

# TCL

# TEACHING CLASSICAL LANGUAGES

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

## In This Issue:

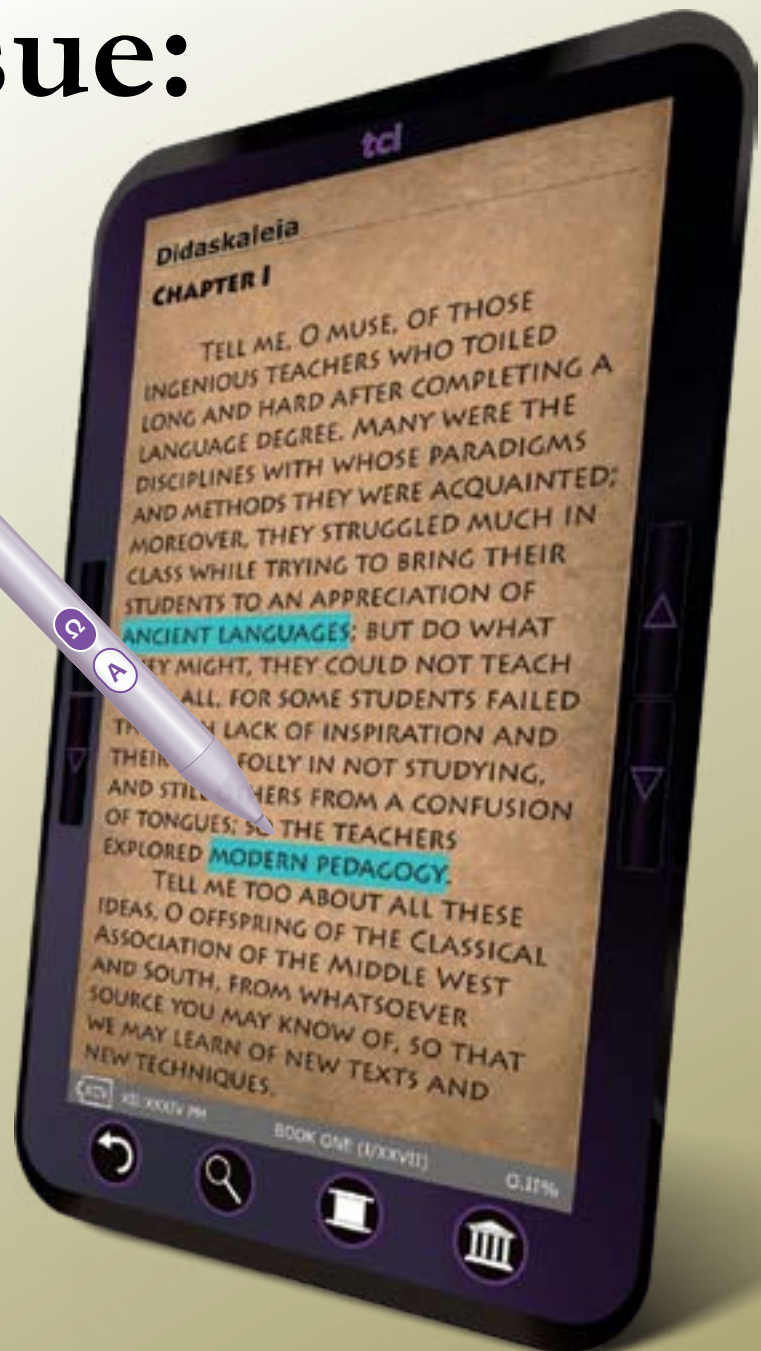
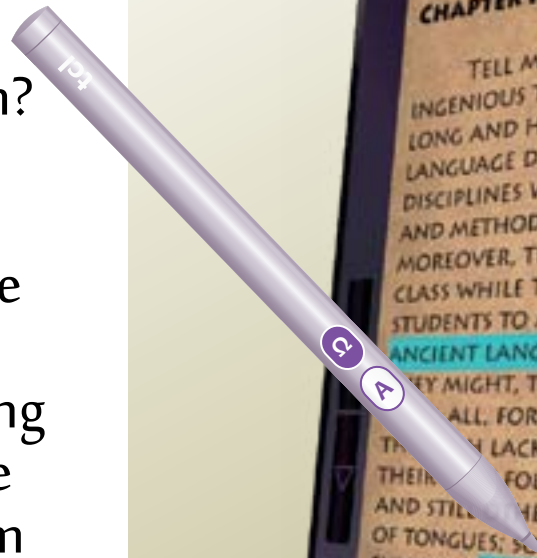
Classroom as Text:  
What Genres  
Do We Teach In?



Third-Language  
Acquisition:  
Spanish-Speaking  
Students in the  
Latin Classroom



*Aliquid Novi:*  
The New Series of  
Bolchazy-Carducci  
Readers



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### Editor

John Gruber-Miller, Classical and Modern Languages, Cornell College  
600 First St SW, Mount Vernon, IA 52314  
[jgruber-miller@cornellcollege.edu](mailto:jgruber-miller@cornellcollege.edu)

### Assistant Editor

Meghan Yamanishi  
[myamanishi@cornellcollege.edu](mailto:myamanishi@cornellcollege.edu)

*Teaching Classical Languages* welcome articles offering innovative practice and methods, advocating new theoretical approaches, or reporting on empirical research in teaching and learning Latin and Greek.

Guidelines for submission may be found at <http://www.tcl.camws.org/guidelines.pdf>.

## Editor's Introduction

### John Gruber-Miller

"Life's pretty simple if you just relax."

Thus Grandpa Martin Vanderhof sums up his attitude toward life in Moss Hart's and George S. Kaufman's 1938 comedy *You Can't Take It With You*. Later in the play, when he is speaking with the straight-laced, business-driven Mr. Kirby, he expands what he means: "I have a lot of fun. Time enough for everything—read, talk, visit the zoo now and then, practice my darts, even have time to notice when spring comes around."

As teachers, it often feels that we rarely have time to relax, at least during the school year. Now that summer is upon us, it makes sense that we take the opportunity to savor those precious moments when we can enjoy life and take time to step back and reflect on what we do in the classroom. This issue of *Teaching Classical Languages* serves up three articles that may challenge and stimulate you as you take a moment to think about the big questions of teaching Latin and Greek.

In "Classroom as Text: What Genres Do We Teach In?" Yasuko Taoka poses an intriguing thought experiment that asks us to think about how we teach. In particular, instead of asking us to analyze to what extent an author may combine different generic conventions, she asks us to reflect on our pedagogical practices through the lens of the eight major genres proposed by Quintilian in his *Institutes*: didactic, epic, lyric, satire, drama, history, oratory, and philosophy. After I read this piece, I began to think in what ways I (and my colleagues) employ different generic models in my teaching.

In "Third Language Acquisition: Spanish-Speaking Students in the Latin Classroom," Tracy Jamison Wood tackles a challenge that more and more Latin teachers are facing: how to help the Latino students in our classroom who grew up speaking Spanish and are now trying to learn Latin. She tells the story of two of her Hispanic speaking students and the strategies that she used to help them become successful Latin students.

In this issue, *Teaching Classical Languages* launches a new section in the journal: the review article. *TCL* and its predecessor *CPL Online* have never reviewed textbooks or books with a pedagogical focus, but we realize that there is need since pedagogical materials now and then get overlooked by many of the mainstream journals in the field of Classics. Furthermore, individual reviews can sometimes be unsatisfying because they frequently do not place the work in the context of other similar works. Therefore, *TCL* believes that a Review Article on a topic of interest to those who teach Latin and Greek would be even more useful than a Book Review section.

In "Aliquid Novi: The New Series of Bolchazy-Carducci Latin Readers," Judith Lynn Sebesta evaluates the first eight Latin readers in a new series edited by Ronnie Ancona and published by Bolchazy-Carducci Publishers. Not only does she discuss the merits and demerits of these Latin readers, she also offers some thought-provoking ways these texts might be paired so as to create new courses that ask students to think thematically and topically about a specific historical time period, about comparing genres, and about teaching a genre through more than one author.

This issue is the first to be available in an electronic reader format in addition to PDF. We are making an EPUB version available, as it is an open format and works on most e-readers. An excellent shareware e-reader program for PC and Mac is Calibre, which is capable both of reading EPUB and of converting EPUB to other formats, including Kindle.

*TCL* also wants to hear from its readers. We are exploring adding a threaded commenting feature to the *TCL* website, so that readers will be able to offer moderated comments upon our articles. So whether an article provokes you or satisfies you, feel free to post a comment or question. Our authors and other readers will be interested to know what you think.

As you read through these articles, I hope that you, like Grandpa Vanderhof, have time to relax, smell the roses, read a good book, and maybe even have time to visit a zoo. Enjoy!

## ***Teaching Classical Languages* Mission Statement**

*Teaching Classical Languages* 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* welcome 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.