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Registrations:

https://event.ugent.be/registration/TeachingLearningGreek
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Teaching and Learning Greek in Byzantium 2: Learning and Using Vocabulary in Byzantium and Beyond

Friday October 4, 2024, Faculteitszaal, Campus Boekentoren, Blandijnberg 2, 9000 Gent

PROGRAMME

9.00   **Registration & coffee**

9.30–10.00 Welcome and opening remarks
   Andrea Cuomo (Ghent University) &
   Baukje van den Berg (Central European University)

10.00–11.30 Session 1: Dictionaries and Their Use
   Chair: Olga Tribulato (Ca' Foscari University of Venice)

   Wim Verbaal (Ghent University)
   "Copia verborum" or the Poetics of the Dictionary

   Raf Van Rooy (Catholic University of Leuven)
   Dictionary Greek in the Early Modern Low Countries

   Daniël Bartelds (Leiden University)
   Sensible Searching – A Cognitive Approach to a Dictionary Use
   Curriculum for Ancient Greek

11.30–12.00 Coffee/tea break

12.00–13.30 Session 2: Photios' Lexicography
   Chair: Baukje van den Berg (Central European University)

   Stefano Valente (Università degli Studi di Roma Tor Vergata)
   Performing Atticist and New Testament Lexicography:
   Remarks on Photios' "Amphilochia" 21

   Giulia Gerbi (Ca' Foscari University of Venice)
   A Matter of Perspective: The Label (ὡς) ἡμεῖς in Photios'
   Lexicon, with an Eye to the "Synagoge" tradition and the "Suda"

   Federica Benuzzi (Ca' Foscari University of Venice)
   Evaluative Terminology on Language and Style in
   Photios' Lexicon

13.30–15.30 Lunch

15.30–17.00 Session 3: Didactic Strategies
   Chair: Valentina Barrile (Ghent University)

   Frances Foster (University of Cambridge)
   Teaching Classical Vocabulary in Late Antique Rome

   David Pérez-Moro (Ghent University)
   Learning Ancient Greek through Manuel Moschopoulos'
   "Schedography"

   Nina Vanhoutte (Ghent University)
   Mixing Business with Pleasure: Literary Devices as
   Pedagogical Strategies in Niketas of Herakleia's Didactic
   Poems on Grammar

17.00–17.30 Round table discussion

   Dinner for invited guests

ABSTRACTS

"Copia verborum" or the Poetics of the Dictionary
Wim Verbaal, Ghent University

In 1514, Erasmus published the first redaction of his *De duplici copia verborum et rerum*. It was based on a shorter dialogue *Brevis de copia praeceptio* that he had circulating already for more than a decade. Erasmus boasts upon being the first to treat the topic in a reflected and systematic way. And he is in so far right that we do not have elaborated treatises on the topic before his one. Yet, this does not mean that *copia verborum*, we might label it the art of variation, was not taught and practiced before his time. It must have been one of the fundamentals in teaching Latin from Antiquity throughout the Middle Ages. But teaching was oral and did rarely find its way into manuscript culture. What we do have, are the results and they show us a much more poetical approach than the bookish treatment by Erasmus.

Dictionary Greek in the Early Modern Low Countries
Raf Van Rooy, Catholic University of Leuven

This paper treats the study and use of Greek vocabulary in the early modern period, with specific reference to the Low Countries. Firstly, the paper introduces Greek vocabulary teaching in the Renaissance by comparing Chrysoloras' teaching practice in Florence (ca. 1400) with that at the Collegium Trilingue in Leuven (1540s), discussing a number of important tools that were used (roughly up to 1600). Secondly, the paper argues that many Greek texts written by European scholars display what can be called "Dictionary Greek," resulting from their educational background. These New Ancient Greek authors would resort to the tools they had used in class to write texts, predominantly occasional and liminary poetry. We can trace this practice to some extent by finding certain word uses that strike as odd from a classical perspective (if the word exists at all) but make sense when considered from the lexical tools of the day. For instance, Georg Erasmus Schrögel, a German author who published a Greek praise of Antwerp in 1565, used bookish Greek throughout his lengthy poem. Schrögel's encomium contains rare words drawn from the dictionary, such as παιδώδης, not attested in the extensive *Thesaurus Linguae Graecae* database, but found in sixteenth-century lexica. In the conclusion, I put this "Dictionary Greek" in a broader perspective next to "Grammar Greek," considering the implications of these bookish forms of Greek for the early modern mastery of the language, especially vis-à-vis that of Latin.

Sensible Searching – A Cognitive Approach to a Dictionary Use Curriculum for Ancient Greek

Daniël Bartelds, Leiden University

This workshop presents the results of my dissertation, which is concerned with dictionary use of secondary-school students of Ancient Greek in the Netherlands. The main goal of the project was to lay the groundwork for a curriculum for dictionary use in classics education. In the workshop, we will discuss the findings of two empirical studies with so-called 'expert learners', students who perform well on translation tasks. The behavior of expert learners is an important source for designing a suitable curriculum for dictionary use. This is because most teachers rely on implicit knowledge: they often do not have evident access to the thought processes that are necessary *for students* to consult a dictionary successfully. This means that classics teachers, in order to be effective, need to open 'the black box' of their own expertise in terms that are accessible for students. We will take a cognitive approach, both in analysing the results of the empirical studies, and in proposing a fitting educational method for dictionary use. Situated cognition as a whole and Cognitive Apprenticeship in particular play a key role.

Performing Atticist and New Testament Lexicography: Remarks on Photios' "Amphilochia" 21

Stefano Valente, Università degli Studi di Roma Tor Vergata

Among the multi-faceted collection of mainly theological and philosophical short treatises that make up the *Amphilochia*, some of them are devoted to grammatical and lexicographical topics. In particular, question 21 (possibly dating to the year 875) is devoted to a full-fledged explanation of the meaning of the poly-semantic verb ἀπεκρίθη (*apekríthe*) in the New Testament. However, Photios preliminarily observes that polysemantic words occur not only in the Holy Scriptures, but also in Atticist authors: a thorough discussion on more than thirty words mainly taken from the so-called 'extended Synagoge' is appended. *Amphilochia* 21 has mainly been studied concerning its relationship with Photios' lexicon, due in part to the Byzantine scholar mentioning his own lexicographical activity as a young man. However, *Amphilochia* 21 not only preserves Photios' opinion on lexicography, but also offers interesting insights into the exegetical activity of a Byzantine scholar who carefully studied and used lexica for analysing the language of Classical and Christian texts.

A Matter of Perspective. The Label (ὡς) ἡμεῖς in Photios' Lexicon, with an eye to the "Synagoge" Tradition and the "Suda"

Giulia Gerbi, Università Ca' Foscari Venezia

The label (ὡς) ἡμεῖς, which repeatedly surfaces in lexicographical sources, identifies the linguistic perspective of a group of speakers that, at a closer look, is not quite as straightforward to define as one would think. If it often represents the pole opposite to the ancients' usage, the label (ὡς) ἡμεῖς is equally employed to highlight the linguistic continuity between Attic and later Greek. In Photios' lexicon, (ὡς) ἡμεῖς is a recurrent note marking more than forty items. This paper aims to enquire how this label is used by Photios, what standpoint it expresses, and what kind of items it qualifies, also with regard to the use of (ὡς) ἡμεῖς in the Synagoge and the Suda. Through this analysis, the paper aism to shed light on Photios' (and his sources') approach to topics such as diachronic variation, semantic shift, and semantic obsolescence.

Evaluative Terminology on Language and Style in Photios' Lexicon

Federica Benuzzi, Università Ca' Foscari Venezia

Photios' lexicon is largely indebted to the Atticist tradition, chiefly represented by Phrynichus' Eclogue and Sophistic Preparation. Although both these lexica are extant only in an abridged and partially fragmentary form, in the case of the Praeparatio sophistica, a thorough study of the indirect and direct tradition allows to ascertain that Phrynichus made wide use of evaluative terminology to describe the terms and expressions included in his lexicon (see the contributions by G. Gerbi, A. Pellettieri, and O. Tribulato in Favi, F., Pellettieri, A., Tribulato, O. (eds.) (forthcoming), New Approaches to Phrynichus' Praeparatio sophistica. Berlin, Boston). Through a survey of parts of the lexicon, this paper will offer an overview of the presence of evaluative terms (or lack thereof) concerning language and style in Photios. The aim is to assess when and how Photios inherited Phrynichus' evaluative terminology and whether he independently applied the same or similar concepts to other words or expressions dealt with in his work.

Teaching Classical Vocabulary in Late Antique Rome

Frances Foster, University of Cambridge

The register of Classical literary Latin relied on distinct vocabulary, not shared by the contemporary spoken Latin of late antiquity. Since Classical literary Latin was a conservative and backward-looking form of Latin, it favoured vocabulary that was often archaic, including loan words from literary Greek and words favoured by poets nearly half a millennium earlier. The late antique teacher and author of an extended commentary on Virgil's work, Servius, devotes considerable space to clarifying the meanings of unfamiliar words in Virgil's verse. However, he also instructs students how they might use some of these words themselves in their own compositions, to ensure they use the new words appropriately. At times he specifies alternative expressions they should use, rather than simply imitating Virgil. In order to acquire extensive lexical competence in the desired register, students needed to practise using these unfamiliar words in their own work. To assist them in these tasks, students may have used glossaries and word lists as a reference guide. Through a close reading of Servius's commentary alongside a selection of glossaries and word lists, I examine how Servius prepares and empowers his students to gain confidence in using the vocabulary of Classical literary Latin in their own compositions. I evaluate how this reflects an approach to learning ossified forms of language increasingly distanced from the spoken language of the time.

Learning Ancient Greek through Manuel Moschopoulos' "Schedography"

David Pérez-Moro, Ghent University

The difference between the highest register and the lowest one, along with the learning of Ancient Greek within the Byzantine educational system, promoted the development of certain support instruments. These tools aimed to facilitate the comprehension and use of high-register Greek for students of that period. From the 10th century onwards, a new method called *Schedography* emerged in schools. This system taught the highest Greek register through texts chosen or created specifically for that purpose.

In this paper, Manuel Moschopoulos' *Schedography* (Περὶ σχεδῶν) will be analysed as an instrument for learning Ancient Greek from the 13th century. The *Schedography* had a significant impact not only in the Byzantine Empire but also in West, as part of the *translatio studiorum* that occurred to the Italian peninsula. Through this analysis it will be possible to determine, on the one hand, the methodology used by Manuel Moschopoulos and, on the other hand, which authors were included in his "canon".

Regarding the methodology, this paper concludes that Manuel Moschopoulos' approach was divided into four main areas: grammar, orthography, lexicography, and dialectology. Concerning the "canon" used by Manuel Moschopoulos, there was extensive use of –at a minimum– these five groups of authors or/and works: Ancient Hexametric poetry, Tragedy, Comedy, the *Septuagint*, and two of the three Holy Hierarch.

Mixing Business with Pleasure: Literary Devices as Pedagogical Strategies in Niketas of Herakleia's Didactic Poems on Grammar

Nina Vanhoutte, Ghent University

"Σπουδὴν παιγνίῳ κεραννύς" or "mixing effort with play" is how Niketas of Herakleia describes his work in the introduction to his poem *On the Four Parts of Speech*. He is not the only author in the 11th century to use this description for didactic poetry, as it was seen as a defining trait of the genre: combining business with pleasure to aid students in their learning of (in this case) orthography, morphology and syntax.

This paper explores how Niketas achieved this through various means, such as literary devices, citations from well-known texts and establishing an emotional connection with his students. By analyzing a selection of his works, in particular two of his poems on orthography and one on syntax, this paper aims to shed light on the pedagogical strategies used by Niketas to ensure the full attention of his students in the classroom.

Some examples of the strategies that will be discussed are: Niketas' use of the horserace-metaphor; personified language (as described by Schneider 1999); quotations from the Psalms, Homer, Demosthenes and other authors; life advice towards his students; and the choice of meter(s) in which he versified his prose source-texts. Through this examination, the paper strives to understand how Niketas facilitated the education of his students and how his stylistic choices played a role in this. Further research will determine which of his strategies were personal and which might be extrapolated to a broader overview of contemporary didactic techniques. Regardless, this paper hopes to underscore the significance of integrating playful elements for effective learning experiences in Byzantine didactic poetry.

Campus Boekentoren