

Module III. Speaking and listening strategies (oral communication)

2. Communication strategies proposed by Greek team

2.1. Ancient Greek language and literature: CREATION AND PRESENTATION OF A TV - BREAKING NEWS BULLETIN ABOUT THE FACTS OF THE: “Battle Aegospotami, 405 B.C, based on the description of Xenophon ,the Athenian historian writer, in his work “Greek”, book 2, Chapter 1, && 16-32)

Workgroup/target: A Grade of Senior High School, 16 years old

Assessment: Class presentation and discussion

Didactic-pedagogical objectives:

1. Creation of journalistic speech by the students
2. Discovery by the students of linguistic and non-linguistic competencies (for example the sociolinguistic skills-sign language, language of good manners, organisation of questions, narration competence, answering competence and readiness-within the communicative context of a news bulletin creation).
3. Practice of vocal competencies.
4. Role play (roles of journalist-presenter, journalist -news editor, journalist-reporter, director, stage designer, costume maker, news producer, the role of the general-leading character of the events as described in the news bulletin).
5. Enhancement of the students’ self awareness and self confidence.
6. Interaction of the members of the team and acceptance of each member’s competencies (development of the team spirit with equal respect to each student’s personality).
7. More positive attitude to the subject of Ancient Greek.
8. Awareness of the timelessness of the Ancient Greek texts.
9. Computer literacy to meet the needs of a news bulletin production. (PC, video use, mobile phone applications).

THE STEPS OF THE PROCEDURE

1. Pre-requisites:

The facts of the Battle Aegospotami, 405 BC (Described by Xenophon, the Athenian historian writer to his work “Greek”, book 2, Chapter 1, && 16-32)

Here is the summary of the Battle Aegospotami, 405 B.C.

*In the last decade of the 5th century B.C., **the Athenians** had indeed managed to recover after the disaster of the Sicilian expedition, but had not fully regained control of the Aegean Sea, whereas **the Spartans** led by Lysander had strengthened significantly their power in the sea with the money of Cyrus and ships of the renegades allies of the Athenians. The Athenians, becoming conscious that without allies the war would be lost, made a last attempt*

to get back in control of the Aegean Sea, creating a fleet **that reached 180 ships**. The leadership of the Athenian fleet, that was based in Samos, was handed to Conon (406 BC). During that year, however, Conon was deprived of the services of the most competent generals. So in the late summer of 405 B.C., Conon had the leadership of the fleet along with Menander, Tydeus, Kephisodotos, Filoklis and Adimantous, who all had limited skills and questionable ethics.

The two fleets met to the Hellespont or Dardanelles. **The Athenians** wanted to confront their enemies as soon as possible, because every day they were forced to carry foods from Sestos, which obtained 15 stages, but the leader of the Spartan **Lysander** had no reason to hurry. In the following four days, Lysander instructed his captains and sailors to take their places on the ships at dawn, as if they were going to fight a battle, but he gave no command to the fleet to leave the port and start the battle, a tactic which increased the frustration of the Athenians.

At the dawn of the fifth day, according to Xenophon, the Athenians lined up once again opposite the Spartan ships, but once again they were not actually involved in any battle. Lysander, however, had ordered ships to spy on the movements of the Athenians, the moment the latter ones would disembark and disperse to their tents for dinner and to sleep, and to return quickly and halfway to bear shield, which would be a sign for the Spartan fleet. Once Lysander saw the shield, he ordered the fleet to attack the Athenians. He captured all the unattended boats and, although Conon, who was leader of the Athenian fleet, meant to board all the Athenians on the ships, it was too late. Only nine of the ships of the Athenians managed to escape, while all the rest were occupied. Many men fled to the mountains, but they were persecuted mercilessly. Lysander executed all Athenians prisoners except the Athenian general Adimantous.

2. After having completed the reading activities, the class were **divided into teams** and the ss were invited to choose among different **writing or oral activities** on what topic would they like to work on.

3. A group of 7 students had chosen to work on **the news bulletin**.

4. The members of this 7-student-group **played the roles**, as described in the fourth objective above.

5. After a 15- day-collaboration, both in school and homes, the ss presented the news bulletin to the whole class under the logo "**Lampsakos T.V**".

EVALUATION-CONCLUSIONS

1. Students reflected on what they were taught, and communicated their knowledge and understanding.
2. Students became confident in their speaking and listening habits, as they have achieved through a very good model-through the creation of interviews-to practise and develop their communication skills.
3. Students built positive relationships, worked cooperatively, and participated actively in their learning.
4. The whole activity had demonstrated the need for good models, which can show us a new start, more comfortable and less anxious- in our teaching-procedure.

2.2. DEBATE IN A HISTORY LESSON (THE BYZANTINE HISTORY)

THE BYZANTINE ICONOCLASTIC CONTROVERSY

Iconoclasts-Icon defenders

In the framework of the school subject of THE BYZANTINE HISTORY of the Second Grade of Senior High School and more specifically in the chapter of **THE BYZANTINE ICONOCLASTIC CONTROVERSY**, the **debate** was proposed as the main pedagogical teaching/learning strategy.

THE AIM OF THE LESSON

- The detailed study and comprehension of Iconoclasm by the students.

DIDACTIC OBJECTIVES

- The study of the causes
- The study of the triggering events
- Active involvement and participation of all the debaters
- Employment of the group work method of teaching
- Enhancement of the principles of dialogue
- Students learn to think critically, so that they may successfully rebut the opposition's points.
- Students research historical facts, prepare logical arguments, and formulate their own opinions based on evidence.
- While being active listeners to opposing perspectives, the debaters try to convince the other team by integrating relevant information from the course material.

THE STEPS OF THE PROCEDURE

- A. Summary of the units which had already been taught to students regarding the period of Iconoclasm (726-843 AD).
- B. The class were divided into two teams : the one of the Iconoclasts and the other one of the Icon Defenders.
- C. Noting down of the arguments by each team.
- D. Discussion and representation of the opposition by the two teams based on their argumentation.

EVALUATION-CONCLUSIONS

- The students are transported to the historical era when the facts are taking place.
- They study in depth the social status of the Iconoclasm period through the actions of the two opposing parts and the impact of that opposition on society itself.
- The debate is an effective teaching means in promoting critical thinking and oral speaking skills.