

Rethinking Memorization in Learning Latin

While a lot of research has been done to make memorization more effective, the implementation of new methods does not always bring the desired results. Many instructors of Latin have noticed a change in their students' ability or willingness to memorize and use morphology, vocabulary, and grammar effectively in reading and translating. Why is there this disconnection? How can instructors of Latin remedy this classroom dilemma? In search for answers, this proposed panel (100 minutes) offers five perspectives on rethinking memorization in learning Latin.

Paper #1, entitled *Quomodo Dicitur? The Importance of Memory in Language Learning*, gives a survey of the findings that SLA research has done on the role of memory in learning English and suggests how these findings can be applied to the learning of Latin.

Paper #2, entitled *Follow the Latin Brick Road: Minimalizing and Redefining Memorization in Latin Learning*, presents the concept of "brick" leaning of Latin at the College level. This concept opens up memorization to the idea of choice, pointing to the necessity for the instructor to focus on what truly needs to be memorized and what not.

Paper #3, *Old Wines in New Skins: Rethinking Memorization in the Greek and Latin Classroom*, presents a real-world based approach to student acquisition of Latin and Greek vocabulary and forms at the preparatory school level, using an amalgam of traditional, modern, and postmodern approaches.

Paper #4, entitled *Metaphor and the Teaching of Idioms in Latin*, proposes to situate Latin vocabulary acquisition in the context of cognitive sciences and linguistics. Drawing on the research on conceptual metaphor, pioneered by Lakoff and Johnson, it outlines a series of

classroom interventions that illustrate how metaphorical competence can be put into practice for this purpose.

Wrapping up the discussion on rethinking memorization in learning Latin, the concluding paper #5, entitled *Memorization: Mastery or Modification?*, places Latin instruction in its changing cultural and educational context over the past 50 years. It raises important questions about why we teach Latin and, consequentially, what we teach and how we teach it.