

It's Coming; Are You Ready? College-Level Methods to Accommodate Students Instructed in Active Latin

As the responses to the 2018 National Latin Exam Survey of Latin teachers reflect, interest in and use of methods associated with Active Latin (AL), Comprehensible Input, Communicative Approaches, and other related pedagogies are on the rise in the precollegiate classroom (<https://www.nle.org/News-Announcements/ArtMID/433/ArticleID/46/Report-on-the-2018-NLE-Survey>). This rise in interest means that, in coming years, collegiate instructors will have students in their Latin language courses, and those who wish to pursue the Classics major, who received AL instruction before arriving on campus. This situation can translate to a number of possible realities that may affect the college classroom. Here are three examples: 1) AL-instructed students may have internalized more Latin vocabulary and be more proficient readers and writers of the language at the intermediate or advanced level, but may know fewer grammatical labels and terms than grammar-translation (g-t) instructed students. 2) AL-instructed students may have been required to translate Latin passages word for word less frequently (encouraged instead to provide general sense-summaries) than g-t instructed students. 3) AL-instructed students may have been exposed to a wider variety of Latin texts from the classical period to the Renaissance, but may not have spent as much time on single texts from the classical period as g-t instructed students. In what way do these differences affect the college Latin classroom? How might a professor reward an AL-instructed student for their actual capabilities rather than expected ones? Are there ways to reconfigure the way collegiate instructors teach Latin so that more students with diverse learning styles can succeed and enjoy the Latin classroom? This panel believes there are ways to do this.

This proposed, co-organized panel has been formed in response to a perceived need for greater discussion and communication between pre-collegiate and collegiate instructors about how college instructors might accommodate students instructed in AL related methods. The panel will therefore 1) present information about AL methods, including the research from which they derive, and information about what AL instruction does (and doesn't do); 2) dispel misunderstandings about AL instruction; 3) speak about the success of programs that are utilizing AL methods at the precollegiate and collegiate level, both with respect to numbers and diversity in the classroom; and 4) provide concrete suggestions to the college-teaching community about ways they can structure their Latin classes so that AL instructed students feel welcome and can contribute as they pursue the BA in Classics.

The proposed panel consists of a presider, three speakers, and a respondent. The three speakers on this panel, each delivering a 20-minute paper, include a high school Latin teacher who regularly uses Comprehensible Input and its affiliated pedagogies; a college professor who implements aspects of AL at the college level; and another college professor who has developed a number of effective teaching methods to accommodate students in the Latin classroom. The presider, also a college professor, will present a brief introduction to the panel and will introduce the speakers. The respondent (discussant), a distinguished Classics scholar and full professor at a research-one university, will voice the concerns of the collegiate academic community regarding these methods and ask questions to which the members of the panel will respond. The audience will also be granted the opportunity to ask questions or voice concerns to the panelists.

There are many perspectives about new teaching methodologies, and there are also many concerns about them, but these things are clear: collegiate Classics programs are under threat, and growing numbers of Latin teachers in the United States are learning about and using Active

Latin methods in their classrooms to large and receptive audiences. This proposed panel offers a much-needed opportunity to facilitate dialogue between Active Latin practitioners and the collegiate, academic community. This is an important discussion that needs to happen on a national level, and the organizers of this panel hope that CAMWS will be the setting in which that discussion begins.