

# TCL

# TEACHING CLASSICAL LANGUAGES

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

## In This Issue:

Re-imagining Latin Class:  
Using the Reacting to the  
Past Pedagogy in the  
Intermediate Latin Course



Team-Based Learning  
to Promote the  
Study of Greek



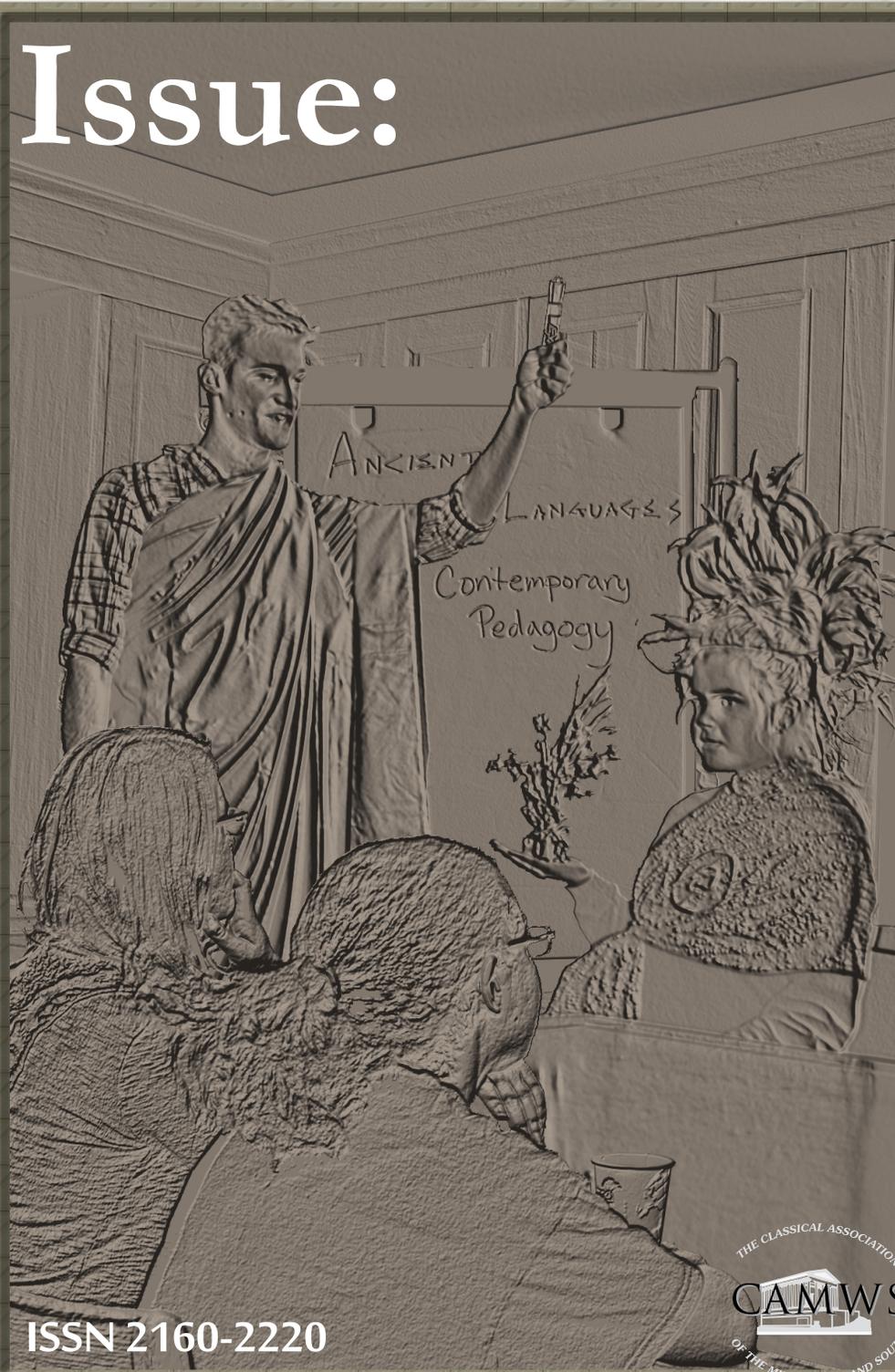
Blended Learning in an  
Advanced Course on  
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De Lingua Latina Discenda:  
Five Recent Textbooks  
for Introductory Latin

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## Letter from the Editor

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

As *Teaching Classical Languages* enters its fifth year of publication and as the standards for online publication metamorphose before our eyes, it seems a good time to take stock of how our readers access the journal. How are your reading habits changing? In what formats do you read academic articles? On what devices do you read the sort of research and practical advice contained in *TCL*? We want to know so that we can make the journal more accessible than ever while maintaining our standards for articles that create a conversation not only with fellow Latin and Greek classroom instructors but also with applied linguists, modern language educators, and researchers of second language acquisition. Please log in and take our brief five-minute survey and let us know how we can make *TCL* continue to be responsive to your needs.

In this era of state-mandated testing, this issue of *Teaching Classical Languages* recommends new ways to score well and still engage our students deeply. This issue features articles that offer students resources and opportunities for them to imagine the ancient world, take on new roles and characters, develop teamwork, and take ownership of their education. In “Reimagining Latin Instruction: Using *Reacting to the Past* Pedagogy in the Intermediate Latin Classroom,” Christine Albright explains how to transform an intermediate Latin class into a role-play scenario that re-enacts the aftermath of the Ides of March, complete with students impersonating historical characters such as Cicero, Pompey, Antony, and Cleopatra. In “Team-based Learning to Promote the Study of Greek,” Henry Bayerle reports on an experiment using team-based learning in a class of 43 Greek students to get them actively engaged in helping each other learn Greek. In the process, there was so much enthusiasm that he managed to make Greek a regular part of the curriculum at his institution. In “Blended Learning in an Advanced Course on Greek Tragedy,” Nikos Manousakis describes the success that students achieved on their final exam by using Moodle resources to perform web quests, watch performances, and delve more deeply into Sophocles’ *Philoctetes*. Finally, in “*De Lingua Latina Discenda*,” Doug Clapp asks whether five recent introductory Latin textbooks succeed in helping students acquire proficiency in Latin through a pedagogy that follows best practices in language teaching. Enjoy!

## *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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