

Exploring the Impact of the "Living Latin" Movement on the  
Teaching and Study of Latin in North America  
Milena Y. Minkova (University of Kentucky),  
Terence D. Tunberg (University of Kentucky) co-organizers

The purpose of this workshop is to explore how current teachers and students of Latin are making use of ideas and approaches arising from the recent movement to promote active Latin.. By active Latin, we mean oral Latin, i.e. the practice of spoken and ex-tempore (to various degrees) interaction in Latin, as well as free written composition (rather than conventional translation from the vernacular into Latin).

Oral Latin has become a popular topic in Latin pedagogy circles in North America during the last decade or so. The rubric 'oral Latin' includes a variety of activities ranging from simple substitutions or word-changes performed orally to more sophisticated exercises, such as asking students for simple responses in Latin, perhaps relating to a written text, or a set of prepared questions by the instructor. Total immersion is rarely the goal for most classroom activities employed at present: nevertheless, in some cases oral Latin may involve those taking part in a totally Latin environment, such as those provided by immersion Latin seminars that now regularly take place in both Europe and North America.

Spontaneous written composition seems to be much less discussed these days in Latin teaching circles. However this activity is very complementary to the use of oral discourse, and the two modes of extempore expression can in various ways be employed together. Both activities involve giving expression to one's thoughts in the target language. Spoken discourse demands immediate response. Written discourse may also be instantaneous, but it also allows the writer to see the result of her/his expression and to refine it.

As all of our panelists understand it, neither 'oral Latin', nor spontaneous written composition in themselves amount to a teaching 'methodology'. Rather, active Latin is a skill and a tool that can be used in a variety of methodologies. Moreover, active Latin may be employed with profit at the beginning stages of language instruction, or with students at a more advanced level, including those who have reached the stage where they can read unadulterated texts, to help them internalize a wide range of phenomena and to read more easily and quickly.

Each of the panelists in this workshop will illustrate various uses of active Latin in instruction according to her/his own experience and practice. Each panelist will speak for 20 minutes.

The Oral Latin Component of a New Introductory Course in the Latin Language  
Milena Y. Minkova (University of Kentucky)

The presenter of this paper is a co-author of a new Latin textbook. In the presentation proposed here we will look specifically at how the oral component functions in this book. The speaker will demonstrate examples of several different types of activities involving spoken and written Latin designed for this textbook series. Although these activities have their origin in the personal experience and teaching style of the speaker, who is well-versed in oral Latin, all of them may be easily employed by an instructor who lacks any faculty of extempore expression in Latin. Moreover, in our consideration of these activities, we will consider the pros and cons of emphasizing the active dimension in the Latin classroom, and what middle ground might be found between those students who gravitate to active usage because they learn languages most easily by using them, and others who chose Latin in part because they assumed that speaking Latin would not be an integral part of learning it.

Speaking of Speaking: Selling Oral Latin to Experienced Teachers  
Jacqueline M. Carlon (University of Massachusetts, Boston)

Many teachers already use some spoken Latin in their classrooms, often simple greetings or commands, but convincing them of the many benefits their students will gain from more exposure to oral Latin is a difficult task. How then can we bring about systemic change in the teaching of Latin? I will speak about various approaches used at my university to introduce our graduate students, almost all of whom are experienced teachers, to oral methods, through explicit instruction in our methods courses and at our annual summer immersion program, and by the modeling of specific oral techniques in our reading courses. These approaches have combined to produce a small but growing cadre of Latin teachers who have begun to expand their use of oral Latin in their classrooms with the concomitant increased interest and excitement of their students.

## Dictation in the Latin Classroom

Martha A. Davis (Temple University), Daniel Markovic (Temple University), co-presenters

One of our goals is to show that Latin students can develop listening comprehension as well as speaking, reading and writing skills. To develop student skills modern foreign language instructors, particularly French instructors, have long used the dictee, which tests student comprehension, strengthens memory, and promotes correct pronunciation and spelling. I have found that the introduction of dictation exercises into my Latin classrooms achieves similar goals. It leads especially to more rapid acquisition of good pronunciation and lessens anxiety when students are asked to compose written work, read aloud, or engage in dialogue. In this presentation I will demonstrate variations on the traditional dictee, including group work, that encourage students to manipulate the language orally and in writing, and that combine learning through imitation with creative language production.

Using Images to Reinforce Vocabulary and Spark Latin Conversation  
Sophia Rovitti (Concord-Carlisle High School, MA)

Speaking Latin does not need to be stressful for teachers or students. This presentation will be devoted to the demonstration of a technique in which teachers and students use new vocabulary as a starting point for oral Latin conversations which are targeted at a series of images. The primary goal of this technique is to reinforce specific vocabulary for a given unit. This is a fun, easy, and structured way to give students the chance to hear Latin used, and to start to use it themselves. The presentation will explore(S) the various features of this technique and, after the presentation, there will be opportunity for discussion of its challenges and merits.