bloomsbury Academic: *Starting to Teach Latin* (2016) (revised extensively 2023), *Forward with Classics* (2018) (with Arlene Holmes-Henderson and Mai Musie), *Teaching Classics with Technology* (2019) (with Bartolo Natoli) and *Communicative Approaches to Teaching Classical Languages* (2021) (with Mair Lloyd) and *Teaching Latin: Contexts, Theories and Practices* (2022). He recently completed a book on *Teaching Classics in Schools Worldwide*, with John Bulwer, published in 2025 with Bloomsbury Academic. See www.educ.cam.ac.uk/people/staff/hunt and www.stevenhuntclassics.com.

Marc Brüssel - Humboldt University

Marc Brüssel was born in Berlin in 1970. He studied classical philology at the Free University of Berlin and the Aristotle University of Thessaloniki

and received his M.A. degree from FU Berlin in 1998. Since 2003 he has been a lecturer for ancient languages at the Humboldt University Berlin and since 2010, he has been one of the speakers for the German team of experts for university teaching of Greek and Latin. After a research scholarship from 2014 to 2017, he received his Dr. phil. as the only person in Germany to date in the field of adult ancient-language instruction and published the respective monograph on it (Altsprachliche Erwachsenendidaktik in Deutschland, Heidelberg 2018). From 2019 to 2022 he was a research fellow in the same field and is now working as a lecturer again. He contributed all articles on adult and higher education to the new encyclopedic lexicon on Classics pedagogy in Germany (UTB Fachlexikon zum Latein- und Griechischunterricht, Tübingen 2023).

Editor of the Volumes *Teaching and Learning Classics at the University Level*

Alberto Regagliolo is an Assistant Professor of Linguistics at UKSW University, as well as a translator and graphic designer. He is a member of the research groups CODOLVA (*Corpus Documentale Latinum Valencie*) and Teledantem-CORINEI (*Corpus Oral Interlengua Español Italiano*). He is an honorary fellow of the Department of Translation and Interpretation (University of Alicante). His scholarly interests include Latin and Italian language teaching and acquisition, the role of play in education, and the development of teaching materials. He has published on the didactics of Latin and Italian in international academic journals. Among his main works, he authored *Latin in Spanish Primary Education: An Experience* (UKSW, 2023), *Latin y Cultura Clásica. Educación Primaria* (2020), a Latin textbook for children, and four advanced Italian manuals for university students. He also serves as editor of the academic series *Teaching and Italian Language in Higher Education* (Vernon Press, 2023, 2026) and *Broadening Horizons in Classics: Primary and Secondary Education* (Vernon Press, 2026). Regagliolo teaches Latin and its relevance for philologists, Language Teaching for Children, Analysis of Teaching Materials, and Italian Language and Pragmatics.

Introduction to Volume 1

Teaching and Learning Classics at the University Level, Vol. 1 compiles thirteen chapters that examine Latin and ancient Greek language topics, linguistics, and training for teachers in primary, secondary, and higher education.

The first chapter, *Teaching and Learning Greek for Beginners* (Elisabetta Berardi), emphasizes that teaching basic Greek sentences is crucial for motivating learners and developing essential skills like morphology, syntax, and vocabulary. It advocates a balanced approach combining grammar–translation and inductive methods, with a focus on oral practice and early exposure to authentic texts. Additionally, it underscores the importance of particles and root-based vocabulary for ongoing language growth.

The second chapter, *Teaching and Learning Greek Metrics* (Liana Lomiento), explains ancient Greek metrics by defining meter and rhythm, illustrating basic metrical feet and structures, and their role in poetic communication. It reviews major ancient sources and modern scholarship and provides practical guidance for university instruction that emphasizes prosodic skills, ancient colometry, and rhythm as a key part of interpretation.

The third chapter, *Teaching and Learning Greek Historical Grammar* (Elena Džukeska), explains why historical grammar is essential for understanding the structure and development of Greek. It outlines its origins in Indo-European studies, the comparative method, and the sources available. It also demonstrates how a diachronic approach enhances comprehension of phonology, morphology, and vocabulary, thus increasing students' engagement with Greek texts.

The fourth chapter, *Teaching and Learning Latin for Beginners* (Bořivoj Marek, Jana Mikulová, Tomáš Weissar), explores how Latin's reduced presence in school curricula impacts learning. It highlights how many university students start without prerequisites, describes different learner profiles, compares traditional, communicative, and hybrid teaching methods, discusses the role of teaching materials, digital resources, and AI, and addresses structural challenges like limited instructional time, motivation issues, and assessment practices.

The fifth chapter, *Teaching Latin through Linguistic Typology* (Elena Zheltova), outlines linguistic typology, both intra- and extra-linguistic, as a tool to describe structural variation and cross-linguistic universals. It highlights its relevance for Latin and Ancient Greek and shows how, combined with functional, historical-comparative, and corpus-based approaches, it enables reinterpretation of complex Latin phenomena and the development of advanced teaching methods for classics students.

The sixth chapter, *Teaching and Learning Latin Descriptive Grammar* (Beata Spieralska), distinguishes Latin descriptive grammar from normative approaches and places it within key theoretical frameworks (traditional, structuralist, valency-based, constituency models). It discusses the connection between language courses and grammar courses, covers content selection, from morphology to complex syntax, and reviews authors and reference manuals. Additionally, it proposes a structured syllabus and various exercise types tailored for philological work and text editing.

Chapter seven, *Teaching Translation in Classics* (Peter Kuhlmann), examines the importance of translation in Latin and Greek. It illustrates with classroom examples how accurate translations can be made without deep textual understanding. The chapter explains why translation remains vital for comprehension, assessment, and exams despite its limitations. It also compares translation with more communicative methods and places it within modern theories of translation, cognitive reading processes, and common student challenges.

The eighth chapter, *Teaching and Learning Greek and Latin Prose Composition* (Juan Coderch), highlights the importance of prose composition as a way to turn passive knowledge of Greek and Latin into active skills. It presents a mostly positive critical discussion and describes step-by-step methods, from simple sentences to restructured texts and creative exercises. It also stresses the importance of strong fundamentals, active involvement, and well-crafted materials.

The ninth chapter, *Teaching and Learning Latin for Humanities* (Julia Krauze), illustrates how Latin instruction in three-year humanities programs has been impacted by school reforms, reduced teaching time, fewer institutions offering Latin, and waning interest in classical subjects. It highlights the challenges faced by students with weak backgrounds and proposes a targeted didactic approach based on content selection, active teaching

methods, careful technological integration, and cultural contextualization, with a comparison between several European countries.

The tenth chapter, *Teaching and Learning Medical Terminology* (Debbie Felton), explores how teaching medical terminology enhances communication, diagnosis, and the doctor–patient relationship. It highlights how studying Greek and Latin roots within the context of medical history helps learners grasp and explain thousands of terms. The chapter also discusses active teaching methods, including games, targeted readings, and addresses challenges from the pandemic, digital technology, and AI.

The eleventh chapter, *Teaching Primary Teachers Training in Classics* (Alberto Regagliolo), examines the university education of students preparing to teach classical subjects in elementary schools. The chapter emphasizes the importance of combining strong disciplinary knowledge with pedagogical skills, multisensory teaching methods, and inclusive practices, demonstrating how myths, language, and ancient culture can be adapted for childhood learning, thereby developing teachers capable of flexible and well-informed teaching strategies.

Chapter 12, *Training Secondary Teachers in Classics* (Steven Hunt), outlines the essential skills for an effective Secondary Classics teacher: solid disciplinary expertise, the capacity to make the ancient world engaging, and proficiency in three main teaching methods. It emphasizes that texts, activities, and technologies should be selected thoughtfully with pedagogical intent, tailored to students' needs, and combined with attentive, inclusive formative assessment.

The thirteenth chapter, *Teaching University Lecturers Training in Classics* (Marc Brüssel), explores how university lecturers are trained in Latin and Greek as cultural mediators and disciplinary multipliers. It highlights the diversity of courses, learners, and professional backgrounds, as well as the limited professionalization of entry-level positions. The chapter stresses the need for a wide-ranging methodological toolkit that combines grammar, direct approaches, modern linguistics, mental lexicon development, informed AI use, and intercultural sensitivity. It redefines the role of the lecturer as a facilitator of adult learning.

Chapter 1

Teaching and Learning Greek for Beginners

Elisabetta Berardi
University of Turin, Italy

Abstract

In the initial stages of learning Greek, it is essential to employ strategies that lead as soon as possible to the text, first adapted from the original, then original, in order to prevent motivation from weakening after the first phase of enthusiasm for a new subject. It is therefore necessary to select morphological and syntactic topics: the teacher illustrates noun and verb in their essential features and presents some syntactic aspects (values of particles such as μέν, δέ, γάρ, ἀλλά) as soon as possible. The mnemonic effort required of the class group should be directed to the knowledge of frequent and productive lexical roots and to the knowledge of elements of noun formation: in fact, the goal is to bring the student to a global understanding of the text even before its translation. This process will enable the student to master the sentence of simple syntax in a short time.

Keywords: Comprehension and translation; Orality; Particles and syntax; Lexical roots.

***

1. Introduction

A sentence of simple syntax sometimes turned out to be a complicated affair to teach. Tales report how basic knowledge of the Greek language would have been difficult to pass on even to those born to a father who excelled in the purest Attic Greek, or at least this is what Flavius Philostratus tells us in the third century AD in his *Lives of the Sophists*. Philostratus relates an anecdote about a family misfortune that had afflicted the great Athenian orator Herod Atticus a century earlier. Herodes had had a son,

PAGES MISSING

FROM THIS FREE SAMPLE

Index of Classical Authors and Works

A

B

C

D

E

H

J

L

M

O

P

Q

S

T

V

General Index

G

H

I

J

K

L

M

N

O

P

R

S

T

U

V

W

Z

In my opinion, these volumes constitute an essential reference work for all those engaged in the instruction of Classics, as they address the most pertinent topics from a variety of methodologies, and they offer extremely useful materials and resources.

Dr. Rosa Mª Marina Sáez
Professor of Latin Philology
Department of Ancient Studies
University of Zaragoza, Spain

Teaching and Learning Classics at the University Level, *edited by Alberto Regagliolo, is an ambitious and welcome contribution to the pedagogy of Classical Studies. At first sight, the project might appear counterintuitive today: how can we continue to speak about the ancient world, in all its many dimensions, to a society that seems more concerned with the present and understandably preoccupied with the future? For Regagliolo and his collaborators, this is precisely the question that must be addressed. Across four substantial volumes, scholars from different academic traditions offer both practical reflections and methodological perspectives on how Greek, Latin, ancient culture, and their reception can still be taught today. Spanning a wide range of subjects—from language and literature to material culture, digital humanities, and pedagogy—the collection combines theoretical reflection with concrete teaching experience. The essays reveal the diversity of approaches currently shaping the discipline while also raising broader questions about the place of Classics in modern higher education. I am sure this ambitious project will be of great interest to scholars and teachers seeking to rethink how antiquity is taught in the twenty-first-century university.*

Prof. Dr. Rodrigo Miguel Correia Furtado
Centre for Classical Studies, School of Arts and Humanities
University of Lisbon, Portugal

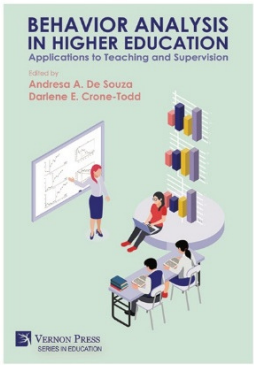
A praiseworthy compilation of themes, subjects and the most efficient tools which renowned specialists from different countries offer to update teaching Classics and improve their learning worldwide.

An erudite and fascinating exposition of the many fields of knowledge concerning Classics with the purpose of improving their teaching and learning worldwide by applying the most modern and efficient tools.

Dr. Martha Patricia Irigoyen Troconis
Facultad de Filosofía y Letras
Universidad Nacional Autónoma de México, México

VERNON PRESS

Other Distinguished Titles from "Series in Education":



Behavior Analysis in Higher Education

Applications to Teaching and Supervision

Andresa A. De Souza, Darlene E. Crone-Todd (Eds.)

Essential for behavior analysis students and faculty, this book blends theory and practice on teaching, supervision, ethics, and cultural competency, with insights on remote learning and accreditation.

$110 | €103 | £89
Subjects: Cognitive Science, Education, Psychology.
ISBN: 978-1-64889-770-2 | Hardback | 396 pp | 1/2024
Also available in Paperback and E-book.
vernonpress.com/book/1850

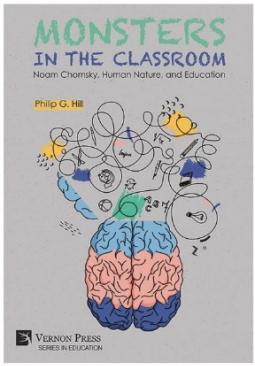
Monsters in the Classroom

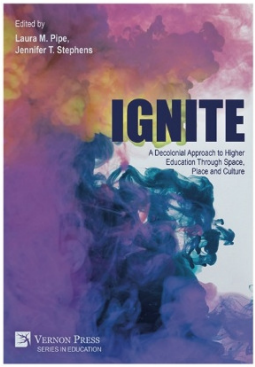
Literary Journalism of Vincent Sheean

Philip G. Hill

This book examines Sheean's works, revealing key traits of literary journalism: cohesive structure, lifelike characters, vivid descriptions, immersive reporting, and well-crafted sentences. Through detailed analysis, it highlights how Sheean's writing blends storytelling with journalistic precision to create compelling narratives.

$77 | €72 | £62
Subjects: Political Science, Linguistics, Education.
ISBN: 978-1-64889-789-4 | Hardback | 234 pp | 1/2024
Also available in E-book and Paperback.
vernonpress.com/book/1869





Ignite

A Decolonial Approach to Higher Education Through Space, Place and Culture

Laura M. Pipe, Jennifer T. Stephens (Eds.)

This collection examines how the relation between theoretical and practical reason—and the facts/values divide—has shaped Western philosophy, revealing both the limitations and insights of this distinction.

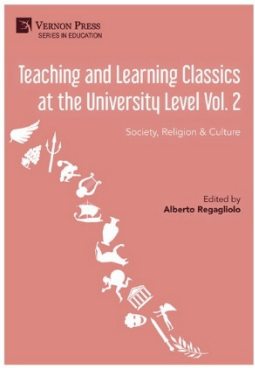
$99 | €83 | £95
Subjects: Sociology, Education, Philosophy.
ISBN: 978-1-62273-961-5 | Hardback | 291 pp | 3/2023
Also available in Paperback and E-book.
vernonpress.com/book/1024

Vernon Press is accepting proposals for monographs or multi-author volumes in this series.

For more information, visit https://vernonpress.com/publish-with-us or contact us directly at submissions@vernonpress.com

VERNON PRESS

Other Volumes in the 'Teaching and Learning Classics' Collection:



Teaching and Learning Classics at the University Level Vol. 2

Society, Religion & Culture

Alberto Regagliolo (Ed.)

Teaching and Learning Classics at the University Level, Vol. 2 explores effective approaches to teaching the social, cultural, and religious dimensions of Greek and Roman antiquity in higher education.

$132 | €113 | £99
Subjects: Education, Language and Linguistics, Philosophy.
ISBN: 979-8-2616-0040-4 | Hardback | 6/2026
Also available in E-book.
vernonpress.com/book/2561

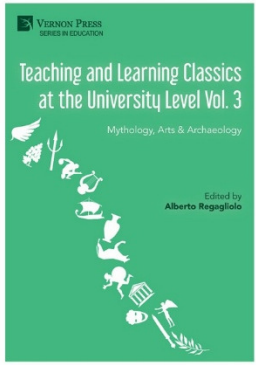
Teaching and Learning Classics at the University Level Vol. 3

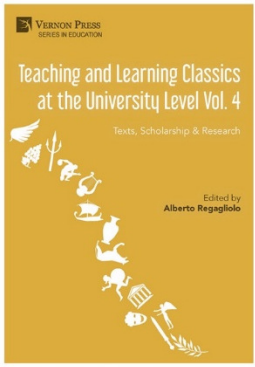
Mythology, Arts & Archaeology

Alberto Regagliolo (Ed.)

The third volume explores approaches to teaching mythology, art, archaeology, and material culture in Greek and Roman antiquity and its reception.

$126 | €108 | £94
Subjects: Education, Language and Linguistics, Philosophy.
ISBN: 979-8-2616-0041-1 | Hardback | 7/2026
Also available in E-book.
vernonpress.com/book/2562





Teaching and Learning Classics at the University Level Vol. 4

Texts, Scholarship & Research

Alberto Regagliolo (Ed.)

This volume explores approaches to teaching classical literature, Digital Humanities, and research methods, covering topics from Homer and Roman epic to textual criticism, mapping, and skills in Classics.

$137 | €118 | £103
Subjects: Education, Language and Linguistics, Philosophy.
ISBN: 979-8-2616-0043-5 | Hardback | 7/2026
Also available in E-book.
vernonpress.com/book/2563

For more information, visit https://vernonpress.com/publish-with-us or contact us directly at submissions@vernonpress.com