

Teaching Word Order at the Elementary Ancient Greek Level (semesters 1-3)

In this paper I present the strategies and pedagogical rationale underpinning the teaching of word order in my textbook, *Ancient Greek II: A 21st-Century Approach*, under contract with Open Book Publishers. I'll give an overview of Modules 47-52: Clitics and Full Words, Schepper's Colon Hypothesis, Cola and Continuity, Cola and Discontinuity, Chiastic Word Order, and Word Order and Tension. We all know that when learning Ancient Greek (and Latin), much care must be given to the endings and the valuable information they impart for understanding what is being said. As much care must be given to word order. For a novice, a tendency is to rely on a pick and choose method of translation so much so that the rationale behind the sequence of the words becomes lost. Teaching students to place effort into reading instead of translating starts them down a path where they can internalize aspects of word order even though a full understanding of why words have the particular sequence they do remains elusive. A focus on word order requires us to be attentive to the pronunciation of words and of word segments or **cola**. This focus in turn enables us to understand how cola relate to one another in the creation of coherent and meaningful sentences. Analyzing the relationship that cola have to each other enables us to make interpretative conclusions about the overall import of what we are reading.