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Volume 5, Issue 2

CAMWS

THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH

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Cover illustration by Meghan Yamanishi based on
Black-figured Hydria by Micali Painter in the Gregorian Museum of the Etruscan Art-Vatican and
Panathenaic Amphora by Euphiletos Painter in the Metropolitan Museum of Art

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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.

Letter from the Editor

John Gruber-Miller
Cornell College

With this issue, *Teaching Classical Languages* celebrates its fifth anniversary of publishing articles that help advance our understanding how students learn Latin and Greek and how teachers can improve classroom practices. *TCL* articles have ranged through the entire history of Greek and Latin pedagogy, ranging from ancient texts and manuscripts, such as Song in the Greek Classroom and Manuscripts in the Latin Classroom to innovative pedagogies, such as social networking in Latin class and using Reacting to the Past in the intermediate classroom. Review articles have discussed B-C Latin readers, intermediate Greek textbooks, new commentaries on the Aeneid, and five new introductory Latin textbooks, each article examining a range of titles and analyzing potential trends in the teaching of Greek and Latin. Twice, *TCL* has published special sections, the first on the Standards for Latin Teacher Preparation, collecting responses from multiple stakeholders in Latin teaching, and the second on the state of second language acquisition in teaching classical languages: "After Krashen: SLA and classical languages." In total, over the past five years *TCL* has published nearly forty articles, studies, review articles, and essays that not only encourage readers to reflect and reassess what they do in the classroom, but also engage with trends in applied linguistics, world language education, and digital pedagogy.

This important milestone could not have been reached without the assistance and feedback of many people. My thanks go out first to the many authors who have chosen *Teaching Classical Languages* as the place to share their insights with those who are passionate about teaching Latin and Greek. Second, I would like to recognize the conscientious and professional work of the many referees who have reviewed articles over the first five volumes. As a token of appreciation, the names of these referees, from the ranks of middle school, high school, and college faculty who have so graciously contributed their time and expertise, are gratefully acknowledged on page xiii of this issue. Additionally, I want to express my gratitude to the members of the Editorial Board, some serving beginning with our predecessor, CPL

Online, and some more recent, for their support and sage advice. Thanks is also due to Assistant Editor Meghan Yamanishi, who has improved countless articles with her substantive suggestions, statistical expertise, and keen eye. Finally, my appreciation goes to our loyal readers, many of whom took the time to take the *TCL* Reader Survey in May-June and provide helpful suggestions. Over the next year, *Teaching Classical Languages* will be implementing many of the suggestions that readers made in the survey. A full report from the *TCL* Reader Survey can be found on page vi.

Issue 5.2 continues *TCL*'s commitment to advocating new theoretical approaches, offering innovative practice and methods, and exploring how digital technology is making a difference in how students learn. In "Composition, Competition, and Community: A Preliminary Study of the Use of Latin Composition in a Cooperative Learning Environment," Kristine Trego proposes that uniting two seemingly opposite approaches, competition and cooperation, will lead to a deeper understanding of Latin grammar. Using a team approach, each group works cooperatively to translate sentences into Latin, hoping to produce more correct sentences than the other teams. Second, teaching Greek accents has always been a challenge for many instructors of first-year Greek. In "Accenting Ancient Greek Finite Verbs: Four Simple Rules, with Applications for Nouns and Adjectives," Kathryn Chew answers that challenge, providing four simple rules, clear explanations, and many practice exercises to help students become more confident in accenting Greek verbs, nouns, and adjectives. In "Greeking Out: Creating Digital Tutorials and Support Materials for Beginners," Karen Rosenbecker and Brian Sullivan describe the art and science of making short animated screencasts to help students review the concepts behind particular grammatical points. In the process, they describe not only how to use these short online videos with beginning Greek students, but also explain the process how video neophytes can script and develop screencasts for their own courses. Finally, in "Latin Commentaries on the Web," Anne Mahoney compares two approaches to digitizing commentaries and making them available online: Open Book Publishers and Dickinson College Commentaries. My hope is that this issue inspires you with new ideas to take into the classroom and helps you become a more reflective teacher.

The Results of the *TCL* Reader Survey Are In

For four weeks during May and June, *Teaching Classical Languages* posted a survey to learn about its readers, their academic reading habits and preferences. More than one hundred surveys were completed (108 to be exact) and the results reveal that *TCL* readers still prefer to read articles in a format that looks like a printed journal, but are accessing *TCL* articles on an ever-growing number of devices. Indeed, these results confirm our current format, pdf files optimized for print.

Reader Preferred Format and Reading Devices

When readers were asked how they currently read academic articles, nearly 50% reported that they regularly printed out articles (Q 1b) and nearly 80% said that they downloaded pdf's to their own computer or viewer (Q 1e). When asked how interested they were in reading *TCL* in various formats, 47% indicated that they preferred to download pdf files to their viewer or computer and another 32% said that they read pdf files with some frequency (Q 3e).

How interested are you in reading TCL in the following formats?
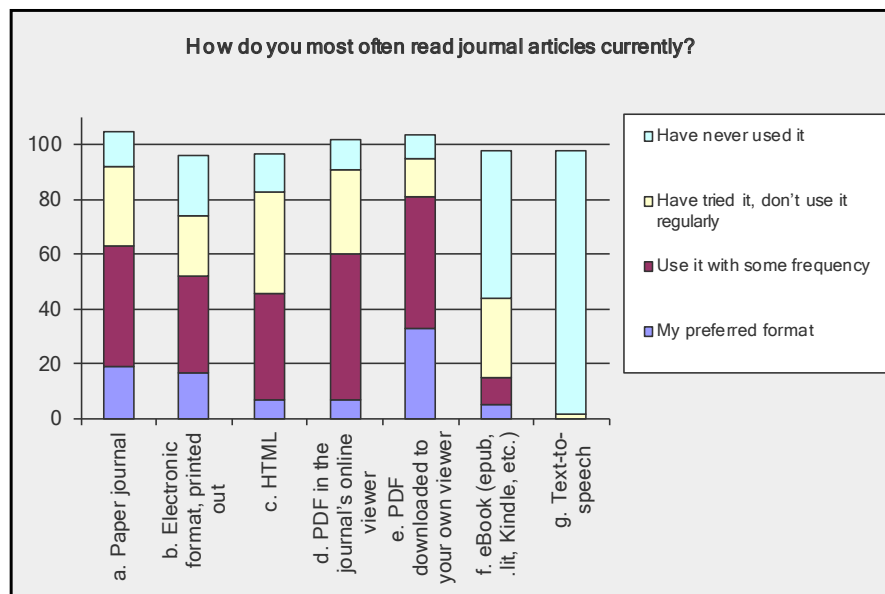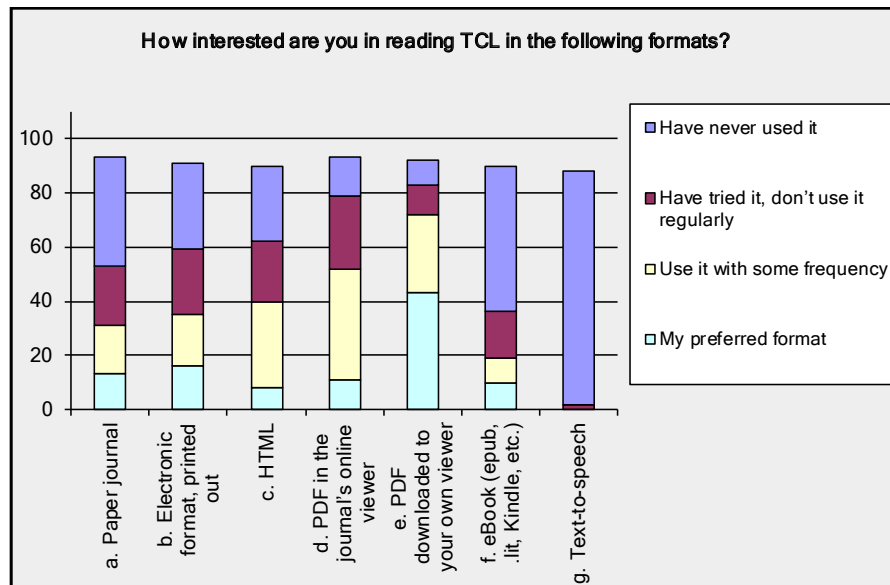
When readers described what devices they used when reading a journal electronically, 84% favored laptops (Q 2b). Many fewer readers used desktop computer (56%) or tablets (34%). When readers were asked what device they preferred when reading *TCL*, laptops were again the leading device (40%) (Q 4b). Yet many users prefer desktop computers (32%) or tablets (26%) (Q 4). Dedicated eReaders (e.g., Kindle) (11%) and phones (7%) lagged behind as the preferred device for reading *TCL*. The responses to these questions suggest that while readers may prefer to read on particular devices, they often utilize whatever device is at hand.

When reading a journal electronically, which device do you most often use?

How interested are you in reading TCL on the following devices?
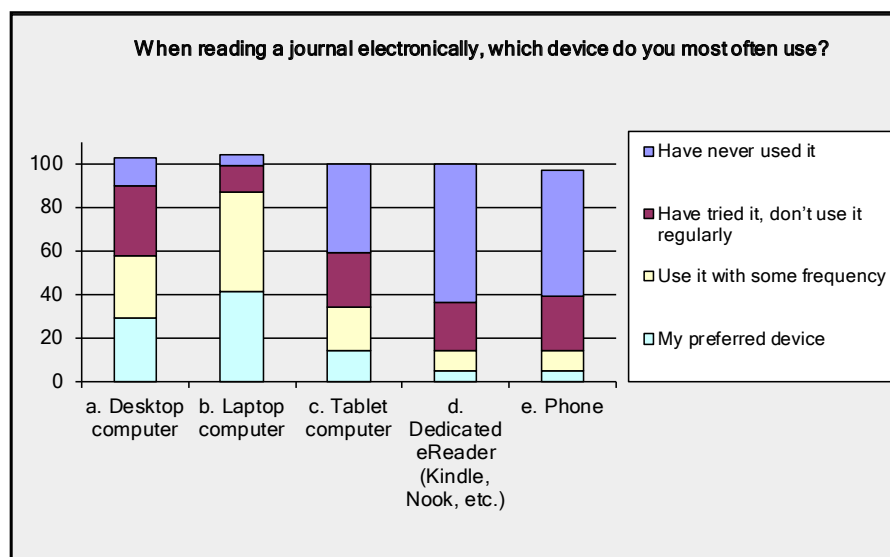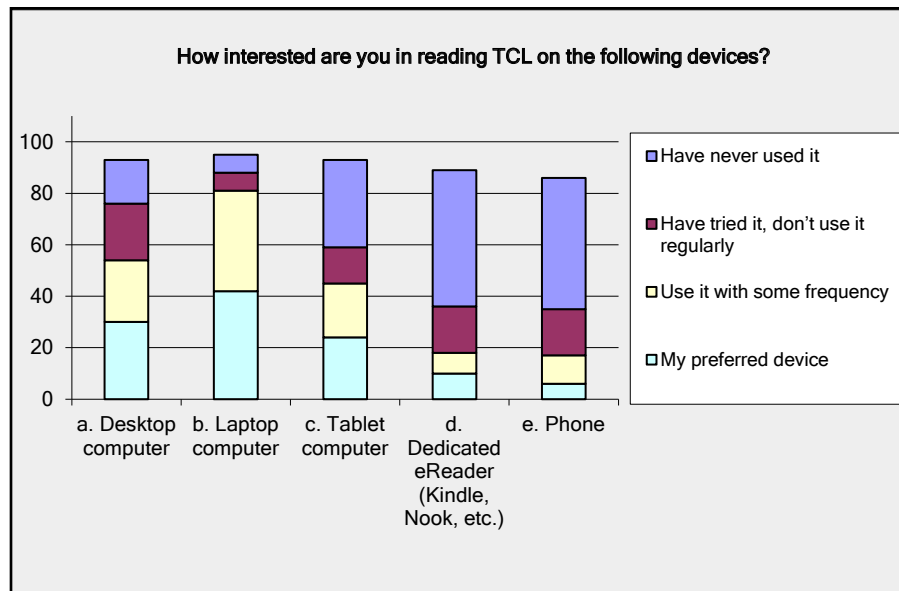
The survey also asked readers whether they would like to promote discussion of *TCL* articles via a commenting option. 27% were very interested in making comments at the end of articles and another 55% were somewhat interested (Q 5c). The high response rate to the *TCL* Reader Survey provides additional evidence of reader interest in engaging with *TCL*. Although *TCL* has utilized Disqus to allow for comments at the ends of articles since at least Spring 2011, the comment feature has rarely been used. Perhaps that is because the comment box appears off screen and requires a reader to scroll down to it. It may also be the result of readers being unfamiliar with the Disqus interface. The ability to comment on articles and promoting scholarly discussion is something that *TCL* values, and we would welcome feedback about how to make it easier for readers to engage with the content of various articles.

How interested are you in each of these commenting options?

Legend: Not interested at all / Somewhat interested / Very interested

Categories: a. Email to the editor; b. Email to the author; c. Online comments at the end of each article; d. Online comments attached to particular passages of articles
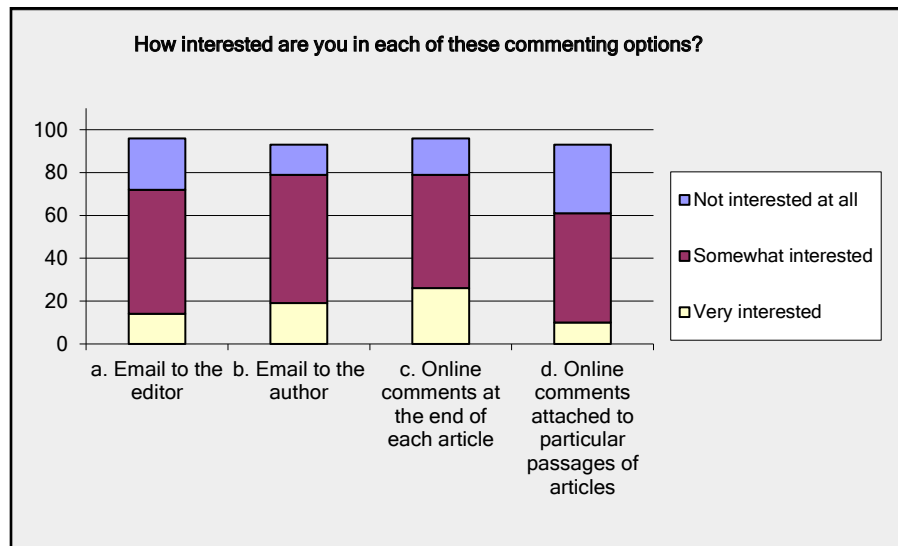
TCL Notable Content

Readers were enthusiastic about *TCL* articles. When asked which *TCL* articles readers considered notable, every article received at least five votes. Seven articles were praised by more than twenty readers:

- Christine Albright, "Reimagining Latin Class: Using Reacting to the Past Pedagogy in the Intermediate Latin Course" (Fall 2013)

- Ronnie Ancona et al, Perspectives on the New Standards for Latin Teacher Preparation (Spring 2010)

- Jacqueline Carlon, "The Implications of SLA Research for Latin Pedagogy" (Spring 2013)

- Doug Clapp, "De Lingua Latina Discenda: Five Recent Textbooks for Introductory Latin" (Fall 2013)

- Eric Dugdale, "Lingua Latina, Lingua Mea: Creative Composition in Beginning Latin" (Fall 2011)

- Rebecca Harrison, "Exercises for Developing Prediction Skills in Reading Latin Sentences" (Fall 2010)

- Mark Thorne, "Using Manuscripts in the Latin Classroom" (Fall 2012)

In general, articles that focused on the teaching of Greek tended to have fewer marks, no doubt because few high schools are able to offer Greek. Nonetheless, when readers were given the option of explaining how a *TCL* article had inspired them to innovate in the classroom, several Greek articles stood out. Two readers singled out Major and Stayskal, "Teaching Greek Verbs: A Manifesto," one reporting that this article "has radically altered the way I think about teaching Greek." Rachael Clark's "Greek Vocabulary in Popular Textbooks" has helped one teacher "focus on the 80% word list for all vocabulary tests and focus on the first three principle [sic] parts." The same reader was interested in "applying some aspects of [Henry] Bayerle's team-based approach ["Team-Based Learning to Promote the Study of Greek"]." Another reader commented how articles by Georgia Irby and Timothy Moore "on using music in the teaching of Greek have encouraged me to make my own courses more musical." Articles about teaching Latin were also recognized: "I've used Anderson/Beckwith ["Form-Focused Teaching for the Intermediate Latin Teacher"] to inform how I teach intermediate Latin, creating pre-reading worksheets to prime students for reading the selection of Cicero assigned. I've also found Dugdale ["Creative Composition in Beginning Latin"] to be very good. . . . I am very sympathetic to his goals of teaching cultural literacy through composition of letters and epitaphs."

Reader Comments and Suggestions and *TCL* Future Directions

Twenty-eight readers took time at the end of the survey to offer feedback and suggestions for improvement. Most gratifying was the overwhelmingly positive attitude that readers had toward *Teaching Classical Languages*. Readers praised the journal for "doing a splendid job." Some representative comments include:

- "I look forward to each issue of *TCL* as one of the only venues where classicists interact with SLA research."

- "*TCL* has really come into its own: it fills a distinctive scholarly/pedagogical niche, and the technology works smoothly. "

- "I regularly find really sharp articles in it, and share them with my colleagues. There aren't that many pedagogy journals in Classics, and *TCL* is notable for its particularly progressive approach. Its status may

> simply be a reflection of the relative infancy (or, dare we say, absence) of second language acquisition as a field of specialization within Classics, whereas it is a long-established field in the modern languages and ESL."

The second topic that attracted attention had to do with disseminating announcements of new articles and issues. Readers would like email and other announcements to come more frequently. Two suggested that an RSS feed would be helpful. One reader summed up the predicament as follows: "For me it is a matter of remembering to go there. A printed journal sits on a table and sort of reminds you to read it. We get one announcement of an electronic journal and I, for one, find it too easy to remember to go there. Some sort of more frequent reminder might increase online readership." Another reader echoed the same difficulty: "I'd love to get an email with each publication to remind me to go read it! With all the resources that bombard me on a regular basis, sometimes I forget about it for long periods of time. Then, if I go to the site, there is too much for me to read." At present, the CAMWS Secretary-Treasurer announces each issue followed by an announcement in the next CAMWS Newsletter. Those who have formally subscribed (http://www.tcl.camws.org/subscribe.php) receive an announcement in their email after each issue goes live. Announcements also appear on LatinTeach and the Classics List. We are considering announcing pre-prints when individual articles are ready and then announcing the entire issue when it is completed. If you have strategies to expand *TCL*'s readership, I would love to hear your ideas! *TCL* news will also begin to be shared through the CAMWS Facebook page and Twitter feed.

A number of respondents commented on the font, layout, and aesthetic feel that *TCL* currently has. One of the outcomes from the survey is to redesign the journal so that it has a more attractive layout and becomes easier to read. Since readers appear to prefer the pdf format, Assistant Editor Meghan Yamanishi and I are planning to find new ways to increase the white space on each page through more leading, changes in fonts and font sizes, a wider left margin, and smaller fonts for the title and page header. We are also looking into ways to produce an html version that is readable on a variety of devices including tablets and perhaps phones without having to format and produce two separate files.

Although respondents were pleased with *TCL*'s "interesting mix of articles," several readers suggested specific topics that they wished *TCL* would cover: how to engage students possessing a novice level of Latin comprehension with classical literature, using spoken Latin with beginning students, more Greek materials, and topics relevant to junior high and high school developed for the classroom. *TCL* does solicit articles from both secondary and post-secondary teachers on specific topics, often based on successful conference presentations. Coming in the next issue, for example, will be a special section on methods and strategies for incorporating spoken Latin into the classroom, including videos of teachers implementing these techniques. But *TCL* is ultimately dependent on the goodwill of Latin and Greek instructors to submit their classroom based research. Many Latin and Greek teachers, especially at the K-12 level, are reluctant or unsure how to turn a successful classroom strategy or unit into an article. If you know a colleague who has developed an exciting approach to teaching classical languages, please encourage them to submit their work to *TCL*. The Editorial Board and I would be more than happy to help the author develop a nascent project and/or create a more refined argument.

Finally, one reader wished that *TCL* would expand to Classics teaching more generally (e.g., myth, gender, drama), but *TCL* has deliberately chosen to focus on language teaching so that it can build on the rich corpus of research in applied linguistics and second language acquisition, and because there are already many venues for articles about teaching Classics in Classical Journal, Classical Outlook, and Classical World, to name just a few. Indeed, The Classical Journal Forum has just published a new set of submission guidelines at http://www.cj.camws.org/forum.php. As one reader remarked above, we have found our niche. Therefore, we would like to continue to be recognized for doing the best possible job publishing insightful and innovative research that promotes how we learn and teach Latin and Greek. As our motto affirms, "Ancient Languages, Contemporary Pedagogy."

Referees for *Teaching Classical Languages*, Volumes 1-5

Teaching Classical Languages would like to express its appreciation to the following referees who volunteered their time and expertise to help assess submissions and improve the content of volumes 1-5.

Jason Albaugh

Ronnie Ancona

Peter Anderson

Antony Augoustakis

Jeffrey Beneker

Christopher Brunelle

Ann Cannon

David Carlisle

Amy Cohen

David Conti

Richard Davis

Sally Davis

Rachel Dowell

Shawn Doyle

Eric Dugdale

Jacquelyn Fitzgerald

Ed Gaffney

Carin Green

David Gura

Judith Hallett

John Hansen

Rebecca Harrison

John Higgins

Yurie Hong

Dexter Hoyos

Rosina Khan

Nicholas Kip

Dawn LaFon

Ginny Lindzey

Sherwin Little

Anne Mahoney

Stephen Maiullo

Wilfred Major

Daniel McCaffrey

Catherine Mori

James Morris

David Noe

Robert Patrick

Lee Pearcy

Zee Poerio

Philomen Probert

Wallace Ragan

Andrew Reinhard

Geoffrey Revard

Anne Rogerson

Karen Rosenbecker

Deborah Pennell Ross

Jeffrey Rydberg-Cox

Reagan Ryder

Jennifer Sanders

Generosa Sangco-Jackson

John Sarkissian

Ellen Sassenberg

Sue Shapiro

Thomas Sienkewicz

Keith Toda

Philip Venticinque

Rex Wallace

Cynthia White

Rose Williams

Meghan Yamanishi