

## Teaching Modern Languages on Ancient Roots

Archaeoschool for the Future: a Sustainability Approach

### Introduction

The *Anche le pietre parlano* manual was conceived as a useful teaching and language tool bringing together three different contexts (Spain, Italy and Greece), and more specifically, the cities of Tarragona, Barcelona, Reus, Verona, Venice, Kalamata, Thuria and ancient Messene.

During the three-year period, the students involved will have the opportunity to get to know a number of archaeological sites in their own cities and in the other cities taking part in the project, studying the monuments from art-historical and archaeological viewpoints. There will also be supplementary digital and linguistic learning activities.

1. The project combines the analysis of architectural remains from the past, and courses in the languages spoken in the three participating countries in order to:
2. Raise a new awareness of archaeological heritage; make young people more aware of the traces of the past that have reached the present; promote the protection and enhancement of archaeological finds; as well as the use of language tools;

Teach students how to make active use of their own languages while respecting historical and linguistic traditions; promote knowledge of the basic elements of the languages in the countries involved in the project in order to reflect on the communication, human, historical, ideological and political value of the languages; to respect European multilingualism and languages as vehicular languages in the past and present. Today we use standard English in order to understand each other but it is important that our students realise that in the past Greek and Latin, as well as Italian and Spanish, played an important political, cultural and ideological role.

To make the project as uniform as possible we chose to focus on Roman theatres in the participating cities and decided to offer the opportunity to take part in specific introductory language courses teaching the basics of the four languages spoken in the countries concerned: Italian, Spanish, Catalan and Greek. During the second stage, there will be an in-depth language course dedicated to Greek and Latin, the ancient languages that gave rise to the modern languages currently spoken by the project partners.

The ultimate aim of this dialogue between the schools is to increase knowledge of the chosen monuments. The project intends to make participants aware of the need to protect the past and the present; and to transmit a perception of continuity to future generations.

A better perception and analysis of the past (and of the present) should help us to live at peace with ourselves and with the heritage that we have inherited from the past.

Communication between project participants will of course be partly in English given that it is the *lingua franca* of the third millennium. However, we also need to foster the respect and promotion of multilingualism among our students, most of whom were born around the turn of the century.

The dialogue between the programme participants will therefore also take place in the four languages spoken in the countries of the participants. We try to reflect, together with the students, on the 'historical-linguistic and archaeological chain' that joins us, to guarantee the protection of continuity with the past, respect for the present and the creation of a new awareness. It is our duty to guarantee a future to the historical-archaeological heritage and languages of the Mediterranean.

## Structure of the Teaching Material

The present volume is a multilingual teaching tool designed for this specific European project known as ARCHAEO SCHOOL FOR THE FUTURE. It represents an experimental teaching approach involving university lecturers and students and high school teachers and students.

The uniform teaching material is built up around a series of guidelines:

1. Knowledge of the basic elements of the project languages;
2. Basic knowledge of the archaeological sites belonging to the cultural, historical and geographical environment of the three areas in which the project is being carried out;
3. Basic knowledge of a number of broader cultural issues.

The main aims are to ensure that the young people involved are:

1. Capable of analysing their surroundings in an in-depth manner, equipping them with a broader linguistic and environmental awareness;
2. Capable of perceiving the traces of a shared linguistic heritage and the role that languages like Greek and Latin have played in the history of the Mediterranean;
3. Capable of reading and speaking a few phrases in the languages of the other project participants;
4. Aware that safeguarding historical and archaeological heritage and environment as well as defending multilingualism play a vital role both in the present and in the future.

The manual is divided into two sections: a beginners' section in 4 languages (A1 Italian, Catalan, Spanish, and Modern Greek) and one section for A2-B1 Modern Greek.

The first section contains four teaching units dedicated to the cities in which the schools involved in the project are situated: Tarragona, Reus, Kalamata,

Thouria, Verona. Each unit contains a brief presentation of the place concerned using dialogues, a number of activities and some basic information. In the final section, after the presentation of Verona, students are given the opportunity to talk about something that involves them directly, by using a basic glossary on the subjects of love and falling in love. The first part of the introductory language section ends with Catullus, a first-century Latin poet from Verona.

Two poems - Catullus 5 and Catullus 85 - are given in the original and in translation.

Sappho's 31V together with the Latin translation by Catullus (*carmen* LI) are presented as examples of a dialogue between different cultures, times and places.

The purpose of leaving the texts in the original languages is not to interrupt the learning process but to try and stimulate the intellectual curiosity of the adolescents (some of whom have never studied ancient Greek or Latin) for whom this teaching tool is intended.

Catullus and Sappho stand at the end of the path like 'protecting deities' or 'fellow travellers' who will help to support students during this multi-linguistic, multimedia and multifocal learning process.

We will be accompanied on our journey through the different languages and countries by six virtual *friends*:

- Enric, 38-year-old teacher from Tarragona;
- Maria José, 15-year-old student from Tarragona;
- Paolo, 43-year-old archaeologist from Verona;
- Carla, 15-year-old student from Verona;
- Elena, 36-year-old researcher from Kalamata;
- Kostas, 16-year-old-student from Kalamata.

Although our *friends* don't really exist, they have a lot in common with the students and teachers participating in the programme.

Caterina Carpinato is the content director for the language course teaching material for the ARCHAEO SCHOOL FOR THE FUTURE project.

The following people helped to develop these teaching units: Eliana Mes-calchin (translations into Italian from Greek); Ariadna Carbó Molven and Kyriaki Tsoumaka (first section, Catalan and Spanish; Modern Greek), Tatiana Bovo, Eleni Galani, and Eugenia Liosatou (second section). Giulia Allegro (technical aspects and IT), Alicia Martinez Crespo (revision of Spanish section), Maria Andrià (revision of Catalan and Greek Sections). English review: Philip Gwynne Jones.

Let's go and have some fun....

