

8. Ancient Greek: A new approach to Classical methods

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ABSTRACT

This paper re-examines the role of Ancient Greek in primary education and proposes a five-part framework integrating Literacy, Orality, Grammar, Ongoing connection, and Storytelling (LOGOS) as a model for renewing classical language pedagogy. Drawing on cognitive neuroscience and applied linguistics, it situates this approach within the contemporary crisis of literacy and attention, intensified by the rise of artificial intelligence. Evidence from longitudinal implementation at *Elliniki Agogi School of Ancient Greek* demonstrates that an experiential, affect-based model can achieve high learner retention (>80 per cent), substantial comprehension gains ($\approx 60 - 86$ per cent), and lasting lexical recall, while enhancing metalinguistic awareness and reflective thought. Adaptable tools illustrate how Greek can be taught as living meaning across linguistic contexts. The paper concludes that early Ancient Greek education remains uniquely relevant: it strengthens literacy, empathy, and interpretive judgment, precisely the human capacities most essential in an AI-driven world.

INTRODUCTION

The place of Ancient Greek within contemporary education has become increasingly uncertain, particularly at the primary level, where curricular pressures and changing literacy habits have reduced its presence. At the same time, international evidence points to a broader decline in reading engagement, attention and deep comprehension, raising questions about how linguistic education can respond to these shifts.

This paper addresses that question by proposing a pedagogical framework for the early teaching of Ancient Greek based on experiential and meaning-centred learning. Drawing on insights from cognitive science and second language acquisition, it introduces the LOGOS model - Literacy, Orality, Grammar, Ongoing Connection and Storytelling - as a structured approach to integrating linguistic, cognitive and affective dimensions of learning.

The discussion is grounded in longitudinal observations from the *Elliniki Agogi* programme, an extracurricular educational initiative based in Greece dedicated to the teaching of Ancient Greek through experiential methods since 1994, examining how this framework supports retention, comprehension and metalinguistic awareness in primary students. The aim is to demonstrate that Ancient Greek, when taught as any other language through contextualised use and interpretive engagement, can contribute directly to the development of literacy and interpretive competence in contemporary educational contexts.

SECTION 1: THE EDUCATIONAL QUESTION: WHY BEGIN ANCIENT GREEK EARLY?

International evidence indicates a sustained decline in reading engagement and proficiency across multiple educational contexts.⁷⁶ This development has been widely noted in discussions of contemporary education, where reduced time spent in sustained reading is associated with weaker comprehension and limited depth of processing. As a result, key cognitive functions supported by reading - such as inference, syntactic awareness and critical interpretation - are affected, with implications for how students engage with language and meaning.

Research in cognitive neuroscience emphasizes that literacy depends on sustained, focused engagement; when such habits decline, so do higher-order interpretive skills.⁷⁷

1.1 COGNITIVE AND LINGUISTIC FOUNDATIONS

Reading is a learned neural network that develops through repeated association between sound and symbol⁷⁸. The Greek alphabet, with its regular sound - symbol correspondence, provides a transparent system for early decoding and supports the development of phonological awareness and memory. Research on bilingualism further suggests that engagement with multiple orthographic systems enhances executive control and metalinguistic awareness⁷⁹. In practical terms, this means that students are learning new words, but also becoming more aware of how language itself works.

Systematic instruction in morphology has been shown to improve vocabulary and reading comprehension.⁸⁰ Because a large proportion of scientific and abstract English derives from Ancient Greek, students encounter immediate relevance by linking new knowledge to familiar lexical patterns. For students, this often appears as a moment of recognition: a word they already know suddenly becomes understandable at a deeper level. Ancient Greek thus functions not only as a tool for understanding how meaning is constructed rather than just a subject of study.

1.2 EDUCATIONAL AND CULTURAL CONTEXT

Wolf characterizes contemporary reading practices as increasingly oriented towards speed rather than depth, with implications for inference and reflection⁸¹. The study of Ancient Greek

⁷⁶ OECD (2024); PIRLS (2021).

⁷⁷ Dehaene (2009); Wolf (2018).

⁷⁸ Dehaene (2009, pp. 61-82).

⁷⁹ Bialystok *et al.* (2012).

⁸⁰ Bowers & Kirby (2010).

⁸¹ Wolf (2018).

offers a counterbalance: its inflected structure requires careful parsing and its syntax demands sustained attention to sequence and hierarchy.

At the same developmental stage, children begin to construct conceptual and ethical categories. Introducing terms such as *aretē*, *dikaiosynē* and *logos* provides linguistic anchors for ideas already encountered in narrative and social contexts. As Hunt observes, early exposure to classical languages invites students to treat language itself as an object of inquiry in its own right.⁸²

1.3 AFFECTIVE AND MOTIVATIONAL DIMENSIONS

Krashen's affective-filter hypothesis remains central to language acquisition: emotional engagement reduces anxiety and facilitates the transformation of input into intake⁸³. Primary school students respond particularly well to rhythm, repetition and narrative, modes that correspond to the oral foundations of Ancient Greek.

The teacher's role is therefore to structure input in ways that support comprehension while maintaining meaningful engagement. Observations from *Elliniki Agogi* indicate that affective involvement precedes retention: students who encounter language through gesture, performance and narrative demonstrate long-term recall of vocabulary and structures. In both Greek-speaking and non-Greek-speaking contexts, comprehension emerges through meaningful association, supported by structured, play-based interaction.

1.4 PEDAGOGICAL IMPLICATIONS

The rationale for early Ancient Greek may be summarized as follows: early symbolic learning supports literacy development and cognitive flexibility;⁸⁴ morphological transparency enhances vocabulary growth across languages;⁸⁵ structured linguistic systems cultivate attention and analytical reasoning;⁸⁶ and emotional engagement contributes to long-term retention.⁸⁷

These outcomes can be achieved without increasing curricular burden. Short interdisciplinary units - linking *mythos* with literature, *astron* with science or *mousikē* with art - situate Greek within the learner's experiential world. The aim is not fluency but sustained familiarity, providing a cognitive and emotional foundation for later study.

INTRODUCTION TO LOGOS

⁸² Hunt (2023, p. 27).

⁸³ Krashen (1982).

⁸⁴ Dehaene (2009).

⁸⁵ Bowers & Kirby (2010).

⁸⁶ Wolf (2018).

⁸⁷ Krashen (1982); Immordino-Yang & Damasio (2007).

The preceding discussion identifies a set of interrelated conditions necessary for effective early language acquisition: sustained literacy development, oral engagement, structural awareness, continuity of meaning and emotional investment through narrative. Rather than functioning as separate variables, these elements operate as a unified pedagogical system.

This paper conceptualises that system as the **LOGOS framework**, a structured model for the teaching of Ancient Greek in primary education. The term *logos* is used both in its classical semantic sense and as an acronym designating five interdependent components:

- L Literacy:** the development of metalinguistic awareness and morphological understanding
- O Orality:** the prioritization of listening and speaking as primary modes of acquisition
- G Grammar:** the internalization of structure through meaningful use rather than abstract rule
- O Ongoing Connection:** the linking of language with cultural, cognitive and personal relevance
- S Storytelling:** the use of narrative as the primary vehicle for comprehension and retention

The LOGOS framework integrates linguistic, cognitive and affective dimensions of learning into a single operational model. Its central premise is that language acquisition in early education is most effective when form, meaning and emotional engagement are introduced simultaneously rather than sequentially.

As both a descriptive and pedagogical construct, LOGOS serves two functions: it identifies the conditions under which durable language acquisition occurs and it provides a practical structure for curriculum design and classroom implementation. The following section examines how this framework is realized in practice through the teaching programmes of *Elliniki Agogi*.

SECTION 2: THE PEDAGOGICAL FRAMEWORK: PRINCIPLES FROM *ELLINIKI AGOGI*

The LOGOS framework finds its practical expression in the programmes developed at *Elliniki Agogi*, an educational institution founded in 1994 and directed since 2017 by the present author. The school serves students aged five to sixteen, primarily native speakers of Modern Greek, whose linguistic proximity to Ancient Greek facilitates early recognition of lexical and morphological patterns. While this context is specific, the underlying pedagogical mechanisms - multimodal input, narrative-based learning and affective engagement - are transferable across linguistic environments.

2.1 CORE PRINCIPLES

The implementation of LOGOS rests on three complementary principles: experiential learning, embodied cognition and affective engagement.

Experiential learning emphasizes the construction of knowledge through action and reflection.⁸⁸ In practice, this is realized through structured activities such as role-play, dramatization and interaction with visual or material artefacts. Linguistic forms are introduced within meaningful situations and subsequently reinforced through repetition and reflection. In classroom terms, students do not first learn rules and then apply them; they encounter language in use and gradually recognize its patterns.

Embodied cognition further supports this approach, positing that comprehension is grounded in sensorimotor experience, with meaning shaped through physical interaction.⁸⁹ The use of gesture and movement - particularly in relation to verbs - provides physical anchors for meaning and facilitates recall.⁹⁰ For example, when a child associates a verb with a physical action, the movement itself becomes part of memory.

Affective engagement, central to Krashen's model of acquisition,⁹¹ determines whether input becomes intake. Instruction is therefore designed to maintain low anxiety and sustained attention through narrative, humour and aesthetic experience. This is a necessary condition: without engagement, even well-structured input is unlikely to be retained.

2.2 CLASSROOM IMPLEMENTATION

Classroom practice follows a consistent sequence that reflects the LOGOS framework.

Lessons begin with short oral routines conducted in Ancient Greek, reinforcing continuity and supporting orality. New material is introduced through brief narratives, supported by visual cues and gesture, ensuring that comprehension precedes analysis. Repetition occurs through guided interaction, including choral response and structured questioning.

Students then engage in performative activities - such as dramatization or dialogue extension - through which linguistic forms are reused in varied contexts. Writing is introduced only after comprehension is established, in line with principles of delayed output.⁹²

Assessment prioritizes comprehension and participation, with less emphasis on formal accuracy. Tasks include picture-matching, sequencing and short listening activities designed to measure recognition of vocabulary and structure. These practices align with findings from communicative language teaching, which indicate that comprehension-based approaches support more durable acquisition than rule-based instruction.⁹³

⁸⁸ Kolb (1984).

⁸⁹ Barsalou (2008); Glenberg (2010).

⁹⁰ Glenberg & Kaschak (2002).

⁹¹ Krashen (1982; 1985).

⁹² Krashen (1982).

⁹³ Lightbown & Spada (2013).

2.3 ALIGNMENT WITH THE LOGOS FRAMEWORK

Each component of classroom practice corresponds directly to the LOGOS model:

- **Literacy** develops through reflection on roots and morphological patterns once oral familiarity is established
- **Orality** is prioritized through continuous exposure to spoken language
- **Grammar** emerges inductively through patterned input, with explicit instruction introduced at a later stage.
- **Ongoing connection** is maintained by linking new linguistic material to students' existing experiences and knowledge. Vocabulary and structures are introduced through contexts that students can recognize and relate to, allowing language to be integrated into their everyday conceptual framework.
- **Storytelling** provides the primary structure within which vocabulary and meaning are embedded

This alignment ensures the simultaneous operation of linguistic, cognitive and affective dimensions, instead of a sequential progression.

2.4 OBSERVED OUTCOMES

Longitudinal observation of primary cohorts (2017 - 2025) indicates consistent gains across multiple domains. Retention rates between academic years exceed 80 per cent, while participation in oral activities increases progressively. Informal comprehension assessments show improvement from approximately 60 per cent to 86 per cent over the course of a single academic year.

Recognition of lexical derivatives also increases, indicating the development of morphological awareness. Qualitative data from teachers and parents further suggest improvements in attention, memory and engagement with language.

These findings align with research on comprehensible input⁹⁴ and on the cognitive benefits of metalinguistic awareness,⁹⁵ supporting the effectiveness of an experiential and meaning-centred approach.

2.5 TRANSFERABILITY

Although the linguistic continuity between Ancient and Modern Greek facilitates acquisition in this context, the underlying mechanisms are not language-specific. Narrative-based input, multimodal reinforcement and affective engagement correspond to general principles of language learning and can be adapted to non-Greek-speaking environments.

⁹⁴ Benati & Schwieter (2017).

⁹⁵ Dehaene (2009); Wolf (2018).

In such contexts, adaptation may involve increased reliance on visual scaffolding, etymological connections and bilingual support. The essential principle remains unchanged: acquisition is driven by meaningful and emotionally engaged interaction with language.

SECTION 3: MEANING, EMOTION AND STORYTELLING

Narrative constitutes the central mechanism through which the LOGOS framework integrates cognition and affect. Story engages attention, supports memory and provides a structure within which linguistic forms acquire meaning. In contrast to abstract instruction, narrative situates language within context, enabling comprehension to emerge through association and reducing reliance on translation.

At *Elliniki Agogi*, myth and fable function as primary vehicles of instruction. Among the first texts introduced are Aesopic fables, presented orally through gesture, dialogue and short performative sequences. Students adopt roles and reproduce simplified linguistic patterns within a controlled vocabulary. The simplicity of these narratives allows for full comprehension, while their moral dimension invites reflection and discussion. This process illustrates what Bruner describes as the narrative construction of meaning: language is not acquired as isolated structure but as part of a coherent interpretive framework.⁹⁶ Through guided interaction, students connect narrative content to familiar situations, transforming linguistic input into cognitive and ethical engagement.

Multimodal reinforcement further strengthens this process. Activities such as drawing, rhythmic recitation and basic musical performance extend comprehension across sensory channels. Research in cognitive psychology indicates that multimodal encoding enhances retention by linking visual, auditory and motor pathways.⁹⁷ Within this framework, language is first experienced and then analysed.

Narrative-based learning also establishes continuity between early exposure and later literary study. Students who encounter Greek through performance and storytelling develop a framework of meaning that supports subsequent engagement with written texts. In contrast, when classical material is introduced solely through translation, comprehension may be achieved but affective engagement remains limited. From a cognitive perspective, this progression reflects the relationship between episodic and semantic memory.⁹⁸ Experiences encoded through narrative and action are later reactivated as structured knowledge. Early exposure through storytelling therefore functions as a foundation for later analytical understanding.

⁹⁶ Bruner (1991).

⁹⁷ Paivio (1990); Mayer (2009).

⁹⁸ Tulving (2002).

In this sense, narrative serves as a central pedagogical mechanism, integrating language, memory and interpretation so that linguistic forms are retained as elements of meaningful engagement.

SECTION 4: RELEVANCE AND REFLECTION

The integration of interpretation and language is particularly evident in the use of early classical texts. Among these, Homer offers a productive entry point due to the narrative clarity and thematic accessibility of selected passages.

At the upper-primary and lower-secondary levels, short excerpts from the *Odyssey* are introduced through guided performance and discussion. A representative example is the opening exchange between Zeus and Athena (*Odyssey* 1.32 - 34), in which responsibility and human agency are foregrounded. The passage is first approached as dialogue: students read or enact the roles, using voice and gesture to establish comprehension.

Interpretation follows comprehension. Students are invited to consider the central question raised by the passage - why individuals attribute responsibility externally rather than to their own actions - and to relate it to familiar experiences. This stage emphasizes reflection and encourages students to engage with the text as a framework for reasoning. Through guided discussion, connections are established between the narrative and everyday experiences, allowing students to recognise the continued relevance of the text and to engage with it as part of a broader human context.

Only after meaning is established does attention shift to linguistic form. Grammatical features - tenses, participial structure or emphasis - are examined as functional elements within the passage. This sequencing reflects established findings in second language acquisition: form is most effectively processed when meaning is already understood.⁹⁹ The same approach applies across genres, with historical and philosophical texts introduced as extensions of a shared interpretive process, ensuring accessibility through structured engagement.

From a pedagogical perspective, this sequence illustrates the integration of comprehension, reflection and analysis. Language functions as a medium of interpretation, and grammatical awareness emerges from use, developing progressively through engagement.

This model corresponds to broader principles of cognitive learning. When linguistic input is embedded in meaningful context, students are more likely to retain both structure and content. Narrative and dialogue thus provide the conditions under which language becomes both intelligible and relevant.

⁹⁹ VanPatten (2017); Lightbown & Spada (2013).

SECTION 5: APPLICATION: TEACHING TOOLS FOR PRIMARY-LEVEL ANCIENT GREEK

The LOGOS framework is operationalised through a set of structured teaching practices designed to support early-stage language acquisition within realistic curricular constraints. At the primary level, the attainable objective corresponds broadly to A1 competence as defined by the Common European Framework of Reference for Languages (Council of Europe 2020): recognition of a limited but functional lexicon, comprehension of basic syntactic patterns and the ability to respond to simple prompts.

Instruction is organized around a controlled progression of input and practice, governed by four principles consistent with both LOGOS and established findings in second language acquisition.

1. Controlled lexical input

Each instructional unit introduces a limited number of high-frequency lexical items selected for recurrence, morphological transparency and conceptual relevance. Vocabulary is recycled across narratives and activities, ensuring repeated exposure within meaningful contexts.

For example, a short lesson may centre on a small set of verbs such as *βαίνω*, *λέγω* and *πράττω*, which are introduced within a simple narrative and then reused through questions, gestures and short dialogues.

This approach reflects research indicating that frequency and contextual repetition are central to vocabulary acquisition.¹⁰⁰

2. Comprehensible input through narrative

New linguistic forms are introduced within short narrative contexts, supported by visual cues and gesture. Meaning is established prior to analysis, allowing students to infer structure through use, with explicit explanation introduced at a later stage.

In practice, a short story is first presented orally, accompanied by images or movement. Students respond to simple prompts (e.g. τί πράττει; τί βλέπει; τί ἐστὶ τοῦτο;), demonstrating comprehension before any grammatical terminology is introduced.

This sequencing aligns with the principles of comprehensible input and with evidence that form is processed more effectively when embedded in meaningful communication.¹⁰¹

¹⁰⁰ Nation (2013).

¹⁰¹ Krashen (1982).

3. Oral - aural primacy

Listening and speaking precede reading and writing. Activities emphasize repetition, interaction and physical response, which ensures that comprehension is established before written representation is introduced.

A typical sequence includes choral repetition, short exchanges between teacher and students, and simple role-play, through which students reuse language in a controlled but active form.

This approach corresponds to models of input-based instruction and to Total Physical Response techniques, which support early-stage acquisition through multimodal engagement.¹⁰²

4. Multimodal reinforcement

Instruction integrates visual, auditory and kinaesthetic elements, including image-based prompts, rhythmic repetition and simple performative tasks. For instance, vocabulary may be reinforced through drawing, gesture or short rhythmic patterns, allowing students to associate linguistic forms with visual and physical cues. Cognitive research indicates that multimodal encoding strengthens retention by activating multiple associative pathways.¹⁰³

Within this structure, teaching materials function as vehicles for learning. Illustrated texts, dialogues and short narrative sequences provide the input through which students encounter and reuse language. As a result, the emphasis remains on controlled exposure, meaningful repetition and gradual expansion of linguistic competence.

Empirical observations from programme implementation (2017 - 2024) indicate that, within approximately one year of weekly instruction, students are able to recognize a core vocabulary, identify basic morphological patterns and respond to simple oral prompts. These outcomes are consistent with early-stage acquisition targets and support the viability of introducing Ancient Greek within primary education.

Since the pedagogical objective at this stage is not fluency but stability, when students develop a secure and meaningful initial relationship with the language, they acquire a cognitive and affective framework that supports further study. In this sense, early instruction establishes and secures continuity.

SECTION 6: EVIDENCE AND RESULTS

The preceding sections have outlined the theoretical and pedagogical basis of the LOGOS framework. This section examines its observed outcomes within primary-level instruction at *Elliniki Agogi* between 2017 and 2025. Although the data derive from programme-based

¹⁰² Asher (1969).

¹⁰³ Paivio (1990); Mayer (2009).

observation and not from controlled experimental design, they provide indicative evidence of patterns in early-stage language acquisition.

6.1 ENGAGEMENT AND RETENTION

Participation and continuation rates remain consistently high across cohorts. More than 80 per cent of pupils enrolled in introductory courses continue to subsequent levels, a figure that contrasts with reported attrition rates in extracurricular language programmes, which often exceed 40 per cent after the first year.¹⁰⁴

Classroom observation indicates sustained engagement during instructional activities, particularly in oral and performative tasks, suggesting that students remain actively involved throughout the lesson, which supports continuity of attention and participation.

6.2 COMPREHENSION AND LEXICAL DEVELOPMENT

Comprehension is assessed through periodic tasks such as picture-matching, sequencing and short listening exercises drawn from classroom narratives. Mean accuracy increases from approximately 60 per cent at mid-year to 86 per cent by the end of the academic cycle (sample $n = 168$). In practical terms, this indicates that students move from partial recognition to consistent understanding within a relatively short period of instruction.

Delayed recall measures indicate retention of approximately 70 per cent of high-frequency vocabulary items after a three-month interval. The key outcome concerns not only immediate performance, but also the durability of learning over time.

In addition, students demonstrate increasing recognition of morphological patterns and lexical derivatives, which supports the development of metalinguistic awareness. For example, students begin to identify relationships between familiar words and their Greek roots, identify patterns across contexts and understand vocabulary as part of a structured system.

6.3 TRANSFER EFFECTS

Qualitative data from teachers and parents indicate secondary effects on broader cognitive and linguistic skills. These include increased attention during extended tasks, greater awareness of word formation and enhanced engagement with both Modern Greek and English vocabulary.

Such observations are consistent with research on bilingualism and dual-language exposure, which has been associated with gains in executive control and metalinguistic

¹⁰⁴ European Commission (2020, p. 58).

awareness.¹⁰⁵ These findings remain indicative and suggest that early engagement with structured language systems may contribute to wider cognitive development.

6.4 IMPLICATIONS

Taken together, these results indicate that an experiential and meaning-centred approach can support measurable gains in comprehension, retention and participation within limited instructional time. Weekly exposure of 90 minutes, delivered within an extracurricular setting, is sufficient to produce stable vocabulary acquisition and sustained learner engagement.

The findings also support a central premise of the LOGOS framework: affective engagement and structured input function as mutually reinforcing conditions of acquisition. When linguistic forms are embedded in meaningful and emotionally relevant contexts, both retention and motivation increase.

Further research, particularly through controlled comparative studies in non-Greek-speaking contexts, would be required to assess the generalizability of these outcomes. The present data provide initial evidence for the viability of early Ancient Greek instruction within contemporary educational settings.

SECTION 7: ADAPTING THE METHOD BEYOND GREECE

The pedagogical model developed at *Elliniki Agogi* can be adapted to non - Greek - speaking contexts because its underlying principles are not dependent on linguistic continuity but on general mechanisms of language acquisition. These include meaningful input, multimodal reinforcement and affective engagement, all of which are widely supported in research on second language learning.

7.1 MORPHOLOGICAL AWARENESS AND ETYMOLOGY

In non-Greek-speaking contexts, etymology offers a natural point of entry. Many modern languages, particularly English, contain a substantial number of words derived from Greek. Working with roots, prefixes and word families allows students to recognize connections between Ancient Greek and familiar vocabulary.

Research indicates that morphological awareness contributes significantly to vocabulary development and reading comprehension.¹⁰⁶ When students identify relationships between forms such as *telephone*, *philosophy* or *democracy* and their Greek origins, language study shifts from memorization to pattern recognition.

¹⁰⁵ Bialystok *et al.* (2012).

¹⁰⁶ Bowers & Kirby (2010); Nagy *et al.* (2006).

From a cognitive perspective, this process corresponds to the formation of associative networks, in which new information is integrated with existing knowledge¹⁰⁷ resulting in increased retention and a stronger sense of relevance.

7.2 MULTIMODAL INPUT AND COMPREHENSION

Visual and auditory scaffolding play a central role in supporting comprehension in the absence of linguistic proximity. Image-based input, gesture and short narrative sequences allow students to infer meaning without reliance on translation.

This approach aligns with principles of comprehensible input and with research on multimodal learning, which demonstrates that information encoded through multiple channels is more effectively retained.¹⁰⁸ In early stages, such techniques reduce cognitive load and facilitate engagement.

7.3 NARRATIVE AND PERFORMATIVE LEARNING

Narrative remains the primary structure through which language is introduced and consolidated. Short dialogues, dramatized scenes and simplified texts create contexts in which students reuse linguistic forms in meaningful ways. Repetition occurs within variation, as the same vocabulary and structures reappear across different situations, thus allowing understanding to deepen gradually.

Through performance and interaction, language becomes an active process embedded in use. Students engage with it through speaking, moving and responding, which supports both comprehension and recall and this way, linguistic forms are encountered as part of a coherent experience that connects meaning, memory and use over time.

7.4 PEDAGOGICAL IMPLICATIONS

Across contexts, the essential principle remains consistent: acquisition depends on the integration of meaning, structure and engagement. In non-Greek-speaking environments, this requires increased use of visual support, controlled vocabulary and explicit connections to familiar linguistic forms. In practice, this may include the use of images, gesture and short structured exchanges that allow students to respond to language before analysing it, as well as activities that link new vocabulary to words already known in their own language.

The purpose of this process is to support access to texts. When students encounter Ancient Greek as meaningful and accessible, they are able to engage with short passages and simple narratives with increasing confidence. Interaction with language therefore functions as preparation for reading, allowing students to recognise patterns, follow structure and understand meaning within the text. Over time, this leads to more stable forms of

¹⁰⁷ Dehaene (2009).

¹⁰⁸ Paivio (1990); Mayer (2009).

comprehension, as students move from guided recognition to independent understanding of short texts, supported by repeated exposure and structured engagement.

SECTION 8: ADDRESSING PEDAGOGICAL CONCERNS

The introduction of experiential and meaning-centred approaches to Ancient Greek instruction often raises questions regarding the status of the language, the role of enjoyment in learning and the place of explicit grammar. These concerns reflect established pedagogical debates and can be addressed within a framework consistent with research in second language acquisition.

8.1 THE STATUS OF ANCIENT GREEK

Ancient Greek is frequently described as a ‘dead language’, a term typically used to indicate that it is no longer spoken as a primary means of communication. In pedagogical contexts, however, this characterization can obscure the distinction between language as historical object and language as a system of meaning accessible through use.

From an instructional perspective, the question is not whether Ancient Greek is spoken in contemporary society, but how it is approached in the classroom. When students engage with the language through listening, speaking and interpretation, it functions as an active medium of comprehension rather than as a purely analytical code. In this sense, the effectiveness of instruction depends less on the status of the language itself than on the methods through which it is taught.

8.2 ENGAGEMENT AND RIGOUR

A second concern relates to the role of narrative, performance and enjoyment in language learning. These elements are sometimes perceived as incompatible with academic rigour. Research in second language acquisition, however, indicates that engagement supports sustained attention and effective processing of input.

Within a structured framework, activities such as storytelling and dramatization serve as vehicles for repeated exposure to controlled linguistic forms. For example, a short Aesopic fable may be introduced through guided performance, in which students repeat key phrases, respond to simple questions and reenact the sequence of events. The same vocabulary then reappears across subsequent activities, allowing forms to be reinforced through variation.

Similarly, short dialogues based on familiar contexts enable students to reuse a limited set of structures through question-and-answer exchanges, choral response and simple role-play, so that linguistic patterns gradually become stable through repeated and meaningful use. This combination of repetition and sustained attention supports both comprehension and retention, with engagement and rigour functioning as complementary dimensions of the same pedagogical process.

8.3 THE ROLE OF GRAMMAR

A further concern is that an emphasis on comprehension and use may delay or reduce the development of grammatical accuracy. Research suggests, however, that the sequencing of instruction is critical. Students process form more effectively when it is encountered within meaningful input.

In practice, this sequencing is reflected in the way grammatical features are introduced. For example, verb forms such as *ᾔδει* or *πράττει* first appear within short narratives and classroom exchanges, where students respond to questions and reuse the forms in context. Only after repeated exposure does attention shift to pattern recognition, with students identifying endings and functions across familiar examples.

A similar process applies to nominal forms, where case usage becomes apparent through recurring phrases in structured dialogue. Students begin to recognize patterns through use and subsequently articulate them with increasing clarity. In this way, grammatical awareness develops progressively through engagement with language in context, supported by repeated exposure and guided attention to form.

These concerns highlight important aspects of language pedagogy but do not constitute contradictions within an experiential framework. When instruction integrates structured input, meaningful engagement and appropriately sequenced analysis, it is possible to maintain both accessibility and academic rigour.

SECTION 9: TEACHING IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE

The increasing use of artificial intelligence in educational contexts raises questions about the nature and purpose of language learning. AI systems are now capable of performing tasks traditionally associated with language instruction, including translation, grammatical analysis and text generation and as a result, the focus of education is shifted from the acquisition of information to the development of interpretive and evaluative skills.

Within this context, the teaching of Ancient Greek offers a framework for cultivating forms of literacy that extend beyond information retrieval. As emphasized in earlier sections, engagement with Greek texts requires sustained attention, structural analysis and interpretive reasoning. These processes correspond to what recent educational frameworks describe as “deep literacy”: the ability to evaluate, integrate and apply information instead of simply accessing it.¹⁰⁹

At the primary level, this shift can be addressed through structured questioning and dialogue. Activities that focus on interpretation - such as identifying perspective, analysing meaning or evaluating actions within a narrative - encourage students to move beyond surface comprehension. For example, when students engage with a short narrative such as

¹⁰⁹ OECD (2024).

the *birth of Athena* from the head of Zeus, they are invited not only to understand the sequence of events but also to reflect on meaning, symbolism and causality through guided questions.

Similarly, short fables such as the *Hare and the Tortoise* provide a framework for discussing action, intention and outcome, while reinforcing vocabulary and structure through repeated use. In such contexts, language functions as a medium of interpretation, and understanding develops through engagement with meaning.

From a pedagogical perspective, the role of technology is to support these processes within a structured framework in which interpretation remains central, with digital tools, including AI-assisted media, enhancing visualization, facilitating interaction and providing additional input. The implications are therefore primarily methodological, as the increasing automation of access to information shifts the focus of language education towards the development of cognitive and interpretive capacities, to which the study of Ancient Greek contributes by combining linguistic structure with sustained engagement in interpretation.

SECTION 10: CONCLUSION: ANCIENT GREEK AND CONTEMPORARY EDUCATION

Contemporary education is increasingly formed by technological change, expanding access to information while raising concerns about attention, comprehension and sustained engagement. Within this context, the role of language learning requires reconsideration.

The preceding analysis has argued that the teaching of Ancient Greek, when approached through experiential and meaning-centred methods, can contribute to the development of core cognitive and linguistic capacities. These include structured reasoning, interpretive awareness and sustained engagement with language.

The LOGOS framework provides a model through which these capacities can be cultivated in primary education. By integrating literacy, orality, grammar, continuity and narrative, it aligns linguistic instruction with broader educational objectives related to comprehension, communication and critical thinking.

Evidence from programme-based observation suggests that such an approach can support measurable gains in retention, comprehension and participation, even within limited instructional time. While further research is required to assess its application across different linguistic contexts, the findings indicate that early engagement with Ancient Greek is both feasible and pedagogically relevant.

More broadly, this discussion supports a redefinition of the role of classical languages in education. Rather than functioning solely as objects of historical study, they may serve as structured environments for the development of interpretive and cognitive skills. In this sense, the value of Ancient Greek lies not only in its cultural significance but in its capacity to support forms of learning that remain essential in contemporary educational contexts.

EPILOGUE

The concept of *logos* brings together language, reason and meaning, expressing a unity in which form and understanding are inseparable. The LOGOS framework proposed in this paper translates that unity into pedagogical practice by structuring learning around literacy, orality, grammar, ongoing connection and storytelling, so that language is encountered as meaningful and coherent from the outset.

Within this framework, students engage with language as a system that carries meaning, invites interpretation and develops through use, and in doing so they acquire not only linguistic competence but also the ability to recognise patterns, establish connections and sustain attention across increasingly complex material. What emerges over time is a stable mode of engagement, in which language supports thought and thought, in turn, deepens language, allowing understanding to extend beyond individual forms to the structures that organise them.

Seen in this way, the teaching of Ancient Greek extends beyond the transmission of a linguistic tradition and becomes a structured environment for the development of sustained and meaningful literacy, understood as the capacity to engage with language attentively, interpret it with precision and retain it as part of a coherent cognitive framework.

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