

# TCL

# TEACHING CLASSICAL LANGUAGES

An Online Journal of the Classical Association of the Middle West and South

## In This Issue:

Song in the  
Greek Classroom



Computer-Assisted  
Learning  
in Second-Year Latin



**Special Section**  
After Krashen:  
Second Language  
Acquisition and  
Classical Languages

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## Why Latin?

### **Help out and take the National Latin Survey, hosted by Teachers College, Columbia University: [www.NationalLatinSurvey.com](http://www.NationalLatinSurvey.com)**

The last national survey of Latin students and teachers was conducted in the 1920s by the American Classical League. The purpose of the National Latin Survey is to survey middle and high school students and teachers all across the United States and find out the many different reasons why people study and teach Latin.

The immediate goal of the project is to survey approximately 1,200 Latin teachers and 4,100 Latin students. (These numbers may increase to ensure proper sampling.) The long-term goals of the project are to produce at least two reports describing the findings; one report will be a full needs analysis study including all the statistical formulae for the applied linguistics community and the other report will be written for an audience of Latin teachers with no knowledge of statistics. These reports will be submitted to peer-reviewed journals and be made available to the public for free on the project website. The survey is open until December 20, 2013. The link: [www.NationalLatinSurvey.com](http://www.NationalLatinSurvey.com).

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## **Wanted: videos of Latin Teachers in action Video Archive of Latin Teaching**

Observing Latin teachers teaching and interacting with their students is a crucial component of Latin teacher preparation and development. Yet many teachers have only one or perhaps a couple of Latin teachers in their area that they can observe teaching. Wouldn't it be wonderful to be able to observe dozens of teachers using a variety of methods and teaching different age groups? To meet this need, Julie Zammit and I and others over this past summer have developed a call for Latin teachers who would like to help create a Video Archive of Latin Teaching. The Archive seeks videos of Latin teachers in the classroom, not to mention editors, reviewers, and others to help recruit and organize the Archive. The Video Archive is a new project intended to be a well-organized and searchable video library offering examples of effective classroom teaching. This online library can offer a mechanism for sharing actual teaching practices and serve as a resource for Latin teacher preparation.

We need your help. Even if you have not videotaped your teaching before, we can provide assistance. All we need are Latin teachers willing to share a few minutes of their teaching with those preparing to become Latin teachers. Videos are meant to be no more than 5-15 minutes long and may show you teaching any topic or method that you would like to share: speaking, reading, translating, teaching vocabulary, grammar, working in pairs or small groups, focusing on culture, working with special needs, etc. If you are interested in helping out in some way, please take a few minutes to fill out this brief online survey: [https://docs.google.com/forms/d/1wZ6QOGuG1YYMSBkc3PRG\\_gTZYsTGCD09adf-gFJ5IuM/viewform](https://docs.google.com/forms/d/1wZ6QOGuG1YYMSBkc3PRG_gTZYsTGCD09adf-gFJ5IuM/viewform)

Gratias vobis ago!

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# Letter from the Editor

**John Gruber-Miller**  
**Cornell College**

Charles Dickens opens his novel *Hard Times* with a disturbing portrait of Thomas Gradgrind, a man preoccupied with Facts and Reason.

*Now, what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. (Dickens, Hard Times, Chapter 1)*

For Gradgrind, imagination, wonder, and curiosity are to be replaced with facts, rules, and definitions. Indeed, not only do students learn just facts, they learn in only one way: they are “little vessels . . . arranged in order, ready to have imperial gallons of facts poured into them until they [are] full to the brim.

This issue of *Teaching Classical Languages* attempts to refute Gradgrind’s principles of education, offering not just rules, definitions, and paradigms, but new ways of reaching students of different learning styles and interests. In “Song in the Greek Classroom,” Tim Moore explains the power of ancient Greek music to help students learn pronunciation, vocabulary, grammar, and history and culture. He explains how to incorporate ancient Greek music in first semester Greek, offering the text, music, and audio files for ancient melodies and passages from epic and drama sung with the rhythms provided by the meter. In “Computer-Assisted Learning in Second Year Latin,” Jennifer Sheridan Moss shows how technology can be harnessed to help students review how a complex Latin passage was unpacked in the classroom. She examines student self-reports to measure the impact of the strategy has on student motivation and explores student success compared with previous iterations of the course.

In addition a special section, “After Krashen: Second Language Acquisition and Classical Languages,” includes three articles, revised and expanded from a 2012 APA Panel, that introduce Latin teachers to new approaches to teaching and learning Latin. The work of Stephen Krashen, especially *Principles and Practice in Second Language Learning and Acquisition* (Oxford 1982), has had a profound influence on the teaching and learning of both modern and classical languages. Central to his approach is that a second language is acquired subconsciously, much like one’s first language. Since acquisition occurs subconsciously, large amounts of comprehensible input are necessary. Although Krashen has espoused extensive reading as the best way to develop literacy (*The Power of Reading*, 2nd ed. Libraries Unlimited, 2004), modern language educators have until recently sought comprehensible input primarily from native speakers.

Given Krashen’s impact on second language acquisition, it is our responsibility to address how current research on learning a foreign language applies to the learning Latin and to consider how learning Latin (and Greek) may offer new avenues for second language acquisition research. In “The Implications of SLA Research for Latin Pedagogy: Modernizing Latin Instruction and Securing its Place in Curricula,” Jacqui Carlon presents a lucid overview of the research in second language acquisition and argues that this research should underpin what we do in the Latin classroom. Besides defining key terms in SLA, her essay provides practical examples of how to

use these new approaches in the Latin classroom. In “Latin and Power: Warnings and Opportunities from the Long History of the Language,” William Brockliss observes that, even more than the practical benefits of studying Latin, ordinary folk have been attracted to Latin because of its extraordinary symbolic power. After presenting examples of Latin as a language of power over the past two thousand years, he suggests a half-dozen texts from the Middle Ages and early modern period that offer non-elites access to the riches of Latin. Finally, in “Engaging Multiple Literacies through Remix Practices: Vergil Recomposed,” John Gruber-Miller summarizes how an understanding of functional literacy is giving way to an emerging paradigm of multiple literacies—textual, visual, digital, and cultural. He reports on how students in an advanced Latin course, *The Age of Augustus*, used digital resources to transform their understanding of classical reception and to create their own remix of a scene from Vergil’s *Aeneid*. In short, the five articles in this issue offer us and our students compelling ways to motivate language learners, enhance language learning, and open our imagination to the beauty and power of music-making and story-telling.

## *Teaching Classical Languages* Mission Statement

*Teaching Classical Languages* (ISSN 2160-2220) is the only peer-reviewed electronic journal dedicated to the teaching and learning of Latin and ancient Greek. It addresses the interests of all Latin and Greek teachers, graduate students, coordinators, and administrators. *Teaching Classical Languages* welcomes articles offering innovative practice and methods, advocating new theoretical approaches, or reporting on empirical research in teaching and learning Latin and Greek. As an electronic journal, *Teaching Classical Languages* has a unique global outreach. It offers authors and readers a multimedia format that more fully illustrates the topics discussed, and provides hypermedia links to related information and websites. Articles not only contribute to successful Latin and Greek pedagogy, but draw on relevant literature in language education, applied linguistics, and second language acquisition for an ongoing dialogue with modern language educators.

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