ALIQUANDO LATINE DOCENDUM EST: Guidance on Active Latin for Graduate Students

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ACTIVE LATIN: WHAT?

• Active Latin: speaking, listening, and writing as well as reading
• History
  • Use and instruction naturally “active” from antiquity to 18\textsuperscript{th} century
  • Revival of active Latin for pedagogy and scholarship in early 20\textsuperscript{th} century
  • New wave of interest in last 20 years
    • Extracurricular seminars
    • Active use in teaching standards
    • Increased active exercises in textbooks
ACTIVE LATIN: WHY?

• Pedagogical Benefits
  • Student engagement: intensity and variety
  • Improved feeling for idiom
    • Overcoming puzzle-solving mentality: words have real meaning for communication
  • Fuller entry into ancient mindset
    • Romans thought of mental activity in spatial terms, Greeks in visual terms. Developing intuitive feeling for such cultural differences.
ACTIVE LATIN: WHY?

• Research Benefits
  • Improved feeling for idiom for deeper understanding of language and culture
  • Improved retention of language and passages

• Professional Benefits
  • Added excitement to classics programs
  • Active Latin becoming an expectation
    • Pre-collegiate and university Latin-teaching standards call for active use
      • College students will increasingly expect active Latin
    • Most college textbooks now include oral exercises in addition to composition
      • Wheelock has some
      • More available in *Latin for the New Millenium*, *Lingua Latina per se Illustrata*
ACTIVE LATIN: HOW?

• How to get started with active Latin?
• Can start right away in your teaching
  • Be sure to include composition
  • Simple oral techniques can be adapted to various levels
    • Instructor needs to manipulate only limited target material
  • Introductory-level example with material taken from Wheelock . . .
DE PUELLA ET POETA

- *puella* nominative
- *puellae* genitive
- *puellae* dative
- *puellam* accusative
- *puellā* ablative
puella est magna.
fama puellae magna est.
poeta rosas puellae dat.
poeta puellam amat.
sine puellae poeta errat.

quis est magna?
fama cuius magna est?
poeta rosas cui dat?
poeta quem amat?
sine quō poeta errat?
DE PUELLA ET POETA

• quis est magna?
• fama cuius magna est?
• poeta rosas cui dat?
• poeta quem amat?
• sine quō poeta errat?
DE NAUTA ET FORTUNA

- quis / quid
- cuius
- cui
- quem / quid
- quō
- quis puellas vocat? (puer)
- cuius filium videmus? (nauta)
- cui pecuniam dat? (filia)
- quem Fortuna amat? (uir magnus)
- de quō poeta monet? (ira)

Wheelock ch. 3
INTERMEDIATE CLASSES

• Question words
  • Interrogative pronouns
    • quis est Dido? regina, dux, Sidonia
  • Other question words
    • cur descedit Aeneas? discedit ut patriam nouuam petat / quia perfidus est Roma est in Italia.
    • ubi est Roma?
• Practicing syntactic structures: conditionals
  • si Romanus/a antiquus/a esses, in urbe Romae quid uideres?
    • multos seruos uiderem.
    • arcus triumphales uiderem.
  • cum magnam pecuniam non habeam, . . . tamen . . .
    • . . . alios tamen adiuvare possum.
    • . . . itinera tamen iucunda facere ualeo.
ADVANCED CLASSES

• To start, give set responses and answers for basic conversation

• Focus initially on material students know well
  • Task focuses on Latin expression rather than information recall
  • Repetition of known material is useful as one part of instruction
ADVANCED CLASSES

• Example class on literary history
  • Quando vixit poeta? ineunte / medio / exeunte saeculo primo / secundo / tertio ante / post Christum natum
  • Quando vixit Vergilius? primo saeculo ante Christum natum
  • Quae sunt eius opera? carmen epicum nomine Aeneis ...
  • De quibus rebus scripsit? de pastoribus, agricolis, bellis scripsit.
  • Qui fuerunt eius socii? socii Vergili fuerunt Gallus, Horatius, Maecenas, Pollio, Tucca, Varius.
NEXT STEPS

• Try out these basic techniques in your classroom
• If you have further time and interest:
  • Participate in a spoken Latin conversation group (http://www.latinitatis.com/vita/circuli.htm)
  • Participate in a summer immersion seminar:
    • Boston (U. Mass. Carlon, Dobreff, McDermott, Morgan)
    • Buffalo (two-day: Coffee, Ettinger)
    • Lexington, Kentucky (Minkova, Tunberg)
    • Pennsylvania (Dickinson College. Minkova, Tunberg)
    • Virginia (Rusticatio. Llewellyn)
    • Los Angeles (Septimana Californiania. Berard)
    • Rome, Italy (Paideia Institute. Hewett, Pedicone)
    • Rome, Italy (American Institute for Roman Culture. Llewellyn)
  • Links at http://www.latin.org/community/
FURTHER READING


  • Joint Association of Classical Teachers
    Senate House
    Malet St, London
    WC1E 7HU
    UK
    Email: office@jact.org