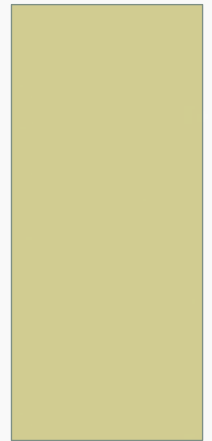


ALIQUANDO LATINE DOCENDUM EST:
Guidance on Active Latin
for Graduate Students

NEIL COFFEE, UNIVERSITY AT BUFFALO, SUNY
CAMWS ANNUAL MEETING, MARCH 30, 2012



ACTIVE LATIN: WHAT?

- Active Latin: speaking, listening, and writing as well as reading
- History
 - Use and instruction naturally “active” from antiquity to 18th century
 - Revival of active Latin for pedagogy and scholarship in early 20th 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.
 - Short, W. M. 2012. "A Roman Folk Model of the Mind." *Arethusa* 45: 109-147.

ACTIVE LATIN: WHY?

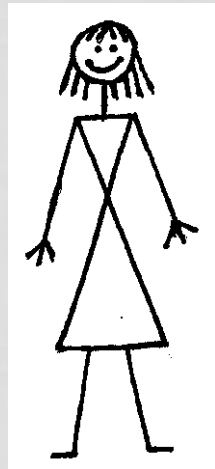
- Research Benefits
 - Improved feeling for idiom for deeper understanding of language and culture
 - Improved retention of language and passages
- Professional Benefits
 - Added excitement to classics programs
 - Active Latin becoming an expectation
 - Pre-collegiate and university Latin-teaching standards 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

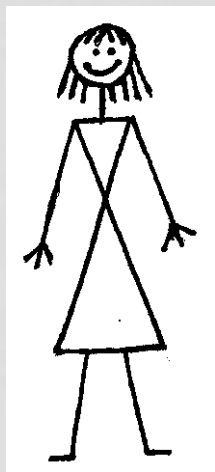
- puella *nominative*
- puellae *genitive*
- puellae *dative*
- puellam *accusative*
- puellā *ablative*



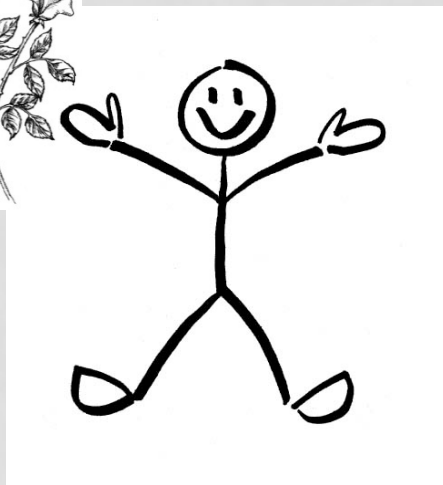
puella

DE PUELLA ET POETA

- puella est magna.
- fama puellae magna est.
- poeta rosas puellae dat.
- poeta puellam amat.
- sine puellā poeta errat.
- quis est magna?
- fama cuius magna est?
- poeta rosas cui dat?
- poeta quem amat?
- sine quō poeta errat?



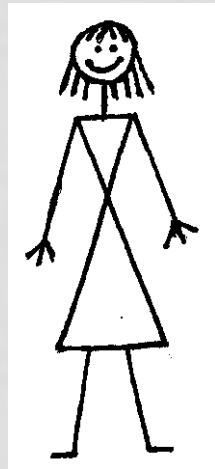
puella



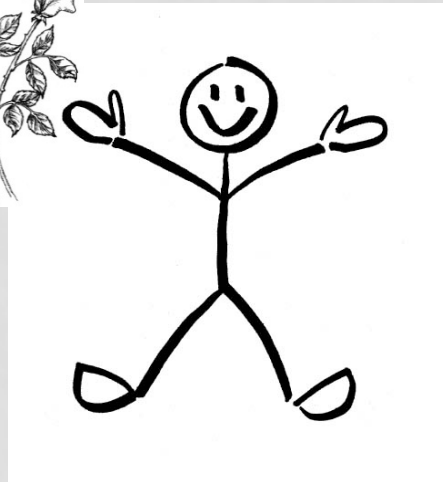
poeta

DE PUELLA ET POETA

- quis est magna?
- fama cuius magna est?
- poeta rosas cui dat?
- poeta quem amat?
- sine quō poeta errat?



puella



poeta

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
 - ubi est Roma? Roma est in Italia.
- 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 adiuuare 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 Californiana. Berard)
 - Rome, Italy (Paideia Institute. Hewett, Pedicone)
 - Rome, Italy (American Institute for Roman Culture. Llewellyn)
 - Links at <http://www.latin.org/community/>

FURTHER READING

- Minkova, M., Tunberg, T. Forthcoming 2012. "Who Would Want to Use a Dead Language?" *New England Classical Journal*.
- Coffee, N. 2012. "Active Latin: Quo Tendimus?" *Classical World* 105: 255-269.
- 2011. *Journal of Classics Teaching* 22. Issue devoted to discussion of active Latin with articles by Carter, MacDonald, Stray, Tunberg, and others.
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