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WASHINGTON UNIVERSITY IN ST. LOUIS

Department of Classics

Methods of Teaching Latin: Theory, Practice, Application

by

Morgan A. Nicoulin

A thesis presented to
The Graduate School
of Washington University in
partial fulfillment of the
requirements for the degree
of Master of Arts

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Morgan Nicoulin

Washington University in Saint Louis

May 2019

Dedicated to my mother, who taught me that today's best is always enough.
Thank you for helping me believe in myself.

Introduction

Preparing to embark on a career as a Latin teacher, I have spent countless hours attempting to define my pedagogical philosophy and the goals I hope to achieve in my classroom. As I reflected on my own experiences as a student, I realized that my introduction to Latin was so successful due to the creative approach of my teacher that engaged even the most apathetic students while employing a rather traditional methodology. Often, when we speak of Latin classes with older generations, they picture a strict and dry environment, governed by an authoritarian figure reciting paradigms to an entirely uninterested group of students. However, this practice of rote memorization and unimaginative instruction is scarcely found today. Instead, most modern Latin classrooms are vibrant with unique atmospheres and passionate educators, who are constantly seeking ways to improve their methods.

As part of their search for innovative and effective practices, Latin teachers have expanded their gaze beyond the traditional parameters of the Latin classroom, looking to the models presented by other language courses for inspiration and to the halls of academia for a better understanding of how students learn. Educators have continually looked for ways to develop and share their teaching philosophies, hoping to aid others in enhancing their own teaching practices. This project not only seeks to contribute to the pedagogical discussion on this matter but also to present some of the factors that influence how students learn Latin. In the following chapters, I intend to demonstrate that a curriculum is able to balance both traditional

and innovative philosophies by adapting Second Language Acquisition Theory's idealized way to learn a language to fit the realistic limitations of the classroom.

In the first chapter, I investigate the development of Latin learning from antiquity to the Early Modern Period. Although Latin was the official language of the Western Empire, dialects transformed into daughter languages as the colloquial speech of each region developed in different ways while interacting with new peoples. It became necessary to *teach* young people the formal language used in philosophy, law, business, and Classical texts. As grammarians and scholars considered the best ways to teach language, they asked questions and proposed theories about how we understand and learn to use such a complicated system of information. The investigation into language learning and experimentation with language teaching laid the foundations for a field entirely devoted to such inquiry. I also describe the debate over Latin's place in the curriculum during and after the 19th century. This chapter highlights the continuing importance of Latin over time in order to demonstrate that, although a dead language, it is anything but lifeless and will continue to thrive as long as we continue to show our students why it matters.

The modern field of Second Language Acquisition Theory (SLA), with its roots in these antique investigations, focuses on how we learn languages both as students and as individuals. Although the discipline is primarily concerned with communicative proficiency in modern languages, in the second chapter, I discuss the key questions addressed by Second Language Acquisition Theory and how the resulting hypotheses can be applied to our unique position teaching ancient languages. After discussing the biological, cognitive, psychological implications

of language learning, the remainder of this chapter is devoted to their application. In this section, I discuss how SLA theories pertain to pedagogy and influence the three modern models for teaching Latin: the Grammar and Translation Method, the Reading Method, and the Comprehensible Input Method.

While chapter two considers the theory of language learning, chapters three and four will focus on the practicalities of Latin teaching. In order to gain a more thorough understanding of the varying experiences of Latin teachers and the challenges they face, I circulated a survey regarding teaching practices and philosophies through popular social media groups for Latin educators. The results of this survey largely inform the contents of chapter three, which explores the goals determining pedagogical choices and how each of the three standard models are actually practiced in our classrooms.

The Grammar and Translation Method, the Reading Method, and the Comprehensible Input Method are based on different definitions of success. Objectively, each methodology has its advantages and disadvantages; however, educators carefully choose their pedagogical philosophies based on what they believe to be the goals of Latin learning. While these three methods are the standard models for teaching Latin, today's Latin teachers are experimenting with new techniques and practices in order to give their students a curriculum customized for achieving dynamic and personalized goals for the Latin learning experience that extend far beyond language alone.

As chapter three demonstrates, Latin teachers generally do not follow the idealized practices outlined by the pedagogical philosophies. Instead, educators edit their procedures and

expectations to fit their goals and their students' environment. The final chapter discusses the practical conditions that impact how teachers choose to structure their Latin programs beyond pedagogical philosophy such as Latin's place in the curriculum, institutional goals, and course materials.

In the following chapters, I will present a way to effectively blend modern theories of language acquisition and the contemporary practice of teaching Latin. I intend to provide teachers with a foundational understanding of Second Language Acquisition Theory, which they can use to inform their own pedagogical philosophies, and to encourage today's educators to continue exploring different methods and practices, which can help their students learn effectively. I also hope to demonstrate to researchers the unique position and advantages of Latin, which can provide interesting environments for study, and to remind scholars of the practical pressures that middle and high school teachers face.

1. The Tradition of Language Pedagogy: Latin's Role

1.1 Origins of Language Teaching in the West

Although the formal discipline of Second Language Acquisition Theory as a Social Science began in the late 1960s, grammarians have considered the process by which people learn and come to understand languages for centuries.¹ Grammarians of the West began to explore this issue in particular in the first few centuries BC. The first extant Greek grammatical text is attributed to Dionysius Thrax, a Hellenistic grammarian;² the *Ars Grammatica* was written to aid speakers of Koine Greek in their pursuit of reading Homeric and Attic Greek texts, which were quickly becoming less linguistically accessible to the contemporary audience.³ Dionysius Thrax's work grew out of the scholastic traditions of the schools in Alexandria and Rhodes where he lived and studied. The scholars working in these academic centers began with the goal of preserving Greek culture through the great literature of the past. The pursuit of collecting and copying manuscripts in Greek quickly evolved into writing commentaries, translating other works, and training the next generation of scholars.⁴

¹ Ellis, *Understanding Second Language Acquisition*, 5, 9.

² Born 170 BC in Alexandria; died 90 BC in Rhodes. See Dickey, *Ancient Greek Scholarship*, 77–8.

³ For information on Dionysius Thrax and notes on his text, see the editions by Uhlig, Lallot, Swiggers, and Davidson.

⁴ El-Abbadi, "Library of Alexandria." Cf. Dickey, *Ancient Greek Scholarship* for information on manuscript traditions.

Classical Greek was an important aspect of a child's education in the Hellenic World and in Rome.⁵ Upper-class Romans either sent their sons to schools in Athens or acquired Greek tutors to educate them in subjects such as literature and rhetoric.⁶ Roman girls were also educated, although not necessarily to the extent of the boys.⁷ As the necessity for Roman bilingualism grew, grammarians began to consider more intently how languages interact with one another and how students process this relationship. The Romans were interested in grammatical matters, and by the early 2nd century BC grammarians such as Lucilius and Accius were writing on the subject. Their exploration of the Latin language began to flourish in the 1st century BC with Antonius Gnipho, Ateius Philologus, Nigidius Figulus, and Varro.⁸

⁵ The Romans, particularly those in the late Republic/early Empire, had a strained relationship with the Greek language and the attached Hellenic legacy: "Greek, the language of high culture in Roman eyes, elicited in Romans a sense of cultural inferiority and in some of them a consequent linguistic aggression, particularly as Rome established political control in the Greek world. On the one hand the educated Roman aspired to be fluent in Greek, but on the other hand it might be seen by some as humiliating to the Roman state if Greek was accepted on a public occasion. Attitudes were constantly changing, and what to Tiberius was unacceptable did not bother Claudius" (Adams, *Bilingualism and the Latin Language*, 10–11).

⁶ Systematic education in Rome began around the 3rd–2nd century BC. Before this time, fathers were actively engaged in the education and rearing of their children. However, conquest changed the culture surrounding education due to increased availability of slaves and more intimate knowledge of Greek school systems. The Romans imitated the Greek practices as a symbol of social status. Just as being a pupil of Aristotle gave Alexander a certain kind of fame and social power, Romans acquired (either through slavery or employment of the tutor or sending their sons to the educator) Greek philosophers and rhetoricians as tutors for their children. Often, this became a competition of who could obtain the best tutors, making the Greek thinkers symbols of the wealth and status of their masters/employers/clients. Public education was not supported until the 2nd century AD (G. Kennedy, "The History of Latin Education," 7–8). Cf. Marrou, *A History of Education in Antiquity*, and Bonner, *Education in Ancient Rome*, for further on ancient education.

⁷ Girls received the same primary and grammar school education as boys, but they likely would not have received formal education past this point or have been sent to Athens to study. Although G. Kennedy suggests that Quintilian was novel in his proposal to educate women (8), the ideal of the *docta puella*, lauded particularly by the Neoterics, demonstrates that upper-class women were expected to be well educated past the point of simple literacy. See G. Kennedy, "The History of Latin Education" and Bonner, *Education in Ancient Rome* for further sources on primary education of girls.

⁸ Kaster, "Grammar, Grammarians, Latin." See also Kaster's "Scholarship, Ancient" and Suetonius's *De Grammaticis*.

Quintilian, a Roman rhetorician and educational theorist in the late 1st century AD, designed a curriculum which taught both Greek and Latin literacy.⁹ Quintilian wrote that the education of the child begins with the eloquence of the nurse whose words the child will hear and emulate.¹⁰ Since the child will naturally acquire Latin from listening to those in close proximity,¹¹ the curriculum begins with speaking Greek; however, to ensure that Greek does not adversely affect the development of the child's linguistic skills, the curriculum adds Latin soon after.¹² By teaching the two languages side-by-side, Quintilian hoped that "neither would impede the other."¹³ Although Quintilian obviously recognized that languages interact with each other within the mind, he did not concentrate his attention on "the influence of an L1 on an L2 in

⁹ Thomas, "History of the Study of Second Language Acquisition," 29.

¹⁰ *Ante omnia ne sit vitiosus sermo nutricibus... recte tamen etiam loquantur. Has primum audiet puer, harum verba effingere imitando conabitur, et natura tenacissimi sumus eorum quae rudibus animis percepimus.* Quint. *Inst.* 1.1.4–5.

¹¹ Thomas suggests that Roman language acquisition occurs in the reverse: "Children of the Roman elite learned Greek by being raised amongst an entourage of native Greek-speaking slaves, tutors and 'pedagogues' who played various roles in the domestic and public affairs of aristocratic households. Many upper-class children acquired Greek and Latin side-by-side from birth. For some, this custom resulted in their becoming L1 speakers of Greek who acquired *Latin* as a very early L2.... In his memoirs, Paulinus remarked that on entering school he was well accustomed to household servants' Greek, but knew little Latin" (*Universal Grammar*, 28). I find this conclusion hard to believe. Exemplary tutors such as Livius Andronicus and Ennius would have been able to educate their pupils in both languages, but the purpose of employing Greek tutors was to teach Greek and Hellenic culture as a supplement to the education students would receive in formal schools and at home under the father's supervision. If Greek was the L1, then Latin would be the main goal of these tutors. Furthermore, while it is likely that Roman children would be familiar with the tongue of the household slaves from passive contact (if the slaves were allowed to speak anything other than Latin in the presence of the family), the Romans were far too self-conscious of any perceived inferiority to the Greeks to make it the center of their households. As Adams puts it in *Bilingualism in the Latin Language* (10-11): "Greek, the language of high culture in Roman eyes, elicited in Romans a sense of cultural inferiority and in some of them a consequent linguistic aggression, particularly as Rome established political control in the Greek world. On the one hand the educated Roman aspired to be fluent in Greek, but on the other hand it might be seen by some as humiliating to the Roman state if Greek was accepted on a public occasion." Therefore, I see little reason why or how Greek would be a staple L1 for children in the Roman household. See Bonner, *Education in Ancient Rome*, chapter 3 and Marrou, *A History of Education in Antiquity* for more on Roman education.

¹² Quintilian also justifies teaching Greek first since Latin derives from Greek. Quint. *Inst.* 1.1.12–14. This supposed derivation is not supported by Indo-European theory which separates the Hellenic and Italic language families from which Greek and Latin (respectively) derive.

¹³ *Ita fiet ut, cum aequali cura linguam utramque tueri coeperimus, neutra alteri officiat.* Quint. *Inst.* 1.1.14.

general terms,” instead, focusing on developing the two languages as part of the same mental linguistic system.¹⁴ Quintilian’s ideal curriculum for creating effective orators, if followed carefully, would very likely train students to be competent in both Greek and Latin. Moreover, since he intentionally does not privilege one language over the other after Latin is introduced, the system depends on beginning to teach literacy of both languages at the same time for maximum effectiveness.

Grammars preserved from the 4th century AD—such as those of Flavius Sospater Charisius and Diomedes Grammaticus—demonstrate that grammatical concepts were instructed in the language being discussed regardless of the L1 and background of the learner.¹⁵ It is unclear if such written grammatical texts were used at the beginning levels of language learning or if formal linguistic analysis was delayed until the student reached a more advanced level of proficiency;¹⁶ however, it is evident that Dositheus Magister considered a clear understanding of grammar to be the foundation of language learning, even at the beginning levels. He published a grammatical text for Greek learners of Latin with the standard L2 grammar on one side and sections translated into Greek on the other side facing the corresponding Latin. This text included

¹⁴ Thomas, “History of the Study of Second Language Acquisition,” 29. In Second Language Acquisition terms, this simultaneous development of two languages creates a co-lingual child, one who grows up with two L1s (although one may still be more dominant than the other) rather than an L1 and an L2. Note that “L1” refers to the native language and the “L2” refers to the second language (if the target language is a third or fourth language, it can be referred to as the “L3” or “L4” etc., but “L2” or “target language” are acceptable generalizations.

¹⁵ For more on grammarians and their role, see Kaster’s *Guardians of Language*.

¹⁶ Dickey, *Learning Latin the Ancient Way*, 82.

the most notes in Greek for introductory material and progressively less as the student learned the foundational concepts.¹⁷

Perhaps the most influential Roman grammarian was Priscianus Caesariensis (5th–6th century AD), commonly called Priscian. In addition to his influential work preserving manuscripts and studying Latin, Priscian wrote a variety of works on Latin grammar targeted towards Greek-speakers attempting to learn the language. Among these, the *Institutio de Nomine et Pronomine et Verbo* was an “important authority for the teaching of Latin in the early Middle Ages before the much longer and more comprehensive *Institutiones Grammaticae* became widely known in and after the Carolingian age.”¹⁸ Priscian’s *Institutiones Grammaticae* represents the culmination of the tradition of grammatical theory and practice as developed by previous scholars. Based on the Greek grammar written by Apollonius Dyscolus, the *Institutiones* is considered to be the first systematic and detailed approach to Latin syntax.¹⁹

1.2 Latin Among the Romance Languages

By the 6th and 7th centuries AD, Latin had given way to its Romance descendants as the native tongues of the people living in the former Roman Empire. As the Romans were required to learn Greek centuries before, now it became necessary for children to learn Latin, which had become the language of education, religion, scientific and philosophical inquiry, and

¹⁷ Dositheus’ work has generally been disregarded and considered unoriginal. His grammar was not particularly detailed or clear and was seemingly derived from other better-preserved sources. Some postulate that Dositheus did not really understand the material he was translating. See Dickey, *Learning Latin the Ancient Way*, 83–84.

¹⁸ Robins, “Priscian.”

¹⁹ Robins, “Priscian.”

international communication and business. This led “Roman scholars to conceptualize the nature of second language learning.”²⁰ Educators attempted to answer questions such as *What do learners need in order to acquire another language?; How do learners’ backgrounds and natural skills affect the ability to learn?;* and even more abstract questions such as *How does language work?* This line of inquiry became the foundation for Second Language Acquisition Theory.

Scholars continued to ask these questions for centuries; during the Middle Ages, Latin was still largely the primary concern of language study across the Roman world, although the colloquial tongue underwent significant changes in this period. In the Early Middle Ages, political instability in the West led to new kingdoms and invaders settling in Europe, gradually changing the linguistic make-up of the area. Although the local Latin dialects began to fall out of colloquial use and were replaced by new common languages that developed from the mingling of these people-groups,²¹ Latin remained the official language of the Western empire and the *lingua franca* of educated medieval Europe.²² While Latin was the language of law, science, cultural literature, and academia, the Church was responsible for maintaining formal Latin as the universal language despite changing dialects. Since attending Catholic mass was practically a cultural imperative in much of Europe at this time, the majority of people would hear Latin spoken every week, keeping it alive in the minds of the European masses. Furthermore, those who were fortunate enough to receive an education would likely have received it in Latin. This

²⁰ Thomas, “History of the Study of Second Language Acquisition,” 27.

²¹ Classical Latin was “infiltrated by vulgar elements, [and] was now medieval Latin.” See Coleman, “Latin Language.”

²² Robins, “Priscian.”

phenomenon of the necessary “bilingualism” of Latinate dialects required students to learn both Classical and the new colloquial dialect(s) in order to be considered as educated.

Although the spoken language of the liturgy, Ecclesiastical Latin, was slightly different from the formal Latin of Cicero, the Church also actively preserved a vast amount of Classical manuscripts; this effort is the main reason that we have many of the texts which are extant today. During the High Middle Ages, in the Age of Chivalry and the time of courtly poetry and minstrels, the vernacular also began to thrive as part of the cultural experience. By the Late Middle Ages, literature published in the Romance languages increased further with poets such as Dante, Petrarch, Boccaccio, and Chaucer (13th–14th century AD). This increase in the vernacular and the aforementioned emphasis on producing copies of ancient texts encouraged learned individuals to become masters of both Latin and their own languages, creating a space for Latin and the vernacular to co-exist in the literary world for quite some time.

In his essay *De Vulgari Eloquentia*, Dante Alighieri reveals an inversion of the privilege previously given to Latin by praising the power and nobility of the vernacular languages. He distinguished natural vernacular languages, learned by “imitating the nurse,”²³ from what he referred to as “grammar.”²⁴ He believed that the former type is natural, regardless of language,

²³ *Vulgarem locutionem asserimus quam sine omni regola nutricem imitantes accipimus.* “We grasp the vernacular language which we, imitating the nurse, take without all the formality” Dante, *De Vulgari Eloquentia* 1.2. Note that this is similar to what Quintilian had described.

²⁴ *Est et inde alia locutio secundaria nobis, quam Romani gramaticam vocaverunt. Hanc quidem secundariam Greci habent et alii, sed non omnes: ad habitum vero huius pauci perveniunt, quia non nisi per spatium temporis et studii assiduitatem regulamur et doctrinamur in illa.* “There is also another language, secondary to us from (the first), which the Romans called ‘grammar’. The Greeks and others have this secondary language also, but not everyone: truly few arrive at (the point of fluency) of this (grammar), because we do not (become accustomed to the rules and theories) in that (grammar) except through duration of time and the repetition of study.” Dante, *De Vulgari Eloquentia* 1.3.

while the latter is artificial because it is studied and learned as opposed to acquired.²⁵ Dante's essay indicates that, by the Late Middle Ages, people distinguished native languages as "normal" and learned languages as something different. By writing this essay on the power of the vernacular *in Latin*, Dante not only states that Latin is distinctly different from the common tongue, but he also consequentially admits that it is the language of erudition and a necessity for participation in the academic world. This development laid the foundation for critically comparing the L1 to the L2 and for considering how their relationship might affect learning.

Other scholars in this era also examined the relationship between first and second languages. While Dante viewed Latin and other languages that required intense grammatical study as wholly different from living languages, Benedetto Varchi, a Florentine humanist in the early 16th century who wrote a variety of plays, poems, and classical translations and who studied linguistics, literature, and philosophy under Medici patronage, believed that all languages had the potential to be natural and native depending on personal experience.²⁶ In his taxonomy of language, Varchi arranged "L1 versus L2 acquisition not on the basis of the properties of the language(s) so learned but, rather, on the basis of the epistemological status of the learner's acquired knowledge."²⁷ He saw a non-native language as one it took effort to learn, but he did

²⁵ *Harum quoque duarum nobilior est vulgaris: tum quia prima fuit humano generi usitata; tum quia totus orbis ipsa perfruitur, licet in diversas prolationes et vocabula sit divisa; tum quia naturalis est nobis, cum illa potius artificialis existat.* "Yet of these two, the nobler is the the vernacular: because it was (the one) first used by the human race, because the whole world employs it—although it was divided into different pronunciations and words, because it is natural to us while the other appears more artificial." Dante, *De Vulgari Eloquentia* 1.4. In Second Language Acquisition terms, the former is implicitly learned; the latter, explicitly learned.

²⁶ Had the concepts existed, Dante likely would have leaned toward a no interface position while Varchi likely would have expressed a strong interface position. See 2.3.2.

²⁷ Thomas, *Universal Grammar*, 91.

not differentiate between the “naturalness” of any language, living or dead.²⁸ “This was a significant intellectual achievement in the history of conceptualization of L2 acquisition,” and in the Renaissance project of revivifying of Classical Latin.²⁹

1.3 The Revivification of Classics and Latin Pedagogy

During the Renaissance, there was a “rediscovery” of the Classics along with the invention of a form of Christian humanism.³⁰ Such Christian humanism broadened the scope of the Classical curriculum in order to look to ancient texts for moral exempla. Scholars were eager to examine, edit, and analyze newly found texts and medieval manuscripts, shifting the focus of Latin learning back to the Classical form of the language.³¹ Since close reading was the goal of these scholars, the traditional grammar-based instruction of L2 teaching thrived. Late Roman grammars such as that of Priscian were popularly used, but the use of medieval texts “declined because they were perceived as exemplifying a corrupted version of the language.”³²

However, not all instruction relied strictly on these traditional forms; one innovation was the increased use of comparisons between the L1 and L2 as a tool for learning. Grammars of the 16th century began juxtaposing translated examples in the student’s L1 along with the grammatical explanations in order to demonstrate the differences between the languages. There

²⁸ See Varchi’s *L’Ercolano*.

²⁹ Thomas, “History of the Study of Second Language Acquisition,” 30. See also Thomas, *Universal Grammar*, 88–90.

³⁰ Musumeci, *Breaking Tradition*, 10.

³¹ For more on Renaissance Classicism and scholarship, see Pfeiffer, *History of Classical Scholarship*.

³² Thomas, *Universal Grammar*, 92.

was a “unanimous recognition of the utility of translation” in language teaching.³³ For example, Spanish scholar Pedro-Simón Abril placed Latin, Greek, and Spanish versions of Aesop’s fables side-by-side in order to demonstrate translation; he asked his students to translate Latin into Spanish, first word-for-word then idiomatically in logical chunks. Following this exercise, his students translated Spanish into Latin, imitating classical prose, until they could finally compose Latin freely.³⁴ This emphasis on translation acknowledged “the importance of what L2 learners bring to the act of learning, and calls attention to differences between L1 and L2 learning, since child L1 learners neither translate nor compare.”³⁵

The endeavor towards Latin fluency was prevalent during the Renaissance as well. The usage-based L2 instruction style of the Renaissance perhaps dates back to the anonymous *Manières de Langage* of the mid–late 14th century, which provided practical questions and statements, sample conversations and texts, and vocabulary lists as a phrase book for those attempting to speak colloquially.³⁶ Students participating in this style would learn from teachers who spoke Latin; some families would even send their children to schools that created L2 immersion experiences.³⁷

Other curricula combined usage-based and grammar-based practices. One of the most influential pedagogical reformers of the 17th century was John Amos Comenius, a Czech scholar

³³ Thomas, *Universal Grammar*, 92.

³⁴ Thomas, *Universal Grammar*, 92–93. It would be interesting to see Abril’s translation and composition exercises in practice today. I would imagine that practicing translating passages literally then idiomatically would assist students with the transition between *translating* and *reading* by promoting comprehension. His exercises in Latin composition would likely help students become more sensitive to Latinity and Classical prose style, since a common issue in student composition is the tendency to force L1 constructions and conceptual structuring onto the L2.

³⁵ Thomas, *Universal Grammar*, 96.

³⁶ Note that the *Manières de Langage* were primarily used outside the formal educational context.

³⁷ Thomas, *Universal Grammar*, 94.

who attracted attention from all over Europe for his theories.³⁸ Comenius argued against the pedagogical practices of rote memorization and proposed a natural means of instruction that used concrete examples instead of abstract concepts.³⁹ His key innovation was to organize textbooks around sensory experiences which would provide “means of grounding learners in the world” so that, with “strengthened imagination, [the student could] proceed in the business of learning.”⁴⁰ Although the effectiveness of this method has been questioned, Comenius was extremely influential as a language teacher and pedagogical theorist; his work represents a significant step in the integration of the two schools of thought on L2 learning.

Regardless of the method employed, it was essential for all those pursuing personal or professional advancement to be proficient in Latin. While grammar-based L2 instruction was generally identified with scholarship and the high culture of the elite, usage-based language was particularly popular with tradesmen, merchants, and the military because of the different goals of the two classes using the target language. As the *lingua franca*, Latin was “a language of considerable usefulness as the language of culture and international communication, and therefore power.”⁴¹ Although scholars, lawyers, doctors, and religious officials would need a technical understanding of Latin in order to practice professionally and be taken seriously,

³⁸ Comenius was noticed by Cardinal Richelieu of France, Queen Christina of Sweden, Samuel Hartlib, and even John Winthrop, who apparently hoped that he would become the first President of Harvard College. See Louthan, “Comenius, John.”

³⁹ We can see a similar effort to engage the whole learner and to connect L2 to concepts, bypassing the L1 as a mediator, with the pedagogical technique known as Total Physical Response (TPR), which focuses on listening, comprehending, and reacting. Although TPR will not be discussed in this thesis, an example of a TPR activity is playing Simon Says in Latin. Students listen to the teacher, understand the instruction, and respond physically in a low Affective Filter environment. Comenius’ desire for natural instruction is also seen in practice through the Comprehensible Input Method.

⁴⁰ Thomas, *Universal Grammar*, 95 and Louthan, “Comenius, John,” respectively.

⁴¹ Musumeci, *Breaking Tradition*, 10.

artisans and businessmen would need a more communicative than formal competency. Therefore, the best method for learning (and by extension teaching) depended on the goals of the learner.

Renaissance and Early Modern thinkers also saw Latin as a necessary component of human development.⁴² The prevalence of Latin in this period ensured its presence in society for the following centuries as a part of academia, the Church, and a traditional rite of passage. The Renaissance's treatment of Latin and its pedagogical innovations, built upon the theories developed by the Republic, the Empire, and the Middle Ages, ultimately provided the foundation for the study of Latin thereafter. The revitalization of the Classics flourished during the Renaissance as part of the humanist movements throughout Europe. A leading figure in this transformation back to "basics" (namely Classical Latin) was the Italian humanist, philosopher, and literary critic Lorenzo Valla.⁴³ Valla's intellectual career is well remembered today for his radical reformist thinking,⁴⁴ but in his day, he gained a reputation for his caustic attacks on medieval traditions such as the "barbarous" and "crude" Latin used by those like the "celebrated

⁴² This is a guiding principle of the *Studia Humanitatis*, explored in depth in Musumeci's *Breaking Tradition*.

⁴³ Born 1407 and died 1457 in Rome, although he spent a significant amount of time traveling through Italy. See Burke, "Lorenzo Valla."

⁴⁴ Valla also participated in the religious revolutions at the time by attacking Boethius, defending Epicurus, criticizing Aristotle, refusing to accept the Apostle's Creed (specifically refusing to accept it was written by the 12). Perhaps one reason why Valla took issue with the papal authority at times was because he was refused a position as a papal secretary after his schooling. Valla was later even condemned as a heretic during the Inquisition. See Burke, "Lorenzo Valla."

14th century lawyer, Bartolus,⁴⁵ and the anonymous author of the *Donation of Constantine*.⁴⁶

His most significant contribution to the shift in perspective on the Latin language was his *Elegantiae Linguae Latinae*; this publication was the first “textbook” on Latin style written since late antiquity.⁴⁷ “Valla aimed at showing that postclassical developments of Latin had wrought havoc in the arts and sciences, and, in particular, in the trivial arts, philosophy, and theology, where words make all the difference.”⁴⁸ *Elegantiae Linguae Latinae*, along with its preference for the “sophisticated” Latin of the past, was adopted as the popular text for grammar schools across Europe.⁴⁹

Although second language teaching has occurred since the first time different groups met, the investigation of language learning began in the West with the study of Latin. “The reason for this starting point is simple, Latin was ... the *lingua franca* for almost two millennia. It was very much the equivalent of English in the globalized world today even though, for the vast majority

⁴⁵ Burke, “Lorenzo Valla.”

⁴⁶ As a translator and philologist, Valla took an interest in examining style, leading to his *Elegantiae Linguae Latinae*. During his study of Jerome’s *Vulgate*, he questioned critical word choices, essentially suggesting that the Catholic Church’s system of penance and indulgences was based on a mistranslation. Although the Church certainly took issue with this, Valla was hired by Alfonso (King of Aragon, Sicily, and Naples) as a secretary, perhaps *because* of his questioning of the Church. In this position, he wrote one of his most famous works, *On the Falsely Believed and Lying Donation of Constantine*, in which he exposed the incorrect dating of the supposed decree of Constantine giving authority over Rome and the Western Empire to the Pope. Valla used philological evidence to prove that this document, which was heavily used to support papal claims to political authority, was, in fact, a forgery from the 8th century instead of the 4th. For this publication and the political ramifications thereof, he was accused of heresy (as mentioned in footnote 44). See Prosser, “Church History’s Biggest Hoax: Renaissance Scholarship Proved Fatal for One of the Medieval Papacy’s Favorite Claims.”

⁴⁷ Burke, “Lorenzo Valla.” Valla’s other major contribution to the revitalization of Classical Latin revolves around his controversial statements about Quintilian’s Latin being of a higher style than Cicero’s. He also produced celebrated emendations to the text of Livy, although the positive significance of this work is less impactful than the controversies he sparked.

⁴⁸ Nauta, “Latin as a Common Language,” 1.

⁴⁹ I have called *Elegantiae Linguae Latinae* a “textbook” because it was sometimes used as such, but it is really more of a style guide with an informative rather than pedagogical purpose.

of that time, it was not the first language of anyone who used it.”⁵⁰ The necessity to learn Latin—whether for academic study, for religious service, or for business communication—was the driving force behind the development of sophisticated language acquisition theories through the Early Modern Period; however, as Latin began to cede its position of preeminence to vernacular languages (especially French), 18th-century grammarians and linguists started to look elsewhere when developing new theories and methods of learning.⁵¹

1.4 The Fight for Classics in a Changing World

According to Anthony Howatt, by the 19th century, there were three major pedagogical approaches to teaching language.⁵² The first was the grammar-translation method based on learning technical grammar rules. Since educators in the 19th century tended to focus on memorizing lists and facts, “grammar-translation remained vital to the end of the 1800s and survives today in some settings.”⁵³ The second approach was associated with the Reform Movement, which emphasized oral exchange and practiced reading with classical texts instead of contrived sentences. The Reform Movement also diminished the use of L1 as much as possible, and relied heavily on implicit learning. Howatt’s final “approach” consists of the various theories of “individuals with diverse visions and agendas who independently rejected the status quo.”⁵⁴

⁵⁰ Musumeci, *The Handbook of Language Teaching*, 43.

⁵¹ Mufwene, “Lingua Franca.”

⁵² Note that these do not particularly align with the three modern pedagogical styles presented by the Grammar and Translation, Reading, and Comprehensible Input Method.

⁵³ Thomas, *Universal Grammar*, 142.

⁵⁴ Thomas, *Universal Grammar*, 142.

Some of these pedagogical rebels advocated for Natural Methods which suggested that an L2 should be acquired in the same way as an L1.⁵⁵

While most languages were taught with this variety of approaches in the 19th century, Latin learning grew stagnant. Since other *linguae francae* had emerged,⁵⁶ Latin was no longer needed for communication. As a purely written language used for scholarship and the Church, the template for teaching Latin lay squarely in the “squinting grammar” of Howatt’s first method, regardless of newly developed linguistic theories and pedagogical practices.⁵⁷ Therefore, Latin classrooms have continued to rely heavily upon the “traditional,” grammar-based method of learning while the environments of modern-language classrooms are handled much differently.⁵⁸

By 1828, there were enough critics complaining that “dead” languages were not worth including in the college curriculum to incite the publication of the Yale Report, a collection of arguments from Yale faculty reaffirming the importance of the classical curriculum. As the United States began to lean more on entrepreneurial capitalism and less on old money and the academic elite, more physical and social sciences were added to the curriculum; suddenly universities were forced to evaluate their target student-body, entrance examination material, and curricular requirements.⁵⁹ The Yale Report argued that the ivory towers of academia should, by providing a liberal arts education, offer a higher set of skills than information and technical

⁵⁵ Howatt, *A History of English Language Teaching*, 131–191.

⁵⁶ Notably, French and Portuguese became languages of diplomacy during the Age of Exploration. Languages such as Italian and German also became local *linguae francae*.

⁵⁷ Thomas, *Universal Grammar*, 152.

⁵⁸ The current movement for spoken Latin as a tool for learning will be discussed in detail later. It has been omitted from this section due to its relative newness as a practice and its rareness compared to the widespread use of the “traditional” method.

⁵⁹ Herbst, “The Yale Report of 1828,” 220.

schools could provide, demonstrating that, although teaching practices were based in the old ways of grammar, Latin was still a vibrant part of the academic world.⁶⁰

The elitism of the Classics saved the preeminence of Latin and Greek in the curricula of the early 1800s; however, Daniel Walker Howe attributes the end of the American “golden age” of Classics to the technological advancements that not only reduced the elitism of Latin and Greek by proliferating texts but also “undercut the relevance and authority of elite classical republicanism” by opening the political sphere to the self-made man.⁶¹ Classics and the developing field of the Humanities became a vital part of cultivating personal virtue, and ancient languages were an important part of the secondary and collegiate curricula through the end of the 19th century.⁶²

While Latin’s hold over education in the United States waned after the 19th century, the strength of tradition among the English elite ensured that Latin would not go quietly into the night. Since Classics was so heavily associated with privilege at this time, the traditional learning models found in the prestigious preparatory schools and universities were also signifiers of elite status. However, many educators were not willing to accept this as the best way to teach Latin just because it was the “official” way. In fact, pedagogues were exploring unique methods to help their students learn and experience Latin. Consider, as an example, Dr. W. H. D. Rouse and the Association for the Reform of Latin Teaching. While acting as a schoolmaster, Rouse “had become convinced that the fossilized routine of the public-school classical curriculum needed a

⁶⁰ Herbst, “The Yale Report of 1828,” 221.

⁶¹ Howe, “Classical Education in America.”

⁶² Howe, “Classical Education in America.”

radical overhaul. The key to his own solution lay in the direct-method reforms introduced in modern language teaching by followers of the German Wilhelm Viëtor.”⁶³ When he became headmaster of Cambridge’s Perse School in 1902, he built an experimental curriculum that combined classical and progressive structures. W. H. D. Rouse and his Direct Method at the Perse School, in his summer programs, and in his gramophone records became famous, particularly across England, and proved to be successful despite the deviation from the traditional methodology of learning.⁶⁴

During the 20th century, the prominence of Latin faltered on an international scale, partially due to World War I. In 1913 Rouse founded the Association for the Reform of Latin Teaching (ARLT); however, the war forced the cancellation of the 1914 meeting of the organization. Many men died in the war, leaving ARLT’s membership primarily female, a fact that decreased the organization’s respectability among the patriarchal elite.⁶⁵ Although Rouse’s Direct Method was not widely adopted, his efforts and the degree to which they were accepted demonstrate the desire of teachers and students to try new methods and to continue asking questions about how we learn best.

After World War I, the necessity to rebuild and replenish the supply of workers pushed immaterial academic pursuits like Latin to the side. By 1920, Greek was no longer compulsory for admission to Oxbridge, which set a precedent in England for pushing the Classics out of the

⁶³ Stray, “Rouse, William Henry Denham.”

⁶⁴ For a description of some of the practices of Rouse’s classrooms and their reception by more mainstream linguists, see Dale, “W. H. D. Rouse and the Association for the Reform of Latin Teaching.”

⁶⁵ Stray, “Rouse, William Henry Denham.”

standard curriculum. In 1938, the Spens Report criticized the teaching of Latin as a pursuit whose value was too far removed for students to practically realize. However, educators in the United States and England persevered. Teachers and Classicists published academic articles and opinion pieces about the importance of Latin in newsletters and journals such as *The Classical Weekly*, *The Classical Journal*, and *Review of Educational Research* during the first half of the 20th century.⁶⁶ While this demonstrates the continued dedication of teachers, Latin as a core subject remained under fire.

By the 1950s, students dropping out of Latin in secondary schools caused enough concern for Classicists to discuss the place and purpose of Classics within the school curriculum.⁶⁷ In April of 1960, the Classical Association, which hosted reading competitions for schools, held scholarly lectures, and formed an education sub-committee beginning in 1943, resolved to simplify the Ordinary Level Latin syllabus in conjunction with the recent decision of Oxford and Cambridge to no longer require Latin for admission.⁶⁸ In response to this “Crisis of Classics,” the Joint Association of Classical Teachers was formed, which sought to combine the Classical Association, the Association for the Reform of Teaching Latin, and the Orbilian Society.⁶⁹ Founder J. E. Sharwood Smith and his colleagues desired to create a “service bureau”

⁶⁶ Consider as examples: Alexander, “Why Latin” (1922); Carr, “Shall We Teach Our Pupils to Read Latin?” (1928); Thompson, “Teachers of Latin and Latin Teaching” (1930); Carr, “Reading Latin and Writing Latin” (1935); Ullman, “The Teaching of Latin” (1943); Parker, “The Case for Latin” (1964).

⁶⁷ Forrest, “The Abolition of Compulsory Latin and its Consequences,” 43.

⁶⁸ Forrest, “The Abolition of Compulsory Latin and its Consequences,” 48.

⁶⁹ Forrest, “The Abolition of Compulsory Latin and its Consequences,” 49.

for teachers of Classics by providing teaching materials, audio-visual aids, sample syllabi, refresher courses, and periodicals on the subject of pedagogy in the Classics.⁷⁰

In a step towards revising the curriculum to suit the changing spirit of the student body, the Cambridge School Classics Project was formed in January of 1966. After extensive school trials, the *Cambridge Latin Course* was published in 1970. This text strived to cultivate reading skills in students without the strict grammatical focus of more traditional practices. Although the grammatically-focused *Wheelock's Latin* (1956) remained a popular text, course materials based on the new Reading Method began to flood the scene with the publication of the *Cambridge Latin Course* and the *Oxford Latin Course* (1987) in the United Kingdom and *Ecce Romani* (1971) in the United States. The success of new texts and creative methods encouraged teachers to continue trying fresh approaches and communicating with each other about their experiences and ideas.

Although today's curricula tend to focus heavily on the sciences and the "useful" subjects instead of the Humanities and classical languages, Latin teachers are constantly working to improve their methods and motivate their students. During previous times of crisis for Latin education and Classics, teachers had to rely on personal connections, conferences, newsletters, and other publications in order to communicate with each other about their experiences, concerns, and beliefs about the field. Today, however, the advent of the internet has made it easier than ever for teachers to reach out and connect with the community. Conferences and publications are still an integral method for teachers and scholars to share and learn from each

⁷⁰ Forrest, "The Abolition of Compulsory Latin and its Consequences," 50.

other, but electronic newsletters and blogs allow for shorter, faster, more frequent, and more freely accessible updates from a wide variety of sources. Social media groups allow teachers to post videos demonstrating practices, exchange teaching materials, share ideas and experiences, ask questions to the larger community, and make connections with other teachers they never would have met otherwise. The increased ability to connect with other educators has encouraged teachers to explore new techniques and learn about other methodologies. Thus, Latin teaching today is a dynamic field full of creativity; benefiting from the insight and support of their colleagues at their fingertips, teachers can experiment and cultivate the best possible experience for their students.

1.5 Conclusion

The study of language learning in the West began in antiquity when scholars interested in preservation realized they had lost touch with the linguistic style of the past. The Romans later took up the mantle as the premier scholars of the subject, investigating the structure of Latin and the methods used to teach their children the languages they would need to thrive as accomplished members of high-class society. As the Roman Empire expanded, so did the importance of Latin and the necessity for useful materials to teach it. Latin became the *lingua franca* of educated Europe and an essential cultural factor during the Middle Ages and the Renaissance. For scholars during these periods, Latin was at the heart of research as linguists explored the ever-expanding world of vernaculars and dialects. Therefore, while the formal discipline of Second Language

Acquisition is a rather young member of academia, the centuries-old study of Latin and quest to teach it is truly the inception of this field. The Latin scholars of the past, who proposed curricula and published essays on their beliefs about language, laid the foundations for Second Language Acquisition Theory. Although Second Language Acquisition scholars have left studying how we learn ancient languages in the dust, we do not have to allow Latin to be obsolete. Just as the work of Latinists in the past influenced the theories governing SLA today, the modern research on language acquisition can positively impact how we teach Latin in the future.

2. Theories of Language Acquisition and Pedagogy

2.1 The Development of Modern Language Acquisition Study

From the 19th century onward, without Latin scholars leading the study of language, “grammarians” became “linguists,” “pedagogues,” and “theorists,” each with different priorities and goals. Linguists took up the scientific study of language technicalities such as morphology, phonology, and syntax as well as the study of language interaction. Pedagogues focused on ideas about teaching practices and learning factors. Language theorists directed their attention towards abstract concepts and questions about the nature of language. These respective fields *do* intersect and interact with one another; however, due to specialization of scholars, there is little communication between fields and even less between academic theorists and actual language teachers, which hinders practical application of research.

Second Language Acquisition Theory (SLA) is a subfield of Applied Linguistics, a theoretical discipline which seeks to answer questions about how language interacts with real-life. Rod Ellis jokingly calls Second Language Acquisition a “parasitic discipline,” meaning that it uses concepts and methodologies taken from a variety of social and scientific fields in order to investigate L2 acquisition.¹ SLA theorists especially draw from cognitive sociology, anthropology, and neuropsychology (in addition to the foundational field of linguistics) in order to compose their theories. Although SLA formally began as a social science in the late 1960s and

¹ Ellis, *Understanding Second Language Acquisition*, 8.

“conventionally represents itself as having been invented *ex nihilo*,” the field clearly has roots in the aforementioned ancient investigations.²

SLA hardly identifies itself with research more than 50 years old and is generally a presentist discipline. As such, the primary focus of SLA scholarship has been on English as an L2. Theories on English as a Second Language (ESL) have been proposed by scholars worldwide, both from the perspective of native English speakers seeking to improve the approach to ESL and from the perspective of those who have learned English as an L2 (or L3 etc.) seeking to demonstrate how learners, such as themselves, acquire English.³ Additionally, a major area of interest in the United States is how children acquire Spanish from an English L1.⁴

The reason for these foci within the field is simple: they are the languages most SLA scholars seek to acquire (or to help others acquire) today. The field of Second Language Acquisition makes a distinction between *acquisition* and *learning* on the basis of usability. Stephen Krashen began the discussion on this distinction in assuming that each involves a different process. *Acquisition* is the “incidental process where learners ‘pick up’ a language without making any conscious effort to master it; whereas *learning* involves intentional effort to study and learn a language.”⁵ By the SLA definition, the processes differ according to

² Thomas, “Programmatic Ahistoricity,” 387. See Gass, “A Historical Survey of SLA Research” for a discussion of the disagreement on SLA’s starting point and a thorough guide to the growth of SLA as a field.

³ As an example of the ESL focus, observe the chapter titles in Part I of the *The Handbook in Second Language Teaching and Learning* edited by Eli Hinkel.

⁴ In America, Spanish is the go-to foreign language for children to learn in school; however, in the UK students might learn German or French as a first foreign language, splitting the focus of scholarship between the two. Note, also, that the foundational and most influential SLA research has also been conducted by Americans such as VanPatten, Krashen, Nick and Rod Ellis, and Chomsky.

⁵ Ellis, *Understanding Second Language Acquisition*, 6–7. Recall Dante’s distinction between “the vernacular” and “grammar.” While *acquisition* is associated with subconscious processes, many SLA scholars have engaged in debates regarding how much awareness and intentionality the learner must put forth in order to acquire the language.

methodology; I would argue that each also reaches a different conclusion. Learners best suited for *acquisition* are those who want to communicate in low-risk environments such as the classroom, a study abroad experience, or in casual conversations with people in their communities. However, those best suited for *learning* are those whose goals require accuracy or higher-level linguistic understanding. A learner needing to understand the target language at this level might be learning to communicate with international colleagues, to study in an academic field, or to read literature in its native language. Both *acquisition* and *learning* can occur through informal means such as communication or through formal instruction, although this discussion will only focus on the latter because the study of Latin generally falls into more academic and literary spheres than communicative. While Second Language Acquisition Theory is primarily concerned with promoting *acquisition*, its findings can be helpfully applied to *learning* environments as well.

Language curricula usually begin with basic conversational formulae and progress to more complex constructions from this foundation; this generalization is based on the hope that, with a bare amount of foreign language classes required, students will acquire enough of the language to be able to hold simple conversations with speakers. Therefore, since Latin is no longer spoken, it is not a language geared toward *acquisition*; thus, it is generally overlooked in SLA discussions. On the one hand, Second Language Acquisition Theory outwardly focuses on the ability to speak and communicate; on the other hand, an underlying goal of the discipline is to understand how a learner gains the ability to read and write in the target language. Just

because a learner is able to communicate with Parisians during a trip to France, that does not necessarily mean that the same individual would be able to pick up an academic article or a volume by Victor Hugo, Voltaire, or Alexandre Dumas and read it with the same ease with which they communicate about the weather. Reading, especially at a sophisticated level, requires a different set of skills and grammatical understanding than everyday communication; naturally a segment of SLA research seeks to define these differences and skills. Therefore, even though SLA generally overlooks Latin, since students primarily learn Latin to read texts, the field still offers useful insights for Latin scholars and instructors. Though the goal of learning Latin may be different from the goal of learning a living language such as Spanish or French, Latin is still a language. It is built on complex grammatical rules; it has developed and changed; it has different registers of sophistication; it is a means of communication—regardless of the “activeness” or “vitality” of the language today.

2.2 Key Questions in Second Language Acquisition Theory

Second Language Acquisition theorists use the methodologies and findings from a variety of fields in their research. Language understanding is affected by factors such as neurological processing, individual skill, type of exposure, social network, and outside environment; this necessitates inquiry into corresponding subjects like biological and cognitive neuroscience, psychology, pedagogy, sociology, and anthropology. Due to the wide net which SLA research

casts, it is necessary to define the key questions scholars seek to address in order to apply this research to the quest for establishing successful Latin pedagogical practices.

2.2.1 How Does Biology Affect Language Learning?

Second Language Acquisition Theory has identified several biological factors which influence language learning; chief among these are age and neurology. One of the most widely held beliefs about language is that it is easier for children to acquire new languages than for adults. SLA theorists have tried to determine the extent to which this is true and have attempted to explain how and why children learn differently than adults. Furthermore, since language processing occurs within the brain, scholars have conducted research questioning how language is physically stored, processed, and accessed by learners.

The significance of age for language learning came to the forefront of Second Language Acquisition Theory with the Critical Period Hypothesis. In 1959, Wilder Penfield and Lamar Roberts first proposed that there is a period during which learners can implicitly acquire a second language to a native-speaker's level of competency but that, after this period, language learning is difficult and full acquisition is rarely successful.⁶ Noam Chomsky's 1965 research argued that children have a natural language acquisition device, which is a biologically given capacity for language learning apart from other cognitive abilities.⁷ Concrete evidence for this hypothesis was

⁶ Ellis, *Understanding Second Language Acquisition*, 27.

⁷ This idea developed into Noam Chomsky's theory of Universal Grammar. In his view, children have access to a "little black box," containing knowledge of universals; since there are universal rules among languages (see Brown, *Principles of Language Learning and Teaching*, 40–41 on Principles and Parameters), this allows children to naturally acquire the grammar of their L1 because of the Language Acquisition Device (LAD). Adults, on the other hand, lose access to the device and must rely on cognitive abilities. Ellis, *Understanding Second Language Acquisition*, 27–28.

developed by Eric Lenneberg in 1967, who conducted research on the language ability and aphasia of children and adults after brain trauma and that of the deaf and the mentally challenged.⁸ After Lenneberg's work, scholars of SLA and neuroscience researched this subject thoroughly. Subsequent publications on the Critical Period Hypothesis determined that, although children do learn language more efficiently and although adults are unlikely to acquire native levels of competency, there is no clear point of discontinuity between these periods.⁹ Even so, the role of age/maturity in acquisition is still a heavily researched and debated subject amongst SLA theorists and neuroscientists.

The Critical Period Hypothesis suggests that there is an ideal window for language acquisition. After this Critical Period, now also called the Sensitive Period, further language acquisition becomes much more difficult and effortful. Neuroscientists claim that the Critical Period is based on a theoretical "end of neural plasticity and thus the completion of hemispheric lateralization in the human brain."¹⁰ There has been additional investigation conducted regarding the role of cerebral dominance in language learning. The left hemisphere of the brain is responsible for sequencing, logic, mathematics, and factual processing; the right hemisphere is

⁸ Ellis, *Understanding Second Language Acquisition*, 27; Ioup, "Age in Second Language Development," 419–420; Krashen, *Second Language Acquisition and Second Language Learning*, 72–73. The research on Genie, who was isolated until age 13 and had learned no language or social skills as a result, is often cited in discussions on the Critical Period Hypothesis. Curtiss's 1977 research used Genie's successful acquisition of vocabulary and simultaneous failure to grasp complex grammatical structures to support his hypothesis that puberty marked the end of the critical period. However, Rymer's 1993 publication attributed this to Genie's emotional trauma which continued to manifest in adulthood.

⁹ See Ellis, *Understanding Second Language Acquisition*, chapter 1 and Ioup, "Age in Second Language Development" for more research published on this topic and explanation of their conclusions.

¹⁰ Ioup, "Age in Second Language Development," 419 (see also 421). See also Wattendorf and Festman, "Images of the Multilingual Brain" for a discussion of neuroplasticity and the differences in L2 processing of those who began learning an L2 in childhood versus adulthood. This article also contains summaries of other major brain imaging studies on the effect of age in acquisition.

used for visualization, music, art, and intuition.¹¹ Although certain aspects of language are not entirely lateralized, the left hemisphere is said to control language by age five.¹² A general conclusion drawn from this research is that, although cerebral dominance does affect language processing and learning, “there is no necessary relationship between cerebral dominance and second language acquisition *ability*,” meaning that, while language is primarily an activity of the left hemisphere, right-brained individuals are no less able to acquire an L2.¹³

Much research has been conducted on aphasia resulting from lesions on either side of the brain as well as on the neurological response to various stimuli to determine the relationship between language and the brain.¹⁴ The study of how neurological phenomena are related to language learning is known as neurolinguistics. Neurolinguistics researches topics such as how the brain stores and processes an L1 and an L2, where vocabulary and grammar are stored in the brain, how someone might learn to speak or read again after sustaining brain damage, whether languages read left-to-right are processed differently than those read right-to-left, how the brain recognizes graphemes, and what differences exist in a dyslexic brain.¹⁵ Essentially,

¹¹ Thus, those who are very analytical are said to be left-brained, and those who are particularly creative are said to be right-brained. Joseph Bogen summarized this difference in his 1969 publications speculating that the two hemispheres of the brain utilize different cognitive methods: the left uses the “propositional” mode for the analytic and the digital, and the right uses the “appositional” mode for the analogic and synthetic. Krashen, *Second Language Acquisition and Second Language Learning*, 71.

¹² Krashen, *Second Language Acquisition and Second Language Learning*, 75–76.

¹³ Krashen, *Second Language Acquisition and Second Language Learning*, 76. Note that, while brain imaging research exists to support the idea of lateral dominance, many SLA scholars now consider the left-brained/right-brained (learning and processing style of individuals) distinction to be a rather arbitrary and antiquated notion.

¹⁴ See chapter 6 of Krashen, *Second Language Acquisition and Second Language Learning*.

¹⁵ Beretta, “The Language-Learning Brain,” 65–66.

neurolinguistic theory explores how the abstract mental concept of language interacts with the physical brain.¹⁶

The research conducted on the impact of biology on language learning has led to intriguing conclusions regarding the nature of language as it is processed by the mind, some of which are peripherally applicable to the Latin classroom. On the one hand, arguments in favor of the Critical Period Hypothesis would encourage offering Latin to young students in order to cultivate a higher level of acquisition in budding Latinists.¹⁷ Studies have also shown that individuals who learn languages at a young age have higher levels of cortical efficiency as a result;¹⁸ learning Latin specifically, which already offers cognitive benefits, in childhood would arguably be an even greater advantage to learners. On the other hand, research denying the Critical Period Hypothesis would offer hope that it is never too late to begin learning a language, a notion particularly appealing to academics who continually need to add more languages to their repertoire. In sum, studies on cerebral dominance have shown that language acquisition is a logical endeavor which also allows for creative means for learning. Although neurological research is not targeted toward aiding language classrooms, these studies can encourage teachers

¹⁶ This question of *mind* versus *matter* relating to language was explored by Descartes in the 17th century and Joseph Priestley in the 18th. See Beretta, “The Language-Learning Brain” for the philosophical debate on this matter.

¹⁷ This is supported by the Classical education curriculum, which will be discussed in 4.1.3. The Grammar stage of the Trivium is enacted while children are still young and able to retain a great deal of information with ease (if presented correctly). The goal is to give students the memorized aspects of Latin, such as basic vocabulary and paradigms, while they still “soak up information like sponges,” as the saying goes, so that students can spend the majority of their time in school learning to use the language, to discuss the content of texts, and to make their own arguments. Although it is unrealistic to expect teachers (or parents, I suppose) to turn children into Latin bilinguals, similar cortical benefits can be gained through certain types of exercises and activities that stimulate the brain.

¹⁸ Wattendorf and Festman, “Images of the Multilingual Brain,” 12–14.

to explore various teaching methods which engage both hemispheres of the brain in order to reach students with various types of stimuli.¹⁹

2.2.2 What Is the Role of the L1 in Acquiring a Foreign Language?

According to Rod Ellis, the role of the native language in second language acquisition has been the most consistently researched topic in SLA due to the “complexity of transfer phenomena.”²⁰ In the late 1950s, behavioral psychologists attempted to explain language learning in terms of habits formed by environmental stimuli and their corresponding responses.²¹ The conclusion of such explanation is that language behavior is a result of the learner’s imitation of the stimulus and the corrective feedback provided by observers.²² Psychologists concluded that, once established, these habits (namely, the L1) can either help or hinder the development of new habits (namely the L2) depending on the similarities between the two languages.²³

The behavioral study of language led researchers to consider the similarities and differences between the native and target languages. In 1953, Uriel Weinreich proposed the concepts of *transfer* and *interference*. The former occurs when the habits established by the

¹⁹ This will be discussed further under psychological factors affecting learning in 2.2.3.

²⁰ Ellis, *Understanding Second Language Acquisition*, 117.

²¹ These early Behaviorist theories eventually gave way to Generative theories of language acquisition such as Chomsky’s Universal Grammar, which suggest that we have an inborn capability and template for language. Later, Emergentist theories returned to behavioral psychology and claimed that humans use their natural learning mechanisms in conjunction with the examples and stimuli set forth by the environment in order to acquire language. The Generative theories focus on morphology and phonology; the Emergentist, syntax and pragmatics. Generative versus Emergentist theory of first language acquisition is a hotly debated topic among SLA scholars and researchers; however, they are not entirely incompatible ideas since both depend on the type of input a learner receives from the environment.

²² Corrective feedback can be implicit or explicit. Implicit feedback can include social cues such as a confused expression or questions such as “Wait, what do you mean?” Explicit feedback can be form-focused or meaning-focused. Form-focused corrective feedback can be metalinguistic in nature (“Use the imperfect tense here.”); meaning-focused corrective feedback attempts not to disrupt the flow of conversation by recasting (A: “I lost my road.” B: “What did you do after you lost your way?”) or repeating with emphasis (A: “What are that?” B: “What *is* that? Well, that is...”).

²³ Ellis, *Understanding Second Language Acquisition*, 117.

native language lead to “correct” usage in the L2; the latter occurs when the L1 leads to “incorrect” usage in the target language.²⁴ Evidence for *transfer* and *interference* often manifests based on the advantages and disadvantages of learners of different L1s when learning the same target language based on language distance between each L1 and the desired L2.²⁵ For example, languages that have similar roots often share cognates which help learners acquire vocabulary.

Furthermore, learners whose L1 has the same graphemes as the L2 have a huge advantage over learners whose L1 is based on a different graphemic system.²⁶ The addition of a new alphabet or writing system provides another layer of processing in the learner’s mind.

Consider the difference between an English speaking student in beginning Greek and in beginning Latin; it would be much easier for this learner to read Latin aloud than Greek on the first day because the learner must first mentally “transliterate” the Greek graphemes in order to

²⁴ This is further described by Prator’s Hierarchy of Difficulty, which ranks the difficulty learners experience with a give aspect of the L2 according to its relationship to the L1 (See Brown, *Principles of Language Learning and Teaching*, 255–256). Also consider Lado’s 1957 Contrastive Analysis Hypothesis. This theory claims that, by identifying differences between the L1 and L2, we can predict which errors will occur due to interference. This was largely debunked by the 1970’s with the work of Wardhaug and of Dulay and Burt which concluded that errors were more often caused by the development of the target language system than interference from the L1; nevertheless, the importance of comparing the L1 and the L2 has remained under the guise of Error Analysis. Ellis, *Understanding Second Language Acquisition*, chapter 6; Foley and Flynn, “The Role of the Native Language;” Krashen, *Second Language Acquisition and Second Language Learning*, chapter 5.

²⁵ Language distance also brings up the issue of psychotypology. While language distance refers to the actual differences between languages according to construction and root languages, psychotypology refers to the learner’s *perception* of the difference. This psychological factor is fluid and subject to constant change based on the learner’s growing knowledge of the target language. See Ellis, *Understanding Second Language Acquisition*, 128; see also Ringbom and Jarvis “The Importance of Cross-Linguistic Similarity in Foreign Language Learning,” 106–109. Another version of interference comes from the use of an interlanguage. Generally, an interlanguage refers to the system that a learner has developed for the target language during or prior to learning (this will be discussed in 2.2.4). When a learner has already developed one or more foreign languages, the interlanguage can become an even greater source of interference (or transfer). The influence of an interlanguage is highly complex and dependent on the relationship between the learner’s L1, L2 (as well as any other languages acquired), and the target language, thus it will not be discussed here. Ellis briefly discusses the *cross-linguistic influence* of these languages proposed by Sharwood-Smith and Kellerman in 1986 on pg. 119 of *Understanding Second Language Acquisition*. Cf. Ringbom and Jarvis, “The Importance of Cross-Linguistic Similarity in Foreign Language Learning,” 109–110.

²⁶ Ellis, discusses this issue of transference in chapter 6 of *Understanding Second Language Acquisition*.

identify the phonetic construction of the word in terms which the learner's mind already understands. The meaning of the words in both Latin and Greek may yet entirely elude the learner, but the English speaker is already predisposed to process the Latin alphabet more easily than the Greek until a new habit/behavior pattern is formed around the Greek system.²⁷ A similar graphemic base also makes it easier for learners to recognize cognates because they have the advantage of both *sonic* and *visual* similarity whereas learners with a different graphemic base only have the former.²⁸

Although an educator cannot change the fundamental relationship between students' L1 and the target language, understanding cross-linguistic similarities can be immensely useful in the classroom. If the L1 and L2 are related, outlining the parallels for students can aid learners in mentally connecting the new linguistic concepts with the habits established by their native language. However, if the relationship between L1 and L2 is very close, it might be more helpful for the instructor to note the differences. For example, when teaching Scandinavians another Scandinavian language, it would be natural to "focus on the differences in pronunciation and the most common false friends" rather than to point out the overwhelming similarities between the languages.²⁹ On the other hand, if L1 and L2 are very distant in relation, recognizing loanwords can facilitate effective learning. When multilingual learners are proficient in an L2 that has a

²⁷ Not only is this the case because of the extra mental processes involved but also because of the psychological block it causes for some learners. Ringbom and Jarvis note that "Anglophone learners of Greek have likewise been found to disregard the similarities between English and Greek due to the perceived distance between the languages" ("The Importance of Cross-Linguistic Similarity in Foreign Language Learning," 109).

²⁸ This difference is especially impactful for learners with a visual learning style. The different graphemic system can act as a mental barrier for such learners.

²⁹ Ringbom and Jarvis, "The Importance of Cross-Linguistic Similarity in Foreign Language Learning," 115.

closer relationship to the target language than their native language, it can be helpful to compare the similar L2 with the target language and to leave the L1 largely out of the picture. For example, if an English speaker is learning Ancient Greek, understanding the genitive absolute can be daunting; however, if this learner already understands Latin grammar, comparing the Greek construction to Latin's ablative absolute can help connect the dots by using an existing pattern.³⁰

If French, Spanish, and the other Romance languages are “children” of Latin, perhaps English can be considered an “adopted child.” Thus, there are a wealth of derivatives, cognates, and loanwords as well as many similarities between the structure of Latin and English to use as pedagogical tools. English is a particularly odd amalgamation of German, Latin, and French due to its Germanic roots, Roman occupation during the Imperial Period, and the Norman Conquest of 1066. In addition to linguistic developments as a result of language contact, the perceived intellectual supremacy of Latin and French as *linguae francae* resulted in loan words, derivatives, and the preference for terminology with Romance roots to convey social authority. In the classroom, activities that draw attention to these similarities help students learn Latin vocabulary as well as assist learners in achieving a broader English lexicon. Additionally, Latin's role as the language of intellectuals during the Renaissance (when practices for creating legal and scientific terminology solidified) ensured Latin's prevalence in the modern professional world in

³⁰ For multilingual learners, allowing the languages to interact within the interlanguage (see 2.2.4) can create a complex neural network for the learner to use in developing new languages with various comparisons and contrasts as well as a nuanced ambiguity tolerance (a learner's willingness to accept new rules that contradict the existing language system). Of course, this also creates space for interference among languages. For example, a learner of both Latin and Greek may confuse the use of the accusative and dative of respect.

the form of useful universal terms inhorn expressions. This relationship provides learners of all ages and levels with exposure to fossilized technical Latin terms and phrases through media such as television dramas; educators can use this publicity of Latin to engage students and show them the real-life application of learning a dead language, even if it is just for fun.³¹ A Latin education also helps budding legal and medical practitioners understand terms they will encounter during their professional education; advertising this can draw more students to the Latin classroom and increase the engagement of those present.

Educators can also use the similarity between the structures of English and Latin as a tool for effectively communicating grammar to their students. Although English has dropped many of its inflections in favor of reliance on word order, the language still uses some of the same identifiers as a highly inflected language. Consider the basic noun formation in English and Latin. In order to form the possessive, each language adds an ending to the stem of the noun to demonstrate the function of the word: thus, *boy/puer* becomes *boy's/pueri*. Just as Latin declines its nouns in full paradigms, we can see remnants of such English declensions in the personal

³¹ Consider the prevalence of Latin in medical and legal television dramas. Doctors discuss body parts in terms of their technical names. It would be silly and unbelievable for a radiologist looking at an X-ray to talk about a “cross-ways break of the top arm bone” instead of a “transverse fracture of the humerus” or a comminuted break of the “forearm bone on the pinky side” instead of the *ulna*. ER dramas frequently show doctors ordering tests or surgeries “stat,” meaning “immediately” from the Latin *statim*. Dr. Temperance Brennan from *Bones* and her band of “squints” always spout Latin terminology to demonstrate their intelligence, specialization, and disconnect from the realm of “normal people” such as Agent Booth and Angela. Furthermore, it is impossible to watch a legal drama such as the various spinoffs of *Law & Order* or *How To Get Away With Murder* (or even the *Legally Blonde* films) without running into some legalese Latin terminology such as *pro bono*, *habeas corpus*, or *sub poena*. Although not through technical terminology, the current prevalence of dramas based on magic also enhances the general exposure to Latin. The *Harry Potter* franchise, occult horror films such as *The Conjuring*, *The Exorcist*, *Deliver Us From Evil*, and *The Devil Inside*, and television shows such as *The Magicians*, *Charmed*, *Supernatural*, *The Chilling Adventures of Sabrina*, and *Buffy the Vampire Slayer* often use Latin spells to invoke magic. These are a part of the popular fantasy genre which tends to attract large and dedicated followings.

pronoun as it undergoes ending changes according to function.³² Teachers can draw attention to similarities such as these when introducing Latin conjugation paradigms. Although English speakers usually do not conceive of these tense signs and stem changes as *inflectional* or as a form of *conjugation* in their own language, by pointing out how English tenses using helping verbs and endings is similar to Latin tenses using tense signs and stem changes, teachers can make the concept of conjugating verbs more familiar and a bit more palatable to students.

2.2.3 What Psychological Factors Affect Language Learning?

In an introductory foreign language classroom where the students are in same age group and share the same L1, it is plain to see that all students still do not progress at the same pace. Some students seem to have a natural talent for language; others struggle to pass the class despite their best efforts. This disparity is due to the psychological factors that affect language acquisition. These factors can be divided into three principal types: cognitive, conative, and affective. Cognitive factors influence how the learner stores and processes information; conative factors impact the learner's ability to establish goals and put forth the effort necessary to achieve those goals; affective factors are part of the learner's surroundings that determine whether or not the learner will be able to respond to stimuli positively or negatively.³³

Cognitive Factors

One of the most intriguing of these psychological factors is a learner's language aptitude. The dominant figure researching this cognitive factor was J. B. Carroll, a cognitive psychologist

³² Subjective: *who*; Possessive: *whose*; Objective: *whom*.

³³ Ellis, *Understanding Second Language Acquisition Theory*, 37. See Ellis' chapter 3 for a full discussion of psychological factors; there is a wonderful table to define and compare these factors on page 38.

who began designing tests about language aptitude in the 1950s.³⁴ Carroll defined language aptitude as “the amount of time a student needs to learn a given task, unit of instruction, or curriculum to an acceptable criterion of mastery under optimal conditions of instruction and student motivation.”³⁵ In addition to designing various L2 aptitude tests, Carroll concluded that language aptitude was composed of four abilities: 1) phonetic coding ability, which allows learners to code unfamiliar sounds for later recall, 2) grammatical sensitivity, which allows learners to recognize the grammatical functions of words and clauses in a sentence, 3) inductive language learning ability, which allows learners to identify general patterns based on input and to produce language based on those patterns, and 4) associative learning, which allows learners to make connections between the verbal elements of the L1 and L2 in order to remember new vocabulary.³⁶ Results of Carroll’s studies suggest that learners can have a high aptitude in some aspects and low aptitude in others; this is one factor explaining the variability of classroom results despite environmental variables remaining consistent.

Much research has been conducted regarding language aptitude, and a popular subject has been the ability to train memory and to develop analytical skills. Theorists have debated back and forth whether language aptitude is fixed at birth or it is a “muscle” that can be exercised and strengthened with enough time and effort. Although a wealth of material has been published on this subject, no conclusive solution has been found.³⁷ However, this venture has led to an

³⁴ Skehan, “Language Aptitude,” 381.

³⁵ Ellis, *Understanding Second Language Acquisition Theory*, 39

³⁶ Ellis, *Understanding Second Language Acquisition Theory*, 40 and Skehan, “Language Aptitude,” 381–382.

³⁷ See Ellis, *Understanding Second Language Acquisition Theory*, chapter 3 and Skehan, “Language Aptitude.”

increased focus on working memory, a multi-component memory system based on attention, visual information, oral information, and the combination of information from different sources.³⁸ Working memory is conceived of as a capacity that learners have in different amounts; learners with a large capacity for working memory can store more linguistic data, recall it in better detail, and make more effective connections with information stored in long-term memory than learners with a small capacity for working memory.

Information regarding aptitude and working memory can be used in education to achieve several aims.³⁹ Understanding a student's strengths and weaknesses can help with counseling and remediation. For example, an educator might explain (in simpler terms) that a student's difficulties with oral-aural activities are due to lower aptitude for phonetic coding or that another student with a high aptitude for associative learning might learn vocabulary more efficiently using derivatives or direct connections to the L1 than by identifying L2 terms by pictures on flashcards. Of course, understanding language aptitude can also aid instructors in creating differentiated lesson plans and in adapting their methods of teaching toward the strengths of their students, both on a class-wide and an individual scale. Pedagogical methods designed to reach students of varying aptitudes have merged with those designed to tackle different learning styles since addressing visual, auditory, and kinesthetic learning styles is a simpler process than addressing the complexities of language aptitudes that require far more individualized attention to diagnose and more effort differentiate classroom practices and activities.

³⁸ Ellis, *Understanding Second Language Acquisition Theory*, 45.

³⁹ See Skehan, "Language Aptitude," 390–392 for further on this matter.

Another important cognitive factor of language acquisition is learner beliefs about language. This factor is based on the idea that learners form “mini theories” about the nature of the L2 and about their role as a student.⁴⁰ The learner’s “mini theories” about the target language include a variety of suppositions that influence performance. For example, if a student is obligated to take a language as part of graduation requirements, this individual may or may not accept that the class—and by extension, the language itself—has any value or applicability to life. This is especially likely if the requirements dictate that a specific language must be taken. As the following discussion of agency will demonstrate, a learner’s ability to *choose* a language and to take ownership of the act of language learning is an important factor in the cognitive effort the student will put into the task. The learner’s view of a language or a topic within that language also influences the student’s belief about the language and about their individual ability regarding acquisition. Consider two students from the same class with the same general backgrounds and language aptitudes: although the objective complexity of a task does not change based on the student, the practical difficulty of focusing and understanding the lesson is affected by each student’s disposition. This is one reason why a positive classroom environment is important for the cultivation of successful students.⁴¹

Learner beliefs also heavily influence a learner’s self-efficacy as a learner of the target language.⁴² Fostering self-efficacy in students begins with the understanding the sociolinguistic

⁴⁰ Ellis, *Understanding Second Language Acquisition Theory*, 38.

⁴¹ The importance of the classroom environment will be discussed in depth under Conative Factors in 2.2.3 and under Interest, Entertainment, and Interpersonal Motivation in 4.1.1.

⁴² Self-efficacy can be defined as a person’s belief in his/her ability to achieve goals; in the case of language learning, a student’s belief in his/her ability to acquire a language. Self-efficacy is also tied to motivation, which will be discussed under conative factors in the next section.

approaches to identity, social group, and agency. Jane Zuengler has argued that “learners exert their *agency* or choice in selecting a target variety [of the L2] to learn, such as a high-status standard variety or a non-standard variety representing solidarity with a peer group, and that it is not simply a result of exposure.”⁴³ The *chosen* aspect of the L2 is an expression of the social group to which the learner wishes to belong or of the identity which the learner wishes to project.⁴⁴

As a dead language, Latin does not provide the same sorts of social groups for learners as an active language such as Spanish would.⁴⁵ However, learners of Latin are still able to have self-efficacy and to possess agency over their language learning. A linguistic anthropology–based definition of agency would describe agency as “the socioculturally mediated capacity to act” which allows people to “imagine, take up, and perform new roles or identities... and to take concrete actions in pursuit of their goals. ... Agency, power, and social context (structures) are therefore linked because those who typically feel the most control over their lives, choices, and circumstances also have the power—the human, social, or cultural capital and ability—they need

⁴³ As quoted in Duff, “Identity, Agency, and Second Language Acquisition,” 412.

⁴⁴ See the discussion on elective courses in 4.1.1 for further.

⁴⁵ Consider several learners of Spanish in different social contexts. A student of comparative literature, who wants to study Cervantes or Spanish poetry and write academic papers on the subject, would adopt the identity of a scholar and therefore focus on learning a sophisticated register of Spanish. A learner, who aspires to work with immigrants and refugees from Spanish-speaking countries, would adopt the identity of a humanitarian and would find more value in conversational Spanish, dialectical differences, and communicative aspects of the language. A first or second generation American child growing up in a bilingual household/neighborhood would have a unique profile as both an American and as a descendant from their familial home; therefore, the Spanish of such an individual would revolve around family communication, would reflect the dialect of the ancestral home, and would likely include specific idioms and slang based on the family identity. This learner (although the acquisition of Spanish may be implicit and passive for this individual, they can still be considered a learner) may never read academic Spanish or spend significant time speaking to others who speak different styles of Spanish; therefore, the social group of this learner determines the goal of the individual’s acquisition and the type of Spanish targeted.

to succeed.”⁴⁶ In an educational context, the agency of students can aid or resist certain practices and behaviors, leading to either engaged or rebellious students, especially in the language classroom. Since languages require students to focus in class, engage with unfamiliar material, memorize vocabulary and forms, and undertake a long and arduous journey toward proficiency, agency is a crucial part of second language learning.

Conative Factors

Learner belief is deeply associated with motivation, a conative factor of language learning. If learner belief, a cognitive factor, describes the student’s state of mind at the time of learning and is a result (at least partially) of the environment and the experience, then motivation, a conative factor, describes how the student arrived at that state of mind and considers both the macro and micro circumstances surrounding the individual’s language learning experience.⁴⁷ Learner motivation is one of the most heavily discussed topics in the area of academic study where theories of SLA and Pedagogy intersect.

A language learner’s motivation is a complex web of the circumstances in which a student learns, the conscious effort the learner puts into the task of acquisition, and the effect that a learner’s self-reflection on progress has upon subsequent behavior;⁴⁸ motivation occurs in a cycle, constantly being affected by previous experiences and influencing the state of mind for the

⁴⁶ Duff, “Identity, Agency, and Second Language Acquisition,” 417.

⁴⁷ The macro/big picture circumstances surrounding motivation can be anything from why the student chose to take that class to how the student feels about the teacher to the outside stress that affects the learner’s priorities in life. The micro/specific circumstances surrounding motivation can include classroom activities that the student considers either engaging or boring, the desire to pass an exam, or the lethargy experienced during the post-midterm semester or as a result of “senior-itis.”

⁴⁸ Ellis, *Understanding Second Language Acquisition Theory*, 46.

following experiences. Motivation comprises a learner's orientation, or purpose for studying a language, the learner's attitude towards the learning environment, and the effort exerted by the learner in this venture.

Social psychologists have identified two broad orientations for the motivation of language learners: integrative orientation, in which the learner desires to identify with the culture and the speakers of the target language, and instrumental orientation in which the learner desires to learn a language for practical/functional purposes.⁴⁹ R. C. Gardner's Socio-Educational Model and Attitude Motivation Test Battery (1985) drew several influential conclusions about the orientations of motivation. Gardner concluded that an integrative orientation of motivation generally produced more positive measures of achievement and that learners of this style of motivation were less likely to abandon the language mid-acquisition than learners with instrumental motivation. An instrumental orientation of motivation is a less reliable predictor of long-term L2 achievement than integrative motivation, since the benefits of learning the target language "wear off" after the objective is achieved. However, in an environment where the learners do not have interest in the social culture of the L2, appealing to instrumental orientation can be more effective than integrative.⁵⁰

⁴⁹ These practical or functional purposes include reasons such as the desire to pass a test, find a job, or conduct business.

⁵⁰ Ellis, *Understanding Second Language Acquisition Theory*, 47–49. Although Gardner suggests that this dichotomy exists, it is possible for a student to change orientations gradually over time. Consider a student who signs up for a language course to satisfy graduation requirements. While such a student begins with an instrumental motivation, if the student gains a love for the language and an interest in the culture of its speakers, that motivation could shift to an integrative orientation. This often happens with Classicists, who take Latin or Greek in their early years because it is required or because it is the foreign language option that they would not be required to speak or because it may help with legal or medical professions in the future but eventually realize that they simply love the language or the culture associated with it enough to continue learning without an instrumental agenda.

One of the most influential theories regarding learner attitude is the Self-Determination Theory, which suggests that people (in this case language learners) are motivated by both external and internal factors. External factors in the context of the classroom can include rewards, grades, and parental pressure to succeed; internal factors can include personal interest in the subject matter, general curiosity, or enjoyment of a specific activity. Applying this distinction as well as the idea of language learning orientation to L2 motivation, psychologists have concluded that there exist both intrinsic and extrinsic motivations. Behavior resulting from the former is characterized by a desire to “engage in an activity because it is enjoyable and satisfying to do so”; the latter, by a desire to “achieve some instrumental end.”⁵¹ While the motivation of a learner can certainly lean almost entirely one way or the other, most students are motivated by a combination of intrinsic and extrinsic factors; furthermore, it stands to reason that the learners who are mindful of the external reasons to succeed while maintaining a genuine interest in the language or class are often the most successful.⁵²

Regardless of why a learner chooses to undertake a language or what factors encourage a student to continue, the effort learners put into this activity is of central importance when

⁵¹ Ellis, *Understanding Second Language Acquisition Theory*, 49.

⁵² The simplest conclusion regarding which sort of motivation would produce the most successful student is that an intrinsically motivated learner, who studies the subject for enjoyment and interest, would achieve better grades than a student with extrinsic motivation, who is in the class because they have to be. The opposite may also be true. A student who is entirely motivated by the extrinsic factor of a good grade or parental pressure to do well may indeed achieve an A in the course. However, this does not necessarily mean that this student is the most successful. Such an instrumental orientation often leads to the learner abandoning the knowledge they should have learned after achieving the desired goal. Conversely, a student who is extremely interested in the language may joyfully learn all the vocabulary and grammatical forms, but without extrinsic concerns motivating behavior, this student may not bother turning in homework (even if it has been completed) or making up missed exams. Such inaction would negatively impact the grade regardless of the student’s understanding of the material or continued interest throughout life. Certainly grades are not always the most reliable indicator of a learner’s attraction towards the language. Whether or not grades constitute success is a matter dependent on a personal philosophy of education.

acquiring a language. A student can be extremely motivated to learn a language, but without proper self-regulation, the venture will fail without a doubt.⁵³ Language acquisition (outside of very early childhood) is not a passive activity; learners must actively seek out opportunities for exposure and employ strategies for becoming competent in the L2.⁵⁴ This imperative connects back to the importance of learner agency in the acquisition experience.

Motivation is undeniably one of the most important factors in determining success of an L2 learner; fortunately, this is one aspect that educators can influence.⁵⁵ By creating a positive learning environment, teachers can cultivate motivation. The teacher-student relationship has been identified as critical to shaping the learner's intrinsic motivation and self-determination. The educator can nurture this sort of beneficial relationship by "fostering trust, good interpersonal relations, and a cohesive learner group" through a teaching style that uses open communication, learner agency, and respectful leadership.⁵⁶

Especially in the schoolroom, where students generally take language classes because they are required, fostering intrinsic motivation is an important goal for teachers. The academic shift towards focusing on psychological factors that affect learning during the 1990s brought a stronger emphasis on pedagogical issues and the classroom environment. Scholars suggested that teachers could encourage intrinsic motivation in their students by setting short-term goals,

⁵³ Ellis, *Understanding Second Language Acquisition Theory*, 52.

⁵⁴ The individual's ability to reflect and understand their own personality and learning style is important for determining the best kind of self-regulation. See Ellis, *Understanding Second Language Acquisition Theory*, 40.

⁵⁵ Ushioda and Dörnyei, "Motivation," 399: "Intrinsic and extrinsic orientations gained theoretical prominence as motivation concepts more relevant to the analysis of classroom language learning, and more directly amenable to pedagogical influence and to internal as well as external regulation."

⁵⁶ Ushioda and Dörnyei, "Motivation," 404.

promoting feelings of competence and success, and tailoring content and activities towards the interests of students.⁵⁷ With a favorable learning environment and teacher-student relationship, the educator should be able to increase the learner's linguistic self-confidence.

Naturally, students who feel that they are in a supportive setting will be more likely to openly engage with the material and any activities presented.⁵⁸ The personal feelings of the students as well as the overall environment of the classroom affect the group dynamic. The existence of a group dynamic encourages individuals to assimilate into the crowd, lest they face exclusion or judgment from their peers.⁵⁹ In their groundbreaking research on the subject, Zoltán Dörnyei and Tim Murphey noted that “groups have been found to have a ‘life of their own’—that is, individuals in groups behave differently from the way they do outside the group;”⁶⁰ although motivation is specific to the individual, it is influenced by the collective motivations of others.⁶¹ Therefore, the group dynamic takes on a motivation scheme of its own that is both *guided by* individuals and *holds sway over* every member. By fostering an open, inclusive, and safe group dynamic, an educator can create an environment that encourages students to be willing to participate in class activities and to take ownership of their own learning.

Affective Factors

The domain of affective factors includes a complex variety of emotional elements that impact a learner's ability to successfully learn an L2. Empathy, self-esteem, extroversion,

⁵⁷ Ushioda and Dörnyei, “Motivation,” 404.

⁵⁸ This will be discussed in detail further in the following Affective Factors section.

⁵⁹ See Ellis, *Understanding Second Language Acquisition Theory*, 52–53 for a discussion of Ushioda's person-in-context relational view of motivation that describes this dynamic/group environmental motivation.

⁶⁰ Dörnyei and Murphey, *Group Dynamics in the Language Classroom*, 3.

⁶¹ Ellis, *Understanding Second Language Acquisition Theory*, 52.

inhibition, and attitude “may seem at first rather far removed from language learning, but when we consider the pervasive nature of language and the centrality of our emotions, any affective factor can be relevant to L2 learning.”⁶² As previously mentioned, students’ feelings regarding their learning environment greatly influence motivation, a conative factor of learning, but the emotional condition of the learner alters the psychological state in a far deeper way than just the conscious desire to do well.

A critical claim of Stephen Krashen’s Input Hypothesis is the Affective Filter Hypothesis. Krashen suggests that learners have an Affective Filter, which regulates the effectiveness of input based on affective/emotional/environmental factors. A strong/high Affective Filter essentially builds a psychological wall around the cognitive processing centers, since the learner’s attention is focused on emotional protection. Conversely, a weak/low Affective Filter occurs when learners are comfortable enough to allow vulnerability; the emotional openness allows the psychological condition to work in conjunction with cognitive processes for the most effective learning. Thus, the Affective Filter Hypothesis seeks to explain the relationship between affective variables and language acquisition:

Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter—even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike “deeper.”⁶³

⁶² Brown, *Principles of Language Learning and Teaching*, 63.

⁶³ Krashen, *Principles and Practice in Second Language Acquisition*, 31.

Krashen argues that our pedagogical goals should include creating an environment that lowers students' Affective Filters while also providing meaningful and comprehensible input.⁶⁴

A key affective factor that impacts the ability to acquire an L2 is language anxiety. Although the two are related, a learner's trait anxiety, the anxiety that results from personality or mental health, is different from language anxiety.⁶⁵ This affective factor is specifically the emotional response to the conditions and environment associated with language learning and use. Various studies have been conducted in order to determine the cause of language anxiety; however, the results of such research have been inconclusive at best. In fact, "in almost all cases, any task that was judged 'comfortable' by some learners was also judged 'stressful' by others."⁶⁶ Regardless of the cause, it is agreed that language anxiety negatively impacts the student's ability to learn.

In their 1991 research on this subject, Peter MacIntyre and R. C. Gardner proposed that language anxiety results from negative experiences in the learning environment.⁶⁷ These negative learning experiences can be caused by any number of factors, such as hostile teacher-student interaction, a bad grade, embarrassing performance in a class activity, or self-consciousness due

⁶⁴ Krashen, *Principles and Practice in Second Language Acquisition*, 32.

⁶⁵ For example, a learner with an anxiety disorder may not have anxiety that stems from language specifically. The social anxiety experienced in a classroom full of other students, who may judge the learner for an incorrect response, can be the same in a language or math or literature class. However, language anxiety is specific to language activities. The learning conditions considered in language anxiety focus on students' responses to tasks, not the general environment. These tasks may include sight translation, reading aloud, answering grammar questions, or composing spontaneous responses. It is likely that students with trait anxiety will experience some level of anxiety in language classes, but the specific language anxiety experienced by these learners will vary as much as it would with "neurotypical" students. It is also possible that outgoing and confident individuals with little to no trait anxiety can experience high levels of language anxiety. See the following discussion of the language ego for more information on why students experience a specific anxiety from language learning.

⁶⁶ As summarized in Ellis, *Understanding Second Language Acquisition Theory*, 56.

⁶⁷ As summarized in Ellis, *Understanding Second Language Acquisition Theory*, 56.

to the group dynamic or individual relationships between students in the class. Not only is language anxiety caused by a negative experience, but it also triggers further negative experiences since it limits cognitive processing and social engagement. Thus, environments and occurrences that create language anxiety cause a vicious cycle which compounds its detrimental impact on the learner and impedes progress in acquisition. While affective factors such as language anxiety cannot simply be turned off, a positive environment can help alleviate the stress caused.

Certain affective factors are far more complex. Affective variables related to age (more specifically, related to a child's egocentricity) influence everything from an individual's motivation to a learner's self-efficacy and identity to the larger group dynamic. Young children are highly egocentric; as such, they are far less concerned with the opinions of others than their older counterparts, resulting in lower inhibitions and less anxiety. In the preadolescent stage, children begin to develop individual self-awareness along with sensitivity to the pressure of the social gaze. At this point, "inhibitions act as invisible 'walls' thrown up verbally or non-verbally to encapsulate a fragile self-concept. At puberty, these inhibitions are heightened in the trauma of undergoing physical, cognitive, and emotional changes, and ultimately a totally new... identity."⁶⁸

⁶⁸ Brown, *Principles of Language Learning and Teaching*, 63. The pubescent stage of identity development hits right around middle school (in the United States). This is one major reason why educators often cite 7th and 8th graders as the most difficult ages to teach.

In the early 1970s, Alexander Guiora proposed the existence of a language ego to account for the identity a learner develops in reference to a specific language.⁶⁹ The language ego is intricately and inextricably bound to the person's self-identity through the communicative process that shapes perceptions of the self and of the world. While a child's language ego is fluid and growing, a new language (without outside socio-cultural factors creating a negative attitude toward the language) does not "threaten" the child's self-perception due to the lack of inhibitions at this period; however, for the older learners, "the language ego clings to the security of the native language to protect the fragile ego of the young adult."⁷⁰ In sum, the younger the child, the more willing he or she will be to make mistakes. Older learners must overcome not only the surface-level fear of peer judgement but also the subconscious defense mechanisms built by inhibitions around the language ego.⁷¹

2.2.4 How is Language Acquired?

In the process of learning a language, a learner develops an *interlanguage*, a mental language particular to the learner during the process of acquisition; the interlanguage reflects the evolving system of grammar, syntax, and vocabulary and preserves features of the L1 while the

⁶⁹ Guiora, "Construct Validity and Transpositional Research."

⁷⁰ Brown, *Principles of Language Learning and Teaching*, 64–65. Brown also points out that an adult language learner could potentially overcome the ego-related affective gap if the "seeds of success" were sown early in life. Such metaphorical seeds include things like parents giving children plenty of praise for trying new things even if they fail, parents rewarding "goofy" behavior with laughter instead of stressing decorum, or a home environment somehow otherwise promoting play and creativity.

⁷¹ Johnson, and Newport, "Critical Period Effects in Second Language Learning," 66–67: "In addition, the Oyama study addressed important claims regarding whether children's superiority over adults in final attainment is due to factors other than maturation... The adult is less motivated than the child... is more self-conscious about speaking (i.e., practicing and making errors)... and in general is less able to achieve the open attitudinal and affective state required for language acquisition to take place."

learner develops the L2.⁷² The interlanguage, as the psychological process through which language is acquired, is understood as the learner's personal system of rules for language. SLA theorists have extensively researched how an L2 is processed and produced in the mind as well as how the target linguistic system is most effectively communicated to learners.

Linguists have devoted a significant amount of research to investigating the order of acquisition in which learners achieve mastery of a target language's features.⁷³ Early SLA theorists attempted to explain L2 development of the interlanguage based on how the young mind processes the L1; a primary result of this is the attention paid to the phenomena of formulaic sequences. A formulaic sequence is a "ready-made chunk of language that is accessed as a whole rather than generated by combining the individual elements" of the sequence.⁷⁴ For the young L1 learner, formulaic sequences demonstrate how far the learner has progressed in acquiring a mature understanding of the language; however, the main issue with applying this measurement to L2 learners' level of accuracy is that it often reflects memorization of fixed lexical units rather than creative use of the language to construct the sequences from their grammatical parts.

Consider, for example, a student of Latin learning the imperative mood. This student is taught that the command *run!* is formed by removing the *-re* from the infinitive of the verb. After

⁷² Often the interlanguage undergoes fossilization, in which the learner's mental system of the target language ceases to develop. The theory of an interlanguage developed from contrastive analysis and is credited to Larry Selinker who worked from the foundations established by Uriel Weinreich. For further on the nature of interlanguages, see Ortega, "Sequences and Processes in Language Learning," 81–83.

⁷³ See Ellis, *Understanding Second Language Acquisition*, chapter 4 for a thorough discussion of the purpose and mechanisms of such investigation.

⁷⁴ Ellis, *Understanding Second Language Acquisition*, 9 (see also 65 and 81–83).

learning that *run!* is *curre!* in Latin, this student, applying the internalized rules of the L1 alongside the basic rules of Latin negation, may, understandably, form the negative imperative as *non curre!*, (*do*) *not run!*. However, Latin does not conceive of the negative imperative simply as a negated command; instead, Latin grammar uses the imperative for *nolo* with the infinitive of the verb of the action for this form.⁷⁵ The phenomenon of formulaic sequencing occurs when the student memorizes and employs *noli currere!* as the template for *do not run!*, instead of recognizing the difference between the L1 and L2 and intentionally forming the Latin negative imperative as *do not wish to run*. Therefore, while formulaic sequences may be useful as a method for producing language, they do not reflect whether or not the learner truly understands the process of the language.

Seeking to answer this issue of the order of acquisition, usage-based theories claim that linguistic knowledge develops in a continuum from words to fixed “chunks” and expressions to partial templates to generalized schematic constructions, which allow for the creative use of language. The major difference between formulaic sequences and usage-based theories is that the latter does not distinguish chunks from constructions on a fundamental level. The usage-based account “acknowledges the variability and non-linearity inherent in L2 development by plotting the messy ‘trajectory of learning’ that follows” as students learn patterns, distinguish

⁷⁵ Note that other forms of the negative imperative do exist, although they are generally treated as the exception rather than the rule. Gildersleeve’s *Latin Grammar* (section 270–275) and Allen and Greenough’s *New Latin Grammar* (section 450) lay out various methods of forming the Latin negative imperative. Classic prose uses *noli + infinitive*, but *ne + subjunctive* can also be used as hortatory subjunctives or as result clauses depending on imperatives such as *cave*, *vide*, or *fac* in the independent clause. For a more thorough pragmatic understanding, see Wolfgang de Melo’s *The Early Latin Verb System: Archaic Forms in Plautus, Terence, and Beyond* and Peter Barrios-Lech’s article “How to Ask Politely in Latin.”

grammatical components, and begin to form constructions independent from provided examples.⁷⁶

Once students have achieved mastery of the lexicon and grammar of the L2, the next step in acquisition is pragmatic development—how learners use the language in real-life. While there are many grammatically correct ways to communicate the same message, social context and audience limit the appropriate uses of language. Sociopragmatic competence refers to learners' ability to adjust the way they speak or write based on the familiarity or status of the audience; pragmalinguistic competence is the learner's knowledge of the target language's linguistic forms which are necessary to encode the specific sociopragmatic meanings.⁷⁷ Sociopragmatic competence requires learners to internalize the language to the point where they can “feel” the correct usage of force. The ability to perform the appropriate pragmatic use of the L2 is one of the final stages for measuring the learner's level of fluency, since it depends on a deep familiarity with the cultural implications of language more than just the linguistic forms themselves. Generally, pragmatic competence cannot be taught; instead, it is the direct result of extensive contact with the target language and intentional sensitivity to the culture of its speakers.⁷⁸

Theories on the order of acquisition such as these deal with how learners develop their interlanguage's repertoire of grammatical constructions. While this question considers language

⁷⁶ Ellis, *Understanding Second Language Acquisition*, 65–66.

⁷⁷ Ellis, *Understanding Second Language Acquisition*, 88–91; VanPatten, *From Input to Output*, 50–52.

⁷⁸ Many learners, especially adult learners, never achieve sociopragmatic competence in their L2 due to fossilization. Sociopragmatic competence applies to all aspects of language usage, not just foreign language usage. For example, in America, a major signifier of locality is the terminology applied for soda products. A demonstration of sociopragmatic competence would be to call this fizzy drink “soda” in New England or California, “coke” in the South, and “pop” in the Midwest.

acquisition on a macro-level, much theorizing has been done regarding how the mind understands language at the micro-level as well. The study of lexical processing addresses the cognitive mechanisms that support the comprehension and production of languages as well as the interaction between the L1 and L2. While most of this research focuses on how multilinguals separate and mix their languages, understanding the cognitive science of lexical processing can aid educators in finding the most efficient methods of engaging the student mind for productive learning.⁷⁹

The cognitive mechanism for understanding language works as the mediator between input and output. The Word Association and Concept Mediation Models attempt to explain how the L1 and the L2 are represented and interconnected in memory. The mind connects images and words in the native language directly to concepts, but the method by which words in the second language gain access to meaning is a matter of debate.

⁷⁹ Two of the most prominent theories for understanding how the multilingual brain processes languages are the Language Mode Hypothesis, which considers default lexical decisions and suggests a sliding scale of activation of the individual's languages based on subtle indicators in the input, and the Inhibitory Control Model, which uses a "conceptualizer" to build messages and a "lexico-semantic system" which "tags" words and their synonyms and translations based on the language to which they belong. For further explanation of these and other models, see Tokowicz, *Lexical Processing and Second Language Acquisition*, chapter 2; for models of speech comprehension, see chapter 3. For further on the "tagging" of words, see Foucart and Frenck-Mestre, "Language Processing," 411–413.

The Word Association Model suggests that the L1 and L2 are connected by word-to-word links; therefore, the L2 only receives meaning through its connections to the L1.

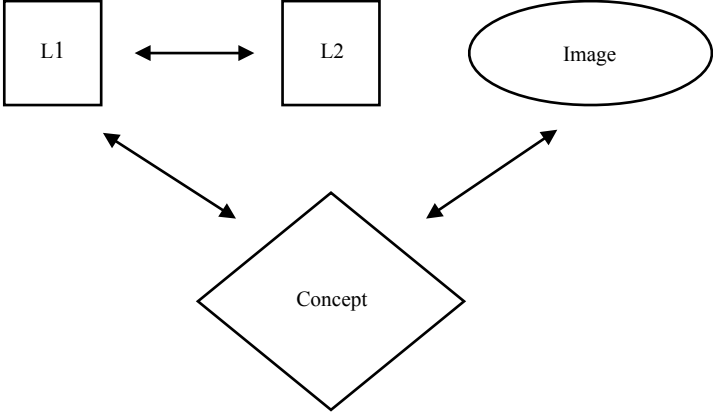


Figure 2.1 The Word Association Model. Adapted from Tokowicz, 44.

The Concept Mediation Model suggests that words of the L2 are directly linked to the corresponding mental concepts just as words of the L1.

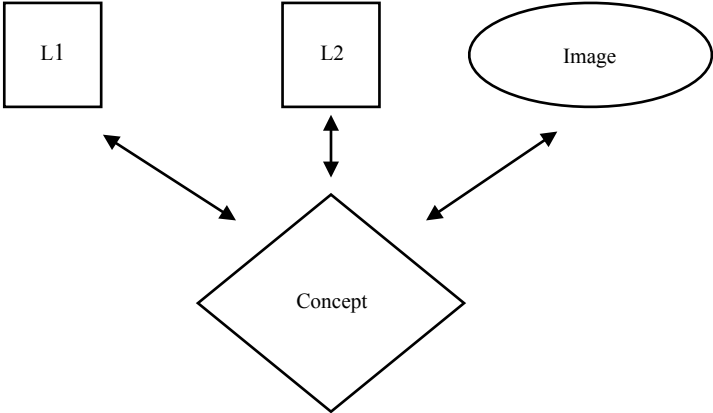


Figure 2.2 The Concept Mediation Model. Adapted from Tokowicz, 44.

Studies conducted on bilinguals have shown that the Concept Mediation Model seems to be more accurate with respect to the mental function of those who are fully fluent in both languages; however, this model likely does not apply to learners at all stages of second language proficiency.⁸⁰

The Revised Hierarchical Model concludes that the Word Association Model reflects lexical processing at the beginning stages of learning the L2 and that the Concept Mediation Model reflects lexical processing after a proficient level of acquisition has been achieved. The Revised Hierarchical Model presents a continuum from lower to higher levels of proficiency and attempts to explain the varied nature of the lexical-mental connections based on direction and strength.

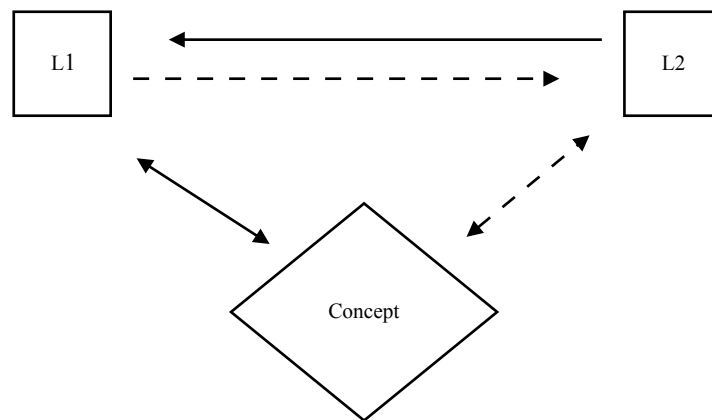


Figure 2.3 The Revised Hierarchical Model. Adapted from Tokowicz, 46.

According to this model, “first language words are strongly connected to their corresponding concepts but are weakly connect to their second language translations. By contrast, second

⁸⁰ Tokowicz, *Lexical Processing and Second Language Acquisition*, 43–45.

language words are weakly connected to their corresponding concepts but are strongly connected to their first language translations.”⁸¹

This means that translation from the L1 to the L2 is likely to be slower and less reliably accurate than translation from L2 to the L1 because of the “weakness” of the L1 to L2 direction;⁸² however, due to the “strength” of the L2 to L1 direction and the inherent bond between the L1 and the conceptualizer, there is a firm mental pathway for translation out of the target language into the native language.⁸³ According to this model, fluency is determined by the strength of the connection between the lexicon and the corresponding concepts. At the beginning of acquisition, the understanding of the L2 is mediated by the L1, but, as the learner becomes more familiar with the target language, the bond between the lexicon of the L2 and the corresponding concepts strengthens until the learner is able to understand the L2 without using the L1 as a tool.

Based on the proposals of the Word Association, Concept Mediation, and Revised Hierarchical Models, developing the strength of the relationship between the L2 lexicon and the corresponding concepts should be a matter of great import to educators. Since the primary purpose of learning Latin is (at least traditionally) reading texts in the L2, it is, perhaps, logical to spend the most time urging students to strengthen the L2 to L1 pathway. However, this practice only teaches students to demonstrate that they know what the text says; it does not give students

⁸¹ Tokowicz, *Lexical Processing and Second Language Acquisition*, 45–46.

⁸² See Foucart and Frenck-Mestre, “Language Processing,” 399–402 for further on error production and the issues that arise due to interaction between the L1 and L2.

⁸³ Understand “conceptualizer” as the mental processing unit responsible for connecting words and images with meaning.

the necessary tools for developing the relationship between the L2 and the conceptualizer, which is essential for *reading* instead of *translating*.

In light of the different cognitive processes of *translating* and *reading*, with the ultimate goal being the latter, it is important for learners to associate L2 vocabulary directly to concepts without the need for an L1 equivalent as the middle-man of the cognitive process.⁸⁴ Instead of focusing solely on the word-to-word linking encouraged by literal translation, educators can adapt the curriculum to include more intentional ways to nurture the bond between the L2 lexicon and the conceptualizer. Since images have a direct link to the corresponding concepts, just like the lexicon of the L1, using images as the source (or destination) of the message instead of the L1 would engage a different mental pathway and discourage the learner from becoming dependent on the word-to-word link as the mediator of conceptualization.⁸⁵ In a Latin classroom, this exercise can take various forms such as using vocabulary lists/flashcards with pictures instead of (or in addition to) the L1 translation of the words or asking students either to describe the scene of an image in Latin or to draw a representation of a given sentence or passage.⁸⁶

2.2.5 The Role of Grammar

Understanding the cognitive mechanisms of language processing demonstrates the importance of quality input for learning. SLA theorists and pedagogues have debated what sort

⁸⁴ This is especially important for learning abstract cultural concepts. For example, we call *déjà vu* by the French term instead of translating it to “already seen” because there is implied weight to the phrase that connects to a specific meaning in the conceptualizer. Similarly, it would be difficult to connect the Latin term *pudor* to “shame” or *auctoritas* to “authority” since these words have no cultural equivalent and their simple L1 counterparts imply meanings that hinder full conceptualization of the target language term.

⁸⁵ See Foucart and Frenck-Mestre, “Language Processing,” pages 396–397, for further on how picture-word pairs can aid recognition.

⁸⁶ The Oxford, Cambridge, and Ørberg introductory Latin course books attempt to use images to help students make intuitive leaps about new grammar by including a few basic images with Latin captions at the start of each chapter.

of input is most effective for learning and have divided the knowledge received by input into two types: implicit and explicit. Implicit learning is the incidental acquisition of knowledge about a complex system largely without awareness of what has been learned. Implicit knowledge relies on the brain's ability to make connections and to use formulaic sequences to build an increasingly complex network of associations through substantial amounts of input. Explicit learning involves conscious effort and investigation of a structure. Explicit knowledge relies on the principle of "noticing" patterns and rules in a way that can be easily accessed and articulated on command.

The development of an L2 by means of implicit knowledge is known as *acquisition*; by explicit knowledge, *learning*. Stephen Krashen's Acquisition-Learning Hypothesis encouraged scholars to focus on this distinction in order to help learners *acquire* the L2 instead of wasting time with excessive explicit instruction.⁸⁷ Accordingly, language *acquisition* is a process similar to a child's development of the native language; the result is a subconscious proficiency wherein the learner can "feel" the correctness of grammar and "hear" the wrongness of errors but may not be able to articulate the underlying rules. Language *learning* is accomplished through the deliberate study of the target language's grammatical structures and rules; this is the method usually used in classroom instruction since complete immersion (as is ideal for acquisition) is

⁸⁷ Krashen, *Principles and Practice in Second Language Acquisition*, 10–11.

difficult to arrange and since natural acquisition takes far more time than memorization of rules.⁸⁸

In order to obtain full pragmatic competence of a language, a learner, who develops the target language through explicit input, must develop a sensitivity to implicit knowledge as well. However, this does not necessarily mean that implicit learning is superior to explicit. If the goal of the learner is to gain the ability to closely analyze text or speech in the L2, familiarity with the formal rules of grammar is essential. If the goal of the learner is to communicate, “explicit learning can assist the processes involved in implicit learning. ...If learners have explicit knowledge of a grammatical rule, they are more likely to [notice] exemplars of this rule in the input they are exposed to and fine-tune their developing implicit knowledge-system.”⁸⁹ Therefore, the most effective learning system should include methods of both implicit and explicit knowledge.

2.3 SLA in the Classroom

Second Language Acquisition Theory has delved deeply into the subject of how humans learn and process languages. However, the vast majority of this research targets the *theoretical* best way to learn a language and leaves the pedagogical implications up to interpretation. Since

⁸⁸ Krashen, holding a no-interface position, argues that explicit knowledge *cannot* become implicit knowledge; therefore, if *acquisition* is the goal, memorization of rules would be a useless venture. Others, such as Robert DeKeyser, with a strong interface position argue that explicit knowledge *can* and *does* become implicit over time. See the discussion of interface positions in 2.3.2 for further on interface positions.

⁸⁹ Ellis, *Understanding Second Language Acquisition*, 16.

research is conducted in laboratory settings and most L2 learning occurs via structured teaching experiences, there is a real difficulty applying SLA findings to the classroom:

The teacher and the researcher approach this issue from different directions. As teachers, we work immersed in the complexities of the language learning process, dealing pragmatically with its uncertainties and immediacies. As researchers, we attempt to simplify that process into very basic elements, and try to understand those elements bit by bit, so that the factors involved in the successful learning of an L2 may be understood.⁹⁰

Since SLA studies often focus on the theory of language instead of the practice of teaching, it is difficult to apply their findings to the classroom directly.

Researchers tend to avoid targeting their studies toward the classroom for a variety of reasons. In addition to the theoretical focus of the field, there are many benefits to the laboratory setting and many problems with the classroom setting. In the venture to construct a proper clinical experiment that is controllable and repeatable, researchers must try to remove all variables that can affect the experimental factor(s). However, “it is [not] easy to extrapolate the results obtained from laboratory studies that involve one-on-one interactions to classrooms in which the teacher interacts with the whole class. ...Ecological validity can only be achieved through classroom-based research.”⁹¹

Nevertheless, the classroom setting also severely limits studies. Such studies must rely on intact groups of participants (who may or may not have backgrounds that skew the results); they

⁹⁰ Tarone, Swain, Fathman, “Some Limitations to the Classroom Applications of Current Second Language Acquisition Theory,” 20.

⁹¹ Ellis, Loewen, and Erlam, “Implicit and Explicit Corrective Feedback and the Acquisition of L2 Grammar,” 365. Note that “ecological” refers to the “ecosystem” of the study; an “ecologically” valid or authentic experiment would recreate the actual environment in which students learn.

offer small amounts of data unless repeated many times; they are constrained by the institution's time and frequency of contact; and they very likely cannot conduct an extended study that would disrupt the overall learning experience of the students.⁹² The logical solution would be for researchers to conduct studies that replicate actual classroom environments; however, this is hardly simple. As will be discussed in chapter 4, the classroom is a living social environment, composed not of *participants* but of young *people* with individual backgrounds, aptitudes, motivations, and unrelated stressors. Additionally, learners in the classroom are not divorced from the larger environment that the laboratory strips away. They must also navigate the group dynamic with their classmates and the interpersonal relationship with their teacher; students bring with them into the classroom uncontrollable variables such as stress from other courses, pressure to succeed from parents, and responsibilities from their personal lives. DeKeyser and Botana call this the “well-known dilemma between experimental control and ecological validity.”⁹³

2.4 Implicit and Explicit Learning in the Latin Classroom

During the 19th century, the Classical Method took firm hold as the preferred pedagogical practice of language learning. This methodology focused on explicit learning, but, over time, the amount of emphasis on memorization of charts and recall of grammar split into

⁹² This list of classroom limitations is based on that of Ellis, Loewen, and Erlam in “Implicit and Explicit Corrective Feedback and the Acquisition of L2 Grammar,” 366.

⁹³ DeKeyser and Botana, “Current Research on Instructed Second Language Learning: A Bird's Eye View,” 2.

two factions: the Grammar and Translation Method, which highly values technical skills, and the Reading Method, which focuses more on vocabulary and comprehension.⁹⁴ In recent decades, however, there has been a growing movement towards so-called “active Latin” and the Comprehensible Input Method, which relies on implicit learning. While the majority of educators employ both explicit and implicit instruction to some degree, both the Traditional and the Active camps have firm adherents. Staunch defenders of Traditional Latin emphasize charts, grammar, and translation in their classrooms, never asking their students to speak and perhaps never to compose in Latin. Dedicated advocates of Comprehensible Input create an immersive classroom focused on communication skills and delay (sometimes indefinitely) any presentation of underlying grammar.

2.4.1 Input and the Goals of Latin Instruction

A chief reason for these opposite approaches is a perceived difference in the purpose of studying Latin today.⁹⁵ If the goal of studying Latin is close-reading, scholarly consideration, or improved awareness of linguistic forms, the customary explicit learning focus would give students the appropriate skills needed for such analysis. If the goal of studying Latin is revitalized communication in the language or an experience similar to other foreign language classrooms, implicit learning would be a more logical option. Neither style of approach is inherently wrong or without merit. Methods relying heavily on either implicit or explicit knowledge each offer unique benefits and drawbacks to Latin learning; instead of choosing one

⁹⁴ While both methods focus on grammar and rules, the Reading Method employs more extensive reading than the Grammar-Translation Method, which uses a more intensive reading style.

⁹⁵ The purpose and arguments for studying Latin will be discussed in depth in 3.1, 3.2, and 4.1.1.

type of input, the Reading Method proposes a middle ground in order for students to develop the skills of both implicit and explicit learning.

The Comprehensible Input Method uses implicit learning to engage students. These classrooms practice partial (or perhaps an attempt at full) immersion in order to familiarize students with the structure of Latin by developing a subconscious network of what “sounds” or “feels” right. Comprehensible Input attempts to employ the cognitive processes described by the Concept Mediation Model so that the target language exists separate from the L1 and has an independent mental connection to concepts, allowing for a pure and genuine understanding of the language itself, without the need of a mediator. In addition to the cognitive benefits of connecting L2 language directly to concepts, this practice also encourages students to take ownership of the L2 by allowing them to communicate about their own thoughts and feelings, providing a psychological and motivational benefit as well.

A curriculum based on implicit learning is a popular method of teaching foreign languages because it builds the skills necessary for communication and eventual acquisition. However, *acquisition* is perhaps not the most useful goal for learning Latin. Aside from the active Latin social communities and a few academic settings, Latin is no longer a spoken language. If the purpose of acquisition is to gain the ability to communicate actively with native speakers of the target language, then the objective of Latin *acquisition* can not be achieved. This is certainly not to say that learning Latin for acquisition is without merit or enjoyment; on the contrary, engaging in such an activity can be fun and intellectually fulfilling. If pure delight or

participation in active Latin social groups is a learner's goal for Latin, then the Comprehensible Input Method would be a successful way to achieve that objective.

The closest we can reach in modernity to native speakers of Latin is through the works left behind by the Romans. Therefore, if a learner wishes to achieve the ability to “communicate” with native speakers of Latin, the goal of study is essentially to read texts. This requires a different set of skills than verbal communication demands. Verbal communication lays a foundation on formulaic sequences and relies heavily on context clues and nonverbal cues provided by the interpersonal environment.⁹⁶ Unfortunately, while extant Latin texts can provide context, written transmission, particularly sophisticated literature, relies on the understanding of complex grammar. Since a great portion of interpersonal communication relies on nonverbal cues, in order to understand texts as clearly as possible, we as readers need to use every tool at our disposal, beginning with pragmatic understanding of the forms and structures of the target language.

2.4.2 “Reading”?

Explicit learning provides learners with the necessary skills for close reading and analysis of texts. Learning rules and paradigms establishes a sensitivity to grammar. However, one of the major drawbacks of the Grammar-Translation Method is that students learn to *translate* instead of to *read*. The difference is that, in translation, understanding of the L2 is filtered through the

⁹⁶ Such clues and cues can include gesturing to objects, facial expression, tone of voice, and even the native speaker moderating their speech and gestures in order to meet the learner-listener's level of understanding and aid in comprehension.

L1, as described by the Word Association Model; on the other hand, in reading, the learner can connect the text straight to the concepts associated with the vocabulary and forms.

The difference between *intensive* and *extensive* reading is another way to understand this distinction between *translating* and *reading*. Intensive reading is the practice of engaging with a shorter text or passage in a methodical or intentional way. Some goals of intensive reading can be comprehension, understanding of complex grammar, analysis of literary and rhetorical devices, and exposure to new vocabulary. For example, students in the United States use intensive reading in the English sections of annual standardized assessments (e.g. state achievement tests) and university entrance examinations (e.g. SAT, ACT, and GRE). Extensive reading, on the other hand, involves reading large amounts of text. According to scholars, this practice exposes students to the widest possible range of vocabulary and grammar. Standardized examinations in the United States use Reading Comprehension sections to test students' ability to grasp meaning, content details, and thematic elements from longer texts read quickly rather than carefully. Although extensive reading does not encourage learners to pay attention to particular grammatical items or to look up every unfamiliar word, it does give learners an implicit familiarity with these and allows for more grammatical and lexical sensitivity when encountered again later, accounting for the skills displayed by young adults who were once enthusiastic child-readers. By encouraging reading "for fun," educators intend for students to focus on the meaning of the text instead of struggling for technical understanding, thus gaining new vocabulary and

familiarity with grammar almost by osmosis. In the Latin classroom, the intensive process is *translating*; the extensive, *reading*.

For a Grammar and Translation learner, this gap between *translating* and *reading* can be difficult to overcome. The ability to transition from the former to the latter can be explained by the SLA concept of interfacing. Antonella Sorace's Interface Hypothesis attempts to explain non-native linguistic proficiency in advanced speakers. According to Sorace, interfacing between grammatical and semantic systems should be feasible, but interfacing between such internal linguistic components and external components (for example, pragmatics) proves to be difficult and results in non-native output.⁹⁷ *Interface position* refers to an individual's belief regarding the relationship between explicit and implicit learning to cause this difficulty for advanced learners. There are three basic interface positions circulating in Second Language Acquisition today: no interface, weak interface, and strong interface. The no interface position is most commonly associated with Stephen Krashen's Input Hypothesis and suggests that there is no relationship between the explicit and implicit and that concepts explicitly learned will *never* become implicit knowledge. The weak interface "position" exists in varying degrees;⁹⁸ for example, Nick Ellis' weak interface position leans more toward no interface whereas Rod Ellis' position leans more toward a strong interface position. The strong interface position is often discussed in connection with Robert DeKeyser and his arguments that explicit learning *can* and *does* become implicit

⁹⁷ Lardiere, "Nativelike and Non-Nativelike Attainment," 688–691.

⁹⁸ I place "position" in quotes here since each individual theorist claims a different position within the spectrum of weak interface. Indeed interface position is a spectrum, although it is easier to lump scholars together dichotomous titles.

knowledge with enough time and meaningful input. Those with a strong interface position believe that learning follows a sequence where information begins as declarative knowledge, transitions to procedural knowledge, then eventually undergoes automatization.⁹⁹

Another way to consider the relationship between explicit and implicit knowledge and the possible transition of information from the former to the latter is with the Declarative/Procedural Model. This model for understanding the neural processing of information in long term memory suggests that both declarative memory and procedural memory have important roles in the ultimate acquisition of language. Declarative memory is essential for learning facts, remembering events, and processing idiosyncrasies. Information can be learned quickly with declarative memory; while much of the knowledge in this system is explicit, declarative memory also contributes to implicit knowledge.¹⁰⁰ Procedural memory stores skills and knowledge that has been automatized. This system requires extended practice; however, once stored, the information in procedural memory results in rapid and automatic processing (implicit knowledge) instead of conscious processing (explicit knowledge).¹⁰¹ Since the human brain largely remains a mystery to neuroscientists, it is difficult to definitively determine the relationship between declarative and procedural memory; however, studies show that the two

⁹⁹ Consider how students often learn mathematics. First, we explicitly learn our times tables instead of counting objects by groups of four: $4 \times 1 = 4$, $4 \times 2 = 8$, $4 \times 3 = 12$, and so on. Later we learn how multiplication and division work so that we can use this information for more complex mathematical concepts. Eventually, this information is so thoroughly processed internally that it is automatized. When the concepts are implicit knowledge, the learner does not have to consciously access the memory in the brain or mentally run through a song or routine used to learn the times table; instead, the response to “What’s 4×4 ?” is automatically “16” just like the response to “Is it geese or geese?” is “Geese.”

¹⁰⁰ Ullman, “The Declarative/Procedural Model,” 137-138.

¹⁰¹ Ullman, “The Declarative/Procedural Model,” 138.

interact and “play at least partially *redundant* roles, in that they can at least partially learn and process the same knowledge, though generally in different ways from each other.”¹⁰²

As an illustration of how declarative and procedural memory work together, consider the process by which we learn our driving routines. Starting a new job requires changing the daily commute. The first day, the path between home and work is completely new and each turn is processed as explicit knowledge in declarative memory. The route becomes a little more familiar with each trip acting as input; such practice begins to build procedural memory while still consciously accessing the directions stored in declarative memory. With extensive time and rehearsal of the commute, the routine fully develops in the procedural memory and relies on the information stored there. The driver no longer has to plan to turn left at the third light, to avoid the pothole in the road, or to merge before the lane ends; instead, this routine has become automatized. As the mechanism of driving between work and home becomes implicit knowledge stored in the procedural memory, the explicit information in the declarative memory can still be accessed but is not used daily.¹⁰³

As this example demonstrates, information is not *transferred* from declarative to procedural memory; instead, the declarative memory contributes the majority of the work while the procedural memory develops then weans itself out of the process as automatization occurs.

When applying the Declarative/Procedural Model to language learning, the staunch dichotomy

¹⁰² Ullman, “The Declarative/Procedural Model,” 139.

¹⁰³ In this example, one might call upon declarative memory in order to give directions. While the information still exists in the declarative memory, if a process is extremely automatized, the driver may have to “drive” the route mentally or take a moment to remember street names in order to properly give directions. This is an example of how declarative memory can falter if not accessed (“use it or lose it”).

between implicit and explicit knowledge as described by the no interface position seems too simplistic to explain the phenomenon of long-term memory adequately. The Declarative/Procedural Model strengthens the arguments for the strong interface position. A common misconception about the strong interface position is that it suggests that information explicitly learned magically transforms into implicit knowledge. However, those with a strong interface position recognize the importance of substantial, sustained, comprehensible input in the automatization of knowledge.

Comprehensible Input proponents tend to take a no interface position, arguing that students who learn to *translate* will never be able to *read*. Since it is extremely difficult for learners to verbally communicate with a native speaker of the L2 if they have only learned charts and vocabulary, Comprehensible Input proponents believe that students should be taught implicitly in order to actually use Latin.¹⁰⁴ While it is certainly true that a learner attempting to consciously conjugate mid-conversation would have immense difficulty communicating, the argument presumes that learners will *always* need to conjugate consciously. However, as the Declarative/Procedural Model demonstrates, with enough practice and *comprehensible input*, learners will automatize explicit information in order to implicitly access it.

Grammar and Translation proponents take a strong interface position. Since their goal is to teach students to be able to both understand and analyze a text, explicit instruction with attention to detail is necessary and conversational instruction is superfluous. Personal experience

¹⁰⁴ It is important to note that Krashen's Input Hypothesis and the other theories establishing the foundation for such a position are based on language acquisition, the applicability of which to Latin is debatable in the first place.

often acts as evidence that DeKeyser's sequential theory of learning is plausible and that the strong interface position is valid despite the little SLA research conducted with the non-conversational goals of dead languages in mind. Based on my own experience learning both Latin and Greek explicitly, I personally hold a rather strong interface position.¹⁰⁵ At the introductory level of Latin, I memorized that “-mus” is a first-person, plural personal verb ending and that this means the subject of the verb is “we” which can be either expressed or implied. With enough time and meaningful, comprehensible input, I did not consciously need to work through the grammar behind the ending and immediately understood that “-mus” = “we,” demonstrating that this information is growing in the procedural memory. Now, after much more time and input, I do not need to access declarative memory. Since the information has fully developed in the procedural memory, my cognitive process no longer needs the L1 as a conceptual mediator or the rule-based information in the declarative memory. Instead, this has been automatized into implicit knowledge.

Interfacing between explicit and implicit knowledge and between declarative and procedural memory is not an effortless task; it is a long process that requires significant time and input. In many ways, language learning is similar to building muscle memory. When a person learns to type, they begin by searching for each letter every time. Typing by the “hunt and peck” method *does* accomplish the end result of producing words on the screen, just like translating *does* transform thoughts from the L2 into an understandable form. However, with enough time

¹⁰⁵ If interface positions were a scale from 0-10 with 0 being no-interface and 10 being a completely automatic and immediate transfer from explicit to implicit, I would place my own position around 7.5—explicit learning can, of course, become implicit knowledge with enough time and exposure to meaningful and high-quality input.

and practice, typists develop enough muscle memory that they do not have to even look at the keyboard (much less think about the individual letters), allowing words to flow freely from their fingers. Similarly, with every act of *translation* using explicit knowledge and the declarative memory, the information is also being processed in the procedural memory and building this “muscle memory.” With enough comprehensible input, language learners are able to *read* texts instead of *translate* words/phrases even though they have gained information explicitly.¹⁰⁶

2.4.3 A Happy Middle

As Grammar and Translation takes the side of explicit learning and Comprehensible Input promotes implicit learning, the Reading Method attempts to find a middle road between the two. The purpose of this method is to provide learners with large amounts of meaningful input, giving students a wide vocabulary and grammatical sensitivity. In Second Language Acquisition terms, this is the ideal method for teaching a language when the student has purely scholastic goals in mind:

For second language learners, reading may be... an end itself, as the skill that many serious learners most need to employ. Many students... rarely speak the language in their day-to-day lives but may need to read it in order to access the wealth of information recorded exclusively in the language. In complementary fashion, this reading can serve as an excellent source of the authentic language students need to interact with in quantity...[which] includes every feature of the target language but pronunciation.¹⁰⁷

¹⁰⁶ This does require that the learner try to read. It is easy for those trained by the Grammar and Translation Method to develop the “muscle memory” to parse rules instead of to recognize information. However, Grammar and Translation learners are certainly capable of learning to *read* instead of *translate* with the right focus during practice.

¹⁰⁷ Eskey, “Reading in a Second Language,” 563.

In order to offer students the benefits of both implicit and explicit learning, the Reading Method exposes students to grammar and encourages learners to connect vocabulary directly to concepts and to “pick up” an instinctual feel for Latinity.

Striking the delicate balance of an appropriate challenge that is still comprehensible is a difficulty solved by adhering to Stephen Krashen’s $i+1$ standard where i represents the current level of competence.¹⁰⁸ Based on his belief in a natural order of acquisition, Krashen proposes that learners should be exposed to input just beyond their established knowledge.¹⁰⁹ If learners are given input equal to i , they are learning nothing new. If learners are given input equal to $i-n$ (where n is any positive number), they will neither encounter anything new nor be engaged enough to maintain interest.¹¹⁰ Finally, if learners are given input equal to $i+n$ (where n is any positive number except 1), they will lose interest in the material and motivation to continue due to frustration with unrecognizable material.¹¹¹ For these reasons, $i+1$ is the optimal level of complexity of input for learners.

The difficulty of applying this to the classroom, of course, lies in the individuality of each student. Some students will excel quickly while others will need more time to process the same

¹⁰⁸ Note that Krashen’s hypothesis applies to both aural and visual (written) input. 1 is the theoretical concept of whatever is just one step beyond i . There is no formal definition for what would qualify as 1 . In practice, $i+1$ is the level of difficulty that the learner currently understands plus a new word or an unfamiliar construction sprinkled throughout. The goal is for learners to encounter with new concepts without knowing, since their brains use context to fill in the gap created by the unfamiliar concept. Every time the learners encounter a word or construction, they become a little more familiar with it until it is eventually understood and incorporated into the interlanguage. If learners encounter input at $i+1$, they should be able to gather meaning while also learning new skills.

¹⁰⁹ Krashen, *Principles and Practice*, 20–30; see also Krashen, *Second Language Acquisition and Learning*, 126–133.

¹¹⁰ Fry, whose research focuses on children learning to read in their L1, also mentions that if a student is given material that is too simple, he/she may find it “babyish” and stop reading out of boredom. See Fry, *How to Teach Reading*, 22.

¹¹¹ See below for the discussion of Fry’s proposed Frustration Level.

information; therefore, defining a perfect i for the entire class in an attempt to create a lesson plan is next to impossible.¹¹² In response to such critiques, Krashen proposes that students should read for meaning first and foremost and, by doing so, they will acquire an understanding of structure. According to his Input Hypothesis, the “structure of the day” method of teaching grammar is at best unnecessary and at worst counterproductive: “there is no *need* to deliberately include $i+I$ [in the lesson plan], since it will occur naturally... it may be better not to even attempt to include $i+I$.”¹¹³ While ignoring the $i+I$ standard would eliminate the difficulty of defining a class-wide i and although it might work for childhood or adult L2 learning for communicative purposes, I find the explanation “ $i+I$ will be provided for all students *eventually*” to be entirely unsatisfactory for a school setting that runs on tracking student progress systematically and measuring their success against a standard i .¹¹⁴ Regardless of the realistic applicability of a class-wide $i+I$, Krashen’s related proposal that explanations should only be given after examples has widely been adopted by the Reading Method community, since it encourages students to make intuitive leaps about meaning, developing their implicit learning skills, while also teaching the correct form, continuing explicit instruction.

Although widespread acquisition of vocabulary and grammar is the benefit of the Reading Method, the successful implementation of this system depends on a reciprocal

¹¹² It is worth noting that some critique $i+I$ since I is impossible to define. However, I find this complaint to be lacking. While I is the ideal n as opposed to any other number like $-I$, 4 , or 7 , Krashen’s hypothesis does not depend on a measurable I . Instead, I is theoretical and individual to situation and learner. By demanding the exact measure of I , these critics seem to be looking for a reason to disagree with Krashen rather than providing constructive criticism of the hypothesis.

¹¹³ Krashen, *Principles and Practice*, 68.

¹¹⁴ Krashen, *Principles and Practice*, 70.

relationship between previous knowledge and the text. Therefore, for comprehensibility and progress in the learner's interlanguage, the learner must have a solid foundation of both grammar and vocabulary along with engaging texts to read at the appropriate level. Regardless of whether delivered explicitly or implicitly, a "firm grasp of syntax is obviously required for successful decoding" of texts, and "a prerequisite for such reading is an existing vocabulary."¹¹⁵ This chicken-and-egg situation emphasizes the importance of mindful instruction to prepare students for each stage of input.

Edward Fry claims that readers reach Frustration Level if they encounter more than one unknown word in twenty.¹¹⁶ Such frustration frequently causes learners to give up instead of searching a dictionary for every unrecognizable word; even if a reader is willing to look up all of the new vocabulary, this action is no longer extensive reading. Since extensive reading depends on quick intake of large amounts of L2 texts, the laborious process slows learners down to the point where they are taking in definitions of individual words (perhaps as sense units) rather than the meaning of the entire passage. Moreover, while the occasional unfamiliar word gives students an appropriate challenge and allows them to widen their lexica, the common SLA explanation that learners can use context to guess unknown words is actually an "overrated [strategy that] often leads to misidentifications."¹¹⁷ For this reason, it is imperative that learners not be immersed in texts lexically beyond their level if practicing the Reading Method.

¹¹⁵ Eskey, "Reading in a Second Language," 567.

¹¹⁶ Fry, *How to Teach Reading*, 10.

¹¹⁷ Eskey, "Reading in a Second Language," 567.

Similarly, students need a strong background in the structure and grammar of the target language in order to be successful readers. Since syntactical understanding is difficult to separate from other kinds of knowledge in determining the extent of its role in reading comprehension, significantly less research has been conducted regarding this topic. However, studies on syntactic simplification suggest that knowledge of text structure is an important contributing factor to reading comprehension.¹¹⁸ Key evidence arguing for the significance of grammatical understanding is the concept of automaticity:

[Automaticity is] the ability to convert most written language into meaningful information so automatically that the reader does not have to think about the language and can concentrate on combining the information obtained with background knowledge to construct a meaning for the text.¹¹⁹

In order for learners to fluently decode a text, they must have sufficient familiarity with the lexis, grammar, and syntax to the degree that combining these elements is subconscious.¹²⁰ Since “the human brain cannot acquire information from language that it does not understand or from language that is being processed too slowly,” it is important for the brain to employ “chunking” as much as possible.¹²¹ Since “chunking” is the subconscious skill of reading in meaningful groups of words, understanding the grammatical structure of the language in the text is a

¹¹⁸ Eskey, “Reading in a Second Language,” 567–568.

¹¹⁹ Eskey, “Reading in a Second Language,” 568. Recall the previous discussion regarding my interface position in 2.3.2.

¹²⁰ Fluent decoding also depends on knowledge of the cultural context of the passage. For example, just because a Latin student can translate Cicero’s *Pro Caelio*, defining all the words and describing the grammatical structures and rhetorical devices, this does not mean that the student actually understands the references to Clodia or the purpose of the speech; similarly, a student might be able to read an Organic Chemistry book, defining carbon as an element and a bond as the force holding molecules together, but will not be able to grasp its meaning without the appropriate scientific background.

¹²¹ Eskey, “Reading in a Second Language,” 568.

fundamental necessity for extensive reading. For these reasons, many Latin educators, who recognize the value of implicit knowledge and meaningful input but whose goal is to teach students to read in the target language, attempt to employ a modified version of the Reading Method in their classrooms.¹²²

2.5 Conclusion

The field of Second Language Acquisition is a relatively modern addition to academia, but learned individuals have been studying, theorizing, and postulating about language learning for centuries. With the development of SLA, such study of acquisition has combined knowledge from linguistic, biological, sociological, psychological, and pedagogical fields in order to shed light on the complex factors that influence how individuals process language. Second Language Acquisition scholars are primarily concerned with discovering how children and adults *acquire* the practical ability to communicate in an L2; as such, there is often a disconnect between the research and the realities of the classroom.

Pedagogues have used the results of the formal SLA studies in order to guide their own research, and teachers have used the information gathered from these sources to build new curricula and to inform the priorities of their classrooms. Although teachers are unable to change the biology, L1, or cognitive mechanisms of learners, they can still use such investigations to understand how their students think and, possibly, to devise instructional plans or study

¹²² The changes made to the idealized Reading Method in Latin classrooms will be discussed in the following chapter in 3.4.2.

techniques that fit within the mental framework of learners.¹²³ More commonly, however, educators focus on psychological factors that are influenced by the learning environment as well as methods of imparting grammar and providing input.

Due to the academic nature of Second Language Acquisition Theory, the research often results in theories that are difficult to apply; however, teachers know the purposes, expectations, and restrictions of the modern classroom and can creatively adapt these theories to benefit their practices. Due to the communicative focus of SLA, the particular and sometimes unusual needs and goals of dead languages are rarely considered by its scholars. Jacqueline Carlon, a pioneer in applying SLA to Latin teaching at the scholarly level, calls on Latin educators and Second Language Acquisition theorists to recognize what each field can offer to the other:

Despite some protests to the contrary, Latin *is* different from modern languages in that our classrooms are focused on the teaching of reading, rather than all four language skills. While some SLA research has been done with reading as a component of language acquisition, none has considered reading as the primary goal. Indeed, Latin and Greek classrooms may provide ideal laboratories in which to investigate the connection between reading and acquisition, information that could be exceptionally valuable even beyond the L2 classroom.¹²⁴

Today's Latin teachers can find great value in Second Language Acquisition and use its theories to improve, and perhaps even modernize, the practice of teaching Latin. However, we must also be cautious:

¹²³ Examples might include comparing similar structures in the L2 to the familiar structure of the L1, understanding the concepts of transfer and interference, or asking students to study vocabulary using images, understanding the Concept Mediation Model.

¹²⁴ Carlon, "The Implications of SLA Research for Latin Pedagogy," 112.

The road ahead is perilous, because we must revise our pedagogy and re-present our goals without allowing Latin to lose its unique identity as a foundation for linguistic knowledge and as a training ground for critical thinking skills. We do not want to be just another language, but we can no longer linger in approaches that promote the all too common notion that Latin is irrelevant, a relic of an outmoded, elitist system. A number of our colleagues in the schools are transforming their classrooms into vibrant havens for living Latin, while still honoring the unique values of its study.¹²⁵

I firmly agree with Dr. Carlon; it is absolutely essential that we structure our programs in a way that dispels the belief that learning Latin is a tedious and obsolete practice. The field of Second Language Acquisition offers us a wealth of valuable insights that can and should inform our teaching of Latin; however, ancient languages require unique considerations. In the following chapter, I intend to demonstrate how modern Latin teachers are combining fresh and creative practices with conventional methodologies in order to create dynamic environments that foster the revitalization of Latin and the personal and intellectual growth of its learners.

¹²⁵ Carlon, “The Implications of SLA Research for Latin Pedagogy,” 113.

3. Latin Pedagogical Philosophies and Practices

While Latin remains a viable member of the World Languages community in the United States, it is often considered to be the “odd” option listed among popular languages such as Spanish and French.¹ Many perceive the purpose of foreign language instruction to be the active use of the target language as a means of functional communication; if that is the only reason to do so, then learning a language natively spoken by no one seems silly at best and an elitist waste of time at worst. This notion is based on a fundamental misunderstanding of the rationale behind including “World Languages” in a curriculum and ignorance of the wide range of benefits of language learning. Since conversation with native speakers cannot be the main goal of a Latin classroom, educators must structure their curricula with other objectives in mind. Since Latin does not fit the mold of modern foreign language classrooms (in which students begin by learning to talk about their families, time, and the weather), educators have chosen to address the challenges posed by an ancient language based on what they perceive to be the desired goals of Latin instruction and the benefits of adolescent foreign language learning, leading to a variety of

¹ It is important to note that all middle and secondary schools have different definition of what languages should be included as part of their World Languages Departments. Most schools, especially public institutions, in the United States include Spanish; French is another popular course offering. Often, geography and demographics of the student population influence which languages schools choose to offer. Larger World Language departments or those of particularly academically rigorous schools might offer courses in German or Mandarin. Ancient languages such as Latin and Greek are most often found in Classical schools, but Latin has been a staple in non-Classical private schools in certain communities and is increasing in popularity in others (for example, Latin is commonly found in St Louis, MO; Louisville, KY; Cincinnati, OH, Washington DC and surrounding areas of Virginia; Atlanta, GA; and Dallas, TX). Furthermore, in most American universities, the World Languages and Classics Departments are still separate entities although courses in Latin, Greek, and other related languages usually meet the General Education Requirement for language credits.

pedagogical philosophies and methods that both adhere to and stray from traditional ways of teaching Latin.

3.1 The Benefits of Language Learning

Generally, World Language departments have continued to thrive due to the inherent value of the skills gained from language learning. According to the American Council on the Teaching of Foreign Languages, in addition to the obvious communicative advantages of language learning for both personal and professional purposes, foreign language experience greatly enhances student performance across the curriculum. The cognitive benefits include those such as enhanced problem solving skills, greater creative thinking capacity, developed verbal and spatial abilities, improved long and short-term memory function, and more flexible thought processing. While these cognitive functions may be difficult to measure,² language students have also shown enhanced performance in quantifiable areas such as higher standardized test and reading achievement scores, expanded vocabulary, and better performance in college.³

World Languages exist in most every middle school, upper school, and undergraduate institution in the United States as either requirements for General Education or as electives for students to explore alongside special topics courses, STEM, and the arts. Institutions that include foreign language courses as prerequisites for degree completion do so because they value the

² An attempt to measure cognitive function is plagued with complications. For example, correlation does not equal causation, and it is nearly impossible to isolate one function from the rest for a study.

³ ACTFL, “Benefits of Language Learning.” See the end of this article as well as “What the Research Shows” from the same site for further reading on the subject.

experience that language learning imparts to students. Educational institutions may design their curricula with language requirements for purposes including, but not limited to, giving students the ability to communicate with others locally or abroad, exposure to another culture whose values and traditions are different from their own, awareness of the difficulty of learning languages (which might help students empathize with English-learners in the community), or any of the proven cognitive benefits of foreign language experience. In schools that offer language courses as electives, the students may choose to enroll for these aforementioned reasons or based on interest in the culture of the target language or on the expectation of a positive classroom experience as reported by classmates.

3.2 The Particular Challenge of Latin: Goal?

A typical modern language classroom includes the teacher giving instructions in the target language, lessons about exchanging pleasantries, and conversations about clothing, hobbies, telling time, and the weather. These environments are designed with the purpose of building vocabulary since the apparent focus of these introductory classes is teaching students to hold basic conversations while subtly imparting the other cognitive benefits of language learning.

Latin, on the other hand, does not easily fit into this mold used by modern language classrooms. As a dead language, there is no potential for first-person correspondence between a native speaker and a Latin learner; instead, authentic Roman culture is only accessible through

observation of preserved contact.⁴ Therefore, “communication” with the Romans is achieved through literary texts, historical and philosophical treatises, letters, monumental inscriptions, and graffiti.

This mode of transmission requires a high level of proficiency in the language before interaction with genuine Latin is viable. With modern languages, the ability to hold a face-to-face conversation is a great benefit to learners. Non-verbal clues such as posture, facial expression, and interaction with the environment aid in communicating mood and intent, but these are only accessible with a physical component to the transmission.⁵ Budding Latinists, however, cannot stop mid-conversation and ask the native speaker to clarify a word or to rephrase an idea,⁶ and the Romans did not write with the goal to make concessions for the modern non-Latin-speaking audience.

For these reasons, “linguistic skills lie at the heart of the [Latin] course, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past.”⁷ If the curriculum is designed to teach students to engage with native speakers, then Latin classes must give students the vocabulary and grammatical skills to *read* the preserved communication rather than hold casual conversations. However, considering

⁴ Perrin, “10 Reasons to Study Latin”: “A dead language is one that is no longer the native language of any community, even if it is still in use in other ways. An extinct language, by contrast, is one that no longer has any speakers or any written use. ...Latin is both a classical and a liturgical language, a dead language that never died. By this we mean that while Latin may not be the native language of any community, it is still spoken (even if only by a few) and is commonly studied and read for a variety of compelling, beneficial reasons.”

⁵ Non-verbal clues are most effective in first-person conversations; however, these benefits would also apply to a second-person observation of interaction.

⁶ Note that this applies to communication with *native* speakers. The CI movement, in which physical interaction with Latin speakers is engineered, will be discussed in 3.3.3.

⁷ IB, “IB Subject Brief on Classical Languages;” see Appendix C.

Latin learning alongside the processes for learning modern languages, Latin teachers must respond to criticisms that Latin only targets *performance* rather than *proficiency*. The American Council on the Teaching of Foreign Languages (ACTFL) defines *performance* as “the ability to use language that has been learned and practiced in an instructional setting;” *performance* “refers to language ability that has been practiced and is within familiar contexts and content areas.”⁸ *Proficiency* is “the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when, or how the language was acquired.”⁹ This definition of proficiency is based on the interpersonal goals of communicative language learning. However, while performance is constructed, expectable, and safe, the knowledge and vocabulary learned in this environment can be used in other contexts if students are given the skills to apply that information. The level to which learners are able to apply their performative knowledge in any given circumstance is proficiency.

For modern languages, of course proficiency includes a learner’s ability to hold meaningful and spontaneous conversations with native speakers. Learners of Latin find themselves unable to execute such a goal. Students can practice conversations with other Latinists, but there is always the danger of teaching learners a contrived version of the language,

⁸ ACTFL, “Performance Descriptors,” 4.

⁹ ACTFL, “Performance Descriptors,” 4. See ACL, “Revised Standards for Classical Language Learning,” 5 for similar definitions of performance and proficiency.

since we can never be sure of the nature of colloquial Latin.¹⁰ However, spontaneous, non-rehearsed interaction with the target language can also occur through texts. Modern language learners can demonstrate their proficiency by reading a newspaper or a book at sight. Similarly, reading Latin is not merely an act of performance, as some would argue. Since our interaction with Romans occurs through written sources, the most authentic communication we can access is through reading proficiently.

Although ACTFL offers assessments for measuring speaking, listening, reading, and writing proficiencies for a variety of modern languages, ACTFL offers a special assessment for Latin because of the unique goals and uses of the language. The ACTFL Latin Interpretive Reading Assessment (ALIRA) was designed in conjunction with the American Classical League (ACL) to align with both ACTFL's World-Readiness Standards for Learning Languages and ACL's Standards for Classical Language Learning.¹¹ This assessment's algorithms parallel the popular ACTFL Oral Proficiency Interview except, instead of speaking, testers are reading and answering questions about the texts. Therefore, ACTFL, an organization which strongly believes

¹⁰ It stands to reason that the normal speech of Romans was unlike the high style of the flowery poetry or carefully constructed prose we observe in works persevere as Latin literature. Another problem of attempting to reconstruct an authentic Latin is that language develops and changes. The English we speak today sounds very different from the English of 100 years ago. "Latin" (even confining that to Classical Latin only) spans for centuries, so it would be difficult for a constructed spoken Latin based on the corpus we have to be close to authentic for a specific day and time. Although Cicero tends to be the standard for "good Latin," using early authors like Plautus or later authors like Petronius as examples of colloquial speech and combining these styles with each other and with the colloquialisms in Cicero's letters renders the language constructed and anachronistic (Just like combining colloquialisms from 30 and 100 years ago with today's slang would produce a language inauthentic to any time period).

¹¹ ACTFL, "The ACTFL Latin Interpretive Reading Assessment."

in the necessity of speaking and listening in the quest for foreign language proficiency, clearly differentiates the goals of Latin from those of its modern counterparts.¹²

Similarly, the Latin assessments designed by CollegeBoard’s Advanced Placement Program (AP) and the International Baccalaureate Organization’s Diploma Programme (IB) are significantly different from their modern language assessments. The World Languages and Cultures Learning Objectives, as described in the AP Spanish course overview, are for students to engage in interpersonal communication (both written and spoken), to synthesize information from authentic audio, visual, and print resources, and to plan and produce written and spoken presentational communications.¹³ The IB Language B (modern language) subject brief describes the chief aims of the program as communication in the target language and awareness of cultures and diversity through study of texts and social interaction.¹⁴ Both the AP and the IB curricula for modern languages have the goal of *understanding*—through reading and listening—and *producing*—through writing and speaking—correspondence in the target language. However, Classical languages are handled differently. The goals of AP Latin are reading, comprehending, and translating Latin texts while relating the themes thereof to Roman contexts and analyzing

¹² ACTFL even differentiates the classrooms from one another by offering a self-study course called “Classics in the 21st Century Classroom” separately from the “21st Century Skills Map for World Languages” since Latin requires special attention.

¹³ Appendix F.

¹⁴ Appendix D.

linguistic and literary features; the goals of IB Classical Languages are to use Latin texts for translation, comprehension, and research while exploring and engaging with the culture.¹⁵

Often, the goal of middle or high school Latin classes is to give students the tools necessary to eventually participate and succeed in either the AP or the IB examination. The organizations preparing these assessments have identified different objectives for the study of Latin than the study of modern languages; thus, in order to help students meet the AP and IB expectations, Latin classes are structured differently from the more “mainstream” language offerings such as Spanish or French. The relatively “odd” nature of Latin classes in their course objectives and methodologies has led to questions regarding its usefulness and the practicality of grammatical focus. However, as Respondent 54 says regarding these examinations, “The AP and IB still focus on literature. Since that is what we have remaining from the Romans, it makes sense for it to be the focus. In order to understand the upper level Latin, students must have a strong grasp of grammar from the beginning.”¹⁶

¹⁵ Appendices E and C, respectively. A major difference between the philosophies of the ACTFL/ACL exams and the AP/IB exams is the goal of the governing agencies. AP and IB write standardized assessments for (nearly) all subjects in order to create a reputation as the “elite” level of achievement in high schools. These organizations stand to make a substantial amount of money from participants; therefore, this is arguably their goal. ACTFL and ACL are organizations founded by scholars whose goal is to further their fields. While these organizations are probably more genuine in their desire to design the best measures of proficiency and to better the experience of learners, they are also arguably more idealistic. The ACTFL and ACL notionally speak for academia in defining the goals of language classes, although many scholars and teachers would disagree with their conclusions.

¹⁶ “Respondent” refers to a participant in the survey conducted which will be described at length in 3.4.

3.3 Pedagogical Practices

The myriad of benefits specific to Latin are often overlooked amidst questions of why students should learn a language that cannot be used in the same way as modern languages. To combat these questions and to overcome the challenges of the Latin classroom, educators must figure out how to structure their classes based on the perceived purpose of adolescent language instruction and the desired end result of the course—whether that goal be successful completion of an examination, interpersonal communication, expanded vocabulary and grammar knowledge, new cultural awareness and sensitivity, or deeper logic and problem-solving skills. Although every educator has unique techniques and practices for teaching Latin, the common methodologies can be grouped into three pedagogical philosophies, each with its own set of strengths and weaknesses.¹⁷

3.3.1 Grammar and Translation Method

The Grammar and Translation Method is considered to be the traditional system for teaching and learning Latin. This practice is based on close attention to grammatical forms through explicit instruction and intensive reading. Students learning by the Grammar and Translation Method memorize and reproduce paradigms, present “literal” Latin-to-English translations, and demonstrate an awareness of the function of words and clauses. Since this learning method is based on understanding and identifying forms, it is a popular choice among homeschools and independent learners as well as formal educational institutions. Educators using

¹⁷ The following is intended to present an objective assessment of the general arguments for and against each method. The order flows from the most to least traditional method, not from best to worst or vice versa.

this pedagogical philosophy cite that it builds logic and problem-solving skills, memorization and recall, attention to detail, and improved grasp of English grammar. The standardized AP and IB examinations value the close reading and form-based skills honed with this method of instruction, enforcing its continued use.

Opponents of the Grammar and Translation Method argue that students practice rote memorization but do not learn how to use the information they have stored. Additionally, the Grammar and Translation Method does not give students the skills to compose Latin outside of a textbook context or the implicit instinct to recognize the Latinity of a text. As a result of the lack of utilization of the paradigms and rules, students also easily forget the charts and complexities of grammar that they had previously worked so hard to learn over time. Challengers of the Grammar and Translation Method suggest that the explicit knowledge gained is wasted without the opportunity to learn how to implicitly understand texts. There is an inherent difference between *translating* and *reading*. Latinists tend to call the “literal,” word-for-word reproductions of the the text “translationese” since these types of translations are complicated and conceptually inaccessible to an audience.¹⁸ Recalling the discussion of pragmatic development from chapter 2,¹⁹ although “translationese” is not grammatically *wrong* in English per se, it is pragmatically inappropriate and does not demonstrate that the student understands what the text *means* beyond what it *says*. The Grammar and Translation Method (along with the standardized assessments

¹⁸ In other words, “translationese” is practically incomprehensible without the ability to compare the original Latin and the “translation” side-by-side.

¹⁹ See 2.2.4 for a discussion of pragmatics.

based on this practice) wants students to demonstrate that they recognize forms and constructions, but often reading comprehension is overlooked as a result of this emphasis.

3.3.2 Reading Method

Practice of the Reading Method often overlaps with the Grammar and Translation Method in upper levels of Latin or as a regular exercise, but, in recent decades, it has expanded into a unique pedagogical style for Latin instruction in its own right. The goal of the Reading Method is to understand the message of the text more than to pick apart the forms of every word. Proponents of this pedagogical philosophy claim that it builds logic and problem-solving as well as implicit learning skills, increases vocabulary, and gives students the ability to be well-read with less intensive labor than the Grammar and Translation Method would require. As the name suggests, the Reading Method is based on extensive reading; this occurs when students have a large amount of relatively easy input that is both compelling and comprehensible.²⁰ New forms are gradually introduced explicitly, but this philosophy promotes examples before explanations, meaning that it encourages students through implicit learning to make intuitive leaps about the words and forms they have not yet formally learned based on context clues. This practice also builds students' feelings of self-efficacy and agency since they can see the massive amount of Latin they have been able to read and understand at any stage in learning. In order to coax students to *read* and understand the texts *in Latin* instead of mentally *translate* them *into*

²⁰ Although this method is based on extensive reading, the popular Reading Method textbooks (Ecce Romani, Oxford Latin Course, Cambridge Latin Course, etc) do not offer nearly enough text to actually apply extensive reading. Educators often supplement the passages in these textbooks with adapted texts, original stories, or novellas written by other Latinists.

English, course materials usually include exercises asking students to answer questions about the texts in Latin. By forming comprehension questions in the target language and requiring students to respond in Latin, the Reading Method allows students to connect directly to ideas instead of forcing them to mediate the text, the questions, and the answers through the lens of the L1.

Opponents of this pedagogical practice suggest that implicit learning through abundant input does not give students the skills to analyze texts. Those who subscribe to the Grammar and Translation Method claim that students who read for the meaning alone tend not to pay enough attention to the forms and functions of words and miss the nuances of the text.²¹ For this reason, students who learn by the Reading Method often do not have the skills to succeed in the standardized assessments that require careful investigation and demonstration of a thorough understanding of forms. Furthermore, others who take issue with the Reading Method claim that students cannot actually use Latin. While students can read a text, the Reading Method may not fully prepare students to understand snippets of Latin without the ample context to which they are accustomed. Although this practice involves producing output, students can often get away with answering the comprehension questions accompanying a text by directly copying or slightly editing sections of the passages without independently forming Latin, as they are supposedly learning to do.²²

²¹ Of course proponents of the Comprehensible Input Method and some Reading Method instructors would respond that focus on form and function is counterproductive to achieving fluency and developing a sensitivity for Latinity.

²² Note that this issue can be combatted by asking different kinds of questions that prompt students to truly demonstrate comprehension of the text.

3.3.3 Comprehensible Input Method

The final pedagogical methodology is by far the most controversial of the three, with zealots on both sides of the debate.²³ Educators practicing Comprehensible Input claim that, since Latin is just as much of a language as Spanish or Mandarin or German, the successful practices of modern language instruction can be applied to Latin learning as well. This practice is based on Second Language Acquisition theories and includes massive amounts of useful input as well as independently constructed output. Students of the “Active” or “Living” Latin Movement learn through conversations, activities, and implicit instruction. While many educators practicing the Comprehensible Input Method intend for the skills to be sufficient preparation for reading Classical Latin texts, some instructors use the interactive environment of a spoken Latin class more for the purpose of exposing students to the language and the culture than for intense language study. Proponents of this method praise its ability to promote agency and self-efficacy, strengthen interpersonal cue recognition, and establish a sensitivity for Latinity. Students learning from this method also benefit from the freedom to express personal thoughts and feelings; ownership of the language in this way encourages learners to be actively engaged with the material.

Opponents of the Comprehensible Input Method argue chiefly that it does not prepare students to read or analyze texts. Educators using this practice incorporate grammar and reading

²³ Some call the Comprehensible Input Method “Best Practices,” which implies that all other methods are inferior. Such a mentality contributes to the growing hostility between particularly impassioned advocates of Comprehensible Input and other methodologies. For example, there is a popular Facebook Group for Latin teachers called “Latin Best Practices: the Next Generation in Comprehensible Input” and a blog and mailing list called “Latin Best Practices: Comprehensible Input Resources.”

into the course in varying degrees; however, the most zealous practitioners may not use explicit instruction for grammar at all, attempting to make students learn Latin through less than an hour of immersion per class period. Even if the immersive experience is used only at the introductory levels, students do not receive a firm foundation of grammar that is necessary to succeed in the standardized examinations that many institutions expect as curricular offerings at the highest level. The most significant obstacle for the Comprehensible Input Method is the special skills and proficiencies required to be an efficient instructor. Successful implementation of this practice is a delicate balance; if the instructor does not have mastery in speaking Latin, is not an effective communicator, or does not have solid pedagogical skills for lesson planning and execution, this method will not effectively allow students to learn.²⁴ Even with an ineffective teacher, students using the Reading or Grammar and Translation Method can (at least somewhat) self-instruct; however, the Comprehensible Input Method relies almost entirely on teacher-student interaction. Therefore, teachers may not have time to devote adequate attention to individual student progress. Moreover, instructors must have the skills necessary to communicate authentic Latin or else the constructions and pragmatics students learn will be contrived and disingenuous, especially if the instructor uses incorrect or uncommon grammar and syntax, thus giving the students a false impression of Latinity.²⁵

²⁴ Although many proponents of Comprehensible Input would disagree with this, I believe that the teacher can truly make or break the CI experience.

²⁵ More traditional instructors would also add the use of Neo-Latinisms to incorrect/uncommon grammar and syntax as particular dangers.

3.3.4 Tradition and Innovation

The debates among educators and pedagogues on the best methodology to use in Latin instruction often boil down to the reactions to the concept of tradition. *Tradition* is conceptually subject to perspective; what we consider to be traditional today was previously innovative.²⁶ However, innovation is still a divisive subject; we see this in action particularly among Latin educators. Proponents of the Grammar and Translation Method can take the position of “if it ain’t broke, don’t fix it,” claiming that they effectively learned in this manner with enough success to teach Latin to others. The “traditionalists” rely heavily on the expectations of the standardized assessments as proof that they are teaching with the appropriate end goal in mind. Reading Method instructors generally consider themselves to be practical traditionalists who focus more on the end goal of reading texts than reproducing paradigms. On the other hand, champions of the Comprehensible Input Method claim that Latin language instruction should finally come out of the “Dark Ages” into the 21st century and embrace the findings of Second Language Acquisition Theory if it can hope to survive. While these Latinists wholly reject the notion of “tradition for tradition’s sake,” naturally others rebuff the idea of “innovation for innovation’s sake,” arguing that Latin is not a modern language and should not be so carelessly treated like one.

While all three methodologies have their staunch crusaders and adversaries (Grammar and Translation and Comprehensible Input primarily as the poles of opposition), there are many educators who reject the socially constructed dichotomy and resulting war between “tradition”

²⁶ For more on the tradition and innovation debate, see Musumeci, *Breaking Tradition*, 1–2.

and “innovation.” As demonstrated in chapter 1, the concepts and practices that we now consider to be “traditional” were, at one point, innovative. Many of the so-called “traditional” authorities we defer to today were innovators of their time. The great Roman grammarians were constantly seeking inspiration, testing new ideas, and looking for deeper answers about how we learn languages. As a whole, these grammarians never concluded that they had unraveled the intricate secrets of the human mind or the end-all way to teach language. In reality, the way to truly honor this tradition is to continue exploring with a spirit of inquiry. The constructions of “traditional” and “innovative” have been imposed on an ever-developing field that continually creates new theories and adapts rediscovered notions of language and language teaching. Ultimately, the scholarly classification of any practice into this dichotomy (if even possible) does not matter as long as the method achieves its intended goals.²⁷

3.4 The Modern Latin Classroom

Thus far, the analysis of methodologies presented here has consisted of generalizations based on widespread observations of trends in the discussion. Often, debating pedagogical philosophies and theorizing about language acquisition occurs in the ivory towers of academia; the results of such research do not always trickle down to the classrooms where they could be applied and tested. In order to better understand how educators, who are currently engaged in

²⁷ As teachers, we must remember that our goal is to provide the best possible experience for our students. We all have unique beliefs about the most effective methods for teaching, and it is useful to engage in debates on this matter in order to further our collective understanding. However, we must consciously avoid the danger of entrenching ourselves further into our positions and rejecting all else on principle. It is only through creativity and willingness to try new things that we can find practices that will best serve our students.

Latin instruction, choose to approach pedagogy, I have collected testimonials from 196 educators regarding their teaching practices.²⁸ This survey connected with Latin teachers at all levels in various types of institutions and allowed them to share briefly their beliefs on pedagogy and the practical application of these beliefs.

Teachers were invited to participate in the online survey via posts to Latin teaching groups on social media and via word-of-mouth from other participants.²⁹ This survey sought to understand how Latin teachers utilize explicit and implicit learning methods in their teaching styles, why they prefer the methods they use, and how ancient and traditional Latin pedagogy compares with today's classrooms in the hopes of determining a "sweet spot" where today's Latin teachers believe the most effective learning occurs. The full results of the survey can be found in the appendix; however, select responses will be discussed as appropriate.³⁰

In the last section of this chapter, I will primarily analyze responses to these questions: 1) *What do you believe are the critical elements of learning a language like Latin?*, 2) *What do you see as the role of spoken Latin in today's classroom; of paradigm-based Latin?*, 3) *Have you discovered any particularly interesting or effective methods or activities for teaching Latin?*, and 4) *How similar/different is your teaching style compared to how you were taught Latin?*. The first question explores the different perceptions of the goal of Latin instruction. Understanding what elements of language learning educators value most highly in their curricula indicates the

²⁸ These educators taught elementary, middle school, high school, undergraduate, graduate, and adult education levels in public, private, distance learning, and homeschool settings.

²⁹ This was a formal survey that was conducted according to the Washington University in Saint Louis IRB standards for human research; documentation can be found in Appendix B.

³⁰ See Appendix A.

practical skills (such as vocabulary-building) and personality traits (such as persistence) that instructors hope to inculcate in their students through the Latin learning experience. The second question helps classify survey participants according to pedagogical philosophy, catalogues the arguments for and against each extreme as well as the arguments in favor of compromise between the traditional and innovative approaches, and further diagnoses what today's Latin teachers see as the purpose of Latin learning. The last two questions explore methodology and gauge the varying amounts of innovation brought into the Latin classroom.

Although some instructors may base their pedagogical philosophies on their positions in the tradition versus innovation debate, most develop teaching practices based on successful previous experiences, the perceived utility of Latin, and the established goals of the course. Based on the results of the aforementioned survey, for each method, I will outline the general philosophy governing the practices, the priorities of the instructors, and the arguments proposed by the opposition. In each case, I conclude with the purpose of the methodology based on what its adherents see as the goal of their Latin curricula. While the previous definitions of the Grammar and Translation Method, the Reading Method, and the Comprehensible Input Method were based on academic research and the opinions of scholars, the following analyses have been developed based on the practicalities of actual Latin classrooms and the opinions of today's Latin teachers.³¹

³¹ The slight differences can be compared to the different insight one might gain about a historically impactful event by reading about it from a book as opposed to the insight one might gain by speaking to people who lived through said event: neither type is necessarily wrong, but each gives a different perspective (specifically macro vs. micro, clinical vs. emotional, and analytical/theoretical vs. practical perspectives).

3.4.1 The Grammar and Translation Method

The Grammar and Translation Method is, as one respondent says, the “tried and true” way to teach Latin.³² Instructors using this methodology teach their students to “[know] and [recognize] patterns” with “strongly reinforced vocabulary and attention to form and function.”³³ As such, the Grammar and Translation Method is “systematic and structured” and places a high premium on “clarity”³⁴ as well as “repetition” of paradigms and grammatical rules.³⁵

Most of those who have grown to love Latin (or indeed any school subject) trace their passions back to formative experiences with their own teachers.³⁶ As a result, many teachers structure their classes similarly, hoping to inspire the same excitement and to foster the same skills that made them successful in their own students. If any of the formative experiences were negative, however, teachers adopt a methodology that would hopefully counteract those.

I have adopted a lot of my teachers' styles and combined it with my humor and outright passion. - Respondent 6

Many of the tricks I used to learn Latin are ones I've passed onto my students.
- Respondent 162

My style is wildly different. All are welcome in my class, and I break down concepts thoroughly. You have to concentrate on being obstinate in order to not learn in my class. My teacher was intimidating and demanding. - Respondent 170

³² Ben (aka Respondent 1). Or, as Respondent 41 puts it, “I just roll old-school.”

³³ Respondents 28 and 162, respectively.

³⁴ Respondent 39. Respondent 44 describes the teaching style as “thorough and clear.”

³⁵ Respondents 12 and 71.

³⁶ As the “traditional” method, many of today’s teachers learned by Grammar and Translation.

My teaching style is strongly influenced by my own teachers, and I hope that I have drawn on their strengths and tried to avoid their weaknesses.... I am also strongly influenced by a (negative) college experience learning Greek through the reading method, which left me at a significant disadvantage in coursework beyond the elementary level. ...For this reason, even though I am sympathetic to Reading and Comprehensible Input methodologies, I employ those methods to supplement a traditional GT framework. - Rebecca Sears (aka Respondent 113)

As the beginning of Dr. Sears' response indicates, most Grammar and Translation instructors do not simply conform to the methods of their teachers. Even these supposedly "traditional" teachers embrace innovation and experiment with new techniques to improve the learning experiences of their students. They recognize that "the potential problem of [the Grammar and Translation] approach is that it is 'atomistic': students may learn to parse like a machine but may be relatively context-blind."³⁷ Many survey participants expressed that their students are not likely to learn effectively if taught with a "rote style" that is "very dry and basic."³⁸ Instead, today's Latin teachers try to "achieve the same goals more actively" by making the experience more "user friendly so it can reach a wider audience" with different learning styles by "spic[ing] up [their] teaching with various activities."³⁹ These techniques include playing games,⁴⁰ using illustrations,⁴¹ acting and singing,⁴² and incorporating technology⁴³ for a more interactive classroom.

³⁷ Respondent 71.

³⁸ Respondents 50 and 95, respectively.

³⁹ Respondents 50, 12, and 95, respectively.

⁴⁰ Respondents 170, 89, and 6, for example.

⁴¹ Respondents 170, 28, and 12, for example.

⁴² Respondents 170, 89, 6, and 112, for example.

⁴³ Respondents 28, 41, 12, and 117, for example.

Along with memorization of paradigms, attention to grammatical function, intensive reading, and creating an interactive classroom, Grammar and Translation instructors also prioritize universality and the requirements of standardized assessments by employing this methodology. Despite its growing popularity, the spoken Latin movement is still in the minority when one considers middle, secondary, undergraduate, and graduate programs. Many educators believe that the Grammar and Translation Method is the safest avenue for ensuring a smooth transition between programs.

I don't see much use for spoken Latin, as we get so many newer students throughout the year. It would be overwhelming to them. - Respondent 89

There is not enough institutional buy-in for me to attempt spoken Latin in my classroom. - Respondent 187

I think paradigm-based Latin is important for students who are going to continue to study with another teacher, at another school, and/or at a higher level. - Respondent 196

I speak Latin (lots of immersion), but I don't think it prepares our students for college level programs. It's great for fun, little conversations, but it's difficult to do it well and also keep pace with the grammar requirements. - Respondent 106

I think things are at least trying to shift towards spoken Latin. Unfortunately, that's not what is expected at the college level, or even the high school level at my school, so a heavy emphasis on paradigm is still required. - Respondent 9

Many educators also believe that the Grammar and Translation Method is the best preparation for reading authentic texts since it teaches students how to analyze Latin instead of to “catch the drift” of the passage alone.

I think that a purely spoken-Latin based program won't prepare students adequately for advanced work. - Respondent 112

*Just reading for "getting what the passage says" is really what I frown upon.
- Respondent 127*

If your goal is to read Cicero or pass the AP, paradigm and grammar based is the way to go. - Respondent 109

This philosophy is promoted by the requirements of the standardized examinations, which high schools take for granted as the "correct" measure for assessment based on the sanctions of institutions such as CollegeBoard (which administers the AP examinations for all subjects).

I strongly believe in paradigm-based learning because we have to get our students up to AP level in just 3 years. - Respondent 161

I do not believe that spoken Latin has a role in my classroom. Especially given the time constraints of our schedule, it is not useful in getting me where I need to get the kids for the AP exam. - Respondent 177

Parsing and puzzling out difficult grammar has value, especially since we are expecting them to read Cicero and Vergil in a very short amount of time. The end game is different between ancient and modern languages. My students only have 4 years of Latin tops, and I have to prepare them for the IB exam. - Respondent 144

Regardless of whether or not the Grammar and Translation Method actually prepares learners to read and analyze Latin (and I believe that it *can*), the institutional expectation of Grammar and Translation-based skills suggests that it does and necessitates the near-universality of the methodology due to the measurable and quantifiable nature of form and function that is easy to test, score, and compare.

As the previously mentioned innovative techniques of teachers using this method would suggest, there are several arguments against employing the theory of Grammar and Translation as it is traditionally defined. Since the Grammar and Translation Method is broadly understood as rote memorization of rules and charts, many argue that it is an ineffective practice because it would be rigid and boring and have no practical application.

Paradigm worship is deadly boring and similar to labeling every nut and bolt in an engine without ever actually driving the car. Both speaking and paradigm work must serve what are in my estimation the two highest goals of a Latin class: reading oneself into the great intellectual and literary tradition of Roman antiquity, and gaining understanding, mastery, and control of how language works in both English and Latin, as well as any other language the student may wish to learn. - Drew Lasater (aka Respondent 51)

Other opponents of the Grammar and Translation Method see its biggest weakness as its lack of meaningful input and output. Most traditional textbooks using this methodology ask students to perform exercises to demonstrate their understanding of any new grammar. Since effective input must be *meaningful* and *comprehensible*, contextless sentences and word formation practice would not be the sorts of input that would transfer from explicit knowledge of rules into implicit understanding of the material.

Paradigms are a very secondary skill to reading. Unless they are becoming linguists, it's not clear to me they benefit much from memorizing them. ...Contextual forms are way more useful for learning than the abstraction of paradigms. - Respondent 195

Furthermore, the theory of the Grammar and Translation Method does not promote student output. For this reason, critics of this practice claim that students are missing a vital direction of conceptualization by not producing Latin.

Students deserve to learn the elements of how the language works. They also deserve to use the language communicatively (output theory). - Respondent 21

Language needs to have meaning [that is] real and relevant to students. These journals are one way to attach meaning to language and allow for student output.... which is very important in acquiring a language. - Lucianne Junker (aka Respondent 136)⁴⁴

In sum, the most compelling argument against practicing the Grammar and Translation Method is that it does not give students the necessary cognitive tools for applying the grammar and rules they are learning in class. For this reason, even teachers who subscribe to this methodology have chosen to adapt the traditional model of instruction to achieve the goals they have set for their curricula.

Although there are certain drawbacks to this methodology (as there are to any practice), instructors still choose to use the Grammar and Translation Method for a variety of reasons beyond any perceived “traditional” or “elitist” status. As previously mentioned, the ability for students to think about Latin in terms of rules is practically enforced by the standardized examinations that need universal methods of grading accuracy and comparing proficiency. Teachers whose institutions place the AP system on a pedestal as the ultimate performance benchmark in advanced subjects they are bound by the expectations of the AP Latin exam to

⁴⁴ Ms. Junker asks her upper-level students to free-write in journals. She reads and responds to their writing but does not correct their Latin. This encourages output and personal expression in the target language in a low Affective Filter setting.

“teach to the test.” Should they ignore the expectations of the exam, teachers risk poor scores and blame from angry administrators, parents, and students. If the students are not given the proper tools for completing the exam, they will likely achieve subpar results, regardless of the students’ actual ability to read and discuss Latin.⁴⁵ Although high schools tend to work toward this goal, many universities do not recognize the AP results as a proper indication of a student’s skills for placement due to the assessment’s laser-focus on literal translation that does not necessarily reflect the student’s ability to understand and analyze texts.⁴⁶

Instructors argue that, despite the systematic necessity of the “translationese” code and “proper” terminology on assessments,⁴⁷ Grammar and Translation offers a wealth of benefits to learners. As previously discussed, many educators believe that this method gives students the necessary skills to practice close-reading of Latin texts, to unwrap the complicated syntax of advanced authors, and to catch the literary and rhetorical nuances that may go unnoticed by a reader without the training to notice these subtleties.

Reading the Classics is still the aim, not getting directions to the ludi. - Respondent 74

Because most of my students are either learning Latin to provide a grounding for other subjects (especially the biological sciences) or intend to move on to upper levels,

⁴⁵ Respondent 100 expresses this pedagogical conflict between beliefs on best practices and institutional pressure well, saying, “In my class we read, speak, write, listen, read, translate, learn grammar, and read some more. It’s difficult for me to teach how I’d like and make sure they’re prepared for AP later. I know people do it, but I’m not sure how it looks to teach communicatively and prepare them adequately for a test so heavy in grammar and translation.”

⁴⁶ For example, Washington University in Saint Louis does not accept AP Latin as fulfilling a language credit.

⁴⁷ CollegeBoard publishes its scoring guidelines for the AP Latin exams on AP Central annually. In the translation portion of the exam, each word is given a set of possible renderings. Theoretically, a student could produce a lovely interpretation of the give passage but receive little credit because they did not choose the dictionary-definitions and literal grammatical representations of the words. Therefore, in order to succeed on the examination, students must learn the terminology and format accepted by the AP.

learning to sight translate quickly and accurately is something that I stress - my ultimate goal for them is engagement with Latin authors as quickly as possible! Therefore, I do emphasize a traditional approach to vocabulary, paradigms, and grammar, but I also try to get them actively involved in learning the language (rather than passively memorizing forms). - Rebecca Sears (aka Respondent 113)

Furthermore, educators use this method even when their goal is not advanced reading of Latin literature. One of the (perhaps underrated) benefits of learning Latin with the Grammar and Translation Method is the new meaning it gives to English grammar and vocabulary. Survey participants often expressed that one major goal of their curriculum and teaching style was to prepare their students to be better speakers, readers, and writers of English.

The best and most broadly applicable goal I can strive for, and the thing that will be truly useful for these students going forward, is to give them the opportunity to understand the fundamental basics of Latin as a means of improving their general language and reading skills. The vast majority of my students will forget their Latin. What I hope they retain is a more robust grammatical and syntactical ability.
- Respondent 117

For these instructors, the Grammar and Translation Method's close attention to form and function is training for academic, personal, and professional pursuits outside the Latin classroom.

The majority of my students' goals for learning Latin... are usually one of the following: 1) wanting to read Classical texts in the original language, 2) wanting a linguistic framework for their own writing in English, 3) wanting help with learning scientific terminology through studying the parent language. Many of my college students take Latin specifically because it is a language they aren't expected to speak. - Rebecca Sears (aka Respondent 113)

There is value in drilling/memorization. Students learn attention to detail as they train their brains into thinking technically while problem solving. Approaching Latin this way makes the language a mental exercise, almost like a crossword puzzle. - Respondent 80

While Latin through the Grammar and Translation Method may not teach students to communicate fluently in the target language, there are clear benefits to studying Latin in this manner, not the least of which are students learning to be better writers, deeper analyzers, and more thorough thinkers through the experience.

Although pedagogues may frown on the straight memorization and contrived “translationese” that they perceive the Grammar and Translation Method to be, instructors using this practice have legitimate reasons for doing so. Institutional pressures such as standardized examinations and convention (at least in schools that place a premium on Classical or traditional experiences)⁴⁸ and classroom practicalities such as the necessity for a quantifiable, explainable, and justifiable grading system encourage the use of this pedagogical practice. Many instructors also firmly believe that Grammar and Translation gives students the best tools not only for reading Latin but also for applying the ability to memorize, recall, analyze, and extrapolate meaning to all aspects of development. While the academic impression of the Grammar and Translation Method is that it is dry, rote, and passionless, educators in today’s Latin classrooms do not use the pedagogical practices of their teachers and their teachers’ teachers. Instead, the modern Grammar and Translation classroom incorporates a variety of innovative techniques and

⁴⁸ Classical and traditionally focused schools will be discussed in depth in the following chapter in 4.1.

interactive experiences (even sometimes including spoken Latin activities)⁴⁹ to engage the students and to encourage their excitement for the subject.

3.4.2 Reading Method

The Reading Method is similar to the Grammar and Translation Method in that in values form and function, but it claims to be more flexible and focused on utility. As the name would suggest, this method uses reading as a pedagogical exercise and as the ultimate goal. Instructors want to “ditch the traditional proscriptive/atomistic presentation of usage in favor of a contextually anchored, functional approach... based on how readers... get meaning from the forms.”⁵⁰ In order to accomplish this, educators rely on extensive reading in order to provide students with meaningful input that expands vocabulary, imparts grammatical familiarity, and encourages students to connect L2 content directly to concepts instead of mediating the target language through the L1.

Instructors using the Reading Method in their classrooms prioritize content and comprehension. The core belief guiding this practice is that “extensive reading of understandable Latin texts brings more students to higher levels of Latin comprehension than anything else.”⁵¹ In order to accomplish this, teachers provide a wealth of texts for students to read as part of their curricula.

Reading lots and lots and lots of Latin that is understandable in and of itself (without resorting to dictionaries etc.). - Respondent 14

⁴⁹ Respondents 195, 73, and 80, for example.

⁵⁰ H. Paul Brown (aka Respondent 46).

⁵¹ Respondent 14.

[An effective method for teaching Latin is] an immense amount of repetitive, high-quality but low-level reading with constant attention to detail (understanding exactly how the structures are conveying meaning). - Respondent 36

Class materials are chosen with this purpose in mind; however, participants often expressed difficulty finding textbooks with enough passages and/or stories for students to read to carry out this method sufficiently. To make up for this deficiency, teachers either write their own materials or rely on novellas written and published by other Latinists.

[The textbook] doesn't give much in the way of text for students to translate (even 20 lines in the alter chapters isn't enough to give translation practice for a whole unit). ...I have enjoyed writing chapter leveled readings based on Ovid or Greek mythology for my Latin II class. ...It allows me to tackle grammar, translation methods..., and cultural topics at once. - Respondent 178

The Latin novellae are mostly at the beginner level, but they do provide dozens and dozens, if not hundreds, of pages of comprehensible Latin. - Respondent 14

The readings are intended to provide students with ample meaningful input that is engaging and enjoyable for students to read.

There is a steadily growing community of Latin teachers producing stories such as these in order to share them and to give students quality input—quality with respect to its Latinity and its subject matter. In general, language teachers feel a responsibility to confer an understanding of the culture of the target language to their students.⁵² For Latin teachers, this includes not only the daily lives of the Romans but also the history, literature, and mythology of the Greco-Roman World since the two societies were so culturally intertwined. Many teachers operate with the

⁵² This responsibility is underlined by the expectations of culture sections of standardized assessments.

understanding that either their students expect some kind of cultural education in Latin class or that the interesting nature of the Classics will keep students engaged in the course.

I think the most important thing is to put works in context. Latin is less of a dead language if you can connect the language to a culture. - Respondent 45

As a high-school teacher I have to incorporate more games and activities, more culture, and to make it more 'relevant' to my students. ...My method of teaching language is probably like my own teacher's but needs more buy-in from students. They won't learn because they should [instead, they] need some kind of hook - cultural, mythological etc. - Respondent 125

I was taught in a strict grammar translation method but the book lacked stories and culture which helps my students embrace the classical curriculum. - Ren Beck (aka Respondent 171)

I am grading this year according to standards. I have set up categories for vocabulary acquisition, history and culture, grammar, etc. - Respondent 97

We also do culture lessons on myths or aspects of Roman history the students are already interested in, to spark more interest in the class as a whole. - Respondent 4

In addition to any supplemental reading materials, educators choose to use—or choose *not* to use—a textbook series based on the Classical content included.

I use Latin for the New Millennium [because] it gives a good grammatical framework for high school students, as well as a good background in Classics. - Respondent 178

[I use Latin for Americans because it has] strong culture sections and good pacing in the first book. - Respondent 181

[An effective method for teaching Latin is] connecting culture to the stories (Cambridge does this... well). - Respondent 19⁵³

Ørberg Lingua Latina... has some engaging stories and culture. - Ann Martin (aka Respondent 180)

One major reason teachers today place such high value on culture is a communal belief that their own Latin educations focused too much on grammar and not enough on the Classical world.

I was taught strictly in a grammar translation model which places more weight on the student; for high school, a more conversation, culture approach helps to keep students engaged. - Respondent 65

Also I devote time to mythology and culture without spending much time on history as my teacher did. - Respondent 80

My first Latin teacher, a college TA, taught the course straight out of the book. This was at a university, so a dry approach like that wouldn't work in a high school setting. I try to incorporate the culture as much as I can into my lessons. - Respondent 73

While I was taught with a textbook and charts, which was what I wanted at that point, I didn't learn huge amounts of culture until upper level Latin courses in which we read authentic texts. I love including more culture in my Latin passages but it's a lot more effort on my part. - Respondent 110

Today's Latin teachers actively choose to include cultural components in their curricula for a variety of reasons. They accomplish this through activities, specific time devoted to exploring Classics, and through the stories they ask students to read. The ability to expose students to a

⁵³ Kimberle Gray (aka Respondent 61) echoes this sentiment.

wide variety of historical, mythological, a literary aspects of the Roman world in a short amount of time is one of the great benefits of the Reading Method.

In order for their students to successfully practice extensive reading and gain the content-based and cognitive benefits thereof (including implicit learning skills), educators using this pedagogical style prioritize familiarity with grammar and a wide vocabulary bank. While participants expressed reliance on explicit grammar to varying degrees, the general consensus was that particular attention to form and function is necessary but that the meaning of the text should not be lost due to overwhelming attention to grammar.⁵⁴

*A *thorough* attentiveness to and understanding of the grammatical structures does not necessarily mean knowing the grammarians' labels and rules, [but] does mean recognizing and understanding their meaning. ...Learning complex rules quickly and trying to apply them to high-level sentences is much less efficient and effective [than repetition and active exposure]. - Respondent 36*

Having a great grasp on the English language and sentence structure benefits a Latin student immensely. - Respondent 83

"I believe paradigms are useful, but the different forms should be practiced in translation more than on their own." - Respondent 178

Paradigms and isolated sentences, with lots of explanation of the rules, did not lead me to develop reading fluency. It wasn't until I started reading lots of fairly easy Latin... that I began to develop any reading fluency. - Respondent 14

⁵⁴ Consider the distinction as similar to the adage, "You can't see the forest for all the trees." The goal of the Reading Method is to understand and appreciate the forest while noticing the trees if the occasion should call for closer consideration.

[One of the critical elements in learning Latin is] seeing sentences as a whole rather than a sum of their grammatical parts while still understanding each part.

- Respondent 54

Furthermore, participants consistently emphasized the importance of an expansive vocabulary for the successful implementation of the Reading Method.

For the longest time I would have said [that] a strong understanding of grammar [is the most important aspect of learning Latin], but after years of teaching I think it's more about having a strong vocabulary. Students can usually figure out what is being said in a passage if they know the vocabulary, but that's not always the case if they know the grammar structures. - Respondent 134

Vocabulary is important [as is the] ability to let go of word order as a constant.

- Respondent 177

Strong vocabulary [is a critical element of learning Latin]. - Respondents 7, 187, 197

Vocabulary is particularly significant to teachers using this method since a primary requirement of extensive reading is an existing awareness of the vast majority of the words in the text. For this reason, teachers encourage their students to connect the vocabulary they encounter to English derivatives.

Vocabulary is key, and the greater the connection to English, the better they are able to retain it. - Respondent 18

Vocabulary, vocabulary, vocabulary. Vocabulary strengthened by relations to derivatives [is a critical element of learning Latin]. - Respondent 54

As indicated by the respondents, “the critical elements in learning Latin are continuous practice reading text followed by familiarity with paradigms and vocabulary.”⁵⁵

As the middle ground between the opposing forces of Grammar and Translation and Comprehensible Input, the Reading Method offers instructors of each side reasons to support and oppose the philosophy. Teachers who favor the Grammar and Translation Method will appreciate the attention to form and function as well as the literary emphasis demonstrated; teachers who use the Comprehensible Input Method will approve the Reading Method’s focus on implicit learning through meaningful and comprehensible input. However, the faction that values grammar says that the Reading Method allows students to “float through ‘getting the gist’ of the meaning without really acquiring a firm grasp of the language/being able to read actual Latin without a huge amount of help.”⁵⁶ Furthermore, many who practice Comprehensible Input criticize this practice for its relatively little output produced by students.

The most practical argument against the Reading Method is that the practice which we in the Latin teaching community refer to by that label does not meet the qualifications of SLA’s “Reading Method.” The main difference between the Latinized and the SLA Reading Methods is that the Latin students supposedly taught according to this philosophy do not actually read enough in the target language for the exercise to be called “extensive reading.” According to Extensive Reading Central, a not-for-profit organization dedicated to developing an Extensive Reading and Listening approach to foreign language learning, the short answer to the question,

⁵⁵ Respondent 178.

⁵⁶ Respondent 36.

How much do learners need to read to accomplish Extensive Reading?, is one appropriately leveled book weekly, but the actual answer is much more complicated and based on the statistical occurrence of words and grammatical structures in the language set in opposition to the time it takes for students to forget material.⁵⁷

“Extensive Reading,” by its definition, is not currently a practical goal in Latin classrooms due to the amount of level-appropriate, compelling, comprehensible input students would need to consume in order to do it the “right” way. Authentic, ancient Latin would only qualify as extensive reading material to a select few veteran Latinists. There is certainly no way for a beginning Latin student to use Classical Latin for extensive reading due to its difficulty; moreover, even an intermediate student would have difficulty finding texts of late Latin, which is simpler both with respect to vocabulary and syntax, that would be appropriate for extensive reading. The recent movement of Latinists writing novellae for beginning students to consume at length is certainly a step toward the ultimate goal of a true Reading Method in the Latin classroom. The Latinity and engagement of these stories are praise-worthy, regardless of the traditionalists’ arguments that any Latin written today is contrived and worthless in the venture for reading fluency. However, as of today, the amount of pages written in “easy” Latin simply does not yet exist for students to read hundreds of pages a week for months and years on end.⁵⁸

⁵⁷ Extensive Reading Central’s conclusion on this point in “How Much Reading?” is as follows: “As a low level graded reader has about 3000–4000 words they only need to read a book at week before forgetting takes hold. An intermediate graded reader may have 12,000–15000 words and as most of the words will already be known, they won’t meet many new words often but as the book is longer, a book a week at their level is still fine. Advanced learners need 2–3 books of longer length at their level because they have to read so much more to meet words they don’t know.”

⁵⁸ Even if enough “easy” Latin existed in the form of novellae, more traditional educators and scholars would argue that “easy” Latin is not really Latin at all despite the pedagogical philosophy governing the Reading Method (namely that learners start with simple, “dummy” language in the L2 and gradually progress to sophisticated texts).

Furthermore, in order for a by-the-book Reading Method to occur in the Latin classroom, we would need a better way to determine the levels of progressing difficulty so that students could effectively encounter new words and structures naturally.

Nevertheless, the ultimate goal of this Latinized Reading Method is reading fluency, and the typical practices adopted by these teachers are designed with this end in mind. This pedagogical philosophy straddles the line between Grammar and Translation and Comprehensible Input in order to teach students the skills associated with both explicit and implicit learning. As such, educators incorporate what they perceive to be the most beneficial aspects of each and conform them to the goals of the Reading Method.

Spoken Latin is not an end in itself, but just a vehicle for increasing the amount of understandable, meaningful Latin that student are exposed to. Paradigm-based Latin does not, in my experience or in the research, seem to lead to real reading fluency.

- Respondent 14

The purpose of the Reading Method is to help learners read quickly, intently, and thoroughly. Often this occurs in connection with standardized examinations that require the ability to parse words and phrase constructions as well as to discuss passage content holistically. More broadly, however, teachers employing the Reading Method do so with a desire for students to engage with the Classics and to experience Roman literature in its original form.

3.4.3 Comprehensible Input

The Comprehensible Input Method is growing in popularity in the Latin teaching community. Educators employing this practice reject the notion that Latin should be treated

differently from other languages; although Latin is a dead language, it is still a language and should, therefore, be taught as such. By embracing modern Second Language Acquisition Theory, teachers focus on providing meaningful input and allowing students to express themselves in the target language. The primary goal of this pedagogical philosophy is engagement with the language; spoken Latin is a key practice toward this end.

Although considered to be a radical approach by some, practitioners of the Comprehensible Input Method believe it to be the most logical and effective way for students to acquire a language. As children, we learn our native languages through listening, testing speech, and interacting with others. Since Latin is a language, regardless of its age or status as “dead,” it can and should be learned like one.

Latin is Latin, as French is French. While I know some find it odd or new to be speaking Latin, the first step is to recognize that even calling it “spoken Latin” suggests there's something inherently different about it from French. There isn't. - Respondent 52

The fact that we have to say “spoken Latin” speaks to how far away from actually treating it like a language we have gotten. If Latin is not spoken, read, heard, or written in the classroom, how is that a Latin classroom? - Robert Amstutz (aka Respondent 176)

Latin is a language, and human beings learn their first language by hearing and speaking it; being able to read helps a high school student, but that should be a supplement to the spoken element. - Respondent 19

Those following the Comprehensible Input Method call for pedagogical reform away from the paradigm-based learning of the past.

No one ever gave a 7-year-old a chart of all the verb forms of the verb “swim” and asked them to memorize and duplicate it, when teaching that child to read English. That’s not how language works. Why do we treat Latin so differently? - Respondent 119

By embracing Second Language Acquisition research that focuses on *acquiring* foreign languages and applying the theories therein to the Latin classroom, a Comprehensible Input educator is “a pioneer, or at least an advocate of interesting and effective methods.”⁵⁹ Since, according to Comprehensible Input proponents, paradigm-based learning does not lead learners to use the language, the dissimilar methods used by Comprehensible Input will give students the skills to read, write, speak, and fully understand Latin.

Instructors using the Comprehensible Input Method prioritize the principles of Second Language Acquisition in their pedagogical practices. Either researching the field themselves or reading blogs written by other educators,⁶⁰ teachers using this method focus on encouraging students to engage with meaningful input, speaking in Latin, and building a limited vocabulary. As Andrew Olimpi (aka Respondent 96) says, “The most critical element of language acquisition is the students listening to and interacting with input (spoken or written) in the L2 that is fully comprehensible, fully contextual, communicative, and interesting/relevant to the students.” While any exposure to a language can count as input, learners need *meaningful* and *comprehensible* input at an appropriate level in order to understand what is before them and succeed in learning more about the target language.

⁵⁹ Respondent 52.

⁶⁰ Respondent 18 and Sam Spaulding (aka Respondent 56) describe Comprehensible Input blogs as sources for techniques they use.

In the classroom, teachers using this practice provide aural and visual input from which their students can gain meaning. By exposing students to Latin as if it were any other language, educators shift the classroom away from the traditional Latin schema and toward the modern foreign language model, which uses the benefits of interactive communication in order to promote implicit learning.

I think slowly building a deep understanding of vocabulary and an implicit understanding of grammar through interesting contextual repetition is the critical piece in learning any language. Latin isn't different. ...Language acquisition comes from hearing and reading lots of comprehensible material. In my classroom, that involves a lot of speaking and also lots of reading. - Respondent 90

Spoken Latin is of prime importance. We learned our native language through auditory input and speaking. This human trait does not disappear; it is silly not to take advantage of it for learning a language that one mostly reads. - Stephen Cole Farrand (aka Respondent 105)⁶¹

Spoken Latin is crucial in my classes. Students immediately experience Latin as a way to communicate. A student speaking Latin is not the ultimate goal; speaking increases the facility of reading authentic Latin literature, which is the ultimate goal: to communicate with authors of the past: to read ideas, philosophy of how to live well, history of wars religion and cultures, governments, etc. - Lucianne Junker (aka Respondent 136)

Comprehensible Input teachers do not see the derivation from the “normal” way to teach Latin as contrary to the traditional goals of learning how to read and understand authentic texts. Instead,

⁶¹ Note that, while this respondent makes a valid point about the benefits of immersive/interactive learning, this is a source of much discussion in SLA. Generative theories of language acquisition suggest that we have an inborn understanding of the principles of language, but the Critical Period Hypothesis suggests that we lose the ability to access the Language Acquisition Device (see footnote 7 in chapter 2) that makes acquisition so easy for children. Therefore, while Farrand is correct, perhaps he makes this statement a bit boldly.

these educators believe that they should embrace the advancements made for learning other languages in order to help their students reach the highest level of understanding possible.

When compared with the previous philosophies, the drastic difference of the Comprehensible Input Method is the importance of orality. While some avid Comprehensible Input proponents see communication as the goal in teaching Latin, most see the spoken element of language as functionally pedagogical.

Spoken Latin is not a goal in itself but is the most powerful tool in our teacher's toolbox. Once you witness the effectiveness of communicating comprehensible language, you can't go backwards. Paradigms should be learned as well. I believe all the detailed of grammar are essential for the advanced Latinist. But my experience has been that those who master speaking Latin as well have a deeper, more nuanced and thorough understanding of the advanced grammar too—coming from their "insider knowledge" of the language. - Respondent 129

Spoken Latin is necessary for engagement and fuller understanding, but students also benefit from learning grammar. Grammar alone is not especially helpful. However, spoken Latin with some grammar teaching as needed or as desired can be very successful. - Respondent 18

I think spoken Latin has a place in all classrooms, including those who have traditional goals (like reading/translating) and "non-traditional" goals (like speaking/Living Latin). Even if a teacher wants to teach strictly with GT, spoken Latin can be great practice using grammar and vocabulary. I think it's a shame that some Latin teachers vehemently reject spoken Latin because "people don't speak Latin" (or any other reason), when they're rejecting a whole venue of opportunities to practice—opportunities especially helpful for students who don't flourish with traditional GT, including but not limited to students with learning disabilities. - Respondent 24

Naturally, in order for such communication to take place, learners must have a firm grasp on vocabulary. While the Reading Method asks students to have a wide vocabulary that is continually expanding through contact with new material, the Comprehensible Input Method is best practiced with a small vocabulary bank. Since students need not only to recognize terminology from the input but also to call to mind the words needed to express output, learners perform better with fewer words that they fully understand than with many words that vaguely remember but cannot use.

Everything we say in Latin or put before students to read in Latin be understandable at their level, be compelling to them and be done in a caring environment. Vocabulary should be sheltered (limited) but grammar does not have to be. - Robert Patrick (aka Respondent 32)

Limited vocabulary that is frequently repeated [is a critical element of learning a language]. ...Spoken Latin is a great way to repeat vocabulary. - Respondent 110

For Comprehensible Input teachers, hearing, speaking, and interacting in the target language is an indispensable aspect of learning.

Since Comprehensible Input involves practices that seem to contradict the traditional goals of Latin pedagogy, educators have expressed a variety of concerns with this method. The opposition to Comprehensible Input stems from fundamental goals of taking Latin, institutional pressures, accessibility to the students, and even the ability of the educators to successfully communicate complex information in an implicit way.

Usually, the first complaint against using the Comprehensible Input for Latin is that it is impractical and ineffective. While even the most traditional teachers are embracing new

techniques to engage their students, Comprehensible Input's radically different appearance leads to concerns that the method is sacrificing content in favor of trendiness.

I don't do spoken Latin and think it's a bit of a fad right now. - Respondent 99

I think spoken Latin is pretentious and ostracizes students who are not outwardly "nerdy." - Respondent 4

Even teachers who are in favor of incorporating spoken Latin as a teaching tool question its relevance and authenticity.

It's a fun party trick (e.g. Certamen). However I don't believe it has any relevance outside of that - we have no native speakers and I think it's slightly arrogant to presume we could reconstruct what native speakers sounded like. - Respondent 50

Pronunciation and reading aloud are very necessary skills, and, while creativity and originality can enhance the rate of acquisition, Latin is no longer a language used as a primary tongue passed from parent to child in a vibrant and diverse community in day-to-day activities. As such, spoken Latin is at best a fun teaching tool, and at worst an intellectual affectation pretending to be relevant so as to compete with the idea of practicality. - Respondent 79

It's an individual teacher's choice, but spoken Latin will slow the ability to progress to ancient texts. It's all about what the goal of the program is. Personally, I don't see why a student who wishes to speak a language would settle on Latin since the spoken aspect has no practical application outside the classroom. - Jonathan Hansonbrook (aka Respondent 3)

As these survey responses suggest, many teachers see the general benefit of an aural/oral component to language learning yet still wonder whether it provides enough advantage to sacrifice valuable class time, which they could otherwise use to meet their goals.

If the goal of learning Latin is to engage with primary texts, as many would argue, then education should cater toward such an end. Although Comprehensible Input proponents believe that active Latin will lead to reading fluency, many doubt this.

There is little use for learning to speak with native speakers when there are no native speakers. While the activity may be fun or allow some teachers to dumb down their curriculum to compete with modern languages, it does not help students learn to read Cicero, which is where real communication with native speakers occurs for us. - Nathan Wade (aka Respondent 5)

Spoken Latin should be used within context to inform reading Latin. I don't think we should be making up words for 'computer' or 'car'. Reading aloud and using common phrases is how I integrate it in-class. My school's approach is grammar-translation method and prepares them for AP Latin. - Respondent 155

Since schools most often measure success based on the results of standardized examinations, regardless of whether or not learning to speak Latin can actually give students the ability to read, many teachers face institutional pressure to make their students sensitive to grammar, giving them just reason to resist embracing the Comprehensible Input Method.

Even if this pedagogical philosophy prepares students to succeed, another major issue teachers take is that the Comprehensible Input Method is that it does not offer students the unique environment they were seeking by taking Latin. As previously discussed, one of the common draws of Latin is that the experience gives students a deep understanding of language, which they can apply to English as well. While it is nice to imagine that students will remember the Latin they learn in our classes, not every teacher is idealistic enough to believe that they will. Instead, many educators hope that students will be able to apply the *skills* they have learned.

Spoken Latin is not what these students need. Many of them come to me without an understanding of very basic principles of language (e.g., occasional students who cannot identify a verb or explain its function). The best and most broadly applicable goal I can strive for, and the thing that will be truly useful for these students going forward, is to give them the opportunity to understand the fundamental basics of Latin as a means of improving their general language and reading skills. The vast majority of my students will forget their Latin. What I hope they retain is a more robust grammatical and syntactical ability. - Respondent 117

For Latin teachers desiring to impart the specific cognitive skills that the traditional Latin education offers to their students, practicing the Comprehensible Input Method would, perhaps, make Latin as forgettable and impractical as most students find other foreign language classes to be.⁶²

Furthermore, the atypical nature of the spoken Latin classroom can let down students who decided to take Latin based on their expectations of the environment. Even teachers who practice Comprehensible Input sometimes notice this issue arise in their classes.

The drawback of [focusing on conversation instead of accuracy] is that students don't always believe they are learning something in the class - often they don't realize our class discussions have something to do with the Latin unit. Many students come to Latin hoping for the traditional rules/homework/etc, and are disappointed that I'm not as serious as stereotypical Latin teachers. - Respondent 4

⁶² This is not to say that foreign language education actually is impractical; however, most adults cannot recall any facts or vocabulary they learned in foreign language classes unless they have continued to use it. Language is largely a “use it or lose it” skill.

Many students also find solace in Latin as a foreign language option that they are not expected to speak. Language anxiety is heightened by the vulnerability students experience in a conversational classroom.

I personally spend a good chunk of class time speaking in Latin and asking the students to respond to my questions in Latin on their personal white board. This allows me to see who understands what I am saying and who understands how to write a grammatically correct sentence. I have also found that students do not often feel comfortable speaking Latin, so this is a way for them to privately respond to what I have said without everyone in the class seeing or judging it. - Respondent 43

Kids often take Latin so as to not speak a language. - Respondent 187

I think [speaking] adds to the novelty and fun of Latin, but I took Latin (as did a few of my students) for the reason that it was not primarily spoken. So I use some spoken Latin in class. But not a lot. - Respondent 28

I don't like spoken Latin because I think Latin has always been a nice place for shy students and those who process more slowly or who like to edit and refine their work. - Respondent 84

In addition to the social anxiety some students wish to avoid by taking Latin, some students also seek the safety of Latin if their aptitudes do not align with the typical language classroom.

I'm on the fence about spoken Latin. I do believe the kids need to work with it, but I see the value of offering a language that doesn't require you to hold a conversation. Some people don't "hear" language just like some can't distinguish musical notes. - Respondent 97

I am not a major fan of spoken Latin on the grounds that a lot of students with minor speech or hearing disabilities elect to take Latin electives because it isn't spoken. - Respondent 114

Although the Comprehensible Input Method allows Latin to be taught as other foreign languages, some students take Latin because it is *not* like the other language options, and many teachers want to preserve this opportunity for students.

Finally, Latin educators often resist the Comprehensible Input Method because they do not know how to practice it. Generally, modern language teachers have the advantage of having been students in active language classrooms. As previously discussed, teachers of all languages use their own experiences as students as templates from which to build their own practices. Modern language teachers, who have experienced a communicative classroom, fundamentally understand how they work for teachers and students. Modern languages also have easy conversational topics at their disposal such as hobbies, family, and weather conditions as well as common classroom terminology to use in order to communicate with their students in the target language. Without former experience or training, Latin educators must self-teach in order to incorporate spoken Latin.

At this point I do not have time to teach myself spoken Latin or figure out how to implement it. - Respondent 170

Spoken Latin is growing. I'd love to embrace it, but I lack the training/expertise. And my student are expected to have a more paradigm-based knowledge in high school, which limits me as well. - Respondent 140

This can be a major difficulty for Latin teachers considering adopting the Comprehensible Input Method.

In addition to the labor and fear of the unknown associated with drastically changing pedagogical style, even current Comprehensible Input teachers recognize the potential issues facing teachers attempting to adopt the method.

The teacher is the primary source of input. ...[The] greatest drawback [of this method is that] it requires the teacher to be able to facilitate language acquisition, which means the teacher must be able to communicate in the target language. Most Latin teachers I have met have not been able to do this yet, thus it is not a readily adaptable method without teacher investment. - Robert Amstutz (aka Respondent 34)

One of the greatest benefits of this pedagogical philosophy is that, if carried out well, it gives students an ear for syntax/grammaticality and a sense of pragmatic competence in the language. However, if teachers are not proficient in these matters themselves to the degree that they can not only perceive but also reproduce them, they cannot give students an authentic experience in the language. If educators cannot convey Latin to their students properly, then the Comprehensible Input Method they practice would deserve the common charge that conversational Latin is a contrived and inauthentic representation of the language.

Although there are valid concerns with the Comprehensible Input Method, educators employing this practice have enthusiastically embraced Second Language Acquisition Theory and developed a methodology based on engagement and meaning. These teachers want to foster excitement for Latin and to revitalize its place in the World Languages community. Given the extensive research conducted on the process of language acquisition, there is no reason that Latin cannot be acquired in the same way as modern languages, assuming that *acquisition* is the goal of learning Latin specifically. By treating Latin in this way, it is “not just rules, but a living

language.”⁶³ The spoken Latin movement is growing, and at least some educators are seeing a great measure of success with the practice based on the goals they have set forth.

3.5 The Modern Proposal: A Combined Approach

The Grammar and Translation Method, Reading Method, and Comprehensible Input Method each have their benefits and their drawbacks. When strictly adhering to any of these pedagogical philosophies, teachers lose the opportunities that the others offer. Therefore, I would argue that the best practice is none of these. Moreover, there is no objective *best* practice. Instead, educators must each develop a method that suits their individual goals. Many Latin teachers have found their personal pedagogical philosophies somewhere between the explicit instruction of Grammar and Translation and the implicit learning of Comprehensible Input, incorporating aspects of each into their lessons.

More and more teachers are adopting a combined approach to Latin pedagogy. These educators believe in finding a balance that resonates with their students more than staying true to a particular philosophy.

I see them as complementary. I think you need to do both. - Debra Heaton (aka Respondent 86)

⁶³ Respondent 18. For clarification on this difference, consider Andrew Olimpi (aka Respondent 96): “I was dissatisfied with the fact that neither I nor my students (despite many years of study) could actually read or interact with Latin (as Latin). I was taught a lot ABOUT Latin. The difference is that formerly my students knew memorized grammar really well but could barely put two or three Latin words together or read a sentence in Latin without close analysis and vocabulary help. Now I conduct class almost entirely in Latin, and my students can read, listen to, and interact with level-appropriate Latin (as Latin, versus being translated into English first).”

I believe active engagement and enjoyment of the language is critical. From there, it is a matter of understanding. Language does not have to be hard. If a teacher can make it comprehensible, whether input or grammar based, [students] can interact with the language positively. - Respondent 53

Through the various combined approaches, there is a spectrum from almost-Grammar and Translation to almost-Comprehensible Input. On the Grammar and Translation end of this spectrum, teachers focus more on explicit instruction while exposing students to the aural/oral benefits of language learning.

Even though I generally adopt a more traditional, paradigm-based methodology, I appreciate the benefits of spoken Latin and try to adopt some aspects of it in my teaching (for example, greeting and briefly talking to my students in Latin at the beginning and end of class). - Respondent 29

I believe spoken Latin can be a great ADDITION to the classroom, but I have yet to see the value in teaching Latin solely like a modern language. - Respondent 17

I do both but more explicit grammar-translation than spoken. Both have merits and I believe the best approach includes both styles. - Respondent 40

I am resistant to spoken Latin when the emphasis is on communication as the goal of learning Latin. I am open to it for grammar practice but see no value in teaching students made up vocabulary or encouraging them in incorrect grammar. I'm also aware that paradigm-based learning doesn't work for all students but in my experience those students can succeed with more reading and writing of specific targeted items. - Respondent 125

Teachers on the Comprehensible Input end of the spectrum value spoken Latin's use for acquisition purposes but also recognize the importance of grammar for Latin specifically.

Spoken Latin is essential if we want our students to actually acquire the language, rather than just translate into English. It can still be paradigm based, but instruction should be as much in the target language as our modern language colleagues. They should learn LATIN, not language arts packaged as Latin. - Respondent 15

I strongly prefer to conduct Latin classes in Latin, but I also think students should learn (= memorize) paradigms. An active Latin environment doesn't preclude active teaching of grammar. - Respondent 38

Spoken Latin should happen. Teachers should get at least a minimum degree of proficiency in speaking Latin (they need not be fluent) and then do at the very least some question-and-answer in Latin with students. Paradigms are important and should be learned. The key is that they must be seen as tools, not ends, and they should be used for identification of forms rather than just produced. Students should always be kept aware of how the paradigms can be applied as they encounter forms. - Timothy Moore (aka Respondent 139)

By incorporating both implicit and explicit learning techniques to varying degrees, teachers are able to take ownership of their curricula and develop the practices best suited to their goals for the program and for their students.

I believe that these teachers experimenting with a combined approach instead of adhering to an established template have the greatest opportunity for success. Latin learning does not need to remain stagnant for tradition's sake nor does it need to be treated as any other language on principle.

What I am trying to do is to mediate between the two approaches, i.e., I still strive to have my students become knowledgeable about Latin morphology, syntax, and vocabulary. Yet, I am trying to create an environment where these skills can be applied not in a passive, repetitive way, but in a more interactive fashion. - Respondent 29

As these innovative educators have demonstrated, it is entirely possible to impart students with cognitive skills we traditionally associate with Grammar and Translation while also incorporating the theories of Second Language Acquisition.

The greatest benefit of combining methodologies and customizing a pedagogical philosophy is the ability to fully engage students, mentally and psychologically.

Spoken Latin is an integral part of full brain activity. Speaking and reading use different parts of the brain than paradigms and translation. ALL are necessary for full brain use in learning the language. - Respondent 94

We need speaking to activate the whole brain for Latin, we need paradigms to make up for the lack of immersion. Blend, merge, fuse, do what resonates with the actual students you are teaching. - Andrew Gollan (aka Respondent 48)

Each of the three primary methodologies dominating Latin education today accomplish a particular set of goals. For teachers whose goals align perfectly with one of these practices, strict adherence can work. However, most teachers have goals that transcend the limits of what any one method outlines.

Therefore, in order for Latin pedagogy to progress we must allow ourselves to adapt and develop new methods of teaching according to our goals.

I think that traditional vs Comprehensible Input instruction as a divergent approach is not useful to the future of Latin teaching, honestly. - Respondent 181

When discussing methods of teaching Latin, I think it is crucial at the outset to specify the goal/outcome we are aiming for. In my opinion, a divergence in aims is one main reason for the sharp split into conflicting Latin-teaching “camps”. ...The aims behind

each teacher's instruction as well as the methods themselves... are inextricably connected. - Respondent 36

Every Latin teacher has a different definition of the goals of the Latin experience. For many, it is to gain the ability to read ancient texts in their authentic form. For some, it is to learn more about the function of language and to inform students' understanding of English vocabulary and syntax. For others, the goal of Latin is to broaden our students' minds and help them relate to other cultures and ways of seeing the world. In order to design a truly prosperous pedagogical practice, educators must first determine their own measures of success.

4. Factors Influencing Instruction

As discussed in the previous chapter, the classroom environment comes with a set of expectations for both student and teacher. When designing Latin curricula, educators must be mindful of institutional expectations as well as the practical limitations of the classroom. Therefore, despite the best intentions of Second Language Acquisition and pedagogy scholars, theories developed within the “ivory towers” of academia often cannot be directly applied within the school system where the vast majority of language learners are exposed to the L2. Just as the standardized assessments prepared by organizations such as CollegeBoard heavily encourage the Grammar and Translation Method in order for students to perform well, the environment, materials, and institutional goals limit how much freedom teachers have to conduct their classes and to design their curricula.

This is not to say that Latin education is systematized or uniform, even just across the United States. In fact, if the responses collected from the previously discussed survey are any indication, it would be a challenge to find any two classrooms conducted in an identical manner. Today’s Latin teachers are more creative than ever. Instead of allowing themselves to be limited by such institutional pressures, educators are embracing varied goals and diverse methods of engagement, finding interesting ways to communicate both linguistic and cultural information, and widely sharing their techniques with other instructors, who have similar passions for teaching and learning.

4.1 Curricular Environment

Learning institutions set expectations for programs to teach certain material and to meet particular goals. Some of these are explicitly outlined by a curriculum map; others are subjective measures of a teacher’s success and capability as an educator. While the expectations of the school direct the educators in building programs and in managing the classrooms, the place of Latin within the institutional curriculum greatly influences the environment that teachers need to create in order for the program to flourish.¹ For example, curricula guided by religious or Classical principles of education will require specific foci or additions to the program in order to meet the philosophical goals of the school. Furthermore, in designing the Latin program as a whole as well as the classroom environment specifically, instructors need to account for the goals and motivations of the students in order to encourage engagement or even enrollment.

4.1.1 The Elective

As part of the curriculum, it is the responsibility of schools “to provide pupils with opportunities to explore some of their own interests and ideas, to encourage them to work independently, and to assist them in discovering that learning, even within the confines of a structured, formalized school setting, can be an exciting adventure.”² This is, in part, accomplished through General Education fields and Electives.³ In the American educational

¹ Note that the conclusions drawn in this section are based on the American educational system and will focus mostly on the middle/high school environment.

² Engle, Troy, and Farnham, "Something for Everyone—A Successful Elective Program," 21.

³ “General Education field” refers to a broad academic subject from which students can choose the classes they take in order to fulfill the required amount of credits. For a practical example, consider a “Fine Arts Requirement” in high school. Students may have had to take art and music both in elementary and/or middle school for exposure to the various arts, but in high school they are allowed to follow their interests and choose from Band, Orchestra, Drawing, Painting, Dance, etc. in order to fulfill the requirement.

system, students often take a foreign language to fulfill a General Education requirement for middle and high school completion and undergraduate degrees. While middle schools are less likely to offer multiple languages, by high school, students generally have the opportunity to choose from a short list of languages in order to meet the requirements.⁴ As previously mentioned, Latin is often the “odd” option in the World Languages community alongside the more “mainstream” languages such as Spanish and French. Therefore, in order to compete with the other languages for enrollment, teachers must advertise the benefits that Latin provides. This is an even more important goal for educators in schools that, instead of requiring language credits for graduation, offer foreign languages as electives in competition with the arts, STEM, and upper-level courses.

To ensure a program’s place in the curriculum, teachers need to demonstrate solid enrollment statistics from year to year. As an explanation for this, consider the impact of a failing program on a school from an administrator’s perspective. Say, for example, an elective subject has experienced low enrollment for the past 6 years. In any given year, a class might be drawn to a different language or to another class; similarly, an individual cohort could have a bad experience with a particular teacher/subject and warn subsequent students away in the next few

⁴ One reason middle schools offer less elective options is that this allows the school to keep adolescents on a more strict and uniform schedule. By high school, teenagers are given more freedom to follow their interests and more responsibility to manage their schedules and their time as they prepare for adulthood. In college, the list of language options greatly increases due to a variety of departments and majors offered by the university.

years.⁵ However, if a subject has been consistently under-enrolled for six years, it is probably a pattern, not a fluke. There are several reasons that enrollment could drop over time: ineffective communication causing feelings of frustration, a teacher with a reputation for poor relationship-building, an overly demanding curriculum causing bad grades, no perceived benefit of the course, or more entertaining elective options. From the perspective of the administration, it would be a poor allocation of funds to employ a teacher whose services are not being used by the student body. Furthermore, if there is an imbalance in elective enrollment, the students that are statistically allocated to this theoretical program are taking extra space in other electives, perhaps causing overcrowding and an overload of work for other teachers whose services are in higher demand.⁶ The administration may consider this situation and wish to offer different elective options or more sections of the popular electives to better serve the student population and to take better advantage of their resources.⁷ Fortunately, educators can work to create a positive environment and increase engagement in order to motivate students to enroll by demonstrating the benefits of participating in the program.

⁵ In this situation, the impact would lessen each year. It is much more likely that students would know peers one year above them well enough to seek advice than peers three years older. If a friend had a negative experience in a class, the students would put more stock in that report than an experience heard through the “telephone game” which is dubious at best and can be overlooked if the students are interested enough to risk the old rumor being right. Of course, multiple classes having a bad experience and cautioning their successors is the more relevant topic discussed here.

⁶ To clarify, consider a school with 100 students and 4 electives to choose from. Theoretically, each elective should have about 25 of those students. If Elective A is particularly popular and 35 students request a spot, Electives B-D are now under-enrolled; similarly, if Elective C tends to drive students away and only 10 students enroll, there are 15 empty seats in Elective C and 15 students to allocate amongst the other three electives.

⁷ Basically: why keep a class that no one is taking when we can switch to classes that students *will* take? Daddone also claims that administrations are pushing for AP enrollment due to the reputation-boost it gives the school: “What better way to show a community the school is succeeding than by throwing out Advanced Placement participation numbers and giving real-estate agents the ability to show prospective homeowners the latest issue of *Newsweek* magazine where the school is listed among the best in the nation?” (“Advanced Placement Courses Put the Squeeze on English Electives,” 78).

Every student has a different reason for taking Latin, just as every teacher has a unique perspective on its benefits. Teachers who need to fill their classes with consistently high enrollments must also determine in what philosophical purposes they believe, what benefits encourage their specific students, and what arguments win over their particular parents. The most popularly cited reasons for enrolling are the academic benefits of the subject and the social benefits of the environment created by the teacher. Some arguments in favor of Latin may prove effective at an elite boarding school in the Northeast; others in an urban public school in the Deep South. There is no one-size-fits-all solution to the common question *Why take Latin?*. Instead, it is in the best interest of each Latin teacher (or each program's combined faculty), with personal philosophies and drives in mind, to find whatever argument or combination of thereof that most appeals to the administration, students, and parents.

Academic Benefits

Although Latin is not a “typical” language in that teachers cannot incentivize learning Latin to participate in Roman pop culture or to communicate with native speakers while abroad, Latin does provide a unique set of academic advantages for students, particularly at the high school level. Although it is difficult for researchers to isolate Latin as the determining factor for higher achievement on college entrance assessments such as the SAT and ACT, studies have demonstrated a positive correlation between learning Latin and widespread academic

performance.⁸ Bolchazy-Carducci's collection of research, "The Latin Advantage," shows that Latin students achieved higher SAT scores and college GPAs as well as higher proficiency in reading comprehension, vocabulary, and even mathematical problem-solving in adolescence.⁹

The emphasis on structure, grammar, logic, and vocabulary when studying Latin, particularly through the Grammar and Translation or, to an extent, the Reading Methods, improve students' cognitive skills:

That is not to say Latin automatically makes you smarter, but it does help improve the way you think and go about solving complex problems. ... You are training your brain to think more carefully and analytically.... In fact, mastering Latin makes you a more detail-oriented and methodical test-taker, which is bound to help you do better on the SAT (which is known to have some tricky questions up its sleeve).¹⁰

Additionally, since Latin is a major parent language of English vocabulary, studying Latin doubtless helps students connect English derivatives back to their Latin roots, expanding vocabulary and building skills associated with this deductive cognitive process.

Furthermore, studying Latin can make students stand out as good candidates for college admission. Since a college degree is a common goal for high school students, this is a major practical benefit to taking Latin. According to an interview with Harvard's Dean of Admissions

⁸ There are further correlation issues here as well. If there is any truth to the stereotypical notion that "only the smart kids take Latin," then these students would likely perform better on the college entrance exams anyway. The studies on adolescents are likely more reliable for considering the effects of Latin than studies that observe students who chose Latin as part of their high school education. These studies found that students performed better in Reading Achievement, Vocabulary Skills, and Math Problem Solving Skills than the control (see Bolchazy-Carducci's "The Latin Advantage").

⁹ This collection of research includes results from the SAT, but it is plausible to conclude that students would demonstrate a similar increase in reading comprehension and complex problem-solving on the ACT and GRE as well.

¹⁰ Goodrich, "Does Latin Help Your SAT Score?" Similar sentiments can be found in the Cambridge Coaching blog post, "College Admissions: The Benefits of Taking Latin in High School."

and Financial Aid, William Fitzsimmons, “We certainly do take notice.” Fitzsimmons explained that seeing Latin on a transcript would excite an admissions officer, saying that “such a student today would be even a greater rarity, standing out even more. . . .It can end up tipping the student into the class.”¹¹ University officials seem to recognize the unquantifiable skills that studying Latin gives students, even those who do not always excel at standardized tests: “Andrea Thomas, Assistant Dean of Admission, Hamilton College said, ‘I was particularly impressed by a student with average test scores and grades who had taken Latin throughout middle and high school. We ended up offering the student admission, and I think it is fair to say that it was his commitment to Latin that tipped the scales.’”¹² Since the college admissions process is generally impersonal and the impression of the applicant is based on a curated presentation of quantifiable and listable features, students are encouraged to take classes and participate in activities that will make them stand out from the crowd.¹³ Michael C. Behnke, Vice President for Enrollment at University of Chicago, describes the Latin student as one who “is likely to be disciplined, have a strong basis for further learning, [and] be a little more creative toward intellectual pursuits than most.”¹⁴ “Choosing Latin also shows that you are willing to tackle unique learning opportunities and have more creativity than similar candidates who chose not to study Latin.”¹⁵

¹¹ Lorin, “Lingua Latina Introitum in Vnivers. Harvard. Faciliorem Reddit.”

¹² Cambridge Coaching, “College Admissions: the Benefit of Taking Latin in High School.”

¹³ See Daddone’s discussion of the AP program’s impact on electives, particularly pages 76–77 of “Advanced Placement Courses Put the Squeeze on English Electives” for an anecdote regarding the all-too-common situation of a guidance counselor suggesting courses that “look good” on an application.

¹⁴ Cambridge Coaching, “College Admissions: the Benefit of Taking Latin in High School.”

¹⁵ Goodrich, “Does Latin Help Your SAT Score?”

College admission through higher ACT/SAT scores and the implied character and cognitive skills of the student is certainly an argument in favor of studying Latin. However, the significance of these benefits is difficult to communicate to students who are not already considering the complicated admission process. Although these would be difficult benefits for teachers to advertise to the student body outside of an open house or an electives fair, these are key pieces of information to discuss with parents, who may question what their child gets out of Latin, or administrators, who may challenge the “abnormal” Grammar and Translation Method that emphasizes structure, grammar, logic, and vocabulary but looks different from other language classrooms.

While convincing middle schoolers or even high school freshmen that taking Latin will be good for them in the long run and will help them stand out as applicants can be a challenge, young adults dreaming of lofty professions may recognize the academic benefits of Latin and choose to enroll as part of their career goals.¹⁶ Since over 90% of science and technology terminology is Classically derived¹⁷ and the vast majority of legal jargon is *in* Latin,¹⁸ aspiring

¹⁶ Here, I am drawing a distinction between how adolescents view the utility of Latin. While particularly prudent and forward-thinking young teens do exist, the vast majority of middle and early high schoolers are in a self-centered developmental stage in which tangible benefits of taking Latin are far more important than the abstract notion that some imaginary figure in an office will be judging their value based on transcripts and grades. Without parental pressure, awareness of the impersonal reality of the application process usually does not hit until teenagers begin actively planning for their post-high school futures.

¹⁷ Dictionary.com, “What Percentage of English Words are Derived From Latin?”

¹⁸ See Macleod, “Latin in Legal Writing: An Inquiry into the Use of Latin in the Modern Legal World.” Lazar Emanuel’s *Latin for Lawyers: The Language of the Law*, which is essentially a dictionary of all Latin legal jargon, is an interesting demonstration of the vast use of Latin in the legal system.

doctors and lawyers may benefit from a background in the language.¹⁹ Latin's roots are a direct connection to medical and legal terminology, but students of other Romance languages would perhaps gain some similar derivational vocabulary with the bonus ability to communicate, at least in pleasantries, with a segment of the patient population. For this reason, it is especially important to communicate the variety of benefits that Latin can offer. Through an experience in Latin, students can benefit from better performance on standardized tests, increased word power, and more efficient critical thinking while also gaining cultural literacy and a background in ancient history. Students with high aspirations can, of course, develop these skills in a variety of other classes besides Latin, but Latin is in the uniquely powerful position to offer these various academic benefits in a single subject.

Interest, Entertainment, and Interpersonal Motivation

An academically rigorous group of students may very well take Latin for the academic benefits previously explored, especially if they are required to take a language; however, the general student body likely would not choose memorizing vocabulary over throwing pots or building robots.²⁰ The purpose of electives is to develop the agency of students by giving them choosing power:

¹⁹ This is one reason it is especially important for educators to gauge why their students have chosen to take Latin. Whether in a prestigious school whose graduates gravitate toward such professions or in an individual class composed of particularly ambitious students, teachers can adapt in order to provide an experience that caters to the motivations of the students. While the Grammar and Translation Method is perhaps the most efficient training to gain the skills desired for the SAT and other college preparedness examinations, the Reading Method's attention to building a vast vocabulary would best accommodate students seeking to expand their repertoire of root words for understanding scientific and legal terminology. Instructors can also include specific activities to accommodate student interest without changing their pedagogical style. For a class particularly interested in roots and derivatives, a teacher might include a "term of the day" on the board, a derivative aspect to a vocabulary quiz, or an activity or project related to the subject.

²⁰ "Throwing" is a technical term in pottery for making pieces with a potter's wheel.

The heart of the elective program lies in the variety of courses that are “exploratory” in nature, those which help transescent²¹ youngsters to reach out, to wet their appetites on something new and exciting, to be challenged and stimulated by being able to pursue something of their own choice. The opportunity to participate in the decision making process is of vital importance to students.²²

For this reason, it is crucial, not only to the success of the program but also to the development of the students enrolled, for teachers to provide a welcoming environment and an engaging curriculum.

As discussed in the previous chapter,²³ Latin teachers generally feel a responsibility to give their students an introduction to the culture and history of the Roman world.²⁴ It is apparent that students are more motivated to engage with the subject if they find the material to be interesting or fun. Luckily, the Classics provides a wealth of entertaining subject matter for students to explore while learning Latin. Whether directly discussing culture and history in devoted class time or projects or indirectly through targeted reading material, Latin teachers have the built-in advantage of authentic mysteries, political intrigues, and bizarre tales (both historical and mythological) that give students engaging subject matter while also allowing them to have a genuine experience with the culture of the target language.

²¹ *Transescence*: the developmental stage prior to puberty and through early adolescence. This stage is generally considered to encompass ages 10–14, and the term is almost exclusively used when discussing middle school psychology, administration, and pedagogy. Vars, “When is a Transescent?”

²² Engles, Troy, and Farnham, “Something for Everyone—A Successful Elective Program.” 21.

²³ See 3.4.2.

²⁴ This is, in part, because Latin class is usually the students’ primary environment of exposure to such topics. For example, students might read the *Odyssey* in a literature class, skipping the *Iliad* and forgoing Roman works altogether; students might receive a crash-course in world mythology in an English class as a background for interpreting allusions and references in literature; an ancient history class would likely spend no more than a month or two on Ancient Greece and Rome, and an AP World Civilizations class needs to cover 8000 BC to the present, so, based on the Course Planning and Pacing Guides provided by CollegeBoard, instructors will only spend 25–27 instructional hours on the entirety of 600 BC–AD 600.

While choice gives students a sense of ownership over their courses, it stands to reason that this places additional pressure on the programs whose enrollment is not assured. Institutions that offer languages as electives instead of as General Education Requirements essentially set World Languages in competition with flashier classes such as STEM and Art; or practical electives like Home Economics and Auto Shop; or college credit courses offered by AP and as Dual Enrollment; or social environments such as Band and Yearbook.²⁵ In addition to the other electives such as these, languages must also stand out against one another in order to achieve satisfactory student enrollment.²⁶

Extracurricular activities are often associated with electives; these are the subjects that students have chosen to explore based on their interests, so it makes sense for students to want to continue engaging with these subjects outside of class as well. The longevity of elective programs often relies on continued student engagement through strong club activities, which not only foster interest in the subject but also (and perhaps more importantly) provide a social space. Through extracurricular activities, transescents and adolescents can find inclusivity at a time of life when they particularly seek a feeling of belonging and begin defining themselves as individuals. Since “wrestling with the developmental concepts of *self* and *other* is a natural

²⁵ While technically a music class, the environment created by Band and Orchestra programs cultivates close relationships among students due, in particular, to the extracurricular components such as required concerts and “clubs” like Marching Band and Jazz Ensemble. Learning to play an instrument, especially in conjunction with other musicians, requires hard work, dedication, and learning a language of its own; however, the major draw of these programs is often the social environment that “Band Kids” form amongst themselves.

²⁶ Even in schools that do not allow overloaded classes and force students to enroll in whatever courses are left there is competition for enrollment. Just because there are students in the seats does not mean that they are at all motivated. Bored and uninterested students will tank a program just as fast as an ineffective teacher. For this reason, it is the responsibility of the educator to encourage students to engage with the class and the material, regardless of whether or not the class was their first choice.

partner to what we see academically in our classrooms,” it makes sense for students to use their normal context for this struggle outside of class as well.²⁷

Middle and high schoolers are at an “age that requires delicate negotiation between autonomy and dependence, between things public and private, between student and parent, and most frequently between student and student.”²⁸ Transescents and adolescents seek acceptance and define themselves by association; “student identities are up for definition, and that is both exciting and scary for them.”²⁹ By this logic, it can be concluded that being a Band or Theater “Kid” or participating in Student Government or Academic Team is just as critical to the formation of teenagers’ identities as we commonly consider playing a sport to be. For teenagers, extracurricular activities usually dictate the social group. Ultimately, these students seek a feeling of belonging, as such, the “team” or “club” dynamic would be particularly appealing since it provides a label for fellowship and affiliation.

By providing an extracurricular environment for students with a shared interest in Latin or Roman culture, teachers can create a dynamic social space that revolves around the continued existence and vitality of the Latin program, ensuring renewable interest in the program and consistent enrollment.³⁰ While advising a club does place more responsibility on the shoulders of

²⁷ Burwell and Stone, “Powerful versus Popular: Definition and Distinction of Social Vocabulary in the Middle School,” 75.

²⁸ Burwell and Stone, “Powerful versus Popular: Definition and Distinction of Social Vocabulary in the Middle School,” 74.

²⁹ Burwell and Stone, “Powerful versus Popular: Definition and Distinction of Social Vocabulary in the Middle School,” 74.

³⁰A Latin or Classics Club does not necessarily have to consist of students intently interested in learning more about the subject in a strictly academic way. Latin Clubs often host movie nights to watch films related to Rome or mythology, dress in togas and bring Roman-inspired foods, sing Latin carols around the holidays, or practice spoken Latin.

the teacher,³¹ it provides a safe space for students where they feel included and, hopefully, comfortable enough to begin to explore their individual identities along with the additional benefit of increased engagement and motivation during class.³² For most educators, the academic and social benefits for the students and the practical and pedagogical benefits for the teacher are generally worth the extra time-commitment of advising.³³

Stimulating interest in class material through activities can be another method of encouraging student motivation. While memorizing paradigms and vocabulary may not be the most entertaining enterprise, teachers can incentivize the tedious process by playing games. We can safely assume that most students would enjoy activities and games that break up the monotony of a daily class schedule. If students can look forward to a class full of competition and relative freedom from the normal structure, they may well make more of an effort to study the material early so that they can win the game. This incentive to *learn in advance* rather than

³¹ In many schools, teachers are expected to contribute to extracurricular activities in some way whether it be through coaching a sport, advising a club, or supervising carpool. Regardless of the potential requirement or monetary compensation to advise a Latin/Classics Club (as is the case in many schools), teachers who are willing to put special time and effort into the success of these extra curricular environments receive greater benefits.

³² Students “want things, and people, to fit into categories that make sense” and really begin to wrestle with the abstract concepts of individual self and group identity in middle school. “Our job, as their teachers is to push on those definitions and identities in a way that is appropriate to where a student is as an individual. Just as a single lesson can and should be differentiated to meet the needs of a wide variety of students, the social lessons imparted by teachers must similarly be differentiated based on the social maturity and confidence of the student” (Burwell and Stone, “Powerful versus Popular: Definition and Distinction of Social Vocabulary in the Middle School,” 75 and 77–78, respectively).

³³ Burwell and Stone (“Powerful versus Popular: Definition and Distinction of Social Vocabulary in the Middle School,” 74) offer this in rebuttal to anyone who might argue that teachers need not concern themselves with the social aspect of their students’ developing psychology: “Shouldn’t we just teach our subject matter? Well, we could, and it would probably be easier and make for shorter days. But we take the broadest definition of teacher—counselor, advisor, guide, more experienced person, someone interested in teaching—and we work to develop relationships in a way that invites kids to come talk. It becomes our challenge to help students to gain perspective on the social landscape. . . . When relationships are nurtured, teachers become more aware of and empathetic to the specific issues each student faces and can begin to discern how these issues impact all facets of that particular student’s life.”

cram before the test can also be reinforced through regular mini-activities that occur in the odd minutes of left-over time at the end of class.³⁴ By providing students with a fun way to learn or to demonstrate their knowledge, teachers can encourage students to take ownership of the material.

It stands to reason that games and activities also give students a social reason to learn. Academic learning for learning's sake is an ideal that only the most studious may enact; generally, students need external reasons to learn material. A teenager might spend hours studying sports statistics, learning methodology to a game, or practicing guitar. These learners are willing to put effort into these pursuits because they see it as “valuable” information unlike math equations or language conjugations, the benefit of which seems applicable only to school. By grading students on their performance, we provide them with tangible benefits of learning. An A on an examination rewards students for their hard work and informs the students that they have successfully performed. Yet, since grades are largely private, the pride that comes from a good score is reasonably limited without an audience to validate it. Achieving good grades is a necessity for many students, either for college admission, to meet parental expectations, or to qualify for extracurricular activities; thus, grades are an extrinsic motivator. As previously discussed in chapter 2, however, extrinsic motivation only goes so far.³⁵ Intrinsic motivation can come in the form of pride in one's performance. For some students, a *Great Job!* note, smiley face, or star sticker from the teacher at the top of the page may be sufficient recognition to

³⁴ An example of a simple mini-activity is a challenge paradigm such as declining *fortis nauta*.

³⁵ See the discussion of motivation under Conative Factors in 2.2.3.

motivate continued effort; however, other students may feel more insecure or may derive more self-worth from the acknowledgment of others.³⁶

Games and activities give students the chance to stand out and receive recognition when they can demonstrate their knowledge. If carried out in a supportive way, it is logical to conclude that the liveliness of such an environment would lower students' Affective Filters, allowing them to engage more freely with the material and with each other. Additionally, many students seem to enjoy the competition and/or camaraderie games and activities provide. The desire to perform well and even "show off" in front of the teacher and peers is an intrinsic motivator,³⁷ as is the small glory students receive from winning.³⁸

In sum, when Latin is classified as an elective in the school curriculum, educators need to pay special attention to encouraging enrollment. Since students are not required to take specific electives, the health of elective programs depend on students *choosing* to participate. For Latin teachers, this means that we need to display the benefits of taking Latin, not only the academic value of studying Latin but also the interesting nature of the subject matter and even the social possibilities of a classroom led by a passionate teacher committed to engagement.

³⁶ See Warren, "Pride, Shame and Stigma in Private Spaces," for an ethnographic analysis of pride with respect to public and private spaces.

³⁷ While the ability to display one's prowess can also be considered as an extrinsic motivator (if pride is a "reward"), this is in a gray area between intrinsic and extrinsic at best. I argue that the pride and glory students receive from such activities is an intrinsic motivator. Intrinsic motivators encourage learners to pursue the task in order to gain something internally valuable such as amusement or knowledge. Indeed the learner obtains something from *others* instead of simply from *within* during this activity, but the primary gain is psychological (like entertainment) not functional (like grades).

³⁸ Burwell and Stone ("Powerful versus Popular: Definition and Distinction of Social Vocabulary in the Middle School," 79) mention the occasional negative impact of socially powerful students who "can influence peers and decide if a lesson or activity is 'uncool'." These students hold social sway over the less powerful; "the risk of engaging academically (even when they want to) can be daunting because it may mean contradicting those in power." For this reason, it is important to identify and either intentionally engage or openly shut down the influence of socially powerful students, either using their power to advance the class or taking it away.

4.1.2 The Religious Curriculum

In the United States, private and parochial schools based on Catholic and (Protestant) Christian principles are common options for parents deciding where to send their children for education. Not to be confused with “Sunday School,” these institutions teach a general curriculum but have a particular religious character or even a formal connection to a religious organization. These are popular options for parents who want their children to have a faith-based education, but not all religious schools require their students to come from families of professing Christians. While Chapel and Bible/Theology class are usually the dedicated spaces for religious education, a common goal of these schools is to incorporate a religious perspective wherever possible.

While it is reasonably difficult to connect mathematics to religion, Latin lends itself more easily to the association. Latin is a common language offering in such schools, likely due either to the Church’s former reliance on Latin or to the “traditional” nature of the subject. The vast majority of religious schools that offer Latin teach *Classical* Latin. In part, they do so because the vast majority of available course books are targeted for a general audience and because Classical Latin is expected for the AP exam.³⁹ Some religious schools teach Ecclesiastical pronunciation of Classical Latin texts to align more closely with the Latin they hear in music or prayers. A few schools even focus entirely on teaching Latin for religious content.⁴⁰ While these

³⁹ One of the most well-known Christian Latin textbook series is published by Memoria Press. In addition to their Classical *Henle* and *Forms* series, Memoria Press publishes *Prima Latina* and *Latina Christiana* for the lower grades. Note, however, that these Christian series even use Classical pronunciations instead of Ecclesiastical.

⁴⁰ There is a wealth of Church Latin in addition to the *Vulgate* that students could eventually learn to read. Such schools are usually very small and housed in churches. Bluegrass Christian Academy in Bardstown, Ky is an example of such a school.

schools are rare, they can act as an interesting case study for how the curricular environment and the goals of the institution influence instruction.

In such a setting, teachers would have to evaluate the expectations of the school and adapt accordingly. One of the first concepts an instructor teaches to a Latin class is how the words are pronounced. Even if the students are never asked to converse in Latin, they need to be able to listen and speak well enough to participate in class and answer questions. It also stands to reason that the audio-lingual aspect of understanding how words sound will aid students in learning vocabulary and making connections between words. So, in a school that wants Latin to incorporate Latin heavily into the curriculum, a teacher might decide to use Ecclesiastical pronunciation over Classical to remain more true to the texts or to the traditions of the school.

Although relatively uncommon, if reading religious texts is the goal of a program, this would affect the vocabulary set that students need to learn. As with any language, Latin terminology developed and changed over time. Many words have very different meanings by the Middle Ages than they did in the time of Cicero.⁴¹ The Church also transformed certain words to have specific religious meanings. For example, *caritas* in Classical Latin connotes affection and esteem, but in a religious context *caritas*, which is often the Latin translation for the Greek ἀγάπη, has a specific meaning as the virtue of unselfish love of another that mirrors God's love for mankind.⁴² Naturally, attempting to use these definitions in the wrong context would cause

⁴¹ We see this to such an extent that one often needs a Medieval Latin dictionary in order to read later texts, since a Classical dictionary might not suffice.

⁴² Encyclopædia Britannica, "Charity."

immense confusion. Thus, it is necessary to prepare students for the intended style of texts by giving them the appropriate semantic background.

Not only would teachers in programs with such expectations need to prepare students for the vocabulary of religious texts, but they should also account for the skills students will need to succeed. The goal of teaching Ecclesiastical Latin is most likely for students to be able to *read* religious texts. Since meaning is often lost in translation and the interpretation of these texts relies so heavily on close reading, giving students the ability to experience texts authentically allows them to read, understand, and gather meaning for themselves.⁴³ Understanding this as the goal, teachers striving to help students analyze texts would focus on developing recognition of form and function as well as attention to detail.

4.1.3 The Classical Curriculum

The Classical Education Movement in its origins stretches back to late antiquity. The method was systematized during the Renaissance by Petrus Ramus; by the 18th century, the Classical Education Movement had embraced subjects such as literature, philosophy, history, and art in addition to the Trivium.⁴⁴ Today, many schools have adopted the Classical Education Model as the guiding principle behind their curricula.⁴⁵ These “classical schools” strive to

⁴³ Note that the *Vulgate* is, of course, a translation into Latin. While students would not be reading this text in the original language, the *Vulgate* is the source text for many English translations, allowing students to compare translations to the original as well as to analyze the text. There are, of course, many other texts about the Church, Christianity, and religious/moral philosophy written in Latin originally.

⁴⁴ Unger, “Classical Education.”

⁴⁵ Today, classical schools are divided into two sects, the “Classical Christian” and the secular “Classical.” The major pedagogical difference is that the Christian schools focus heavily on moral development through religion and the secular schools focus more on the “Great Works.”

produce great leaders and thinkers, focusing on developing cognitive skills and building character through inquiry.⁴⁶

According to the Center for Independent Research on Classical Education (CiRCE), classical educators believe in a few “common and controlling ideas that set classical education apart.”⁴⁷ These educators are committed “to cultivating wisdom and virtue in their students,” faithful to guiding their students to both knowledge and morality, and devoted to assessing and preserving “western” tradition for the next generation.⁴⁸ Ultimately, the classical education is not merely a “slight adjustment to the curriculum [but] a much more fundamental and inclusive change in paradigm” that requires teachers with a genuine focus on and intrinsic sense of responsibility for the academic and personal betterment of students.⁴⁹

The Classical Education Model proposes to accomplish its goals through a specific structure of pedagogy known as the Trivium. The full “classical” education, as taught in antiquity and the Middle Ages, includes all seven of the liberal arts: Grammar, Logic, and Rhetoric (the Trivium), as well as Arithmetic, Geometry, Music, and Astronomy (the Quadrivium). Today’s classical schools use the three stages of the Trivium in order to *guide* students toward successful use of language and reason.⁵⁰ Each of the three columns of the Trivium coincides with one of the

⁴⁶ For a discussion on inquiry, see Part I of Hicks’ *Norms and Nobility: A Treatise on Education*, his book on the classical education.

⁴⁷ CiRCE, “What is Classical Education.”

⁴⁸ CiRCE, “What is Classical Education.”

⁴⁹ CiRCE, “What is Classical Education.”

⁵⁰ The modern classical education is based on the application of Dorothy Sayers’ developmental model of the Trivium in the stages of learning. The 20th-century investigation of the classical education largely arose as a response to the debates on the importance and utility of Latin and Greek in schools. See Lowe, “Why Latin is NOT Optional.”

three phases of a child’s educational development.⁵¹ According to Classical Academic Press, the first developmental stage occurs during childhood when students are “naturally adept at memorizing through songs, chants, and rhymes,” usually around grades K–6.⁵² This is the Grammar stage, in which students learn an immense amount of information that sets the basis for later inquiry. The second column of the Trivium, the Logic stage, occurs around grades 7–9, when transescents “are naturally more argumentative and begin to question authority and facts.”⁵³ By allowing students to ask *how* and *why*, to engage in Socratic dialogue, and to analyze facts and evidence, students learn how to reason and express arguments eloquently. The final developmental stage occurs during adolescence, usually grades 10–12, when students “become independent thinkers and communicators.”⁵⁴ This Rhetoric stages builds on the skills developed in the previous two phases in order to produce students who can formulate and express their own opinions persuasively and effectively.

Educators who teach in institutions that use the Classical Education Model must understand its principles and structure their curricula and classrooms accordingly. These schools are guided by an atypical pedagogical philosophy, so their specific goals cannot be accomplished without the cooperation of teachers. Since the mission of classical schools is to produce great leaders and thinkers by teaching students to express opinions, the classrooms where this learning occurs must allow students to explore and form independent thoughts. To observe the classical

⁵¹ Note that the three phases of childhood education refer specifically to the American school system of elementary, middle, and high school.

⁵² Classical Academic Press, “What is Classical Education?” The three stages of development described here generally fit into the classifications of American Elementary, Middle, and High school.

⁵³ Classical Academic Press, “What is Classical Education?”

⁵⁴ Classical Academic Press, “What is Classical Education?”

education distinction, consider a history classroom. In a typical middle school history class, the students may be assigned a chapter from a textbook, and the teacher may lecture on it the next day. However, in a classical school, the students may be asked to read from a textbook or to watch a section of a documentary or to read an academic article or to examine a primary source; during class, instead of listening to the teacher lay out facts, students would actually engage with the material and with each other through dialogue. Educators in a classical setting must adjust their own role in the classroom to become facilitators, guides, and comrades in learning rather than the omniscient dispensers of information.⁵⁵

As it is based on the Classical tradition, classical schools incorporate aspects of antiquity into their curricula. “The classical languages are too historically bound up with classical education to allow for their separation without a cost. It is not too much to say that a classical education requires the teaching of a classical language, and, historically, that language [has been] Latin. This was the hill on which the old classical educators chose to fight and die, and it was the lynchpin in Dorothy Sayers’ case for the Trivium.”⁵⁶ As such, Latin teachers in such schools take up the mantle as the classical core of the curriculum and the fundamental representatives of the ancient world to their students.⁵⁷

This places particular pressure on Latin educators that their colleagues in traditional schools may not feel. The classical curriculum is based on reasoning and expression; according

⁵⁵ While Classical schools make a concentrated attempt to enact this practice, even at the lower grades, most pedagogues would consider it good pedagogical practice; consider, for example, discussions on “flipped classrooms” and seminar-style discussions at the college level.

⁵⁶ Lowe, “Why Latin is NOT Optional.”

⁵⁷ This is especially true of small classical schools that only have one Latin teacher.

to the philosophy, Latin learning is the best training for these skills. In addition to its connection to the Classical World, classical schools value Latin for its use developing vocabulary and English grammar and learning to think critically.⁵⁸ As such, educators providing Latin instruction are bound to provide the skills and benefits to students that the institution expects from the course. For this reason as well as the classical schools' commitment to tradition, teachers in these environments may often feel pressured to teach more by the Grammar and Translation Method and may be discouraged from the Comprehensible Input Method, since the former caters to those skills and the latter may seem avant-garde.

4.2 Textbooks

The curricular environment is not the only factor that guides teachers in building a program or in forming pedagogical methodology. The course materials available to teachers and the institutions' flexibility with course design influence how much educators can tailor the curricula to meet their own teaching styles and the students' particular needs. Philosophically, a textbook "should be regarded as one of the many sources teachers can draw upon in creating an effective lesson and may offer a framework of guidance and orientation."⁵⁹ While some teachers choose to follow the lesson plans and activities of their course materials to the letter, other use textbooks as a starting point.

⁵⁸ Classical Latin School Association, "Classical Core Curriculum."

⁵⁹ Gak, "Textbook—An Important Element in the Teaching Process," 79.

4.2.1 Textbooks Aiding Instruction

Textbooks offer many advantages to teachers. Since course design is an immensely time-consuming and labor-intensive process, textbooks provide a structure to aid educators. This is especially helpful for new teachers; instead of starting from scratch, pre-made course materials give teachers an established order for teaching concepts and suggested pacing.⁶⁰ Additionally, these textbooks along with their accompanying workbooks, audio and video files, and online supplements provide material for teachers to use as homework and instructional aids and material for students to use as study resources to practice.

Another advantage of textbooks is that they provide a complete program for teachers (and administrators), ensuring that students receive all necessary information for the course. By dictating the scope and order of topics across the series, textbooks also standardize curricula and provide a stable continuity of information for students.⁶¹ In this way, textbook series are useful for setting expectations among teachers in the same program who teach different levels of the language. Teachers using the same series know what vocabulary and grammatical concepts the students have already learned without needing to reference extensive curriculum maps of other teachers.

While communication and collaboration among teachers is ideal, this does not always happen in practice. One particularly pressing cause for a lapse in communication among teachers

⁶⁰ Fredericks, "Textbooks: Advantages and Disadvantages."

⁶¹ NextThought Studios Staff, "A Textbook, What Is It Good For?": "Textbooks in the U.S. have their deepest roots in frontier expansion and the need to provide essential and common literacy and arithmetic skills to children across the United States."

is the common administrative division between age levels.⁶² Consider the communication that would occur between a middle school language teacher and the high school language teacher at the same school.⁶³ Middle and high schools that are intrinsically connected usually have the expectation that the vast majority of students will go from that middle school to that high school, as is usually the case in private schools. Parents, students, and administrators in these environments expect that students will have a smooth transition (academically at least). Therefore, some level of collaboration between the middle and high school teachers of the same language is expected. Due to the typical institutional divide between the two age groups, however, many schools do not have the overarching administrative structure to encourage enough consistent collaboration. For this reason, many schools choose to use the same textbook series to help bridge the gap in communication. Continuity is essential for building a balanced curriculum and giving students a solid foundation of knowledge for the future.

For educators looking to customize a curriculum, textbooks are still a valuable resource. Textbook writers often see the course materials they produce as vehicles for sharing ideas and methodologies with other educators, especially since pedagogy is a constant quest to learn more about how students learn and how we can aid them. If there were one “correct” way to teach

⁶² Presumably, a high school large enough to have multiple teachers instructing the same language would have not only a World Languages Director but also an appointed head for each language, who would oversee the development of their program. In this case, communication and collaboration among teachers is institutionalized by the departmental structure; course goals are outlined for teachers in advance, and the individual instructors will have less flexibility for customization in order to preserve a continuity for students.

⁶³ Teachers at stand-alone middle schools (those not directly connected to a high school, as is usually the case in public schools) have students who will go on to a variety of high schools; therefore, they do not need to teach with the specific structures, styles, and goals in mind of any one high school program in order to prepare their students. Similarly, large and/or stand-alone high schools expect their students to come from a variety of academic backgrounds, and teachers know to adjust their lower-level expectations with this in mind.

material, there would be no need for multiple textbooks.⁶⁴ Textbooks, like teachers, all have unique goals, priorities, and methodologies; therefore, just as no two classrooms will be identical, it is not reasonable to expect textbooks to match the variety of needs teachers and students have: “It is necessary to emphasize that no ready-made textbook will ever fit perfectly every language program. There is no ideal textbook, ideal for every teacher, ideal for every group of learners and ideal in every teaching situation.”⁶⁵ As such, the sheer variety of textbooks on the market offer teachers a wealth of information to draw from in creating their own curricula. As discussed in the previous chapter, Latin teachers in particular seem to be following a trend of exploration, experimentation, and customization in their classroom practices. As anyone who has spent time visiting a number of language classrooms (or language teachers’ offices) would attest, teachers often collect different textbooks in order to supplement their institutions’ chosen course materials with interesting and useful ideas from other texts.⁶⁶

4.2.2 Textbooks Hindering Instruction?

While textbooks offer a variety of advantages to teachers in many aspects from course design to activities and assignments to reference materials for students, they carry drawbacks as well. Some of the most commonly stated disadvantages of textbooks are related to the presentation of content. Textbooks are supposed to provide a (suggested) structure for the course;

⁶⁴ This, of course, does not account for the obviously capitalist nature of the textbook industry. Presumably, even if there were one “perfect” textbook, other publishers would attempt to improve and re-market such a book for capital gain. Similarly, publishers come out with “new editions” of textbooks with perhaps only a new cover or updated images so that they can sell it as the most relevant even though the practical content is the same. See NextThought Studios Staff’s “A Textbook, What Is It Good For?” for a more in-depth discussion of the textbook industry.

⁶⁵ Gak, “Textbook—An Important Element in the Teaching Process,” 79.

⁶⁶ For evidence of this, observe the lengthy discussions on textbooks provided by the survey participants in Appendix A.

yet, when the sequence of units does not meet the students' work-related needs or the timetable for completing the course is unrealistic, teachers must carefully diagnose the problems and adjust in order to help students jump the metaphorical hurdle that the textbook has placed in their path. Additionally, a major complaint about the readings and exercises found in textbooks is that they generally "contain inauthentic language, since texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use," causing a real problem for students when transitioning to reading (or conversing in) the language.⁶⁷

Furthermore, since textbooks are written and marketed for global audiences, the examples, readings, and images often do not reflect the needs, interests, and demographics of the students. As previously discussed, students are more motivated to engage with material that they consider to be relevant or worth their time.⁶⁸ Of course, no textbook can be expected to fit the needs of every student; however, if the content of the readings, activities, and exercises makes no effort to engage students, it stands to reason that bored students will not put in their best effort.⁶⁹ While the strange and intriguing can stimulate interest, students are also more likely to engage with the material if they can identify with it. A serious problem in the Latin (and greater Classics)

⁶⁷ Gak, "Textbook—An Important Element in the Teaching Process," 79–80.

⁶⁸ See the discussion of Cognitive and Conative Factors in 2.2.3.

⁶⁹ With some creativity, even the most boring subjects can be interesting. Latin, fortunately, offers a wealth of interesting topic; however, many textbooks still choose to present students with boring readings and sentences that are more about drilling the grammar than giving the students a reason to understand it.

community is the lack of racial and socioeconomic diversity in our classes. One of the most significant contributing factors to this is the historical privilege attributed to the field:⁷⁰

No textbook, old or new, is going to do this work for us. A lot of time and effort has gone into whitewashing the Classical world, our job now is to restore the color. Almost every Latin course involves learning about Hannibal, Dido, Carthage and Egypt, yet how many of us use textbooks or images that depict all of these people as white? We can start simply by acknowledging the people of color who have been right in front of us this whole time. The next step is to revisit our beloved Classical authors and find new material to start introducing to our classrooms. Our students need to see themselves in the content we choose, in order to feel included.⁷¹

As John Bracey claims in the excerpt above, the vast majority of Latin textbooks assist the traditional representation of Classics as the domain of the elite, going so far as to downplay the issue of slavery and to whitewash the natural diversity in the Roman World.⁷² In addition to the ethical problems this provokes, “a narrative of a monoethnic and monochromatic Classical world is demonstrably false and, frankly, boring.”⁷³ While the high school classroom may not be the appropriate setting to discuss the sexual violence of many myths or the problematic levity surrounding slavery in Roman comedy, at the very least, our textbooks should not *contribute* to the alienation of the student population. Teachers can begin to remedy this situation by providing outside material that better represents the Roman world and creates a more inclusive environment instead of or in addition to textbook materials.

⁷⁰ For further on this issue and the steps some are taking to remedy the situation, see Butterworth, “Aequora.” This is a major problem being addressed by Classicists today; however, I will limit the current discussion to where it is relevant to textbooks.

⁷¹ Bracey, “Why Students of Color Don’t Take Latin.”

⁷² See Robinson, “‘The Slaves Were Happy’: High School Latin and the Horrors of Classical Studies,” for further on this problem in our high school classrooms.

⁷³ R. Kennedy, “Why I Teach About Race and Ethnicity in the Classical World.”

Furthermore, the general style of course materials can prove to be disadvantageous depending on the classroom setting. Teachers, like textbooks, have unique philosophies and methodologies. Exposure to different techniques can certainly aid educators and help them grow as pedagogues, but using course materials based on an opposing theories can also cause a significant disconnect between instruction and material. It stands to reason, for instance, that a teacher striving to foster the analytical and cognitive skills of the Grammar and Translation Method would have some difficulties with a book that does not provide the charts and explanations that students would need as reference material. Similarly, a teacher engaging in the Comprehensible Input Method would find little help from a text that focuses on drills and exercises.

Facing the disadvantages textbooks can pose, educators have a few options to help alleviate potential problems. Perhaps an obvious solution to a disparity between the philosophies of teacher and textbook would be for the teacher to “simply” find a different text. Even though no textbook is perfect, some will naturally align more closely with an educator’s goals and practices than others; additionally, the power to choose what materials will be used helps teachers feel more comfortable in a new position and gives them a sense of ownership over the program.

However, it is not always—or even often—an option to switch course materials. Whether schools buy class sets of textbooks or ask families to purchase copies for their students, providing the desk copies and companion materials is a financial commitment; administrators do

not want to set the precedent that books and curricula can be changed at the drop of a hat.⁷⁴

Switching series causes feelings of instability for students, administrators, and other teachers involved in the program. Understandably, it takes significant planning to switch a program from one textbook series to another. Educators must decide whether the old series will be phased out for the sake of continuity or the new books will be instituted across the program, mandating some sort of adaptation to bridge the gap between the vocabulary banks and order of concepts in the old and new textbook series.⁷⁵ For this reason, schools usually limit the frequency that programs are allowed to change textbooks.

In addition to the administrative reasons to avoid switching textbooks, the established design and goals of the program also dictate the need for consistency and predictability. The size of the program limits freedom for deviation, especially when standardization is necessary among teachers at different levels. Naturally, switching textbooks is easier for one teacher, who controls the entire program, than for three teachers, who must work together to give students a cohesive experience.⁷⁶ Another reason institutions might resist changing materials is if the proposed changes do not align with the school's goals for the program. For example, an institution seeking

⁷⁴ This is especially true with respect to schools that purchase class sets of textbooks. Whether effectively "throwing out" the old textbooks or simply adding a new set to the collection, purchasing any textbooks (much less enough for every student) is a huge burden that needs to be calculated and spread throughout the school's budget over a period of years. Furthermore, schools would hardly be able to justify to the faculty that some subjects are allowed to change textbooks willy nilly while others are stuck with the same material for a decade. Although language materials are arguably more likely to interfere with personal teaching styles than other subjects, we must remember that the administration must consider the needs of all teachers and all subjects. Even in a classical curriculum, the school does not revolve around Latin.

⁷⁵ It is understandably quite a shock for students to open a new textbook and see grammatical constructions and significant amounts of vocabulary that they have never encountered before. This experience would immediately raise students' Affective Filters, making the year more about familiarizing them with not only a new teacher but also a new book and even information presumed as review than about learning new material.

⁷⁶ It would be entirely impractical to switch textbooks based on each teacher's preferences, causing serious confusion between levels and/or classes.

to offer a similar experience in Latin as in Spanish or French would not meet these goals with a traditional, grammar-based textbook. Conversely, a school that prides itself on the AP/IB track cannot accept a textbook that strays from the established style of translation and analysis expected from these exams.

On the other side of the coin, teachers could overcome the disparity between their own pedagogical philosophies and those of the provided course materials by adopting the practices of the textbook. While educators adept enough in a language to teach it *should* be able to communicate the information in a variety of ways, it is understandably disheartening for them to be pressured to teach according to philosophies they do not share. One can imagine that teachers in such a situation would feel confined by the program and frustrated that they cannot use methods they perceive to be more effective.⁷⁷ Discontent with the direction of the curriculum would not encourage teachers to be their best for their students or to put in the years and energy necessary for themselves or for the program to flourish.

Regardless of pedagogical differences, a problem with accepting the textbook as law is the potential to also adopt the content-related disadvantages. In order to avoid this difficulty as well as to address philosophical differences, teachers can view the textbook as a guide, incorporating other practices alongside the provided course materials. Pedagogues suggest that textbooks should be *a* resource, not *the* resource, for students, meaning that teachers should “be

⁷⁷ Of course, this raises the question of why an educator would accept a position or why an administration would offer a position to an applicant knowing that the program and the potential teacher would not share similar ideologies if there is a more fitting option. From my own experience on the job market, this was a consistent expectation on both sides; while this was certainly always on my mind, more often than not, school representatives also asked (either directly or through leading questions) about my preferred methodology.

free to modify, evaluate, develop, change, eliminate, or add to the material in the textbook.”⁷⁸ As previously discussed, many Latin teachers are demonstrating a trend of creativity with respect to their course materials. Although it takes significant time to customize handouts, write stories, design activities, find outside material, and research new methods of teaching, it stands to reason that passionate educators, who whole-heartedly devote themselves to customizing their materials to meet the needs of the students and the program, will successfully overcome any challenges and find the greatest advantages the textbooks have to offer.

4.3 Conclusion

While pedagogical philosophies developed by scholars are based on ideal learning conditions, teachers must account for the practical limitations of the classroom such as class time, frequency of contact, and reasonable homework expectations. Before addressing classroom procedures and building a curriculum map, educators must also consider how their beliefs about Latin and goals for the course fit with the institutional environment. Each school setting requires different expectations for students and teachers; each student body requires individual styles of motivation and engagement. This requires educators to adapt in order to succeed and teach students most effectively. Fortunately, the flourishing community of Latin teachers is ready and willing to trouble-shoot, offer advice, and share ideas with others.

⁷⁸ Gak, “Textbook—An Important Element in the Teaching Process,” 80. See 80–82 for further on adapting textbooks.

Conclusion

Latin learning and teaching has a rich past full of inquiry and innovation. Although some believe Latin to be a superfluous subject and a stagnant practice, today's educators prove this to be distinctly false. Most modern middle and high school classrooms are vibrant and creative in their practices, focusing on engaging students and communicating what teachers see as the most important aspects of learning Latin. In their quest for efficient and revitalized practices, teachers are researching and adapting the theories of Second Language Acquisition to fit the particular needs and goals of the Latin classroom.

Pedagogical philosophies are structured by scholars and, as a result, may not always work as intended in the classroom context. However, Latin educators use the idealistic visions of instruction to design approaches modified for the needs of the students and the teaching environment. The Grammar and Translation, Reading, and Comprehensible Input Methods each come with an array of cognitive and language learning advantages and provide teachers with types of practices to help their students meet the goals of the program. Since the major debate among advocates of each methodology revolves around the type of input provided to students, many teachers have rejected the notion that they must abide by one and shun the others. Modern Latin classrooms prove that effective programs can combine aspects of two or all three practices in order to impart the benefits of both implicit and explicit instruction. Furthermore, modern Latin educators are combining “traditional” with “innovative” teaching methods in order to

create programs that bring life to an old subject while retaining the distinct benefits we value in Latin learning.

Although philosophical differences can be a divisive matter among Latin teachers and scholars, we all share the same ultimate goal: helping our students learn and love Latin. Every teacher has unique beliefs about what students can and should gain from the experience; working with their institutions and fellow educators, teachers can design Latin curricula that cater to the individual needs and goals of the program and its students. This is largely possible because of the growing population of Latin teachers eager to explore theory, try new things, and contribute their ideas to the collective, all for the sake of the common goal of sharing Latin with the next generation.

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Appendices

A. Latin Instructor Survey¹

#	1. What Latin textbooks or course materials do you use in your classroom? What do you view as their strengths and weaknesses?	2. What do you believe are the critical elements of learning a language? (e.g. vocabulary, rules, willingness to err, repetition, engagement, etc.)	3. Have you discovered any particularly interesting or effective methods or activities for teaching Latin?	4. What do you see as the role of spoken Latin in today's classroom? Of paradigm-based Latin?	5. How similar/different is your teaching style compared to how you were taught Latin? What, in your opinion, are the strengths and drawbacks of your teacher's method and/or your own? Additional comments?
1	Wheelock's, supplemented with Groton and May's 38 Latin Stories. It's a little weak on narrative (thus the 38 stories) but extremely comprehensive for a grammar/translation approach.	The ability to focus and memorize. Specifically, paradigms and vocabulary.	Nope, I mostly use the tried and true.	I think that Latin should be read aloud, and composed in writing. All else seems like useless nerdy window-trappings to the real purpose of Latin--to read the literature fluently and quickly.	Very similar. It is an affective and effective method that produces people who are able to closely read and analyze Latin grammatically and thematically. Its weakness is that is is difficult and dry for the student and instructor, and it can require a lot of supplementary English knowledge in order to grammatically analyze Latin.
2	Ecce Romani 1 and 2, Latin for the New Millennium 3, Vergil and Ovid text	Strong vocab, heavy grammar and translation, cultural involvement - you cannot know a language until you know its people	More hand written notes, less technology	Spoken Latin is ridiculous to me beyond trivial matters. Much prefer the reading and translation - enables students to think differently, talk about evidence based history, etc.	I teach it the way I learned it in high school, and for my upper level students I treat them the way my college professors treated me.
3	Ecce - good beginner text but moves a bit too slowly at the early stages. Eutropius (teacher edited) for Latin 2s - good repetition of vocabulary and grammar in a comprehensible format. AP curriculum - good level of Latin but the AP format favors rote memorization over actual Latin competency. Post AP - Livy, Horace, Catullus, Sulpicia	Practice! Desire to learn and a willingness to be challenged.	Lots of energy from the teacher. Create a learning environment that is welcoming to all students regardless of their academic abilities.	It's an individual teacher's choice but spoken Latin will slow the ability to progress to ancient texts. It's all about what the goal of the program is. Personally, I don't see why a student who wishes to speak a language would settle on Latin since the spoken aspect has no practical application outside the classroom.	I learned Latin in college in a fairly traditional manner. My style is based on that but with far more physical energy than what my professors exhibited. As a teacher of 7th graders (12-13 years old) as well as older students (up to 18) I need to keep them interested and focused on the curriculum. I use physical comedy and high energy theatrics (as well as humor - both word play and a bit of sarcasm) to keep them interested. Most importantly, I work very hard to let my students know that I am interested in them as people and that helping them become good young adults is far more important than being able to conjugate a verb.

¹ Personal information about respondents has been omitted here. Note that *[no response]* indicates that the respondent left the question blank and *[see above]* indicates that the previous response has continued onto the next page. Empty lines between paragraphs have been removed to conserve space. Responses are otherwise printed in their original and unedited forms.

#	1. What Latin textbooks or course materials do you use in your classroom? What do you view as their strengths and weaknesses?	2. What do you believe are the critical elements of learning a language? (e.g. vocabulary, rules, willingness to err, repetition, engagement, etc.)	3. Have you discovered any particularly interesting or effective methods or activities for teaching Latin?	4. What do you see as the role of spoken Latin in today's classroom? Of paradigm-based Latin?	5. How similar/different is your teaching style compared to how you were taught Latin? What, in your opinion, are the strengths and drawbacks of your teacher's method and/or your own? Additional comments?
4	<p>Latin for the New Millennium!</p> <p>Strengths: Lots of practice; clear and concise explanations of grammar; small vocab each chapter -- vocab that readers will continue to see as they go on to read more literature; more intuitive introduction of active and passive voice, as well as indirect statement.</p> <p>Only downsides: It doesn't align with the pacing set by National Latin Exam, so scores are iffy and the kids get discouraged. Readings in Vol 2 are dull.</p>	<p>Growth Mindset, focus on grammar through the lens of English grammar; maintaining a focus on relevancy of the Classics throughout the year. Vocab is not as big a concern to me as a grasp of the grammar/usage.</p>	<p>Making things, like etching original compositions into clay or wood -- brings more focus on prose comp in the classroom. We also do culture lessons on myths or aspects of Roman history the students are already interested in, to spark more interest in the class as a whole.</p>	<p>I think spoken Latin is pretentious and ostracizes students who are not outwardly "nerdy." I have no opinion on paradigm-based Latin.</p>	<p>My teacher was very conversational and lessened the focus on being right all the time. I strive to follow his example, and keep that in my mind as I teach. The drawback of that is that students don't always believe they are learning something in the class -- often they don't realize our class discussions have something to do with the Latin unit. Many students come to Latin hoping for the traditional rules/homework/etc, and are disappointed that I'm not as serious as stereotypical Latin teachers.</p>
5	<p>We are transitioning from Ecce Romani to Latin for the New Millennium because I find the stories in Ecce inane (students hate them) and the lack of clear grammatical explanation or exercises annoying.</p>	<p>All of those you list are important. I focus on grammar instruction leading to decoding of readings.</p>	<p>Tying grammatical forms to songs, analogies, or Star Wars always helps. (In regard to Star Wars, I teach all indicative tenses using mnemonic devices related to Star Wars.)</p>	<p>Zero. There is little use for learning to speak with native speakers when there are no native speakers. While the activity may be fun or allow some teachers to dumb down their curriculum to compete with modern languages, it does not help students learn to read Cicero, which is where real communication with native speakers occurs for us.</p>	<p>Very similar -- learn the grammar, use it to read the texts, appreciate the skill and artistry of the texts. Along the way, increase English grammar and vocabulary through exposure to the Latin it was based on.</p>
6	<p>Past years I have used Latin Via Ovid. While it's stories were entertaining and fun they were repetitive, as were the exercises. The explanations in the textbook were unhelpful for students searching for a post-class explanation. This year I've switched to Latin for the New Millennium. I have so far enjoyed its variety of texts to read, useful/ manageable vocabulary, and exercises in the book. I know I will need to supplement some more practice but so far I've enjoyed my switch.</p>	<p>1) Familiarity with Paradigms through depiction 2) Active engagement 3) Vocabulary. I think all these things are important but without paradigms it would be hard to understand the sentences and used.</p>	<p>I use LOTS of "learning activities" (games) and lots of in class practice of sentences and paradigms. In class practice helps my kids gain confidence in their abilities and the "learning activities" help them teach each other and get into competitive nature. They no longer care that Latin is "dead" they want to win.</p>	<p>Spoken Latin helps students to reach beyond the curriculum and ask interesting questions and help them take ownership. Once I start using spoken Latin my students want to know more words, or how to say more things. Paradigms help solidify the knowledge in a digestible way. It's quantifiable and measurable. Again if you don't know your accusative ending it is difficult in spoken/written to understand their meaning.</p>	<p>I have adopted a lot of my teachers' styles and combined it with my humor and outright passion. I am willing to be silly for my students and even if they don't love my subject they leave knowing that I love classics and that I hope they love part of it too. I have sang hundreds of songs to help them learn, dressed up, and help them read with passion.</p>

#	1. What Latin textbooks or course materials do you use in your classroom? What do you view as their strengths and weaknesses?	2. What do you believe are the critical elements of learning a language? (e.g. vocabulary, rules, willingness to err, repetition, engagement, etc.)	3. Have you discovered any particularly interesting or effective methods or activities for teaching Latin?	4. What do you see as the role of spoken Latin in today's classroom? Of paradigm-based Latin?	5. How similar/different is your teaching style compared to how you were taught Latin? What, in your opinion, are the strengths and drawbacks of your teacher's method and/or your own? Additional comments?
7	We use Ecce Romani. I do not like the text book. I wish it had for Latin texts related to mythology, history, and culture. I dislike the fictional stories the textbook uses instead. I do, however like Ecce Romani III because it has authentic texts.	Strong vocabulary, repetition and the willingness to participate even if you are wrong	Myths. Teach the vocab/grammar through stories about mythology. (Grammar in context)	I do not use spoken Latin often, but I hope to add more. I ask students questions in Latin about stories. I greet the students and ask them how they are doing everyday.	I had a very traditional background - sentence diagrams, charts, etc. For many students, it was a boring class.
8	CLC- like the stories, teaches grammar for breadth, not depth. Pace is a little slow. ADisce-sentences are little complex in stories. Depth of grammar rather than breadth. Pace is a little fast.	Vocabulary, good grasp of how English grammar relates to Latin grammar.	I like to give students stories with the grammar concept they are going to learn before I teach it to them and have them list what patterns they see in the story.	I think things are at least trying to shift towards spoken Latin. Unfortunately, that's not what is expected at the college level, or even the high school level at my school, so a heavy emphasis on paradigm is still required (at least for me). I often teach my lessons in two parts- what you need to know to read Latin, and what you need to know for Latin tests.	I teach very much the way I was taught. I wish I had been taught using more spoken Latin/CI method so I felt more comfortable teaching it myself. But it did help me be able to teach the grammar heavy style I'm expected to teach.
9	I create my own materials which combine inductive reasoning, comprehensible input, and explicit instruction.	Repetition, reading lots of comprehensible texts, using all four modalities to practice the language: reading, writing, listening, speaking. I shelter grammar because I don't believe that we have enough access to the LAD to acquire more than one or two aspects of grammar by exposure at a time. I try to repeat vocabulary over and over. The textbook standard 3 times is not enough!	Anna Andresian's grammatical hand gestures help at a basic level. I also make a point to keep the sentence pattern SOV and fixed, leaving variations on natural word order to be appreciated in more advanced classes.	Both are necessary to help students retain, develop fluency, and categorize their knowledge for easy access.	Very different. My students experience success reading left to right, whereas I find that motion inconceivable when I was taught. Latin was a combination lock, and my job was to spin the dials until I landed on something I could justify as a grammatical sentence.
10	Original materials.	Processing messages for understanding	Tprs	Spoken is essential for acquisition	Completely different.
11	LLPSI	I want my students to have a strong grammatical foundation to support their ELA and any language they take in HS. To do well in my class, they have to be willing to practice and to learn from mistakes.	[no response]	I use spoken Latin for small talk conversation, and I speak the vocab etc of the chapter they are learning. If you can speak it, you know it. That said, LLPSI limits them to only be able to speak with the grammar they have at any given point.	Very different!

#	1. What Latin textbooks or course materials do you use in your classroom? What do you view as their strengths and weaknesses?	2. What do you believe are the critical elements of learning a language? (e.g. vocabulary, rules, willingness to err, repetition, engagement, etc.)	3. Have you discovered any particularly interesting or effective methods or activities for teaching Latin?	4. What do you see as the role of spoken Latin in today's classroom? Of paradigm-based Latin?	5. How similar/different is your teaching style compared to how you were taught Latin? What, in your opinion, are the strengths and drawbacks of your teacher's method and/or your own? Additional comments?
12	<p>Cambridge Latin course & Common Entrance. CLC lacks coherent grammatical approach. Ablative case is not discussed until book 3, even though it appears in stage 1 of book 1!</p> <p>Common Entrance books very grammar focused, but largely repetitive exercises with stand alone sentences/ words lacking context. Various websites and apps also used, including CLC website. Memrise is very good for students testing themselves. Kahoot and Pluckers used in classroom.</p>	<p>Strong vocab, clear understanding of grammatical rules reinforced by examples/ repetition. Use of images as well as text to learn vocab.</p>	<p>Numbering words in order in which they need to be translated helps weaker students enormously. Also use of pictures for vocab. Videos and songs for reciting verb tenses. Amo, amas, amat on youtube</p>	<p>Occasional use, but no oral exam, so no point doing this too much. Hello and goodbye. Questioning. Vocab for exams different from spoken, so no point learning lots of spoken vocab which you aren't going to encounter in the test. Exam entirely based on translating texts, so reading and understanding grammar more important than speaking it.</p>	<p>Use of technology computers not used at all - just chalk board when I was taught!</p> <p>Use more images. Arguably less rigorous now, but more user friendly, so can reach a wider audience (different learning styles, rather than just take it or leave it. If you didn't get it, that was it, when I was taught - no alternative.</p>
13	<p>So You Really Want To Learn Latin - quick and simple grammar explanation but dry and boring practice sentences. GCSE set texts A-Level set texts</p>	<p>Repetition, engaged with topics, knowledge of fundamental grammar</p>	<p><i>[no response]</i></p>	<p>I use spoken latin with my 11/12 year olds. It gets them engaged with the language and makes it more fun for them.</p>	<p><i>[no response]</i></p>
14	<p>If I use a textbook, it is Lingua Latina by Orberg. Otherwise, I use my own materials, stories created by the class, or Latin novellas. My core philosophy is that students need extensive reading much more than explicit grammar, and so any materials are chosen toward that purpose. The Lingua Latina textbook series does provide a lot of reading (especially with the ancillary readers like Fabulae Syrae), but as with most textbooks it 1) includes too much vocabulary too quickly and 2) assumes that grammar can be taught in an explicit, "easier-to-harder" progression. The Latin novellae are mostly at the beginner level, but they do provide dozens and dozens, if not hundreds, of pages of comprehensible Latin.</p>	<p>Reading lots and lots and lots of Latin that is understandable in and of itself (without resorting to dictionaries, etc.). That's really it.</p>	<p>Extensive reading of understandable Latin texts brings more students to higher levels of Latin comprehension than anything else.</p>	<p>Spoken Latin is not an end in itself, but just a vehicle for increasing the amount of understandable, meaningful Latin that student are exposed to. Paradigm-based Latin does not, in my experience or in the research, seem to lead to real reading fluency.</p>	<p>I only took a couple of Latin classes, which used traditional paradigm-and-isolated-sentence-practice textbooks (Wheelock, Moreland & Fleischer). Paradigms and isolated sentence, with lots of explanation of the rules, did not lead me to develop reading fluency--it wasn't until I started reading lots of fairly easy Latin (the Lingua Latina series, easier medieval stories, etc.) and speaking Latin in my classroom that I began to develop any reading fluency.</p>

#	1. What Latin textbooks or course materials do you use in your classroom? What do you view as their strengths and weaknesses?	2. What do you believe are the critical elements of learning a language? (e.g. vocabulary, rules, willingness to err, repetition, engagement, etc.)	3. Have you discovered any particularly interesting or effective methods or activities for teaching Latin?	4. What do you see as the role of spoken Latin in today's classroom? Of paradigm-based Latin?	5. How similar/different is your teaching style compared to how you were taught Latin? What, in your opinion, are the strengths and drawbacks of your teacher's method and/or your own? Additional comments?
15	Cambridge Latin Course is required, and okay. I would prefer to teach with Orberg because it teaches more intuitively and allows for my spoken method to flourish more :)	Being aware of the convincing research out there-- like the impact of comprehensible input! Also learning about order of acquisition and the affective filter	Yes TPR is awesome!	spoken Latin is essential if we want our students to actually acquire the language, rather than just translate into English. It can still be paradigm based, but instruction should be as much in the target language as our modern language colleagues. They should learn LATIN, not language arts packaged as Latin.	Very very different. I had a great grammar-translation teacher because he got me excited about the subject and I memorized a lot of vocab, but I never actually acquired Latin until I started speaking it after teaching for a year. Now I actually can read Cicero for pleasure, in Latin, not by hunting for verbs and translating. I bring as much spoken Latin to my class as possible.
16	Cambridge, authentic sources, teacher-made/ adapted stories	Ability to see patterns in language system, curiosity, creativity	Color method: on a print out for cloze reading, underline each case in a different color. Use very short sentences with matching pictures and use picture to help with understanding.	Spoken Latin increases student engagement. Grammar study prepares students for learning other languages.	I would like to reproduce my high school teacher's pacing & enthusiasm. I use less translation & less explicit grammar study, access to more technology.
17	I teach out of the CLC for Latin I-III. We get through Stage 40 before moving onto authentic Latin.	Vocabulary is key, and the greater the connection to English, the better they are able to retain it. Knowledge of grammar and syntax is also important, but I've discovered I really like the reading method of CLC, as it engages students and gives them a really good feel for the language.	Again, I've come to prefer the reading method over grammar-translation.	I believe spoken Latin can be a great ADDITION to the classroom, but I have yet to see the value in teaching Latin solely like a modern language.	I learned out of Wheelock, straight grammar-translation. CLC was a huge adjustment at first, but I've really come to love it. My own Latin has improved, even after years of advanced study. I also had to really think about the goals of my program, and keeping students engaged and my enrollment up became a priority. CLC has been great in that regard.
18	Cambridge Latin Course. The stories are its realest strength. It's weakness is that there are limited spoken/written activities available.	Engaging Latin using a combination of engaging stories with natural language acquisition theories. The Latin must be heard, spoken, read, interpreted, etc. Not just rules, but a living language.	I follow a lot of the CI techniques discussed on various blogs, and I find those most helpful.	Spoken Latin is necessary for engagement and fuller understanding, but students also benefit from learning grammar. Grammar alone is not especially helpful. However, spoken Latin with some grammar teaching as needed or as desired can be very successful.	Completely different. I was taught via grammar method, but primarily use CI w/just some grammar.

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19	<p>Cambridge Latin Course strength: inductive method of reading rather than focusing on grammar and literal translation; model sentences to help see new grammatical constructions in context without long explanations or memorizing lists of endings; introduces nouns of 1st, 2nd, 3rd declension from the beginning; engaging storyline that develops in complexity along with the language</p> <p>weakness: introduces vocabulary too quickly - too many words to absorb; too many words that pop up once or twice (one or two per story is fine, but Cambridge might have seven or eight!)</p>	<p>Hearing and reading lots of Latin that is easily understood/comprehensible; vocabulary should be repeated constantly so it becomes part of students' active vocabulary in speaking & writing, not just a passive vocabulary that they *might* recognize when reading. Extensive grammar rules in first two years aren't that helpful.</p>	<p>Stories that interest them - created by teacher, created with help of students, involving things they find interesting; connecting culture to the stories (Cambridge does this last item well)</p>	<p>NECESSARY - Latin is a language, and human beings learn their first language by hearing & speaking it; being able to read helps a high school student, but that should be a supplement to the spoken element.</p>	<p>Very different now. I was taught grammar/translation method. I have tried to move away from that for the first 2 years of Latin.</p>
20	<p>Ecce Romani and Traubman's Latin Is Fun. Ecce Romani's strength is the reading method and characters that the students can invest in, Traubman's is the thematic organization of vocabulary. Ecce's weakness is the overall presentation of slavery (guilty of generally avoiding the ugliness and making slaves often the punchline), Traubman's is the relatively sparse reading opportunities.</p>	<p>active engagement and willingness to be wrong</p>	<p>[no response]</p>	<p>Spoken Latin is essential - languages should be used to communicate, and while we might primarily communicate with the written literature of the Romans, if that is all we do we will not attract diverse, vibrant student populations. Paradigm-based Latin is necessary as well; those students (the "4%" grammar nerds can and should get the opportunity to study that method as well)</p>	<p>Very different. I was taught through CLC. Frankly, while I was explicitly taught paradigms, I did not fully grasp most of them until I had had compelling reasons to want to use them. Only now do I understand the subjunctive because I want to say something in the subjunctive! The strength of the way I learned was that I knew all the stuff I didn't have memorized, and so if I studied more, maybe, I would have deciphered text more easily. I think the strength of the way I teach now is that with enough repetition and time, students will be more comfortable with not needing to decipher and instead understand and enjoy Latin.</p>
21	<p>Latin for the New Millennium. All ages of literature. Meticulous scholarship. Many exercises and resources for the teacher to choose from</p>	<p>Reading texts written by speakers of native ability. Robust vocabulary. Enough grammar to be able to work independently with commentaries. Willingness to make mistakes. Active production. Communicative use.</p>	<p>Communicative approaches in which the student is an active participant. All work grounded in Latin literature written by speakers of native ability.</p>	<p>Both have their place. Students deserve to learn the elements of how the language works. They also deserve to use the language communicatively (output theory).</p>	<p>I give students many ways to show mastery. I teach the students pronunciation (macrons). My teacher withheld important information and did not offer enough grammar.</p>

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22	<p>Minimus- strengths (good culture, cute so kids like) weaknesses (not enough Latin)</p> <p>Latin for Americans- readings are not integrated stories so are very boring and random in book 1. Grammatical structures are often used incorrectly in readings (e.g. using an infinitive to show purpose)</p>	<p>Enthusiasm and engagement are most important to be ready to learn. For learning, many many examples of vocabulary in structures and a fundamental understanding of inflected language</p>	<p>[no response]</p>	<p>Use paradigms not for memorization, but to familiarize with the endings one will see.</p> <p>Use spoken Latin to engage students, get ownership of language, familiarize with structure of latin</p>	<p>I teach in a much less formal way.</p>
23	<p>LNM, but switching to Cambridge</p>	<p>Vocabulary and then grammar</p>	<p>No. I need some. :)</p>	<p>It is nice, but it should not be the focus of the class.</p>	<p>Almost exactly the same way.</p>
24	<p>Dickey's Learn Latin From the Romans. I immensely enjoyed teaching from this book. The structure/order of grammar made it really easy to supplement the chapters with other authentic Latin (as in I didn't have to adapt the texts, I just gave my students Catullus with a lot of notes). The main downside to the book is that the sentences get a bit dry and boring (although the repetition, while boring to the students, is pedagogically helpful). The book could also do a better job introducing new vocabulary.</p>	<p>Willingness to try, even if you make a mistake. After that, a strong vocabulary and ability to recognize grammar (if your goal is reading), as well as producing correct grammar (if your goals also include speaking). I believe active engagement with Latin is beneficial, even if the ultimate goal is only to be able to read.</p>	<p>My students really enjoy reading actual Latin--it gave them a lot of satisfaction. I do think this is partly because my students were undergrads and grad students. I've also had success with playing games (like Jeopardy and Pictionary, both of which I enjoyed myself when I learned Latin) and playing music (like Disney songs in Latin).</p>	<p>I think spoken Latin has a place in all classrooms, including those who have traditional goals (like reading/translating) and "non-traditional" goals (like speaking/Living Latin). Even if a teacher wants to teach strictly with GT, spoken Latin can be great practice using grammar and vocabulary. I think it's a shame that some Latin teachers vehemently reject spoken Latin because "people don't speak Latin" (or any other reason), when they're rejecting a whole venue of opportunities to practice--opportunities especially helpful for students who don't flourish with traditional GT, including but not limited to students with learning disabilities.</p>	<p>My style of learning Latin was mostly traditional/GT, and while I still use a lot of grammar, I'm trying to implement more CI-based instruction (as quickly as I can learn how to, since I have little training in spoken Latin).</p>
25	<p>We teach Henle—I don't love it. It has lots of exercises, but hardly any readings. Additionally, I don't teach the lessons in the order they are listed in the book because they don't seem to make much sense.</p>	<p>Willingness to be wrong, active engagement.</p>	<p>Short explanatory videos, games which involve teams.</p>	<p>I think spoken Latin is crucial for helping cement a student's understanding. Paradigm's are good for helping explain what students will learn through speaking.</p>	<p>Very similar—a mix of spoken/active use and traditional education methods.</p>
26	<p>Mainly Ecce Romani With Exploratory Latin materials from several books</p>	<p>Enjoyment, Vocabulary, Active Engagement</p>	<p>I do many projects that the students can relate to - family trees, zoos</p>	<p>Reading based teacher Spoken is a fad Paradigm is needed, as is paradigm in English which is taught over more years than we have to give in class</p>	<p>I was taught by rote I teach through reading</p>

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27	Have used Cambridge Latin Course but am currently untextbooking. Cambridge has great stories that students love to read. I found the quantity of vocabulary a bit daunting.	My view on this is changing, but I am having success with repetition, active engagement, and a focus on vocabulary acquisition.	<i>[no response]</i>	Paradigm-based Latin works for some people, but spoken Latin works for everyone! Spoken Latin makes my students excited about learning Latin.	The way I teach Latin is completely different from the way I was taught. Latin was rarely pronounced or spoken in my Latin classes when I was a student. We might sound out words if we were reading, but had not conversation. My current classes (that I teach) are conversation based followed up by reading stories in Latin.
28	Latin for Americans 2003/2004. I dislike this text very much due to the lack of resources and seemingly random translations. The grammar is okay but there aren't many exercises to do in the textbook and the workbooks aren't much better. I prefer LFA book 2 which has a cohesive story line. But timately would like to switch to Cambridge Latin Course due to its compelling narratives and culture.	Knowing and recognizing patterns, vocabulary and grammar rules.	Drawing pictures and writing sentences helps a lot. Makes them think in the language. Quizlet and Kahoot work well for vocab and grammar review.	I think it adds to the novelty and fun of Latin, but I took Latin (as did a few of my students) for the reason that it was not primarily spoken. So I use some spoken Latin in class. But not a lot.	My style is fairly similar to the grammar and translation method I was taught by. The difference is I'm trying to get my students to write in the target language as well-- which I was never really taught how to do.
29	I use P. Jones and K. Sidwell's "Reading Latin" (2 volumes). I find the way the material is structured in the "Grammar and Exercises" volume to be very conducive to effective learning. I also believe that the "Text and Vocabulary" volume includes excellent material for translations, which the students can approach from the very first week of class.	I value the adoption of different strategies to favor active participation in class, in order to promote a positive and interactive learning environment. I try to pair this approach with an emphasis on students' familiarity with paradigms, vocabulary, and grammatical rules.	Small-group activities in class (translations, exercises, etc.) can lead to effective learning and active participation. This also carries the benefit of allowing students to know each other better and become a more cohesive group with a common goal. I am very rigorous in my teaching, but I strive to create a positive and friendly atmosphere, which is also, in my opinion, essential to effective learning.	Even though I generally adopt a more traditional, paradigm-based methodology, I appreciate the benefits of spoken Latin and try to adopt some aspects of it in my teaching (for example, greeting and briefly talking to my students in Latin at the beginning and end of class).	I learned Latin in a way that did not emphasize active participation. On the other hand, my teachers were excellent at building solid foundations in terms of knowledge of grammar and vocabulary, which I still believe to be very useful skills. What I am trying to do is to mediate between the two approaches, i.e., I still strive to have my students become knowledgeable about Latin morphology, syntax, and vocabulary. Yet, I am trying to create an environment where these skills can be applied not in a passive, repetitive way, but in a more interactive fashion (by means of small-group translations in class, different kinds of exercises, etc.).

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30	<p>Cambridge Latin Course Units 1-4 in Latin I and II. I think they are very accessible for the students and the continuous story line keeps them interested. They also have pretty robust digital resources. Used to teach from Ecce Romani, and they were not paced as well and we got stuck in a pretty boring ditch for a crazy long amount of time. Also not very good digital resources or support.</p>	<p>All of the things you mentioned and a firm background in the language that it is being taught in (e.g. English). It is hard to understand the Latin grammar if you don't have any touchstones to relate it to.</p>	<p>Anything that gets the kiddos up and moving or relating things to their lives makes it easier for them to remember.</p>	<p>The purpose of our program is to be able to read Latin. I don't spend hardly any time on conversational Latin, just pronouncing Latin in the Classical style. I'm a big fan of the paradigms.</p>	<p>My style is similar but more relaxed. My teacher was able to get us to cover lots of material and be competitive at state and national levels, but that only reached the top 5% of students maybe. I don't teach as much material as thoroughly, but I feel like more of my students leave my class confident in the material that we did cover and that they had fun in class.</p>
31	<p>Cambridge; the grammar sequencing is idiosyncratic, but it works with a ton of supplements.</p>	<p>[no response]</p>	<p>[no response]</p>	<p>[no response]</p>	<p>[no response]</p>
32	<p>In our program we use no textbook. We survey students each year with a range of topics, themes and genres and out together content based on their interest.</p>	<p>Basics are that everything we say in Latin or put before students to read in Latin be understandable at their level, be compelling to them and be done in a caring environment. Vocabulary should be sheltered (limited) but grammar does not have to be.</p>	<p>Comprehensible Inout provides the framework for many helpful activities and tasks.</p>	<p>It is one of the two primary ways of delivering understandable messages to students so that they can acquire the language. A teacher who does not speak understandable Latin to their students has cut the likelihood of their success in half.</p>	<p>Utterly different. Comprehensible Inout makes it possible for all students to make progress. The traditional approach that I was taught with leaves a lot of "dead" bodies on the trail.</p>
33	<p>For Latin I: Ecce Romani - good structure, not enough passages; supplement with Latina Lingua PSI - to improve reading ability; BolchazyCarducci Classical Mythology Workbook - students complete most but not all of the chapters and most of the exercises.</p>	<p>[no response]</p>	<p>Lots of English derivatives - derivative worksheets;</p>	<p>Paradigm-based Latin is my background, and my fellow teacher here, but we feel it has somewhat failed us. Our upper school classes use more CI instruction, but conversational ability is still not the goal. Reading more and more is a recent push for us - LLpsi, some other novellas and such.</p>	<p>Our paradigm based education has sort of failed us - we aren't avid Latin readers and our students lose interest generally in the fourth and fifth years. Their brains don't seem to associate rex and regem, no matter how many times they are drilled on the gen. forms. More in-depth passages is a goal now for us.</p>

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34	<p>When I use a textbook, I use <i>lingua Latina per sessionem illustrata</i>. It's greatest strength is that it presents Latin as a language and students can generally read it with little issue provided they have appropriate scaffolding. Biggest weakness, too much vocabulary too quickly and is still centered around sheltering grammar.</p>	<p>To learn any language you need to find input that is at your level or just above your level. Hopefully that input engaged you as well so that you are naturally highly engaged. A willingness to be bold and try is helpful in most things.</p>	<p>You provide comprehensible and compelling input by sheltering vocabulary and making stories that the students want to be engaged in.</p>	<p>The teacher is the primary source of input. It takes me minutes to provide a story that is appropriate to my students level, whereas reading or translating a story takes much longer. Paradigm based teaching methods have no place in a world language class, regardless of the language. Paradigm based teaching could be appropriate for linguistics. Studying and discussing paradigms when students naturally ask about them, or when students are sufficiently advanced to need to know them in order to edit their own writing is also fine.</p>	<p>I was taught via learn grammar, study vocab, translate. Rinse and repeat. I teach Latin as though it's a language that can be used to communicate. That communication can take the form of sharing information, clarifying understand, or entertaining. The biggest draw back to the grammar translation method with which I was first introduced to Latin is that it doesn't work for most students. The strengths are that it gives you a good understanding of meta language, but again the downside is that it doesn't actually treat Latin as a language. The greatest strength of the way I teach is that my approach works for all Learners capable of communication. Greatest drawback, it requires the teacher to be able to facilitate language acquisition, which means the teacher must be able to communicate in the target language. Most Latin teachers I have met have not been able to do this yet, thus it is not a readily adaptable method without teacher investment.</p>
35	<p>I use Cambridge Latin Course for levels 1 to 4, Friedrich-Mueller's Caesar textbook and Pharr's Vergil for AP. I like CLC because of the way it introduces material (slowly, gently, and intuitively) and how it provides more text input both in the book and in the ancillaries. The weakness in my opinion is in the story - following one storyline for 40 chapters is great, if there is enough story to fill it up. Since there isn't, there are weird digressions (like the Modestus & Strythio saga, or the Aristo and Galatea chapter, to name a few). It is hard to keep up motivation with students when the stories are sort of pointless.</p>	<p>Vocabulary. Functional knowledge of forms (e.g. I want students to be able to figure out to interpret a relative pronoun more than I want them to recite charts). Having a purpose for learning. Opportunities to master material, even if that means retaking assessments and revising work.</p>	<p>Being a reading specialist in addition to a Latin teacher, I'm constantly looking for ways to bridge knowledge in developing L1 literacy into my classroom. Tiered vocabulary, phonics, deep comprehension, minimizing translation, and employing an assessment model that controls for external factors of performance are a few of the things I've played with.</p>	<p>Since the outcomes are the same (per the research in modern language education), I think the entire role of any method is for a particular teacher to engage students in the most meaningful way. Everyone should teach how they need to for their students and environment; no other subject area has a one-size-fits-all approach, so I'm bothered by how many folks think that Latin needs one.</p>	<p>I was taught with CLC and now I teach CLC, so there is some overlap. I have no real critiques of my teacher, as it was 20 years ago, and I turned out ok from it. I know that I approach many things differently (less grammar-translation influence), but that's my preference.</p>

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36	<p>Lingua Latina per se illustrata, Cambridge Latin Course, Ecce Romani. LLpsi asks a lot of the teacher (supplementing with engaging activities, culture teaching etc). The old-fashioned story can also be less than engaging for students. Cambridge, while it is very rich and holds students' attention with many non-linguistic offerings, is somewhat unwieldy and students do not necessarily end up with as firm a grasp of the language. Ecce allows students to float through "getting the gist" of the meaning without really acquiring a firm grasp of the language / being able to read actual Latin without a huge amount of help.</p>	<p>A <i>*thorough*</i> attentiveness to and understanding of the grammatical structures (does not necessarily mean knowing the grammarians' labels and rules; does mean recognizing and understanding their meaning). A strong knowledge of a LOT of vocabulary, if your target is ability to read the highly literary texts that comprise the main corpus of Latin writings. Lots of repetition and active exposure/use are the most effective methods. Learning complex rules quickly and trying to apply them to high-level sentences is much less efficient and effective.</p>	<p>An immense amount of repetitive, high-quality but low-level reading with constant attention to detail (understanding exactly how the structures are conveying the meaning).</p>	<p>Spoken Latin can be, but is not always, the most effective and efficient method of reaching deep comprehension of high-level language. At its best, it quickly leads to the ability to understand ever higher-level written texts. At its worst, it leads to a lengthy stagnation in formulaic and unidiomatic production that does not necessarily connect or progress to higher-level reading.</p>	<p>I was taught in Europe by good teachers who understood that it is best to move from examples to explanations and not vice versa. So I too try always to begin by demonstrating how the language itself works with many examples, then having explanations follow, minimizing the energy spent on elaborate descriptions of rules and grammatical jargon. That said, my more recent rich experience in the active use of Latin has had a significant impact on my teaching, so that I am able to employ much more speaking and writing than my analysis- and translation-focused teachers ever did. When discussing methods of teaching Latin, I think it is crucial at the outset to specify the goal/outcome we are aiming for. In my opinion, a divergence in aims is one main reason for the sharp split into conflicting Latin-teaching "camps". Are we aiming to equip students to read literature at the highest level as quickly and effectively as possible? Considering the strenuous work required to master a massive vocabulary and complex, unintuitive [to most contemporary Americans] grammatical structures, there are not many that will remain motivated to reach that outcome. Are we trying to maximize a general benefit to students' analytical skills, native language sophistication, vocabulary and/or cultural competence? A strong focus on basic grammar and English derivatives, with perhaps a major cultural component in English, might make the most sense. Are we intent on retaining as many students as possible while increasing their skills and confidence?</p>

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36	[see above]	[see above]	[see above]	[see above]	Soft-pedaling higher-level linguistic competence while keeping things fun and engaging at all costs would be a reasonable strategy. In my opinion, a survey like this should probe the aims behind each teacher's instruction as well as the methods themselves, since the two are inextricably connected.
37	cambridge latin course for 2.5/4 years and Pharr/Vergil & Mueller/Caesar for 1.5/4 years. Cambridge strengths: interesting/varied stories. Weakness: I need to figure out how to strengthen vocab retention.	all of the above? and remedial life skills for students who dont know much about much.	still working on it.	curriculum informed by AP. no oral exam.	i learned on uni. my students are teenagers. they're less tolerant of tedium.
38	I now teach with Orberg's <i>Lingua Latina per se Illustrata</i> , although I've used some other books in the past. The book's greatest strength, in my view, is facilitating a total immersion Latin environment. It also offers a much broader vocabulary than other textbooks (ca. 1800 words?) and has a reasonably engaging storyline etc. My biggest complaints are two, but related: first, the book sticks with third-person verbs for way too long. Other persons aren't introduced until something like ch. 17 or 18 (out of 35). Second, the pace of the book picks way up as it gets toward the end, with all sorts of new grammatical concepts being introduced. Unfortunately this is the very time when most students will need to spend more time learning challenging ideas.	All of the above, but strong vocabulary is particularly important for reading abilities. In general, enthusiasm and desire to learn trump almost everything else.	[no response]	I strongly prefer to conduct Latin classes in Latin, but I also think students should learn (= memorize) paradigms. An active Latin environment doesn't preclude active teaching of grammar.	I was taught Latin as essentially a dead language to be translated. It was a sort of mathematical game. The one great strength of this was that the game went from English to Latin almost as much as Latin to English, and so I got a reasonably firm grounding in paradigms etc. that actually stuck.

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39	<p>Wheelock's Latin for I and II: good descriptions and exercises, but has some problematic ebbs and flows in difficulty (packs too much into some consecutive chapters)</p> <p>Ramsey's "Bellum Catilinae" for III: highly recommend! I was unsure about teaching Sallust in 3rd semester, but it really works well</p>	<p>All of the above... One thing easy to arrange: setting up assessments that allow for mistakes, and the opportunity to learn from them. E.g., low-stakes quizzes (possibly even with a "second try") leading into cumulative exams. The mentality is almost more important than any particular setup.</p>	<p>A sort of "Madlibs" can be fun. Leave blanks in Latin sentences and have students fill them in. They have to puzzle out which part of speech is needed, as well as how to fit it into the existing syntax.</p>	<p>I only have experience in the latter, so I can't really say.</p>	<p>I am much more systematic and structured than my first instructor. Strength: clarity. Drawback: can create the very false impression that Latin is always orderly</p>
40	<p>Currently use Ecce Romani, have used Cambridge in the past. Ecce has a challenging sequence of topics in Latin 1, so I have adjusted quite a bit. For Latin 3, we pick and choose selections from Ecce 3 and do not go in order. I prefer Ecce infinitely to Cambridge due to the balance Ecce has with both stories and practice exercises.</p>	<p>Willingness to be wrong, effort in memorizing paradigms (noun charts etc), active daily practice, understanding of English grammar. In upper levels, self motivated effort in reading to keep personalized vocabulary notes and asking questions</p>	<p>Composition. Particularly in lower levels and particularly competitive composition</p>	<p>I do both, but more explicit grammar-translation than spoken. Both have merits and I believe the best approach includes both styles</p>	<p>Rather similar in broad terms, much more active in day to day activities.</p>
41	<p>CLC. I love the story line which gets kids interested. I don't care for the way grammar is arranged (genitive doesn't appear until the second book). Vocabulary is a little weird too but overall I like it.</p>	<p>Familiarity with grammar is huge for me also vocabulary acquisition.</p>	<p>I wish!</p>	<p>I don't use spoken Latin so I just roll old-school.</p>	<p>Mine is fairly similar (my teacher was my dad!) but I've had to adjust to modern kids so we use much more technology for example.</p>
42	<p>Self-written untextbooking. The strength is that it's not a vocabulary dump or forced March through grammar. The weakness is that I can't see the blind spots.</p>	<p>Second-language acquisition theory. Latin is no different from any other language.</p>	<p>Tell fun, culturally relevant stories. Ask students about their lives.</p>	<p>Spoken Latin is the single most efficient way to deliver new language to beginners.</p>	<p>Very different in the procedures and methods. My teacher had one critical quality: infectious enthusiasm for the subject. That's a non-negotiable point.</p>

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43	<p>Latin II uses Cambridge Latin. Latin I is a 6th grade that uses teacher generated material. CLC strengths are a story line that students enjoy following and plenty of reading passages. The biggest weakness is the overwhelming amount of vocabulary. Teacher generated material is more flexible in the curriculum to adapt to the interests of the students.</p>	<p>Strong vocabulary is incredibly important, as is active engagement. I find paradigms to hold little value.</p>	<p>I personally spend a good chunk of class time speaking in Latin and asking the students to respond to my questions in Latin on their personal white board. This allows me to see who understands what I am saying and who understands how to write a grammatically correct sentence. I have also found that students do not often feel comfortable speaking Latin, so this is a way for them to privately respond to what I have said without everyone in the class seeing or judging it. I can walk around the room and assess what they have written very quickly, which also helps give immediate feedback to their work.</p>	<p>I spend the majority of class speaking in Latin. I rarely expect the students to respond orally in Latin, but I do expect them to respond in written Latin on their personal white board. I do not require students to memorize paradigms. I do show them how they work as there are some students who truly love grammar and love the organization of the chart. I have charts for all endings available for each student in the classroom at all times.</p>	<p>I was initially taught using the Jenny textbook, which was very paradigm and grammar heavy, in high school. I only took two years, and I felt like I did not really know anything at the end of it. In college, I started over and had a professor who spent the majority of the class speaking in Latin using Orberg's Lingua Latina. Grammar was still taught, but the focus of the class was on reading comprehension. I felt more prepared for higher level Latin classes after using Lingua Latina.</p>
44	<p>Latin for the New Millennium, I find the exercises a little too difficult for students who aren't strong language learners, but the concept of making Latin a language that has withstood time is good.</p>	<p>Active engagement, unafraid of being wrong, desire to build upon vocabulary</p>	<p>Yes</p>	<p>Does it prepare students for Latin beyond high school? I don't think so. I don't agree with most of this camp's ideas of spoken Latin.</p>	<p>I'm a mixture of my teacher's style and the styles of teachers I have worked with and currently work with. I'm thorough and clear, even if I do come across a little monotone.</p>
45	<p>For Latin II we use Wheelock's. It's great for grammar but there's little unity and too many vocab words. For Latin III we use Love and Transformation and A Song of War. Both offer great notes and a good targeted discussion questions. For Latin IV we mostly work out of packets of Latin text. This is good because I can better provide what my students need but sometimes it's a lot.</p>	<p>I think the most important thing is to put works in context. Latin is less of a dead language if you can connect the language to a culture.</p>	<p>If you have to teach in grammar translation, guided notes.</p>	<p>Spoken Latin is the way to go. it increases student engagement and is overall less intimidating after you get over the initial jitters. Paradigms still have their place. It is important for us to know the correct forms so that we can use them.</p>	<p>I think I'm pretty similar to my high school teachers. I do think that I'm more forgiving of mistakes as I'm looking for more acquisition than form production.</p>

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46	I've used Ecce and Lingua. I find the invented Latin in them to be very un-Latin like. This year I am using Peckett for the intro class and my own materials for other classes.	Seeing vocab and forms in context, backed up by a sound-but not pedantic -familiarity with the forms, and especially, a functional, rather than proscriptive, understanding of how the firms help create meaning in context.	I've ditched the traditional proscriptive/atomistic presentation of usage in favor of a contextually anchored, functional approach, one based on how we readers of Katon get meaning from the forms. I also talk explicitly about how word order works, rather than ignoring it, or, worse yet, pretending it doesn't matter.	I think it is useful in the early stages, helping the students see how the parts of the language work together to create meaning before being told how that works.	Very different. I still offer a heavily grammar based approach, but I integrate contextualized readings and some spoken Latin. But mostly I have moved away from a proscriptive approach to grammar on favor of a functional/pragmatic based approach that stresses reading comprehension over compositional competence. We need to teach real Latin word order overtly, not ignore it and hope our students manage to figure it out.
47	My Levels 2-AP use Cambridge and Caesar/Vergil. I have started textbookless CI with the Latin I classes. The upper levels have a difficult time applying the endings they learn. The CI classes do not have this difficulty and seldom notice they are using different endings.	Willingness to try; engagement; willingness to be wrong	CI is working wonders for me, but we are only 4 weeks in, so time will tell.	Spoken Latin is slowly taking over. Students prefer it and our programs depend upon their wanting to take our language. I have noticed increasing numbers of CI teachers at ACL in the past 2 years.	I learned Latin one semester before starting my MA in Classics, so it is not a good comparison. Over the years, I have moved away from memorizing charts and silent translation to lots of group activities, more active Latin and lots of CI.
48	Lingua Latīna Per Sē Illūstrāta: its main strength is that it is entirely TL, and carefully constructed to permit highly motivated students to self-study. Its main weakness is that it is a textbook, and rigorously shelters both grammar and vocabulary. It takes an unconscionable amount of time to leave the present tense, for example.	While I don't think that very fine grammatical distinctions are important (e.g. means vs. instrument), I do think that learning Latin should be somewhat grammatical. That said, active engagement, hearing the language spoken (and not just read out), opportunities for self-expression in TL are all good ways to get the language into a student's head. React to the passions of the students in front of you, use the modalities that resonate with them, and learning will happen. Purism of all kinds is anathema.	Singing, Chanting, Skits, Games, Puzzles, Multiple-choice quizzes, Quizlet, ... in other words, no.	We need speaking to activate the whole brain for Latin, we need paradigms to make up for the lack of immersion. Blend, merge, fuse, do what resonates with the actual students you are teaching.	My own learning of Latin was a hybrid. My teacher even did a little Latin speaking. But it was structured to appeal to grammar mavens, and did. We used the 1st edition of Cambridge, and we were all frustrated with the (now abandoned) renaming of all the grammatical terms.

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49	<p>Cambridge: strong on student engagement, weak on order of culture; Ecce Romani: low on engagement and vocabulary, better on culture and grammar explanations</p>	<p>broad vocabulary base and the ability to recognize and understand a word in any grammatical permutation, attention to detail, openness to multiple possibilities and critical thinking to narrow those possibilities down</p>	<p>I was surprised, while teaching at a Catholic school, to learn how much grammar was made "accessible" by them having memorized the Pater Noster (their familiarity with the prayer made new grammar less daunting when they discovered they'd used it all along)</p>	<p>Spoken: increase engagement and provide multi-modal input; paradigm-based: hone analytical thinking skills</p>	<p>I learned by rote and deciphering (literal translation). It worked really well for me because I love puzzles, but not so well for classmates who'd been socialized to hate mathematical thinking. As a teacher I ask very little translation and focus more on comprehension and analysis.</p>
50	<p>Our school uses the 1993 edition of Jenney's First Year Latin. It is very dense - the readings are past the appropriate level for 7th graders. I loved teaching from Latin For Americans - it was well-paced and the readings were interesting for the age group I teach. Jenney does cover everything thoroughly - but sometimes too thoroughly. The amount of exercises present is nice, but the pacing is very quick (by the end of 7th grade they have all verb tenses active and passive in all conjugations, and declensions 1-3 including I-stems).</p>	<p>Strong vocabulary, the ability to read interesting and engaging primary texts. A love of puzzles or a passing interest in how languages work is beneficial. Students who take Latin should be willing to do hard work - memorization seems like it's becoming a lost art.</p>	<p>[no response]</p>	<p>Spoken Latin is useful for pronunciation skills, it's a fun party trick (e.g. Certamen). However I don't believe it has any relevance outside of that - we have no native speakers and I think it's slightly arrogant to presume we could reconstruct what native speakers sounded like.</p>	<p>It is very similar to how I was taught Latin. I think my approach incorporates more composition and active use in terms of writing. I think it really prepares you to read real Latin accurately and quickly. I think my own teachers' emphasized more of the rote style but I try to achieve the same goals more actively.</p>

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51	<p>We currently use the Oxford Latin Course. The connected narrative is a real strength, since it keeps student interest in the practice readings. The cultural essays every chapter are also excellent. It does not help the teacher much in presenting grammatical information, so the teacher has to work a lot to make examples and explanations for the students who need a bit more explanation and modeling.</p>	<p>All the things you mention in the question are crucially important. Students need many repetitions trying new grammatical concepts with new vocabulary, with instant and meaningful feedback. Familiarity with paradigms is really only needed insofar as it helps students as they read. Mastery of them and vocabulary comes through using the language, either translating Latin into English or English into Latin, reading for comprehension or to answer a question, or re-reading a text to build comprehension without recourse to translation. Practice with meaningful feedback and correction, free from consequence at first, is absolutely crucial.</p>	<p>Sometimes, I will "build out" a sentence from its core on a series of slides by progressively including more and more of the original, bit by bit, on each slide. The first slide will have subject-object-verb, and the class will read it until they get it without translating, the second slide adds a prepositional phrase or something, next the SOV for a subordinate clause, etc... essentially adding each AP-style "chunk" on it's own slide. We continue adding while re-reading the whole sentence, adding understanding of each new piece until the entire complex sentence can be read and understood in its original word order without recourse to translation.</p>	<p>Speaking is a helpful supplement to make certain difficult concepts ingrained. For instance, make a list of frequently used commands and responses in Latin that the class learns to use in the day-to-day operation of class. In that list, make sure to include a passive (clarum videtur), a passive periphrastic (celeriter agendum est!), a dative of reference (licetne mihi ire ad latinam), etc... Then, when the class eventually learns that grammar topic, show students that they've been using it all along. Paradigms are helpful to bring knowledge together and give students a bird's-eye view of what they're learning from a meta-linguistic perspective. Ultimately, speaking is helpful and fun, but not very good as the end goal of a Latin education. High proficiency in the interpersonal mode of communication is little more than an interesting novelty, since all the native speakers of Latin are dead. Paradigm worship is deadly boring, and similar to labeling every nut and bolt in an engine without ever actually driving the car. Both speaking and paradigm work must serve what are in my estimation the two highest goals of a Latin class: reading oneself into the great intellectual and literary tradition of Roman antiquity, and gaining understanding, mastery, and control of how language works in both English and Latin, as well as any other language the student may wish to learn.</p>	<p>I learned Greek in college, and don't really remember much about how the first few semesters were taught, only that real ability only came through massive amounts of practice through reading and translating. I taught myself the first semesters of Latin, and thus have no instruction to compare myself to. I have slowly developed my way of teaching over the years from a combination Latin colleagues around the city and country, trial and error, colleagues in other disciplines, and student feedback. The resultant "method" of teaching, if it can be called that, depends very heavily on my personality and ability to listen, improvise, and perform in the moment during class, since I try as much as possible to base class time on students trying things and immediately getting feedback to correct and refine their understanding. I wish I taught in a way that was less improvisational and more transferrable to other teachers. My biggest weaknesses are personal, rather than theoretical: remembering what has and has not been said in class already, getting assessments graded quickly, and discipline to stay on task in such a way that is easier for students to follow.</p>

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52	<p>No textbooks; just high-frequency vocabulary, novellas, and artwork based on classical texts. All other texts are written by myself based on class events, or are stories co-created as a whole class. Strengths would be increased personalization, interest, and comprehensibility. There is no weakness given the goal of comprehension under communication, which includes reading. There are perceived weaknesses by others whose goals are different.</p>	<p>I'll answer based on the distinction between learning about Latin, and acquiring Latin, and refer to the latter. Comprehension is paramount, with exposure (perhaps what some call "repetition) a close second.</p>	<p>Yes. I consider myself a pioneer, or at least an advocate of interesting and effective methods, and activities, nearly all of which are drawn from the modern language world, shared by master teachers at NTPRS, and iFLT national summer conferences.</p>	<p>The former presumes a distinction. I no longer do. Latin is Latin, as French is French. While I know some find it odd, or new to be speaking Latin, the first step is to recognize that even calling it "spoken Latin" suggests there's something inherently different about it from French. There isn't.</p> <p>However, in a comprehension-based and communicative classroom, the role of speaking is only marginal. Students need input (i.e. Latin messages they hear and read).</p> <p>Speaking Latin is the primary role of the teacher so that students are exposed to Latin in highly personalized and interesting ways, which sometimes a static text lacks.</p> <p>Paradigm-based Latin has no role when the goal is comprehension under communication. Like with all languages, explicit grammar knowledge has a marginal benefit, but only after the language has been acquired. In the case of Latin, that usually means post-secondary study.</p> <p>Personally, I don't think students of any language should ever HAVE to encounter a paradigm until their studies focus on linguistic content. Even then, the practice is ineffective for most students (see next).</p>	<p>My teaching style is remarkably the same; passionate, inspiring, energetic.</p> <p>However, your survey is about pedagogy, which is different. It's possible for different people to employ the same pedagogical practices while having wildly different teaching styles. So, my teaching practices are 100% different from that of my teachers. It should be mentioned that what was taught by them wasn't learned by me. Their practices produced an A-paradigm student who couldn't understand Latin. That's a failure (of the practices, but not them as people), especially considering how highly motivated I was at the self-selecting college level.</p> <p>What chance do hoi polloi high school Latin students have under those methods? None. Or worse, there's the impression that such teaching is effective, when in fact the assessment practices are flawed.</p> <p>If we are, indeed, referring to the teaching method of my teachers (and not style), I can say that their strengths were to help 1 or 2 students become experts in their field. As for drawbacks, I can say that they left everyone else behind, or just had mediocre results leaving most students with relatively positive experience, but who rarely draw from their studies.</p>

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53	I teach with the Latin for the Mew Millenium series. A huge drawback for me is the lack of substantial reading practice and few examples of new grammatical usages. I do like the progression of grammar topics and the range of adapted texts, including Latin through the 1600's.	I believe active engagement and enjoyment of the language is critical. From there, it is a matter of understanding. Language does not have to be hard. If a teacher can make it comprehensible, whether input or grammar based, scholars can interact with the language positively.	I enjoy greatly performative oral Latin storytelling with pictures, puppets, pre-teaching context and whatever else I need to let students sit back and just enjoy the story and feel success.	I think it is very hard to blend the two like I am trying to do. One will end up outweighing the other just because of time crunch in the classroom. It is up to the teacher/administration to set priority and be okay with letting the one slide. If the goal of the program is really for kids to learn Latin though, the focus ought to be on spoken input leading to acquisition. Paradigm based classes provide other useful and enjoyable skills, but they won't do that in the time we have.	I was taught entirely grammar/translation and I mostly teach that way now. I do some comprehensible input activities, but am not particularly skilled at them and they are not the main focus of my class, due to my own limited abilities in the language and lack of support from my department.
54	Mostly Cambridge. Strengths- students read well and I like the inductive learning. Weaknesses- assumes you are teaching young students as some material is clearly geared to Middle School and does not explain grammar well enough. The teacher must do any serious grammar work themselves.	Vocabulary, vocabulary, vocabulary. Vocabulary strengthened by relations to derivatives. Seeing sentences as a whole rather than a sum of their grammatical parts while still understanding each part.	Enthusiasm is contagious. Engage multiple senses during one unit by having students see, hear, speak, write, and draw.	I believe students should hear simple spoken Latin and be able to follow simple commands and conversations. Since Latin teachers are not trained to do tons of oral, and, more importantly, there are very few places to practice it, the oral portion of a class should not make up the majority. The AP and IB still focus on literature. Since that is what we have remaining from the Romans, it makes sense for it to be the focus. In order to understand the upper level Latin, students must have a strong grasp of grammar from the beginning.	I was taught Latin over 35 years ago, so a lot has changed! In my high school and college we used almost exclusively textbooks. I use PowerPoints, videos, white boards, a website with instant feedback, Quia, Quizlet, etc. I would dare say that my class I teach is more interesting than the ones I sat through as a student.
55	CLC - engaging storyline but way too much vocabulary. I love the cultural topics in Unit 1 but I mostly skip them in Unit 2. Ecce Romani - I detested the story lines and there wasn't enough reading material.	Students must receive enough comprehensible input to acquire the language. Extensive reading is necessary to internalize the language.	CI	I taught with paradigm based Latin for 15 years. It leaves students behind and of those who can handle it, very few become excellent readers of Latin. I was dissatisfied with this and sought out other options. Teaching with comprehensible input, emphasizing extensive reading, and maximizing the amount of spoken Latin is more important and effective than memorizing paradigms.	Completely different. I was taught straight grammar-translation. I now teach with add much CI as I can.

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56	Latin 1: no textbooks. Latin 2: Lingua Latina (LLPSI for first time) Latin 3: Latin for the New Millennium. Latin AP: Bolchazy Carducci's Caesar and Vergil texts.	Vocabulary; active engagement, willingness to be silly, repetition	I'm using TPRS and C.I., with blog ideas from specific Latin teachers: storytelling, card talk, write and discuss.	Spoken Latin helps students acquire the language more deeply. Paradigms are helpful in the upper levels.	My teachers (whom I loved) used grammar techniques. They worked for me, but 1) I am not normal, and 2) I could parse and identify, but I couldn't read (or speak or write) well.
57	Latin for the New Millennium. It isn't based on language acquisition research. I like Cambridge better, especially the online Elevate.	A willingness to read and re-read comprehensible and interesting texts that gradually increase in complexity. Sufficient input before expecting output.	Cambridge Elevate and model sentences work for a wide range of learners. So does Comprehensible Input.	Students at a minimum need to pronounce correctly when they read aloud. Listening and speaking complement reading. Paradigms are useful reference tools but should not be the aim of a program.	My methods have totally changed over the years. I would move even further in teaching Latin for acquisition of my colleagues and school system would tolerate it.
58	Cambridge Latin series (Pearson Caesar and Vergil for AP)	Analysis of language structure; stimulation of the imagination to understand how people from "another world" lived and communicated.	Cambridge uses story elements to stimulate interest	Other than reading aloud and pronunciation practice, I do not emphasize spoken Latin.	No significant difference, except that grammatical cases and conjugations were introduced at a much faster pace.
59	Wheelock for Lat 1014-1024 (first year). I won't again. Although it is great on the grammar, it is rather pedantic and, for want of a better word, stuffy. I'm going back to Goldman's Latin via Ovid with my son (high school level) and will probably use it for college Latin in the future. I have used the Oxford Latin course for 1034; it is decent, with a coherent and somewhat engaging story line. Last year in 1034 I finished Wheelock, did some of the passages at the end of Latin via Ovid, and went straight to the Vulgate, which worked well.	All of the above, although the choice depends on why the student is learning and to what end. The student heading for Classics grad school has a comprehensive framework and set of needs; the student who will only be studying Latin for a language requirement needs to be engaged more than be required to learn grammatical rules; the student learning Latin for history, philosophy, or religion needs to get a sense for it without as much active engagement.	I like to have the students read inscriptions and "real" Latin as soon as possible... I hope it's only fun for me and not them.	It's a problem. If you are pursuing music or religion or medieval literature, you should be learning the ecclesiastic pronunciation; if you are pursuing classical literature, the classical. In all other cases it is merely a mnemonic aide for some, while a cross for others. UK has a wonderful spoken living Latin program for those who aspire to that... I don't.	My teachers were straight from the book ... unfortunately I tend to be also, but try to liven it up now and again with historical context and anecdotes.
60	Cambridge, grammar can be difficult for students to catch up on.	Strong vocabulary, active engagement, feeling that it is relevant, phrase/sentence patterns	I really like the reading method Cambridge encourages, it's exciting to see students learn to read because they want to understand the story itself.	We use spoken Latin as reinforcement for specific reading-based topics. We do not do much communicative Latin. If we were afforded training, I would be happy to introduce more oral work in class, but I do worry that it would take up a lot of time and our program is very compact.	My teacher made the stories come alive, so in that sense it is the same. But she was more of a grammarian, more drill, more focus on paradigms than we use.

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61	Cambridge Latin. Excellent organization, interesting stories for students, lots of culture. A few weak points: the genitive is introduced WAY too late, the ablative isn't directly addressed until unit 2.	Willing to volunteer in class & feel safe doing it, even if the answer is incorrect.	Debating the conquest of Britain (chaps. 15,16) by having 5 teams be lawyers for each of the Celtic chiefs and Suetonius Paulinus. This has by far the greatest degree of student buy-in, passionate debate and deep research.	Paradigm based is the standard I guess, & has its place, just like times tables & the periodic table. It's a necessity for highly abstract material. I am interested in some spoken Latin but since we are seldom taught that way ourselves, it doesn't feel comfortable doing it in class.	Mine differs quite a bit, but I learned Latin in my 20's. I didn't need the games, change of activities at that age.
62	We have untextbooked and are using Phaedrus' Fables as anchor texts.	engagement with the language, comfort with ambiguity, ability to use context to create understanding, strong vocabulary.	comprehensible input, scaffolding readings	spoken Latin is essential in today's classroom. at the earliest levels, paradigms must be used only to clarify understanding of texts rather than drive instruction	Very different. My current teaching style is also very different from when I first started teaching Latin almost twenty years ago. The strengths of this new teaching is that it reaches a wider base of students and fosters greater engagement. I worry, however, that rigor is sacrificed and that students won't be prepared for collegiate courses.
63	Logos Latin (ugh) Latin Novellas (first year...I like these) Ecce Romani I and II - I like these as well.	Vocabulary, grammar endings, reading, speaking	Reading, running dictatio, micrologues	As a support	NA
64	Oxford Latin Course. It has a good grammar sequence and an interesting storyline.	Consistent reinforcement and written drills.		Very little.	I am teaching in very much the same way I was taught. I had an excellent teacher.
65	Ecce R: reading program-good; slow story, odd combination of culture/grammar- bad Janneys: very grammar based, readings overly complex little culture	vocab; repetition; composition for mastering rules	reading strategies like cartooning; fluency writing	as a way to practice vocab and grammar structures	very different- I was taught strictly in a grammar translation model which places more weight on the student; for high school, a more conversation, culture approach helps to keep students engaged.
66	I am forced to use textbooks I would not use otherwise. If I had a choice of textbook and it had to be textbook, I would use Lingua Latina. If I had the choice of no textbook, I would use novellas and adapted Latin.	Hearing and speaking the language and comprehensible vocabulary for acquisition. Learning a language, any language, even Latin, requires aural and oral and a constant input of repeated vocabulary via speaking, reading, and writing.	[no response]	Paradigms are useless at the earliest stages of Latin. I am forced to work them into the my curriculum, but if I had a choice, I would not introduce grammar until the fourth of fifth level of Latin after massive amounts of listening, speaking, and reading Latin. Grammar is useful for editing written output, not for the acquisition of a language. I did not learn grammar until years and years after I acquired my first two, native languages and I am fluent in each.	I am forced to adopt grammar/translation in my curricula and add in some comprehensible input activities, but I know grammar/translation is a failure (I am saying that as nicely as I can) because I did not know Latin until I taught myself to speak it. Now I am actually reading the language when I could not, having learned via grammar/translation all the way up through my graduate program.

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67	LLPSI: Familia Romana	Repetition and active engagement	CI/TPRS	Spoken Latin is necessary for students to internalize the language. Paradigms can aid some students' understanding and accuracy, but they are turn offs and stumbling blocks others.	My preferred methods are way different than how I was taught. I was taught how to decode Latin. I try to teach my student how to read. My teacher's methods allow students to access literature by ancient Roman authors sooner through decoding which is painstaking for many. My methods allow students to read, write, listen, and speak in Latin. Thus, they internalize the language and can then actually read Roman literature but at a later point in their studies of Latin.
68	First form for 4th and 5th graders and henle latin for 6-8th. I like that henle builds on first form so it is a very easy transition for the students. What I dislike is that there is nothing if latin culture or history. I love the grammar approach but if there was more cultural information I think they kids would be so excited.	I am a firm believer in repetition and a thorough knowledge of grammar. I don't spend copious amounts of time on complex grammar rules, but I definitely see latin as a way to help with English language aquisition.	Love singing songs with this age.	I wish I had a better grasp of spoken language in regards to Latin. I am very weak in this area.	They are very similar. Grammar based learning.
69	CLC for levels 1 - 3; Bolchazy -Carducci textbooks for AP	risk-taking; review, review, review; active use of the language; grammar is important but shouldn't be the focus of the course - reading stories and learning from them should be the goal - when I hear of high school teachers using Wheelock as a primary text, for example, I am nearly mortified - how does that possibly keep your average students' attention? I use Wheelock but only for review in my AP class	keep them engaged - dont' use class for drill but for using the language; they are always active, not passively sitting there	spoken language supports the primary goal of learning how to read; however, the kids enjoy it, which needs to be taken into account - kids have to want to be there - otherwise they will not work hard; paradigms are important but should not be the basis of the class - it really doesn't help students learn how to read - knowing charts isn't as important as how to use those endings	I'm not even the same type of teacher that I was 25 years ago myself - I no longer chant endings or have students memorize paradigms - they do some of that on their own for homework but we no longer do it in class - what I did 25 years ago was good for the future valedictorians - what I do now is good for all types of students and learners
70	INtro - Cambridge I/Using Latin - all levels except AP/ AP - Caesar/Vergil My favorite Latin text is Using Latin I. Not without its flaws, but it's got the best stories by a mile	Make kids love it and want to learn it	I speak Latin fluently, and most of the class is conducted in lingua ipsissima	I think it's good to have a mixture of both. Speaking, reading and writing make paradigms come alive.	I was taught Latin back in the Mesozoic era, when one read Caesar by 2nd year. Not possible now, because we are in a battle with Fortnite and cellphones. And we are not winning.

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71	<p>WHEELOCK: good grammar drills, explanations are "no frills, no thrills" and really quite succinct, virtually no typos, sentences short (sometimes too short), the Latin sometimes feels unnatural and only makes sense if you translate it into English (but not if translated into other modern languages);</p> <p>MORELAND & FLEISCHER: super hardcore grammar instruction which is too fast paced for most students, odd combinations of grammatical features (e.g. subjunctive in chapter 2), few real mistakes, not enough practice material;</p> <p>KELLER & RUSSEL: good grammar with decent explanations, pace is mellow but good for College, the workbook provides enormous numbers of practice sentences, very costly to buy;</p> <p>SHELMERDINE: relatively poor explanations, by far not enough practice material, mistakes and typos abound;</p> <p>MALTYBY: similar to Shelmerdine but basically no explanations, just practice sentences</p>	<p>In order of importance for knowledge base: paradigms and grammar rules, then basic vocab.</p> <p>In order of attitude: repetition and focus, not being afraid of making mistakes</p>	<p>I'm a fairly traditional teacher. What I like is making students explain grammatical features to fellow students; when explaining grammar, always use English as the basis (e.g. noun declensions by means of "book, books" and "goose, geese")</p>	<p>I have no experience with this but am interested in learning more</p>	<p>I am fairly traditional and so was my main teacher. This worked very well for the way my mind works, but there are of course many types of minds in a classroom. The strengths of my approach are that students will have a solid grasp of paradigms and (I hope) handles allowing them so some extent to relate their Latin reading to their English linguistic experience. On the other hand, I don't focus on making them read a text as fast as possible (I was once taught a trick to skim read a Latin text by focusing on verbs and conjunctions only, which is a useful trick in approaching a larger chunk of text, at a more advanced level). The potential problem of my approach is that it is 'atomistic': students may learn to parse like a machine but may be relatively context blind.</p>
72	<p>Wheelock - organized (I came to Wheelock after having had Ecce Romani in MS/HS. It felt very clear and I liked the organization, but I had prior knowledge to organize.)</p>	<p>A combination of memorization and flexibility. I try to stress the patterned nature of paradigms, and I do make the students do spoken repetition so that there are both reading and aural recognition.</p>	<p>My favorite has to be learning result clauses by writing Yo Mama jokes.</p>	<p>I haven't done spoken Latin, but learning Italian was really important to making Latin feel less "dead." Paradigm-based Latin has its place in that it gives a logical order to the language,</p>	<p>I had MS/HS Latin, and I teach college. I really liked having cultural activities, as we had in my MS Latin class, and I miss that in my own courses. I will add, however: my HS Latin teacher was truly terrible: lackadaisical and emotionally abusive. I retaught myself using Wheelock in college. So I do not have a good model to work from.</p>
73	<p>Wheelock. Sequence is good, passages prepare students for authentic Latin. Weakness is vocabulary; very scattered and random. Some words are seen once and then never again. 38 Latin Stories is a must have companion to the book.</p>	<p>Vocabulary first of all, then case usage, verb forms. After that, it's about recognize sentence structures.</p>	<p>[no response]</p>	<p>It can help students retain vocabulary better. It also enforces that Latin is a language, not some English word puzzle. Speaking for its own sake is a misguided goal.</p>	<p>My first Latin teacher, a college TA, taught the course straight out of the book. This was at a university, so a dry approach like that wouldn't work in a high school setting. I try to incorporate the culture as much as I can into my lessons.</p>

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74	<p>Jenney's but so heavily supplemented that an adherent to Jenneys observing a unit might not even recognize it. It's strengths are the readings. Once students get to AP, no instruction on the Aeneid is needed, Drawbacks: vocabulary. It disproportionately emphasizes high frequency vocabulary and omits common words. This is a fault of all texts (but less of Jenneys than others), so I supplement and use CI to remedy.</p>	<p>Latin ladder of knowledge: 1) Vocabulary, 2) forms, 3) case and other usage, 4) syntax, 5) rhetoric, 6) meaning</p>	<p>Games</p>	<p>Balancing the presentation found in texts. Reading the classics is still the aim, not getting directions to the ludi.</p>	<p>Very different. My teachers, and many young teachers I've met are very scripted by their texts. The strengths are that this is an efficient road toward mastery, for a few students.</p>
75	<p>Cambridge Latin Course (UK edition) - entertaining stories, goes easy on grammar, excellent web support, good for youngsters but some adults find stories childish. Latin via Ovid - enables adults to get a full survey of the basics quickly, the myths are interesting and it's a direct road into real Latin literature. So You Really Want to Learn Latin (Oulton) - very traditional and heavily grammar-focussed, good for analytical learners who want to absorb grammar quickly but needs to be supplemented with reading material from elsewhere. I supplement all courses with some material of my own</p>	<p>All of those are important. I have sympathy with the CI approach and emphasis on naturalistic learning but with limited time available the shortcuts of formal grammar instruction are unavoidable and this also reflects my on analytical learning style</p>	<p>Plenty of visuals keeps things interesting. Cambridge provides a lot and for Latin via Ovid I use my own PowerPoints to introduce each story (see 'Teaching aids for Latin via Ovid' at https://linguae.weebly.com/latin--greek.html). With teenage learners, example sentences about the students themselves can work well,</p>	<p>I always include some spoken Latin, including the use of the language for comprehension questions but i'm also quite traditional in emphasising grammar a lot.</p>	<p>My school in the UK in the 1960s used a very traditional grammar-translation approach. i was one of three students in my year who were encouraged just to study on our own so i normally ignored class presentations and just had a tutorial with the teacher every week or so. This gave me a great sense of rapid progress but resulted in very poor pronunciation that I wasn't aware of till I got to university. I think my own combination of systematic grammar instruction but also insistence on reading aloud and some conversation gives a more rounded approach.</p>

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76	<p>I've used Moreland and Fleischer, the Cambridge Latin Course, Jones & Sidwell, New Latin Primer, Ecce Romani, and Wheelock. They all have their pluses and minuses. Personally, I like the reading method. From the G&T side, students often can form things but don't know what they are doing in the actual language. I don't particularly see the advantage of a student being able to parse every word flawlessly if the same student then freezes on a sentence of more than 3 words, as if every sentence is out to trick you or introduce massive complexities which are, frankly, mostly absent in real instances of the language. Students coming from reading method backgrounds tend to not be intimidated by continuous prose.</p>	<p>Exposure to authentic, continuous texts. This helps students develop the idea that Latin is a language rather than a puzzle to solve.</p>	<p>Sure, I'll toss out two. First, I like demonstrating to students that often complex sentences are just simple statements nested inside one another. If you understand the grammar of a passage, you can extract these simple statements and read left to right without many hindrances. Second, I like free composition. I've often found that students are curious to know how to say things in Latin if you remove the rails of a textbook. Frankly, I am not sure how many teachers of Latin really have this fluency and confidence with the language themselves to be able to implement something like this in their classrooms.</p>	<p>I think either of these can have their place. I don't do much spoken Latin, mostly because I get a lot of students who test in to my Latin language sequence and would look at me like I have two heads if I did. I toss around some things at the introductory level, though, just to keep students honest with pronunciation, rhythm, emphasis, etc. Paradigms seem very helpful as tools to recognize patterns in forms, but they cannot be a goal in and of themselves. A focus on this kind of pedagogy is ultimately what seems to drive students to a kind of calqued gibberish instead of coherent thoughts.</p>	<p>This is tough for me to answer. I took Latin via one of the first distance-learning education programs and it was more than 20 years ago. I mostly recall class being kind of boring and rote. We used Ecce Romani, but definitely approached it more with the G&T angle. I don't recall ever spending a significant amount of time with the narrative. I think I've covered above what I find useful and not as useful about the differences between these kinds of methods.</p>
77	<p>I am diversifying over the last two years from just Jenneys (too grammar focused, not enough reading/repetition/engaging practice and experience for my students) to incorporate elements from Ecce Romani (I like the reading-based approach), supplemental texts (readers for various authors), and others materials. I think "untextbooki g" provides the opportunity to give students a more complete view and experience of language learning.</p>	<p>I think a solid foundation of paradigms & grammatical structures, a willingness to try and be wrong, and active engagement are important. I am realizing that speaking components from the teacher and student are very important too!</p>	<p>Stories! Even short stories to include new vocabulary or grammar. I'm not using 100% acquisition methods, but I love the stories, questions, and extension activities in Latin.</p>	<p>I think that spoken Latin adds a deeper level of understanding and engagement. It can also cause a lot of stress, but if implemented mindfully it can enhance learning and build community. Paradigm-based teaching offers students a more systematic, almost mathematical approach to learning a language, although at times it's easy to get lost in the forms and charts, and disconnect the grammar from the reading & communicating.</p>	<p>Very similar in that I push my students to focus on what the Latin says, I try to weave the cultural aspects in with the translations to connect the two, and I have focused on forms/grammar/translation. I am integrating aspects of grad school professors' active Latin instruction now to provide opportunities to hear, speak, write, and read Latin. Drawbacks include finding a balance in acquisition and translation: how to I adapt to include both.</p>

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78	Cambridge Latin Course +original material. CLC is a solid book series. I personally like the picture+new vocab setup and the kids seem to like it too. My main issue with the book is that the books are very short and the stage barely last a week.	Paradigms and vocabulary are paramount to success, but I think the willingness to try and fail is what makes learning those things possible.	[no response]	We do some spoken latin in class, but not much. I think it is a great tool and helps to furthercomfort with the paradigms, but is better suited for upper levels.	The textbooks are very different. I learned latin with Örborg and teaching books like CLC is completely different. I try to incorporate ad much CI in as possible. I have my students try to read without vocabulary lists and only using the provided images, which is similar to the Örborg approach
79	Wheelock's Latin with the accompanying workbook for two years, and the Reader in the third. While being very grammatically strong, the book sometimes lacks variety of passages, and requires supplements from other sources. I like to add myth stories from 38 Latin stories	Vocabulary and grammar paradigms are useful tools for acquisition, but only practice provides mastery. Practice should follow the sports adage: do it until you get it right, then keep doing it until you can't get it wrong.	Creative writing! Let them compete to write good stories in English (or native tongue) in progressive collaboration, then a winner's story is translated by the whole class, to be published in the school's literary magazine.	Pronunciation and reading aloud are very necessary skills, and while creativity and originality can enhance the rate of acquisition, Latin is no longer a language used as a primary tongue passed from parent to child in a vibrant and diverse community in day-to-day activities. As such, spoken Latin is at best a fun teaching tool, and at worst an intellectual affectation pretending to be relevant so as to compete with the idea of practicality.	While generally similar, I allow significantly more collaboration than those who taught me. I actively incorporate technology as well, so I can more easily track what my students need.
80	CLC. The resources on the Elevate platform were helpful for reinforcing grammar at times where the text itself was lacking. The story for book one at least is pretty compelling. Book 2 is still engaging, but the culture setting in Britain has somewhat less to offer than Book 1's Pompeii setting. Novice Level uses Operation Lapis. I like that it incorporates history and mythology with learning Latin. It lends itself to many exciting projects. The 6th graders love it. I spent a great deal of time reinforcing grammar and they are super well prepared for beginning CLC.	Familiarity with paradigms, basic grammar knowledge, word study of derivatives	Effective-teaching students how to conjugate and decline and teaching them more forms than the textbook by itself does. Interesting-I have studied/dabbled in Comprehensible Input to reinforce vocabulary and grammar while varying the mode of language beyond just reading/translating. In the short time I've done this, students have become better Latin writers and feel more confident answering basic questions aloud in Latin.	Spoken Latin is a nice activity to add variety. It is a pretty fun time for the students. They create fond memories of Latin. However, if students intend to read authentic passages, take AP Latin, or ever pursue a degree in classics, they must learn paradigms. There is value in drilling/ memorization. Students learn attention to detail as they train their brains into thinking technically while problem solving. Approaching Latin this way makes the language a mental exercise, almost like a crossword puzzle.	My style is similar in that I incorporate art projects and drill vocabulary. Also I devote time to mythology and culture without spending much time on history as my teacher did. I have technology that my teacher didn't (obviously) and I've been able to incorporate some speaking which I never did when I learned. In addition, the curriculum itself differs from when I was taught. The expectations (set by the district) for my current students are much lower than the standard I was held to. For instance, by the end of 8th grade, I was expected to know all tenses, voices, and moods. By the end of 8th grade, my students only have to know 4 tenses, active and indicative only.

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81	Jenney Textbook, homemade supplemental materials	Repetition, familiarity with paradigms, intellectual curiosity	Reading as soon as possible.	Great for those who have the time. I do think that speaking and thinking in another language helps to learn it well, but if the end goal is to be able to speak Latin, why? Then we are no different from Elvish or Klingon.	Pretty different. I focus on grammatical constructions and word groups. My teachers fixated on vocabulary and regurgitated synopses. I understood the forms but never had a good grasp of how the forms worked. My style is more helpful in training students to think critically and problem solve by using context.
82	Cambridge Latin Course. Strength is its reading approach. Weakness is its cultural material.	<i>[no response]</i>	Yes. The reading approach is more effective than grammar-translation. Comprehensible Input is more effective with younger kids. CI is less effective as a means to prepare kids for AP/IB/Collegiate level Latin.	Spoken Latin is hugely beneficial as a means to provide students with as much input as possible. Paradigm-based, if I'm understanding it correctly as grammar-translation, is not beneficial.	Fairly different. I learned mostly through grammar-translation.
83	Henle I - I'm using this in an 8th grade classroom setting and with my 9th grader at home. Strengths are in their systematic review, explanation of concepts, and provided examples. Weaknesses are in the over-abundance of exercises for each new concept. I'm also using Latina Christiana with my 6th grader at home. It has great built-in review and is presented in an easy-to-understand format for the student, but I feel that the progression is slow and fairly uninteresting for the average 6th grader.	Having a great grasp on the English language and sentence structure benefit a Latin student immensely. With a new language, repetition is very important. I need to supplement both Henle I and Latina Christiana with activities that get the kids OUTSIDE the pages of the book and into practical application.	We like to drill the vocab using what I refer to as "Latin Headbands," played like Headbanz. I also like to use a game called Verba (Latin Apples to Apples), but wish the words in this game reflected the vocab put forth in Helne.	Spoken Latin sets students up so they can be confident in speaking other foreign languages. Since they won't converse with it outside the classroom, practice is just that ... getting used to speaking in a tongue other than your mother tongue.	I taught Latin to myself, so I'm really not qualified to answer this question.
84	Cambridge. I like the reading approach but not the inductive approach. I like to explain the new ideas before the students encounter them in the readings.	Vocabulary, ability to break apart a complex problem and reassemble it (puzzling), multi-step processing, attending to details, the sense of accomplishment from the discovery that you learned something from slow and steady work.	I haven't found anything that works for everyone, but I think there is a way for each person to learn. I like to give a lot of ideas and leave the "how" flexible. Metacognition is effective for a lot of students.	I don't like spoken Latin because I think Latin has always been a nice place for shy students and those who process more slowly or who like to edit and refine their work.	I think I spend more time working toward reading fluency than my teacher did. The paradigms were more prominent in her class.

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85	I use the original Jenney for grammar at the high school. Perseus online database for Latin IV Bolchazy books here and there.	All of the above. Some students learn well with one method and others with a different method. I switch it up all the time depending on what's happening.	Decoding - I black out words for example on the accusative then ask students to anticipate what is missing then translate with a guess 9 times out of 10 they guess well based on context!!	Spoken Latin I keep for recitations. Students are more likely to recite a poem at a party when they are adults than they are to ask about your weekend in Latin. We recite the paradigms.	About the same.
86	Ecee Romani	Reading the language	Reading method in a CI format	I see them as complementary-I think you need to do both, as students don't know English grammar at all.	Very much the same-I was taught Oerburg and by the reading method, and I do that now, with more active latin.
87	We district wide use Wheelock, but I make all my own materials which still try to blend Wheelock's grammar and vocab. I can't stand Wheelock. It is not relatable for high school students.	You pretty much summed it up above. Vocabulary is key.	Each learner is different. My students love READING. Just get right to the reading and they process.	It helps to process the language. For our curriculum's pace, the students can't be expected to process everything, but if they hear it being used, they understand it. They have more difficulty with speaking	Similar in the sense that I do feel grammar is important. Different in the sense that we integrate many more aspects of ACTIVE hands on learning.
88	Our district used to teach through Ecce Romani, but the kids did not find it as engaging in terms of stories and content. I then switched to a non- textbook approach which was largely grammar based and loosely followed Wheelocks construction. The strengths of this approach was their understanding of grammar increased but the weakness was they could only translate and not read. We are now using Cambridge. I find the kids really like the stories and they are able to reading better. It also provides me with easier opportunities to include spoken Latin if I desire. The downside is that they don't get all the cases right away and don't understand the lexical forms of vocabulary.	I think memorization skills are very important. So are critical thinking and deduction skills to fill in the gaps of what they can't remember.	Songs for noun endings and story writing have been the most most engaging methods	I encourage spoken latin but lack sufficient training and skills to implement it to the degree that I would like to in my classroom	I was taught by wheelocks. I think it gave me a strong command over the rules of latin grammar, but it was not engaging and I never learned how to "read" latin

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89	The Latin department at my school builds their own curriculum. No textbooks.	Paradigms, English grammar, learning from mistakes, volunteering answers	Conjugation and declension chants	I don't see much use for spoken Latin, as we get so many newer students throughout the year. It would be overwhelming to them. Paradigms are important for solidifying fluency in noun/verb recognition.	I learned in college, so was just expected to memorize. My students have a much more interactive experience, which they need because they're so much younger. We could probably get through a lot more and do more reading if I followed what the TA in college did, but I think it's a lot more fun to have interactive games, board races, and singing.
90	I don't use a textbook anymore. I think that all textbooks have the same weakness, which is that they introduce too much vocabulary, don't recycle it enough, and use stilted grammar in an effort to introduce grammar in a piecemeal way.	I think slowly building a deep understanding of vocabulary and an implicit understanding of grammar through interesting contextual repetition is the critical piece in learning any language. Latin isn't different.	1) Reading lots of level-appropriate texts that students know 95-98% of the words in. 2) Telling interesting stories to the class. 3) Creating stories together. 4) Talking about students' lives.	I don't know of any compelling research that supports the idea that paradigm-based Latin will lead to real fluency. Language acquisition comes from hearing and reading lots of comprehensible material. In my classroom, that involves a lot of speaking and also lots of reading.	I was taught entirely with paradigms, with reading passages to translate that targeted specific grammatical points. At the time, I loved it because I love patterns and I loved feeling good at a hard thing. I was the best in my class, but when I went to college, I really struggled to read because my vocabulary knowledge was very poor. It took a lot of self-study once I got to graduate school to begin reading Latin (still not authorial Latin) at a reasonable pace. Also, only "smart" kids could take Latin in my district, because it was known to be hard. In contrast, I have students of a wide variety of academic levels.
91	CLC Books I and II. The great thing is that the students love the story. They are eager to read. I hate that the CLC people want you to drink the Koolaid and to follow their methods exactly.	Students need to be willing to take academic risks. I would rather students do 10 minutes of meaningful study/practice/review in the evening than 45 minutes of work with no engagement.	The most important thing is to like the kids as much as you like Latin.	I think that the grammar-translation approach needs to incorporate more of it, but I don't think that the full-blown spoken approach is the way to go	I learned Latin in college. I taught myself. I met the professor once a week to ask questions and go over some exercises. I used Moreland and Fleischer. The strengths and drawbacks should be obvious!
92	Ecce Romani-for the early chapters and as Latin review, they do a good job varying the excersises and introducing topics. However, I sometimes don't agree with the order they introduce things. Sorry I can't think of examples now, as this is only my second year teaching Latin/ ecce	Varied vocabulary, repetition, lots and lots of active engagement. The younger my students the more movement I try to add to my class	[no response]	Spoken latin allows me to introduce concepts in a more natural way. It definitely becomes a whole body learning experience, reading, listening, doing and responding. Mt class is not all (or even mostly) spoken latin but making it a norm to speak and read latin has allowed my 6th graders to interact more with the language as a whole	Pretty similar, but with more spoken Latin and a lot more English to Latin translations. I was taught from ecce Romani myself, so I don't have a lot of other experience to draw from

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93	<p>Wheelock's Latin is the general textbook, with supplements from "38 Latin Stories". A strength of Wheelock is the large number of passages and sentences for each chapter; there are too many for a single semester, so we can pick and choose what would work best for that class. A weakness of Wheelock is the delay of several grammar points until the last 20 chapters, making the second semester with the textbook that much more challenging. If the grammatical constructions of the latter half of the book were peppered through (as happens with Keller and Russell's "Learn to Read Latin"), it is possible that students would not feel as overwhelmed in that semester.</p>	<p>I believe the critical elements are the ability to recognize and apply patterns (both filling in charts and recognizing patterns of grammatical constructions, word order), the recognition that Latin behaves like any other language, strong vocabulary, and a willingness to take multiple attempts at a single sentence or passage.</p>	<p>I think the method is called 'popcorn', where each student is responsible for only a part of a paradigm on the board, or is asked to identify part of the grammar of a sentence, and their peers fill in the rest piecemeal. It seems to break them out of memorizing the chart wholesale and not knowing what to do with its parts, or only recognizing the grammar in the sample sentence in the book. Additionally, I ask students to examine a sentence for everything except what the words mean, and then we add vocabulary based on the grammar identified, not what we want the words to mean. Finally, for upper level reading courses, I will take a sentence and put each word on a separate piece of paper (the students have the passage in front of them) and ask the class to tell me how to diagram the sentence (but I don't use that word) with the word-pieces shown on the projector. We construct clauses and move things around as they become apparent, so students can see how the ideas tie together. This works well with Cicero and with poetry, where the word order is not what students learn in the textbook.</p>	<p>I will have students in beginning Latin chant paradigms, but our program does not have a spoken element. I do believe it would help students learn, since Latin is a language and like all languages reading, writing, and speaking help to build proficiency.</p>	<p>I was taught Latin by a polyglot professor with a religious background, who did not immediately understand our challenges in learning. I try to teach students strategies for the moment when they look at the exam page and don't have any idea what to do. I try to build their confidence in the language and recognize the human elements of it (especially by focusing on when I myself am wrong and rewarding them for asking).</p>

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94	We use Wheelock 's Latin for 1-3 supplemented with Cambridge Unit 2 4th edition in Latin 1. Our curriculum director insists on a grammar based approach which Wheelock's definately provides. It is weak on history and culture. It is also weak on integration of materials in a way middle school and high school students can grasp.	Vocabulary, repetitive use of vocabulary in context, wanting to learn, time	Tying new to what the students know. Letting the students be the teacher.	Spoken Latin is an integral part of full brain activity. Speaking and reading use different parts of the brain than paradigms and translation. ALL are necessary for full brain use in learning the language.	My method is fairly similar to the way I was taught simply because I must teach by paradigms as directed by the school. I do add some spoken, but there is only a finite amount of time.
95	Cambridge. Weakness in my opinion include not including grammar at the beginning of the stage and assuming that it will be intuitive for the students as they begin reading the selections.	grammar and vocabulary	repetition, variety	in my opinion, not essential	I teach the material in much a similar fashion to the way I was taught with some differences. I try to "spice" up my teaching with various activities, songs, etc. whereas the way I was taught was very dry and basic.
96	I don't use textbooks. In Latin I and II I use TPRS and CI-based instruction to co-create the content with the students. My goal is to have around 90% of class conducted in Latin. In the upper levels we transition towards more authentic Latin texts.	The most critical element of language acquisition is the students listening to and interacting with input (spoken or written) in the L2 that is fully comprehensible, fully contextual, communicative, and interesting/relevant to the students.	TPR (Total Physical Response), TPRS (Teaching Proficiency Through Reading and Storytelling), and other similar communication- and input-centered methods.	Hearing the spoken word creates a stronger, more direct connection with the students compared to the written word. Concerning paradigms, I would quote second-language acquisition scholar Bill Van Patten: "Paradigms aren't psychologically real." I only use paradigms (sparingly) in the upper levels (Latin IV) to help students revise their writing. I don't have my students learn paradigms/ endings by rote.	I teach Latin completely differently than I was taught. I was dissatisfied with the fact that neither I nor my students (despite many years of study) could actually read or interact with Latin (as Latin). I was taught a lot ABOUT Latin. The difference is that formerly my students knew memorized grammar really well but could barely put two or three Latin words together or read a sentence in Latin without close analysis and vocabulary help. Now I conduct class almost entirely in Latin, and my students can read, listen to, and interact with level-appropriate Latin (as Latin, versus being translated into English first).

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97	Cambridge Latin Course Units 1, 2, and 3	active engagement, willingness to learn and follow grammatical rules (even when you must memorize them), openness to explore culture and language, ability to make connections in new ways	I am grading this year according to standards. I have set up categories for vocabulary acquisition, history and culture, grammar, etc. The students are responding VERY well to the idea that their report card will show what "part" of the Latin they excel or struggle with. We are using games like scrabble, trivial pursuit, pictionary, and charades to review. We also jigsaw activities like reporting on mythological figures to keep ME from doing all the instruction. Five weeks into Latin 1 is going well so far.	I'm on the fence about spoken Latin. I do believe the kids need to work with it, but I see the value of offering a language that doesn't require you to hold a conversation. Some people don't "hear" language just like some can't distinguish musical notes.	I was taught to memorize and chant many endings. The text we use engages their reading interests. CLC lacks some of the grammar support, but I can teach that myself. I want the students to engage actively, not sit and listen to me. I think the students prefer that as well.

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98	<p>Cambridge Latin Course. Too much vocabulary is weakness; plethora of stories with repeated vocabulary and forms is its strength. Gives students the ability to find comfort in reading the language without learning solely about the language and then applying it.</p>	<p>Strong vocabulary, repetition, active engagement. These can include paradigms and complex grammar but don't have to.</p>	<p>I like call and response, white board activities, leading students to a clue, group work, presenting readings with new grammar without explicitly teaching it.</p>	<p>For both of these, I think they depend greatly on a program's goal. It has to have a teacher who can enforce the base or method chosen, and all objectives need to lead to an end point. I think spoken Latin is great with increasing students fluency and comfort, but I think that students will be ill-prepared for a collegiate class. For paradigm-based Latin, I think it's good, but it doesn't teach students to read. There must be a hybrid of approaches to ensure that all Latin is learned as well as possible to move students to the next level. But most importantly, this must be done with a goal in mind. For example, my goal with students is to have them reading Latin. Therefore, we read a ton of Latin, and I use Cambridge, a reading method. Do I speak Latin? Yes, sometimes. Do I do oral activities? Yes. Do I teach paradigms? Yes. Do I focus on explicit grammar? Yes, sometimes. But do I do solely one of these things? No.</p>	<p>Different. I was taught entirely grammar-based and don't remember a ton of how I learned it. I liked to memorize things and it allowed me control over what I understood but the application was a little more difficult for me. I wish I had more vocabulary work when I was younger, as I remember much more grammar than vocabulary offhand.</p>
99	<p>For intermediate Latin (2nd year college), I have used a variety of sources including Caesar's Gallic Wars, a student commentary on Cornelius Nepos' Life of Atticus, excerpts from Ecce Romani III, and Cicero's Catilinarians. What works best for my students is a combination of these (Ecce, Caesar, and Cicero) plus self-created grammar handouts and exercises. For advanced Latin (3rd/4th-year college), I rotate authors each time I teach the class but go for something that has a good student commentary (e.g. Cambridge Green and Yellow - I have used their Virgil's Eclogues and Tacitus Agricola recently).</p>	<p>all of the above!</p>	<p>combo of in-class translation and grammar drills, paradigms on the board for extra credit, frequent quizzes, scansion in class on the board</p>	<p>I don't do spoken Latin and think it's a bit of a fad right now. Solid knowledge of paradigms is absolutely essential.</p>	<p>I teach Latin pretty much as it was taught to me.</p>

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100	Cambridge, Lingua Latina, novellas	Willingness to be wrong! Comprehension Active engagement	Circling, free reading	I think speaking is very important.	I was taught with grammar-translation. In my class we read, speak, write, listen, read, translate, learn grammar, and read some more. It's difficult for me to teach how I'd like and make sure they're prepared for AP later. I know people do it, but I'm not sure how it looks to teach communicatively and prepare them adequately for a test so heavy in grammar and translation.
101	<p>I don't like textbooks, - they are for school instruction, I believe, not for universities.</p> <p>College Levels 300-400 - reading the original texts in critical editions (CCSL, CSEL, SC series etc.); attention to footnotes & apparatus, my own commentary and handouts to explain the points of grammar and syntax; good dictionary required.</p> <p>College Levels 200: students can use any grammar if reference is needed; I prepare and distribute the handouts and occasionally assignments of my own; I like these editions of Cicero and Cesar for the beginners for their notes and commentary;</p> <p>H.-F. Mueller, Caesar: Selections from his Commentarii de Bello Gallico (Bolchazy-Carducci Publishers);</p> <p>Introducing Cicero: A selection of passages from the writings of Marcus Tullius Cicero, with notes on his life and times, prepared by The Scottish Classics Group (London: Bristol Classical Press, 2002);</p> <p>Cicero: In Catilinam, I & II, edited with introduction, notes, and vocabulary by H.E. Gould & J.L. Whiteley (Bristol: Bristol Classical Press, 1982),</p>	Understanding how syntax works on the sentence level; how words are combined together in meaningful units; subject-predicate, verb-object, relative pronoun-antecedent agreement; functions of the cases in sentences	I like to make students be attentive and sensitive to their own native tongues (i.e. English or others) that they often use automatically, not giving a thought about how they really work, and when they do, they are surprised how easy it is to understand how Latin works	I may sound unorthodox, but spoken Latin - next to nothing; paradigms - the students have to learn them at some point in order to progress, but I don't spend much time in the classroom on paradigms (I don't teach I level Latin, though).	<p>Again, I'm unorthodox in my approach. I'm not a classicist, I'm a historian who was trained to work on historical documents in Greek, Latin, and several other ancient languages. Yes, there are some problems with the mainstream way to teach Latin in American universities. I often have very good students coming to my upper level courses, who have perfectly memorized their paradigms and accumulated a great deal of vocabulary, and they still have difficulty to understanding how words and syntactic units are interconnected in Latin sentences, so that they are virtually unable to translate an original text.</p>

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102	Latin for the New Millenium - Authentic Latin texts, I think the vocabulary is introduced in the right order. I wish passive weren't introduced so early.	Willingness to be wrong is a HUGE issue in my class. Or making educated guesses when more than one answer seems possible.	A lot of vocabulary games. My grammar is mainly English based first before the Latin.	Never.	It is a thousand person different because I believe that students need to be up and moving.
103	For Grammar, I use Latin for Americans. For readings, I adapt Cambridge Unit 1 stories to follow the LFA grammar (change verbs, vocab, etc.). I mostly adapt readings for Level II from whatever textbooks I have around or I'll compose some silly readings.	Strong vocabulary, willingness to be wrong, willingness to guess, engagement, friendly competition, repetition with daily chants.	I have my classes compete in groups. It's been working well to get kids to help their group mates succeed.	It's mostly just fun.	I only learned Latin at the college level which was Wheelock's and memorizing 50 words each week in a classroom that was over 200 years old and the desks were bolted down. I think a lot of students were intimidated by this. There was minimal culture. I follow a textbook as a guideline, but the kids never open it themselves. I group my kids up in teams and let them compete.
104	I stopped using textbooks in Latin 1 and 2 three years ago. My students read Latin novellas and texts that I write. The benefit of the novellas is that they are geared towards comprehensibility. The benefit of the pieces I write is that I can limit vocabulary and focus on specific grammar points relevant to where our discussions have taken us. In Latin 3H, we read several texts. This fall we are working through Fabulae ab Urbe Condita edited by Steadman; in the spring we will read unadapted poems by Ovid, specifically selections from the Amores; as well as the Legamus Vergil reader.	Repetition, active engagement, making activities comprehensible.	Utilizing spoken Latin has revolutionized and revitalized my teaching. My students have developed much stronger "ears for the language" due to more speaking and listening activities.	Spoken Latin is essential to my current teaching. Paradigms are only used once information is understood through use as a way to consolidate information. I no longer start from the paradigm and work out. The paradigm is filled in through observation.	Very different. I was taught in a very traditional program. Truth be told, I never felt like I "knew Latin" until I started teaching it and actually using the language. Having Latin be this stagnant collection of words on a page rather than a living language kept it inaccessible for me.

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105	<p>Latin I: Learn to Read Latin (Keller/Russell) Latin AP Vergil: Clyde Pharr commentary on Aeneid 1-6 Latin III: Ecce Romani III, my own materials</p> <p>Learn to Read Latin has a well-done workbook and ridiculous textbook. I suppose one can make the case that training students to learn to focus on key concepts is worthwhile, but this textbook contains a vast amount of information about Latin that has no bearing on learning to read it. It overwhelms the 8th grader whom I tutor who is using this book in class (at least he has Andrew Keller as a teacher, who I'm sure knows what he intends to train his students to do). The workbook (which is traditional, training students to translate) has copious and well-designed exercises. I also esteem Keller/Russell's use of the Packard Humanities Index of Latin literature to check Latin idiom in their practice sentences.</p> <p>Virgil of course poses a slew of difficulties for those students reading the Aeneid for the first time. My current AP Latin students are not secure on what they know, so they really need all the support and guidance that Pharr provides.</p> <p>I have used the Ecce Romani series a number of times over the years, and I like it. But one has to accept its reading method approach, and use other tools to check student comprehension other than translating the text.</p>	<p>Curiosity, willingness to study for mastery in the short term and strong knowledge of vocabulary are all highly important assets. Krashen's "Affective Filter" is not, in my opinion, over which a student exercises no control. This amounts to a willingness to make mistakes and to try to learn from them. Also any student who does not quickly learn to pronounce Latin words consistently (and any teacher who does not constantly support this process) is making the student's task unnecessarily harder.</p>	<p>1. Playing "Simon Says" in Latin for vocabulary and morphology in a reasonably limited context. 2. Use of games--Scrabble in Latin; Pictionary.</p>	<p>Spoken Latin is of prime importance. We learned our native language through auditory input and by speaking. This human trait does not disappear; it is silly not to take advantage of it for learning a language that one mostly reads. Paradigms are reference tools. I just don't see the utility of memorizing or reciting them, as I did 50 years ago.</p>	<p>Without the slightest intention of rebuking my pre-college mentors, I think I know Latin much better than they did. This allows me to produce grammatically correct sentences viva voce in the classroom while teaching. My students hear a great deal more Latin than I ever did as a student, at any point in my education. I was fortunate in high school as one of my teachers had been a novice Benedictine and did speak Latin in class. I had no teacher until graduate school who pointed out that translation often emphasizes different things than the original and there is no such thing as a perfectly correct translation, at least not for the masterful stylists we have from the ancient world. I am confident that all of my students come away from my class understanding that Latin is a real language that communicates ideas effectively--as opposed to a puzzle or a code that needs solving to be understood in English.</p>

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106	CLC: excellent resources and iBook. Students love the stories, and I can add the grammar as needed. Bolchazy AP materials: thorough resources and well edited. It's a difficult shift from CLC at first, but the students like how collegiate the books are.	Vocabulary retention. Grammar application, engagement with material, comfort in class.	I read a lot online and try new things when they fit in.	I speak Latin (lots of immersion), but I don't think it prepares our students for college level programs. It's great for fun, little conversations, but it's difficult to do it well and also keep pace with the grammar requirements. Paradigms are fine for learning at first, but the knowledge needs to be internalized and applied. One way of doing this is obviously speaking, but speaking isn't the only way. I find writing to be very effective.	I began teaching like I had learned, but now I am very different. It forms a lot of my understanding, but I change things with the times. My teacher did a lot of vocabulary and rote memorization, but I didn't really understand what the Latin was trying to say. Now, I try to emphasize meaning over form. It doesn't work all the time for all of the students, but it is much more effective than other methods when I began.
107	Lingua Latina [Oerberg]. Pros: ALL Latin, cultural setting. Cons: stories rapidly get vocab-heavy, some chapters not very interesting. Latin Via Ovid. Pros: starts very simple; good stories; workbook. Cons: grammar highly stressed.	I'm a comprehensible input person: hear lots of L2 you understand, lower affective filter, attentive listening emphasized	Work out and elaborate stories with students. Have them retell, illustrate, suggest alternatives.	Spoken Latin is key to bolstering comprehension. Spoken by the teacher; students don't have to until they're ready. Paradigms are hard to apply in a natural reading approach, but can help to anchor understanding at advanced stages.	Very different. I loved grammar and unraveling, and had a flair for languages, so grammar-translation worked well for me, but I always wanted to use it as a real language. My method is better for the majority of learners if we don't want to be elitist.
108	CLC. Engaging stories, colour, not big on rote learning or more boring activities, flexible to use. Weaknesses are the great complexity of the stories and vocab after a while.	Engagement, willingness to persevere to access Latin texts	Not really!	Reinforces vocab greatly, and grammar to a lesser extent. Really useful when reading ancient authors to understand how word placement changes the stress and meaning of a sentence	Fairly similar. I'd like to do more spoken/sung activities
109	Latin for children with the 5th graders. Excellent basic explanations for the english side of translation. Latin an intensive course with my 7th graders.	active engagement and grammatical rules. The number of kids I get in Latin 2 who think they are good at latin because they can translate an intro sentence but are foiled by any sentence that does not begin with a nominative subject would (or possibly would not) shock you.	I have them chart out every Latin word in a sentence from the beginning (form, dictionary, syntax, and meaning). By the time my students have had me 3 years they know how to translate grammatically and they would never think of not looking at an ending.	spoken latin is fine, if your goal is to allow your students to speak to you and nobody else. if your goal is to read cicero or pass the ap, paradigm and grammar based is the way to go.	I learned in an intensive course at columbia over the summer. I say I learned because i was expected to read the 3 chapters and do the exercises every day. The professor answered questions in a 2 hour class session after I had done the work of learning. very little teaching occurred.

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110	I actually write at least 80% of my own Latin materials simply because I can better tailor the materials to my students' abilities and interests. This does mean, however, that my students see my mistakes more frequently. And while there is an obvious downside to this, it also can help build their confidence to know mistakes are ok.	VOCABULARY. Limited vocabulary that is frequently repeated.	I'm definitely using more comprehensible input methods and regularly include technology.	Spoken Latin is a great way to repeat vocabulary. It's not, however, something I believe students should be graded on for grammatical accuracy or pronunciation. While I absolutely loved grammar charts, the use of them in the classroom should be based on whether the charts will help or hinder students' progress. I absolutely believe our methods need to be updated.	100% different. While I was taught with a textbook and charts, which was what I wanted at that point, I didn't learn huge amounts of culture until upper level Latin courses in which we read authentic texts. I love including more culture in my Latin passages but it's a lot more effort on my part.
111	Started the Comprehensible Input this year. I am using the 1st 3 pages of Cambridge Latin as my first jump off point. By next week, I am starting a novella by Olimpi Perseus et Malus Rex.	Exposure to the language as it would come naturally. After 28 years of teaching grammar-translation, this is so much fun and students already to understand the grammar better after a couple weeks of exposure first.	See previous	I thought I would be horrible to it, but the attention and the kids' excitement as the story develops, has made it so much fun. Besides I speak slow so it's working out well.	This year way different. I wished I had started this 10 years ago. Actually I wish I had thought of it 28 years ago.
112	I like Wheelock for all levels, and once students are ready, I like to begin reading prose with Caesar or with Piny's Letters.	Getting used to an inflected language and understanding endings is important to me. Verbs matter most of all.	My students speak, recite, and sing a lot - it does help with learning endings, and they enjoy it.	I think that a purely spoken-Latin based program won't prepare students adequately for advanced work. Having a solid knowledge of grammar is the big essential, in my eyes.	I suppose I teach pretty much as my own teachers did, but I suspect I'm a lot more fun.

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113	<p>Elementary level: Wheelock's Latin: most comprehensive foundation for grammar but unfortunately students don't seem to respond to it as well, especially if they have not had a firm foundation in English grammar (or grammar from learning other foreign languages); even with students who are prepared for this approach, I find it necessary to supplement because 1) most of the answers are available online, so students can evade really learning Latin unless sight translation is emphasized; 2) the reasons college students are taking Latin now (e.g., pre-Med, pre-Law, linguistic/grammar acquisition, or because of a cultural interest in ancient Rome) don't always align with the focus of the textbook; 3) it's easy to fall into a teaching routine that quickly becomes boring for the students; this text works best for highly-motivated and experienced students who are willing and able to commit to a lot of independent learning</p> <p>Shelmerdine (Introduction to Latin): a good balance between methodologies because it combines a good foundation in Latin grammar (targeted more towards students who have not learned formal English grammar) with an elements from the linguistic (Michigan) approach and reading methods.</p>	<p>Because most of my students are either learning Latin to provide a grounding for other subjects (especially the biological sciences) or intend to move on to upper levels, learning to sight translate quickly and accurately is something that I stress - my ultimate goal for them is engagement with Latin authors as quickly as possible!</p> <p>Therefore, I do emphasize a traditional approach to vocabulary, paradigms, and grammar, but I also try to get them actively involved in learning the language (rather than passively memorizing forms).</p>	<p>-frequent sight translation, even at the earliest stages</p> <p>-micro-assessments, which usually means quizzing every single day of class at the elementary level</p> <p>-balancing tests between memorization tasks (paradigms, vocabulary) and sight translation passages (I don't test on prepared passages at the Elementary level, and only partially at the higher levels - I don't want to encourage them to memorize translations, but spend that time memorizing Latin)</p> <p>-on sight passages on tests, I include a number of grammar questions targeted to the complexities of the passage, which, if the students answer them correctly, will help them translate the passage</p> <p>-English to Latin exercises in a low-stress way (cooperative correction from the entire class, board-work, but never E>L on assessments)</p>	<p>Because I teach at the college level, spoken Latin is a very minimal part of my teaching strategy. I do support spoken Latin programs, such as the Paideia Institute's summer program in Rome, and think it has a bigger role in the high school classroom. Mostly it doesn't cohere with the majority of my students' goals for learning Latin, which are usually one of the following: 1) wanting to read Classical texts in the original language, 2) wanting a linguistic framework for their own writing in English, 3) wanting help with learning scientific terminology through studying the parent language. Many of my college students take Latin specifically because it is a language they aren't expected to speak.</p>	<p>My teaching style is strongly influenced by my own teachers, and I hope that I have drawn on their strengths and tried to avoid their weaknesses. My first year of Latin (in 8th grade) was taught without a textbook, but still adhered to a relatively traditional GT framework (we chanted paradigms, for example); however, my teacher also emphasized sight translation, in particular teaching skills for approaching a passage full of unfamiliar grammar and vocabulary. I am also strongly influenced by a (negative) college experience learning Greek through the reading method, which left me at a significant disadvantage in coursework beyond the elementary level. Perhaps ironically, I found that I was less prepared to read advanced texts in Greek because I lacked a firm foundation in paradigms and syntax. For this reason, even though I am sympathetic to reading and CI methodologies (and spoken Latin, for that matter), I employ those methods to supplement a traditional GT framework. I have found that to be the most effective method for me to teach Latin, although I expect others to have methods that work better for them. In the end, method matters less than results, and just as different individuals learn differently, different teachers teach differently, so I am very much opposed to any kind of methodological orthodoxy!</p>

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113	<p>I did pair this text with CI-based sight translation exercises to reinforce their reading skills; drawbacks include a number of typos in the exercises throughout the text, which are sometimes confusing for students, and the availability of several editions that differ in the specifics of exercises; for reasons that probably had less to do with the textbook than the sociology of one particular class, I had a number of students become frustrated with Latin and drop out of the course (more than with Wheelock), but the students who stuck with it learned quickly and deeply, and I think had a text I often use for sight exercises or early in the semester), Aeneas to Augustus (which I mostly use as a resource for sight translation activities), Garrison's Student Catullus and Keitel's Pro Caelio (because I feel that it is important to introduce students to commentaries as early as possible)</p>	[see above]	[see above]	[see above]	[see above]
114	<p>Learn to Read Latin at the collegiate level, Oxford at the K12 level. LTRL is excellent at providing reference material for future semesters of study, while Oxford's storylines keep younger students engaged (to a degree) I do find LTRL is a bit overwrought in terms of specifics and determined to deny variability in ancient Latin.</p>	willingness to engage with it daily, appreciation of nuance for different words	I find students LOVE inscriptions.	I am not a major fan of spoken Latin on the grounds that a lot of students with minor speech or hearing disabilities elect to take Latin electives because it isn't spoken. (students with major disabilities can generally opt-out altogether) I am in favor of paradigms for morphology but not for complex grammar	I am far less formal. I think my teachers achieved a greater degree of clarity in class, but also presented Latin as more regular than it really was, making it more difficult to work with Latin of other periods. I try to keep these other periods open, even though it is less clear in the beginning.

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115	<p>I used Lingua Latina per se Illustrata for four years, and now am just switching over to Cambridge Latin (at a new school). LLPSI I appreciated for its attempt at introducing grammar and vocabulary inductively, but I found it especially unwieldy as a classroom text. It also has astonishingly few built-in activities, and the few that are provided (i.e., the exercitia book) are extremely dry and boring. Ultimately, it attempts "active Latin" with the same goal and even methods of a grammar-translation method. (Also, personal pedagogical pet peeve: they don't introduce 1st and 2nd person verbs until chapter 15!! Ridiculous!) I do enjoy the stories, visuals, and grammatical explanations of CLC much more, though I think it fails to introduce implied subjects early on. I haven't taught from it extensively yet, but I look forward to trying out new things with it.</p>	<p>It's difficult to separate what elements of Latin learning will successful market to parents/administration, and which elements are (for me) the most important. I would say developing a degree of communicative competence (in all four language learning skills) is crucial to immersing oneself in the language, as well as for building mental pathways that will assist with learning other languages. That latter goal is often the one we use to defend Latin's presence in the curriculum. It's not wrong, but it doesn't recognize the use of Latin itself as an important subject.</p>	<p>There's too many to count! I think the main thing is to keep varying your approach, explain things in different ways, use lots of different methods, descriptions, demonstrations to practice the same concept. Talk to the kids in Latin, make them speak and listen to each other - even if it's just a little bit!</p>	<p>I think spoken Latin and grammar-translation need to be friends! Unless you have oodles of class time and realistic situational material to spend on gaining inductive fluency in Latin, you miss the point of engaging with the literature side of things (and thus, with the only "real" Latinists with whom we can really dialogue). However, ignoring the integral nature of language learning has been highly detrimental to both the presence of Latin in schools and the development of classics as a whole. Plus, the idea of reading something "literally" is a post-modern concept that does little to help a real understanding of an ancient world - grammar is important, but it won't tell you everything!</p>	<p>I've been instructed both ways; first as a middle schooler with a grammar-translation based curriculum (which I loved) and more recently as an undergraduate with an entirely immersive Latin program (which I REALLY loved). Since both were positive experiences, I feel strongly that both should be implemented in harmony with each other, and attempt to unify those approaches (to more or less success!) in my own teaching methodology.</p>
116	<p>Bryn Mawr Classical Commentaries; Focus Aeneid commentaries; Dickinson classical commentaries; Oklahoma classical commentaries</p>	<p>Willingness to be wrong, repetition, familiarity with paradigms, ability to increase vocabulary and facility, active engagement</p>	<p>Student-generated compositions; CI-Method; Asking advanced students to test-run a forthcoming commentary, then add their feedback</p>	<p>I see both as vital parts of Latin classrooms; I would prefer 50% spoken Latin to build up vocabulary, active engagement, familiarity with paradigms, and 50% working through a set text / using a reading approach.</p>	<p>My style is very different from how I was taught Latin. My professors did not use any spoken Latin. The strengths of my teacher's method was that I was incredibly good at paradigms, verb synopses, and explicit knowledge of syntactical rules. The drawbacks were that this grammar/translation method is alienating to a large group of students.</p>

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117	<p>Wheelock's Latin (7th edition), and Wheelock's Latin Reader (2nd edition). The curriculum was constructed before I arrived, and the content is delivered online. Switching textbooks would mean weeks of work. As an adjunct with multiple jobs, it is not feasible for me to change the curriculum all that much at this time. Wheelock's Latin moves at a reasonable pace, has plenty of supplementary exercises, and has great, very clear tables in the back. It works just fine. Wheelock's Latin Reader is pitched at far too advanced a level for most 2nd year students. The commentary is far too sparse. I would not have selected it if I'd had my way.</p>	<p>Understanding of fundamental grammatical and syntactical concepts (number, gender, case, person, mood, subordinate clauses), a willingness to memorize most material and to look up what you forget, the ability to use the resources provided in a textbook.</p>	<p>My Latin 1 and 2 students were looking up all the answers to the Wheelock exercises online. So, I switched to assigning only English to Latin exercises that I made up to fit with their progress in the Book. This worked absolutely great for the top third or quarter of students, but the bottom third merely stopped participating. They were more willing to take a C in the class than do that work. As a result, they learned much less. I have switched to a moderated version of online translation exercises now, where a student is presented with a sentence, and must fill in the blank to provide proper grammatical and syntactical labels for different portions of the sentence, or they are required to place a scrambled translation in order. That does not challenge the better students as much, but just about everybody now completes the exercises, and seems to be retaining some of that information. My more advanced students can come to me for extra assignments.</p>	<p>Spoken Latin would provide exactly zero benefit to my students. Many of my students work part time or full time in addition to going to college; many have children; many are at a distance. It would be impossible to pull off a real spoken Language experience. Our online, asynchronous curriculum is designed to be very flexible, which means we don't ever meet as a group. Moreover, spoken Latin is not what these students need. Many of them come to me without an understanding of very basic principles of language (e.g., occasional students who cannot identify a verb or explain its function). The best and most broadly applicable goal I can strive for, and the thing that will be truly useful for these students going forward, is to give them the opportunity to understand the fundamental basics of Latin as a means of improving their general language and reading skills. The vast majority of my students will forget their Latin. What I hope they retain is a more robust grammatical and syntactical ability.</p>	<p>My "fundamentals-forward" approach is very similar to how I was taught. However, the delivery method is entirely different. I thrived with in-person drills and explanations. I loved getting to know my teachers. In an online, asynchronous environment, I only meet the students who seek out extra help or extra depth. Online Latin is not a good delivery method. So this is a make the best of what you've got kind of situation. The benefit to this "fundamentals-forward" approach is that my students will get, and hopefully retain, some basic language training that many of them have never received. The negative is that many students, I suspect, find the material rather dry. In addition, since I have decided to focus on grammar and syntax (easy to measure in a distance learning environment), my students mostly miss out on the fun, interpretive parts of language learning, like toying around with different translations of a sentence. Since I barely ever see them in person, it is impossible to convey fully my love of language, literature, and history. I try my best online, but my guess is that many of them skip over that stuff and go straight to the exercises.</p>
118	<p>I have just started using novellas in latin 2, love it cause the kids are more interested, IB curriculum works in 3 and 4. Sometimes they're good with notes and help and sometimes not</p>	<p>vocab and input that is comprehensible</p>	<p>I really like speaking it with the students. They understand it so much more with speaking rather than doing grammar like previously</p>	<p>[no response]</p>	<p>very different. I just did grammar</p>

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119	<p>Ecce Romani (though I have used many others) - the stories get too hard, too fast; don't include enough repetitions either of vocabulary or forms; and often aren't particularly interesting/compelling for students</p>	<p>strong vocabulary: Just this week, I have told/read a story with my Latin 2's, using almost all known vocabulary. I included an indirect statement, a cum circumstantial, a perfect passive verb, a deliberative subjunctive, and a purpose clause, none of which they learned in Latin 1. They understood all of those constructions without explanation, and with a little bit of glossing (e.g. "ut (to)"). They were able to read the story and understand the story because they knew the vocabulary.</p>	<p>TPRS/Teaching with Comprehensible Input</p>	<p>I think spoken Latin is very important for learning Latin, and I don't think paradigm-based Latin should really have any place. No one ever gave a 7-year-old a chart of all the verb forms of the verb swim and asked them to memorize and duplicate it, when teaching that child to read English. That's not how language works. Why do we treat Latin so differently?</p>	<p>I was taught using Jenney's. We analyzed and translated Latin sentences for a year and a half; then read Fabulae Faciles, Caesar DBG, and AP Latin Lit, and AP Vergil. It is completely different from the way I teach. Sometimes I wonder what my Latin teacher would think of my classes, or whether my teaching would even be recognizable to him. I loved the way he taught, and obviously it worked great for me. But, as a professor in graduate school used to say, "we are the nerds." I can't expect to have 100 mini-me's in my classes. That's not realistic. I have to teach the students I have. And for the vast majority of my students, the "paradigm-based" method just doesn't work. They end up not knowing anything and feeling like they wasted their time by the time they get to their final year (whenever that is). I want them to know things in Latin; to be able to use the language like a language; to have fun while they learn Latin; to feel empowered. The best way I have found for that is TCI. I'm not great at it; I'm still learning. But, now that I've started doing this, I can't go back to my old ways. And every time I do, even if I think I have a good reason, it feels stale and just...wrong.</p>

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120	<p>Newlands, C. E. 2014. An Ovid Reader: Selections from Seven Works. Mundelein, IL: Bolchazy-Carducci. ISBN: 9780865167223.</p> <p>Tatum, W. J. 2012. A Caesar Reader: Selections from Bellum Gallicum and Bellum Civile, and from Caesar's Letters, Speeches, and Poetry. Mundelein, IL: Bolchazy-Carducci. ISBN: 9780865166967.</p> <p>The Carducci textbooks have very easy to read commentaries, which usually address most of students' questions.</p>	<p>The foundation --for learning any language in my opinion-- is the systematic work on expanding one's vocabulary. Repetition is the grinding process of learning a language, but always necessary. Finally, especially regarding the learning of a "dead" language, is self-motivation; most of the times students will stick to what is on syllabus, but if one pushes themselves beyond that for the sake of personal discovery is always rewarding.</p>	<p>Creating silly jingles in order to help students memorize complex grammatical rules, as well as issues of morphology.</p>	<p>I really think that spoken Latin introduces a whole new perspective in language acquisition. Personally, I have been in a classroom where we would be taught through active Latin for part of it and I wished that I had learnt Latin this way.</p>	<p>I feel that I am reproducing for the most part the way I was taught Latin because I think that I had a good response to it. There was nothing special to it; it was the typical grammar/ syntax memorization and excruciating sentence parsing, but I still believe there is value to be found in the traditional way of teaching. Having said that, new teaching methods seem fascinating and the advent of spoken Latin is extraordinary.</p>
121	<p>untextbooked.</p>	<p>vocab repetition. listening to lots of understandable messages of the language.</p>	<p>So many I can't enumerate here.</p>	<p>I believe in using lots of understandable spoken Latin and written Latin. I use paradigms a little to illuminate what's seen and heard.</p>	<p>I teach much more actively (more spoken) than I was taught</p>
122	<p>We use either Wheelock or Shelmerdine. Wheelock has grown quite bloated and has a lot of frankly unnecessary vocabulary. But it has great supplementary materials, and 38 Latin stories is great to use alongside it. Shelmerdine is more streamlined, and I like her presentation of the material better in general. But there are few supplementary materials, and the readings are generally inaccessible to students---they are too hard or just not the most thrilling.</p>	<p>I am quite old-fashioned, I suppose, in my insistence on paradigms. I simply think reading people like Horace and Vergil requires you to know the forms. I also think grammar is quite fun and can be engaging.</p>	<p>Students like to do fun, continuous readings, and I try to incorporate them as much as possible into beginning Latin. Another reason I like 38 Latin Stories.</p>	<p>It depends, of course, upon the goals. What is the ultimate objective for one's learning the language? If it's to read Roman authors, as it is in my program, spoken Latin generally is not going to get us there. That said, I do think spoken Latin is valuable and have encouraged several students to participate in spoken Latin programs of various sorts.</p>	<p>My style is quite similar to the way I was taught. This approach has taught me how to think in exceedingly detailed ways, how to dissect language and its intricacies. I tend to think this is a good skill for our students to learn.</p>
123	<p>I have used almost all of the available texts. I love Wheelock and Latin via Ovid.</p>	<p>Songs of mnemonic devices and paradigms.</p>	<p>Songs!!!</p>	<p>They bolster each other. I do not believe in dumbing down information.</p>	<p>I learned out of the old Jenney, a chapter a day and loved it. Our teacher was rigorous, but kind. I saw many classmates cheating. Sad.</p>
124	<p>Ecce Romani as a guide to curriculum but also a lot of department made materials</p>	<p>Vocabulary vocabulary vocabulary and how it helps with English words; active engagement & logical thinking that leads to better communication & problem solving</p>	<p>quizizz is nice for vocabulary review; white board games; station translation</p>	<p>spoken Latin to set the tone of the room that Latin is how we express ourselves in here; paradigm-based to engage with the words of the ancients</p>	<p>I'm fairly different. I try to have a conversational room, not a lecture style; I think the kids are more comfortable that way and more willing to try & be wrong (which is what I want; we're a growth-mindset room!)</p>

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125	<p>Latin for the New Millennium. Good grammar practice, sensible vocabulary, but not enough reading. Workbook is too difficult for young students. I have used Ecce Romani which I liked for its grammar but disliked for vocabulary and lame stories.</p> <p>I inherited Cambridge Latin from a previous teacher and thought it was terrible - students couldn't hold onto any information because there was nothing to learn. It also didn't cover all important grammar by the end of the 4th book, meaning I inherited AP students who didn't know their subjunctives properly.</p>	<p>vocabulary; memorisation of forms; connection with grammar rules - how are they like/unlike English grammar.</p>	<p>[no response]</p>	<p>I am resistant to spoken Latin when the emphasis is on communication as the goal of learning Latin. I am open to it for grammar practice but see no value in teaching students made up vocabulary or encouraging them in incorrect grammar.</p> <p>I'm also aware that paradigm-based learning doesn't work for all students but in my experience those students can succeed with more reading and writing of specific targeted items.</p>	<p>I was taught Latin at college so it was very bare bones. As a high-school teacher I have to incorporate more games and activities, more culture, and to make it more 'relevant' to my students.</p> <p>The way I was taught worked because there was no pretence - it was the Latin language and that was it. It wasn't fun but that wasn't the expectation.</p> <p>My method of teaching language is probably like my own teacher's but needs more buy-in from students. They won't learn because they should but need some kind of hook - cultural, mythological etc.</p>
126	<p>I don't use one textbook series, I use a combination of many. I do like the overall progression of old Jenney and stick fairly close to that.</p>	<p>Active engagement and consistent study habits. Willingness to have logical approaches to problems and that being wrong isn't a tragedy.</p>	<p>More translating than paradigms but students must understand grammar. Just reading for "getting what the passage says" is really what I frown upon.</p>	<p>I don't like either. Latin can be taught without excessive focus on paradigms, but spoken Latin is pointless and useless, imo.</p>	<p>Pretty different but not completely. I have my students translating a lot more a lot sooner than I was taught. I think modern students are especially turned off if all you do is memorize grammar for two years before you start translating. Grammar and understanding construction is still important, however.</p>
127	<p>We are transitioning from Ecce to Cambridge (for Latin I-III) I use thematic units for Latin IV and AP Latin we use an old textbook for Virgil and A Call to Conquest for Caesar</p>	<p>strong vocabulary, repetition, and an understanding of the grammar functions</p>	<p>I am of the Sesame Street philosophy using stories, and songs to help remember grammar topics/ points. Also I try to have students say and hear as much Latin as they read/ translate. I often have students listen to me reading the Latin aloud before actual translation and then ask them to give the gist of the reading. This is so that they can practice trying to get an overall idea of a passage and then go in for a more specific meaning in the actual translation.</p>	<p>I think that hearing and speaking Latin is useful for students to get a sense of what a Latin sentence should sound like (similar to native language - it just sounds right). However I think that knowing the blocks for building the sentence is important so that they can deconstruct and reconstruct sentences. I think that students should know the paradigms and how to apply them.</p>	<p>I teach much the same that I was taught</p>

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128	I use the old version of Jenney's Latin with Ben-Hur on the cover. I love the fact that the grammar is explicit and thorough. However, it is a little dry and there are no supplementary materials for using technology.	I tell students that in order to succeed nothing is more important than keeping up with their work daily. Even when they don't have a written assignment for homework, I encourage them to study vocabulary and endings.	My students love using PearDeck and Quizlet.	We do very little spoken Latin in the classroom. I believe that the skills used for memorizing paradigms and translating are beneficial no matter what field of study a student chooses for a major or career.	My style is similar to how I was taught. However, there is a lot more scaffolding, and there are many different learning styles that are addressed through various activities today.
129	Oerberg. LLPSI. Large number of vocabulary words is a plus, not a difficulty. Learners acquire language through reading and review in the Exercitia. Vocab sinks into long term memory. In the second volume, Roma Aeterna, learners are led into reading proficiency of real Roman authors, such as Livy, Sallust, Cicero. The series as a whole facilitates thinking in the language and direct comprehension, including questioning and responding in Latin, instead of translating.	Listening, and its reading equivalent, that it, to understand the language in real time. Vocabulary is more important than grammar, but grammar is best learned in context first, before learning the details. Conversely, even beginners can grasp so-called complex grammar elements such as subjunctives, when these are presented in a comprehensible context and given plenty of repetitions. As with songs, they can learn pretty much whatever you take the time to teach.	Storytelling or Story listening, and short conversations, "mini-lectures" on non-fiction topics, and also card games and athletics. The best language acquisition happens when you get so absorbed in content and activity that you forget for a while that you are hearing or using a foreign language.	Spoken Latin is not a goal in itself but is the most powerful tool in our teacher's toolbox. Once you witness the effectiveness of communicating comprehensible language, you can't go backwards. Paradigms should be learned as well. I believe all the detailed of grammar are essential for the advanced Latinist. But my experience has been that those who master speaking Latin as well have a deeper, more nuanced and thorough understanding of the advanced grammar too—coming from their "insider knowledge" of the language.	My methods are very different from my teachers'. The strength of what I do now is that methods using comprehensible input and extensive reading, listening and speaking can produce Latinists of a much higher proficiency overall, and in shorter time. The drawback of learning rules and vocabulary lists is that these do not usually lead to real reading proficiency. In no other language would a deciphering a few paragraphs or pages per day be considered "reading." A professional language scholar with such low proficiency would never get a job in, for example, French. Why should Latin teachers and professors be held to a lower standard?
130	<i>[no response]</i>	Cambridge Latin Course Strength is the appeal of the story and the availability of additional resources. Another strength is the community of teachers who use it. Weaknesses are the lack of organization in the explanation of grammar, the amount of time it takes to get all the noun cases, and the absence of any Latin composition work.	<i>[no response]</i>	In my classroom, I speak Latin regularly, but just in short bursts. The kids sometimes respond in Latin, but not often. I think spoken Latin is a useful practice, but that it doesn't make much sense for it to be a primary goal. Paradigm-based Latin is also not at the center. If the paradigm becomes the primary focus, I fear losing the sense of whole language, I think there needs to be a balance.	I teach in a very different program, because I learned Latin in college in an intensive course. It's difficult to compare.

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131	<p>I use Ecce Romani for my youngest students (6th graders). I like that Ecce throws them right into reading a VERY manageable first story. Most of the words used are close to English and can be guessed, are used repeatedly (which is a must for new kids learning new vocabulary), and the other words are similar to French and Spanish -- a benefit to me since most of my students have studied one of those language previously. I like that Ecce has "Responde Latine" questions so that students get communicative practice, and I as the teacher don't need to prepare all of that myself. Ecce doesn't have an overwhelming amount of exercises in each chapter and moves at a fairly reasonable pace (with a few exceptions, as every textbook has)... for example, the jump to chapter 4 is a pretty significant one, if memory serves me correctly. I am required by my school to use the Oxford Latin Course for my older kids (7th-12th). Oxford is good and bad just like the rest. I enjoy that each chapter begins with a comic strip and comic captions to introduce the new grammar in a manageable way with visual clues-- this is a HUGE plus. The stories, however, in Oxford are too difficult, which is why they have SO much glossed to the side for students. I don't think that helps them much. I think Ecce is stronger in their stories and Oxford with the comics.</p>	<p>Vocabulary and repetition are the most important things to learning a language. You must know ~96% of the vocabulary in front of you in any given reading passage in order to understand the meaning of said passage. This is true for English as well as foreign languages. I focus on vocabulary for homework and we do all sight reading in classes. When the students have learned the vocabulary for the chapter thoroughly before each chapter, the reading moves quite quickly and we can focus on the grammatical constructions. It is particularly important to form a strong base for vocabulary at the beginning levels. If teachers and texts reinforce this, reading real Latin becomes infinitely easier and less time consuming and therefore enjoyable. Also, vocabulary is a very manageable thing for kids to do at home -- there isn't much that can go wrong and they won't form as many bad habits (as doing grammar exercises or translating at home, for example). Engagement should of course be up there as well. Kids learn better when they are engaged. In that sense, I think it is important for a text (and teachers) to incorporate as many learning styles as possible and keep activities short and moving. I divide my ~42 minute classes into at least 4 sections everyday. I try to talk "at" my students for a maximum of 8-10 minutes a day</p>	<p>I had my first opportunity to use "Active Latin" as an instructional method this past summer -- the results were beyond anything I could have imagined. It was very difficult for me as the teacher, who did not learn this way; but the kids learned SO much in such a short time.... their knowledge doesn't compare to what the kids in my classes now using Oxford Latin learn in a couple months. It should definitely have SOME sort of place in every textbook. But I would just emphasize again what I said for the last question. Vocabulary NEEDS to be a focus to some degree as do a variety of activities. Pictionary, crosswords, word finds, charades, are all great ways to practice vocabulary that get the kids excited. I also print pictures that represent the words the kids learn and I'll assign for homework to label the pictures with the appropriate Latin word, or put the pictures around the classroom and give each student a stack of Latin words they know and I will ask them to place the Latin words on the appropriate pictures (if one is wrong, they must first correct the wrong one and then they may place theirs;</p>	<p>Again, SUPER important. I've seen the difference. There must be a spoken component. I also think just saying paradigms aloud is really helpful too... the power of kids saying things is just a really wonderful memory technique.</p>	<p>I teach extremely different from the way I learned. Most of my experience was grammar-translation with some reading based. I spent nearly every day sitting and listening to my teacher either way. I was not required to learn vocabulary for long-term retention, only for weekly quizzes, and I went home to do my translations. Without the immediate feedback, I hardened bad habits that were difficult to break later... vocabulary has been a constant struggle, and made reading Latin later a horrible experience. It moved SO slowly and I wasn't retaining the meaning because I was looking up every word. These are the reasons, as well the new research being done in the studies of Second Language Acquisition, that I teach the way I do. I still struggle to come up with activities for translating in class to get students engaged. Again, there just aren't any resources for teaching engaging Latin using the reading method or grammar-translation, and I'm all tapped out for now as far as creative ideas go.... so that definitely needs work as far as my teaching goes.</p>

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131	<p>I have mixed feelings about Oxford pushing the grammar to the back of the book; for practical purposes, it is just difficult to flip back and forth and takes longer in class for students to find their places. I think fronting the story and comic and putting the grammar after the reading out of sight is good enough. The HUGE downside to Oxford, in my opinion, is the fact that the first year only gets through present tense.... then, as second years, they learn every other tense (including two in the very first chapter!!!!) and the passive voice! That is way too much. The first book then is super easy to get through in the year, and the second book is nearly impossible to get through in a year.</p> <p>Overall, textbooks seem to start off very well. They are manageable and move at an appropriate pace, but then authors seem to get tired of taking the care and time necessary for the later parts of the book. I think the same care and attention needs to be paid to the entire book.</p> <p>If no one else mentions it, I feel like I must mention the brand new textbook "Forum" by Christophe Rico. I have no experience with the active Latin Oerberg texts, so I'm not sure how it compares. But Forum seems to start off AMAZINGLY well. It's based on conversational Latin and putting as much comprehensible input in front of the kids at a time. I think this text has taken the most care to incorporate what new language research shows us and apply it to the way we teach Latin. Definitely worth looking at.</p>	<p>I want them speaking in some fashion (Latin or English) as much as possible, then they will read aloud in Latin, and do some sort of activity (with moving around, pictures, actions, writing, etc...). I think it's really important to segment lessons similarly to keep kids engaged.</p>	<p>this keeps kids engaged after they have placed their own stack, because there are often errors), after this game I might say "da mihi picture _____" so that the kids must then listen and bring me the appropriate pictures. This is my biggest struggle as a Latin teacher though --- there are NOT ENOUGH resources on activities like this for class. We need to take cues from our modern language friends to get students more engaged in class with things that get them moving and participating more. I also like to play yahtzee with Roman numeral die after kids have learned Roman numerals. They practice I-VI a lot and then when they have to add up totals they practice larger numbers as well. It's fun and helpful.</p>	<p>[see above]</p>	<p>[see above]</p>

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132	<p>Ecce Romani - strength is the pacing of the book. Weakness is the boring text as well as the word list which leaves out some important words while stressing others not used very much in the lexicon</p>	<p>Willingness to listen, do the work, remain curious and ask for help - pretty much the critical elements of any field of study.</p>	<p>Comprehensible Input and lots of active learning activities that I have amassed over the years.</p>	<p>The role of spoken Latin in my class to provide more repetition of the words. I can orally repeat a word 5-6 many more times than students will see them in a written piece. It helps a great deal with acquisition - which I define as creating a long-term memory of the words.</p>	<p>It's completely different. The traditional grammar based approach that I learned on would crash my program. I went to affluent high school where nearly everyone was college bound. Our teacher didn't have to "sell the program" the way I do.</p>
133	<p>I use a mix of Oxford and Wheelock for middle school and Minimus for the younger ones</p>	<p>Repetition and grammar</p>	<p><i>[no response]</i></p>	<p><i>[no response]</i></p>	<p>I use similar lesson patterns, but I try to use more systematic approaches, especially when it comes to translating.</p>
134	<p>We start in our Foundations class (6th grade) with the Minimus and Minimus Secundus books - these are engaging for young students but I wish they had more reading practice. We use the Cambridge Latin Course for grades 7-10. I think these texts break up the grammar into doable chunks for these age groups. We use Mueller's Caesar text in Latin IV and this book and Pharr's Aeneid in AP Latin - I like the notes on these texts and they are easy for students to use.</p>	<p>For the longest time I would have said a strong understanding of grammar, but after years of teaching I think it's more about having a strong vocabulary. Students can usually figure out what is being said in a passage if they know the vocabulary, but that's not always the case if they know the grammar structures.</p>	<p>Anytime you can make it a game, students engage. But there are somethings that simply must be memorized and for this I design memorization games and strategies for them to use. These are not always fun, but usually effective.</p>	<p>I think spoken Latin is great for auditory learners. But if your goal is to read texts for ancient Rome, I'm not sure how helpful speaking Latin is going to be. That being said, I would like to attend some training on it to see if there is something I'm missing with the use of spoken Latin.</p>	<p>I learned in college, so I teach very differently, I have more time with my students and I play a lot of games. This works better for young minds than steadily going through Wheelock in two semesters.</p>
135	<p><i>[no response]</i></p>	<p><i>[no response]</i></p>	<p><i>[no response]</i></p>	<p><i>[no response]</i></p>	<p><i>[no response]</i></p>

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136	<p>I wrote my own material for lower level classes. I have used Ecce in the past, leaving lessons for the sub, Ecce as the primary resource when I went on maternity leave. Weakness is that it gives charges without the English meanings. Some charges even have endings without Latin stems attached to them, and without any English, therefore no way for students to draw any meaning from the endings.</p>	input & output	<p>I gave a small hand made gift journal to my upper level latin students for them to write only in Latin, anything they like. I am a relatively proficient speaker so I can quickly read their sentences, respond and write back some simple follow up questions. Language needs to have meaning, real and relevant to students. These journals are one way to attach meaning to language, and allow for student output. I don't correct any mistakes in the journals. They are just a place for output, which is very important in acquiring a language.</p>	<p>Spoken Latin is crucial in my classes. Students immediately experience Latin as a way to communicate. Passing out papers to students, I count to myself in Latin. When students speak with me, they have to use Latin, as I pretend not to understand English. I have to take advantage when a student is motivated to communicate, so they are motivated to use Latin. A student speaking Latin is not the ultimate goal; speaking increases the facility of reading authentic Latin literature, which is the ultimate goal: to communicate with authors of the past. To read ideas, philosophy of how to live well, history of wars religion and cultures, governments, etc.</p>	<p>Different! My high school Latin teacher raced with us though the grammar and we began reading Virgil after 2 years. Many students were able to keep up with her pace and expectations. I am still impressed she got students to read authentic literature so quickly. A drawback is that students didn't have the time or family of language to produce and express their own thoughts in Latin very often. The language is less relevant to the student in that way.</p> <p>I use active teaching methods which are more meaningful to students. Research indicates that students acquire the language to a greater degree when they use it actively and meaningfully. I think it's more work for the teacher to prepare but I'm sure that ia arguable. A concrete discharge to my way of teaching is that ot takes a longer time for students to get through the grammar concepts and to reading literature.</p>
137	<p>Jenney First Year Latin, Online Content (Dickinson College, Perseus, thelatinlibrary, etc.). Jenney is dry but coldly efficient in getting students to read Roman authors quickly. Though dry, it is much less overwhelming than Wheelock or Learning to Read Latin (both of which I like, the latter more than the former), but neither of which is appropriate for our middle school kids. The online stuff, like Jenney, requires a great deal of planning by the teacher to either enliven the text or facilitate use of the site and provide supplemental materials. Our 8th graders are reading Caesar (albeit slowly) by April of their second year of Latin.</p>	<p>Verb forms, noun endings and case usage, familiarity with constructions (conditionals, cum clauses, ablative absolutes, purpose clauses, etc.). Repetition and careful systematic diagraming of sentences. Vocabulary is important but a secondary or tertiary consideration.</p>	<p>Work a lot with short poems, graffiti, inscriptions. Diagramming, diagramming, diagramming (at the lower levels).</p>	<p>A luxury. Will it help learn a flow of the language and the like, yes, but few of us have the time if reading is the ultimate objective. Further, Latin is a tough sell is a 21st century global oriented curriculum - especially within STEM dominated curriculums. Within this context, we are supposed to justify teaching a spoken language that is unspoken? We could also teach Elvish or Klingon. Those would have many of the same educational benefits vis-a-vis wiring our brains for linguistic systems. Modern languages are generally preparing students to engage with people, our program trains students to engage with texts and great authors.</p>	<p>Extraordinarily different. My teacher - memorize and regurgitate, learn reams of vocabulary. My style - understand the language as a system and then apply that system to ancient writings - AND highlight the relevance of those writings.</p>

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138	See screenshot I emailed to you.	Active engagement and multiple feedback opportunities per day. Maximize the number of focused reps each student gets each day. Humor.	I used an LMS that enabled students to get instant feedback for homework upon completion of assignments, which consisted of anything from translation to paradigms. By allowing the students to have zero lag time in feedback, it enabled instant improvement potential. Then, students could retake the homework. This also gave me instant feedback and allowed me to structure my instruction around the most missed question or topics. Also useful in test prep. I have a whole paper on this that I can share.	Depends on the teleology of your Latin program. Traditional approaches engender cross-discipline skills (I once had a good data set on this), while spoken Latin leads to a more natural sense of the language and greater felicity in reading.	I was taught a rather mechanical approach, this has been overly influential in my own pedagogy.
139	I have done all my teaching of elementary Latin (between 1983 and 2000) with Wheelock. Wheelock's principal strengths to me are its straightforward presentation of grammar, its inclusion of sentences from Roman authors that encourage discussion of Roman history and culture, and the generally well-planned structure of its chapters (with the exception of infinitives, ablative absolutes, and participles, which come to fast all together).	The key thing to me is what I call the "light-bulb" approach: that the appropriate "light bulb" comes on when students see a Latin word. That requires that students know to recognize (not necessarily produce, although production of forms has its place) grammatical forms and know what they do, and that they have a strong vocabulary. Each of the things you list above are essential: students must do lots and lots of repetition in recognizing words and form in different context, and the structure must praise success emphatically and make clear that mistakes are not only allowed by expected. Everything must be done to ensure that students spend as much time using Latin as possible in the limited time available.	I have found small doses of oral Latin, primarily questioning and summarizing, to be quite effective. These work especially well with Groton and May's 38 Latin Stories, which I have found an invaluable supplement to Wheelock. I also find that the time students spend reading Latin aloud the better they do.	Spoken Latin should happen. Teachers should get at least a minimum degree of proficiency in speaking Latin (they need not be fluent), and then do at the very least some question-and-answer in Latin with students. Paradigms are important and should be learned. The key is that they must be seen as tools, not ends, and they should be used for identification of forms rather than just produced. Students should always be kept aware of how the paradigms can be applied as they encounter forms.	I was very fortunate in having a teacher who incorporated both oral Latin and paradigms, and I have tried to follow in his footsteps. I have been more demanding of precision in recognizing forms than he was. I think that gets my students more prepared to move onto "real" Latin after the elementary work than I was, but I suspect I lose more students as a result.

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140	CLC in 7th. Love the stories and breadth of grammar. Disce in 8th. Love the stories and depth of grammar. CLC is too lacking in grammar and Disce too intense for a middle school first year, Janice combining the two books.	Endgament, experimenting/making mistakes, understanding English and Latin's relationship to it.	I play a weekly RPG I created that reviews concepts with my kids.	Spoken Latin is growing. I'd love to embrace it, but I lack the training/expertise. And my student are expected to have a more paradigm-based knowledge in high school, which limits me as well.	Very similar to how I was taught. Wish I could include more CI/spoken Latin.
141	Latin for the New Millennium, also use CLC. LNM is strong on grammar.	Vocab and grammar but also cultural activities and translation	LaFleur's SANDALS method for translation works well and I drill'em in it.	Spoken Latin reinforces that this is not a code; it's a language. Paradigms *help*, but memorizing grammar is not learning a language.	I was taught grammar and translation using Wheelock. I teach a much more free-form style with games and cultural activities. I believe engaging students is critical to learning.
142	Cambridge Latin Course	Vocabulary and practice. Balancing grammar and reading	Not really. Kids like colouring of all kinds.	Exercises practicing classical pronunciation. Listening to and reading out loud.	Very similar to my instruction.
143	Latin for the New Millennium. Strengths: Introduces students to a range of Roman literature, genres, and styles. Weaknesses: Not enough practice exercises provided. Order in which concepts are introduced is sometimes strange (indirect statement, for example, is surprisingly early).	For Latin: Constant practice with translating texts. Understanding of how to use resources like dictionaries properly. Ability to recognize paradigms.	[no response]	I'm skeptical of spoken Latin, since I'm not sure how it efficiently prepares students for reading ancient authors, which I believe is the primary goal of a Latin program.	I'm mostly similar to how I was taught (traditional grammar-translation approach), with the exception that I'm more open to students using resources rather than closed-note sight reading.
144	I use the Cambridge Latin Course in Latin I and II. In Latin III, we finish the green book and then move to a variety of different texts before beginning the IB curriculum. I love the CLC for high school. It's engaging and the reading method is great for students who wouldn't otherwise handle a grammar-translation class.	Can I say "all of the above"?! Repetition is certainly important, as is vocabulary. The vast majority of my students will not continue with the language beyond high school, so helping them see how language works and learning root words is important to me. Keeping them engaged is super important also, and a constant struggle once they hit Latin II.	I'm constantly looking for new ideas. The Latin Facebook group has been great for that. I'm trying to incorporate more spoken Latin, and I try to approach the stories in the CLC stages in a variety of ways.	I think they are both valuable, and I'm striving to find a balance between the two. I'm not necessarily on board the whole CI movement to teach Latin as a modern language. Memorizing charts and vocabulary has value. Parsing and puzzling out difficult grammar has value, especially since we are expecting them to read Cicero and Vergil in a very short amount of time. The end game is different between ancient and modern languages. My students only have 4 years of Latin tops, and I have to prepare them for the IB exam.	Very different! I learned in college out of Wheelock. Flat out memorize and parse. My own Latin certainly improved after I began teaching out of CLC. I fought against the lack of explicit grammar instruction in the early stages for a long time. But I have found that the reading comprehension model does work and is more engaging to high school students. I do switch to a more traditional approach in the third year in order to drill verb charts and such a bit more before we begin reading authentic texts.
145	Wheelock's and online lectures	Vocabulary and willingness to be wrong and practice	Technology, I used a website of lectures projected on screen, kids seemed to really be attentive to that	Critical thinking	[no response]

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146	We use Cambridge. I would prefer a grammar based book like Wheelock, but struggle to keep 8th graders engaged. Cambridge is much more engaging, but I think it makes it more difficult for students to learn and retain the forms.	Active engagement I think is most important for my age group. Many will repeat Latin 1 in high school, so while forms and vocabulary are important, I spend a lot of time maintaining an active classroom.	We do a lot of group work because my students seem more comfortable being wrong in front of their peers in a small group setting than in front of the whole class. We also do collaborative sight reading with one student assigned to direct the translation and other students contributing what they know.	I was never introduced to spoken Latin, so I don't use it much. I think it would be beneficial though, as long as the teacher had a reasonable level of proficiency.	I didn't take Latin till college, so it's hard to make a comparison. When I taught college Latin, my approach was very similar to my teachers'.
147	Lfa 1 and 2. Roman history for second year. Excellability in Latin, dcc Vergil and Caesar. Vergil and Caesar workbooks.	Balance between forms and vocabulary - forms in paradigm only to memorize - forms in context primarily and tied to interpretation. Essentially exposure to the language for interpretation mostly in reading and translating.	I used standards based grading and a part of that is offering retakes and remediation on assessments. In addition, I've changed the nature of assessment away from a one and done assessment to a growth model.	I think both are useful but neither are the end all and be all. Students read aloud in class regularly, receive commands in Latin and occasionally speak in Latin. Students are introduced to declensions and conjugations in paradigm but the focus in class is interpretation and contextual recognition of forms.	Very different. I was taught in a strict g-t model with heavy focus on paradigms. I never really moved beyond a mechanical understanding of Latin until college.
148	Since I tutor, I have used Ecce, Cambridge, Oxford, LFNM, LFA, Jenney, and Wheelock. I could answer this fully for each, but I would say that much depends on how individual teachers employ each book.	Vocabulary is most important	Repetition for those things that need to be memorized, reading/parsing on a consistent basis	I do not see conversation as a goal for the Latin classroom since it is not going to make a comeback as a spoken language	Although I was taught using mostly a grammar/reading method, it was on the college level where some independent learning is expected. For younger students, they need to be shown WHY learning something is important and given strategies for how to do it
149	Cambridge Latin Course -- Strengths -- Reading, natural culture instruction in context, verb tenses are very clear in the time they refer. Weaknesses -- Grammar concepts are not explicit enough even while doing the work, too slow at the beginning	vocabulary, repetition, varied ways to practice and use the language	[no response]	I don't believe there needs to be a strong spoken aspect in classroom. I think paradigm based Latin should still be used to support reading.	I do more reading and comprehension and less grammar translation
150	Latin via Ovid. Textbook is not student friendly so we created alternative materials	Strong vocabulary with a working knowledge of how to engage with it	Teach to their interests, almost like modern languages	Spoken Latin keeps it interesting for students to engage with it.	I was taught grammar-translation without even thinking of it as a spoken language. My curriculum employs a small amount of spoken/conversational Latin activities. They each have their merits, but if I taught my classes like I was taught, I wouldn't have the enrollment I do.

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151	Ecce, Latin via Ovid, Ancona's Catullus	Repetition, practice, building a storage of vocab	Gamifying using aites like Quizizz is a fun newer way to teach and review vocab	Spoken latin is good for building comfort with the language, but paradigm based learning is more efficient	Similar but less rigid - my school is a public school in an urban school system and I cannot go as quickly as I was taught bc students have pre existing language deficits
152	Wheelock's Latin offers firm grounding in grammar and vocabulary, and is complemented by 38 Latin stories for the sake of variety.	If you can't handle being wrong, Latin is not for you. If you cannot learn from being wrong, education is not for you.	Students respond well to group practice. Give them a chance to learn from one another, and they'll do well. Control who and when they do this for best results.	Spoken Latin is intellectual puffery. While it is necessary to be consistent in presenting pronunciation, and consistent in showing how the Romans and their intellectual progeny used the language, the average student WILL NOT be conversing in the language on a regular basis (really this will only occur in a room filled with other Latin students.) If you have the time, it's a nice tool to help them understand paradigm use, but will not help them engage with the Romans or medievalist authors in any useful way. Reading is far more important.	I use more group work, because I learned more from working with and talking to other students, and getting clarification from the teacher, than I did with the direct teaching methods.
153	Latin for Americans in Latin I and II Cicero's First Catilinarian and Fagles' Aeneid in III and we write our own material for 4 but we read the Aeneid in Latin and selections from others.	[no response]	[no response]	I think the middle way is best including both the paradigms tied in with a spoken program.	I was taught through the paradigm method. I don't think it was effective. I have had to teach myself a lot on my own.
154	Cambridge Latin Course; slow moving through grammar with little room for enrichment for high achievers, but still my favorite textbook. The kids love the story line and in a (widely) mixed ability classroom it is accessible to all students. It's also easy to expand on the cultural components.	Willingness to take risks and ask questions, active engagement, fun and interesting ways to drill paradigms	Anything that gets them moving (games, manipulatives, acting)	I do not use spoken Latin in my classroom. I see it's value but I do not think it outweighs the skills students are able to gain more quickly without it. It is not important to be able to have a conversation in Latin. I believe the main goals of Latin learning for most students are to gain a better understanding of English and how languages in general work, be able to understand the thoughts of the Romans, and gain an appreciation for the language and culture.	My teaching style is very similar to how I was taught. I think a drawback of my teaching style is it is too teacher-led for my liking. A strength is keeping students engaged and learning.

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155	Jenney (1993) edition. It is a terrible textbook for 7-12 use. It is significantly harder than the earlier "Ben Hur" edition - the passages are adapted from The Aeneid and Livy (sometimes without much change at all). The derivatives are not age appropriate for middle school (e.g. "remuneration") and there are some problematic parts of the book when dealing with the diversity in the ancient world (e.g. "ferī Africani"). The 1993 Jenney is comprehensive in its coverage of grammar, but is unnecessarily difficult even for 9-12 graders (the coverage of the supine and the inclusion of future imperatives in stories suggest these are much more common forms in real Latin than they really are). The English text of the stories are above grade level for middle school for sure, and are challenging to upperclassmen as well.	I believe it's necessary to have a strong foundation in paradigms and grammatical rules, but all to serve the purpose of reading - sometimes reading fluency is increased by glossing a couple words, and notes can and should be used to guide younger students (since they get a commentary at higher levels too!). Learning Latin requires a baseline dedication to consistent practice of memorizing vocabulary and endings, no way around it.	I don't think I've 'discovered' any, but my students love mythological stories and they love competition. Kahoot is a treat to them.	Spoken Latin should be used within context to inform reading Latin - I don't think we should be making up words for 'computer' or 'car'. Reading aloud and using common phrases is how I integrate it in-class. My school's approach is grammar-translation method and prepares them for AP Latin.	My style is very similar to my own teachers' styles, but I integrate more culturally relevant discussions and texts. I think an understanding of Roman history and mythology is key to understanding the stories we read in class - not every day is spent translating. We do projects to help inform our understanding of what we read. I think the drawbacks of my own teachers' approaches were that I understood a great deal about the language and what it said, but couldn't tell you why an author wrote it, what their goals were, and what the narrative teaches us about the Romans. I strive to do that with my students now.
156	CLC, Taylor's Latin to GCSE. CLC is hard to teach on an intense programme. The stories engage younger students but over 14 they seem disinterested.	Vocabulary, decisions and conjugations. Basic rules such as prep + case and verb + case	Chanting tables works well. I like to get them to ask basic questions on a regular basis. I also like to theme around a subject (e.g. pretending to be a character from real world examples) so they can embed knowledge that way	Spoken Latin can help to learn and recall information. My school does not do a speaking based course but I enjoy getting them to speak so they can learn and imagine the word sounds as they read etc.	My Latin teaching differs. I was taught in a very dry way and never learnt decisions until I applied a more mfl approach to my own learning.
157	Ecce, supplement with Jenney	All of the above? A class without any of what you just listed would be a disservice to the kids.	I'm a big fan of grammar translation blended with spoken Latin. Builds good fluency and forces students to manipulate forms	As above. I refuse to think that they're mutually exclusive	My teacher was stricter grammar translation method, and she really hammered home a lot of composition skills- which I wish I was better at doing with my students. It made me A GREAT Latinist. But realistically - she was too hard grammar to be practical for a lot of my kids now.

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158	Cambridge Latin, I enjoy the storyline. The students get super into the stories and the characters.	Good understanding of vocabulary and grammar. Willing to try.	I like having the students try out short passages on their own and they have to create a visual that goes with it. A letter or a comic strip or a picture.	I see it's benefits. For me it's not my main focus and it will probably never be, unless something were to change. I speak it way more now than I did learning it or even while student teaching.	I was taught all grammar translation and now I teach more reading comprehension.
159	Latin For Americans	Repetition, Practice with paradigms/patterns, Ability to use grammar	Pictures. Romans didnt use English, and pictures are essential meaning.	Spoken Latin is great for internalizing patterns, but otherwise useless for a student	I was taught very traditional grammar translation. I incorporate a wider variety of styles and methods to try to reach more students.
160	Cambridge Latin for levels 1-4, excellent and extensive reading passages. Upper levels use a variety of sources.	Opportunities to read extensively at the appropriate level of difficulty are critical to learning. Learning grammar in context, also. Readings must be interesting to maintain interest.	[no response]	I only use limited spoken Latin, but I would like to use more. Mostly questions and commands. Paradigms are useful in that they help students understand what they are reading. Should not be driving learning.	Very different. Learned from Wheelock, learned how the language works. I teach to build reading ability.
161	Ecce Romani. Weakness is very vocabulary heavy, the storyline isn't that interesting so I have to supplement with a lot of Roman culture	Familiarity with paradigms and strong vocabulary	[no response]	I think the newer teachers have been better trained in spoken Latin than the older teachers and I think it is a great tool. But I strongly believe in paradigm -based learning because we have to get our students up to AP level in just 3 years	I use technology daily whereas that wasn't available when I was learning Latin. I think it's very important to always have visuals on the screen. I can't imagine teaching without it

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162	For Latin 1 and 2, I use Ecce Romani. I don't care for the pacing, the grouping of grammatical forms, or the vocabulary, but I hate it less than Cambridge. I ascribe to the traditional grammar/translation method, so I can easily supplement the Ecce. For Latin 3, I use Latin for the New Millennium level 3 and I LOVE it. Excellent selections, great vocab and notes, my favorite class to teach overall because I get to touch so many authors. My Latin 4 class switches between Vergil and Ovid (and maybe Petronius next year!) and for those I use copies of texts from the Latin Library online and have the students get a Latin dictionary. This works well and really allows us to focus on the grammar and translation with no "safety net" - the students respond very well to it.	Overall, the grammar/translation method with strongly reinforced vocabulary and attention to form and function. Lots of cultural supplementals, less "made up" stories and more historically accurate themes. A willingness to laugh at oneself and with each other. Food.	I remember the way I learned Latin. I use what worked for me and dismiss what didn't. I base my upper levels on college courses.	I don't believe in spoken Latin. It makes absolutely no sense to me to waste time on it, and frankly my students are grateful for it. My goal (which I've achieved every year thus far) is to get them through all of their grammar by the end of year 2 and go straight to translating authentic authors in year 3.	Very similar, different book series. In fact, many of the tricks I used to learn Latin are ones I've passed onto my students.
163	Cambridge	Vocabulary, actor engagement, growth mindset	The more you focus on explicitly teaching, the less students learn. Trick them into learning!	Only for engagement of material.	I prefer a very grammar based approach but have been teaching using a comprehensive approach. I understand the grammar better but students are more engaged with comprehensive approach.
164	Lingua Latina	Active engagement	Spoken Latin using hand signals	A hybrid is effective	Different: more spoken and experiential activities
165	None. I think all the major textbooks are flawed.	Using the grammar.	using white boards for class practice.	I think it should be limited.	Very different. We were expected to memorize lots of vocabulary and grammatical rules without much real usage and practice of the grammatical forms.
166	None	A desire to read text and hear stories written in Latin with a goal of understanding them	TPRS	Spoken Latin reinforces the sounds and patterns of Latin and helps students internalize the grammar. There is no substantial place for paradigms. Paradigms can be shown when students need a point of comparison or are struggling to edit their work after they have achieved proficiency.	The opposite. I learned with charts and complex sentences that has to be dissected and put back together. I loved it and it was in but it was not learning a language. I did not want to change but the evidence I overwhelming and my students do better year over year as I teach less grammar and more comprehension and reading skills.

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167	I currently use Bolchazy. It is a bit too advanced for most of my Latin learners. I am moving to CLC in the fall.	Considering my students have not done so, it is a simple memorizing endings. Vocabulary will fall into place and/or be mastered through frequency.	TPR works well; I also use jigsawing.	I don't do much spoken Latin, so I cannot say.	My style is much more closely student centered. I work carefully with small groups of students at a time, working to mastery.
168	Except Romani for levels 1-3; we use our own materials for level 4; we used to use CLC but switched because we preferred the more explicit grammar instruction in Ecce.	Vocab, repetition, knowing charts AND being able to apply that info; knowing how to translate.	Not particularly	I don't do much of it; I use Ecce pictures to do some oral Latin with each chapter, which students enjoy; and I do basic classroom commands in Latin.	Very different! I learned from Wheelock; two semesters of grammar, reading Cicero in the third semester.
169	My school technically uses Jenney's. However, I find it obtuse, antiquated, and poorly organized, so I'm basically developing my own curriculum using bits from Wheelock, Learn to Read Latin, LFtNM, and miscellaneous other sources.	All of the above! Plus coaching in how to effectively memorize, and large quantities of comprehensible reading interspersed with more challenging translation.	I'm only halfway through my first year, so I still feel like I have no idea what the heck I'm doing...	I think a bit of spoken Latin here and there can be fun, but I'm not inclined to make it a major focus. Paradigm-based Latin is useful for being able to quickly identify what words are doing, but by itself is pretty dry.	I'm working on incorporating more CI-informed methods into my class. I'm still using traditional elements as well, but I like the idea of doing a lot of comprehensible reading to build familiarity. My Latin instruction was pretty traditional (which worked well for me, but I know it doesn't for everyone).
170	Cambridge Latin Course. It is perfection when it comes to getting students excited to read large chunks of text. All textbooks have drawbacks, but Cambridge has relatively few in my experience.	Application of rules. Students need to be able to manipulate vocabulary, paradigms, sentence patterns, etc.	Employing a wide variety of activities keeps kids engaged. For example, play games, do illustrations instead of translations, vary the groupings, simulate cultural situations.	I don't use it although many do and swear by it. At this point I do not have time to teach myself spoken Latin or figure out how to implement it.	My style is wildly different. All are welcome in my class, and I break down concepts thoroughly. You have to concentrate on being obstinate in order to not learn in my class. My teacher was intimidating and demanding. If I tried to run a program like that I would put myself out of a job in just a few years.
171	Cambridge - I have to provide additional grammatical explanations and terms but the text really gets hold of the kids' imaginations.	Critical thinking, vocabulary, understanding of language and how it relates to culture	Phrases really help connect students to grammar terms and phrases	Spoken Latin can be used to garner interest but a reading method with paradigm focus can help students read authentic Latin	I was taught in a strict grammar translation method but the book lacked stories and culture which helps my students embrace the classical curriculum.
172	Wheelock's, it's dry but the sentences and vocab are great	Vocab and charts	Yelling and repetition	I teach grammar translation it helps students understand their English	Very similar.
173	Ecce Romani for Latin I; strengths include 1. quick confidence with reading Latin, 2. Exposure to examples from various conjugations and declensions 1-3 from the start; 3. Female character should introduced first (I teach at a girls' school)	1. A high level of repetition/practice in context (not paradigm drills); 2. Engaging variety of activities (verbal, auditory, etc.)	I use a daily journal entry that allows regular repetition of vocabulary as well as gradual introduction of syntax/grammar	It supports learning no matter the "approach" since the brain can incorporate the auditory/verbal aspects with written/read activities	My own teacher used Latin aloud in class though not to the extent that I do. I learned from him that Latin could be spoken and it is normal to say it and hear it.

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174	<p>Latin 1: Cambridge (This is my first year teaching with this book. So far, I like it because it provides plenty of stories for the students to practice the grammar concepts and vocab. I wish it had more exercises that explicitly practiced the grammar.)</p> <p>Latin 3: Caesar's <i>Comentarii</i> by Mueller (I like this textbook, I've been using it for two years now, because it provides good notes and helps my students in their first attempt at real Latin), Cicero's <i>First Catilinarian</i> by Frerichs (same as above), Student's <i>Catullus</i> by Garrison (I learned from this book and liked it so I use it with my students; similar answer as above. The notes are very helpful and as the last text we read in Latin 3, it helps them make that jump from prose to poetry and then poetry to more complex poetry (i.e. Ovid)</p>	<p>Repetition, reading practice, exposure to concepts</p>	<p>I use Rassias drills occasionally in Latin 1; I do a lot of work with mini whiteboards. I ask my students to parse things and show me their answers which allows each student to work at their own pace and I can give immediate feedback to each student in the moment. I use it as well with exercises so each student can work through them at their own pace and get experience working through sentences tackling the same grammatical concepts the whole time.</p>	<p>I think both are helpful and help achieve different things. The paradigm-based approach is helpful to make sure grammar foundations are solid but then the spoken method allows those concepts to be practiced in a way that helps the acquisition of language in another way. Modern languages use speaking as a main way of language acquisition so using speaking for Latin only makes sense, and I've seen how it can be helpful.</p>	<p>My teachers' methods were mainly grammar-translation based. I think they work because I obviously learned Latin that way, but I know that a small percentage of people learn Latin in that way. I've adopted other methodologies, reading method, CI, Rassias, etc., to make sure that all ways of learning are taken into account to maximize the time that everyone is learning.</p>
175	<p>Keller & Russell, <i>Learn to Read Latin</i> (2nd edition). Strength: abundance of unadapted readings and workbook exercises.</p>	<p>Ability to memorize information and commitment to memorizing information</p>	<p>Frequent quizzes</p>	<p>Speaking Latin helps students first to hear the sounds of the language, then to read aloud and appreciate the sounds of its literature.</p>	<p>My teacher and I both use a grammar/translation-heavy method. This seems to me to benefit students who are capable of and committed to learning to read Latin well, but poorly to suit students who are less capable and less committed to this objective.</p>

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176	<p>I use lingua Latina per se illustrata, and a bunch of novellas, and class created stories. Lpsi's greatest strength is the volume of Latin students are actually able to read without recourse to translating. Greatest weakness of the lpsi text is way too much vocab introduced in each chapter. Novella and class created story strength, student engagement. Novella and class created story weakness: not enough novellas yet, and class created stories have to be generated for each class and really can't be used in other classes.</p>	<p>Compelling, comprehensible input. Students need to want to read what you put in front of them, and they need to be able to read it. Without those two things, students will not acquire a language.</p>	<p>Treat the language like it's a language and anyone that had ever learned to speak or read, will be able to speak or read in the target language. Teaching Latin as a delivery system for other content, rather than as content itself, can open the language up for all types of Learners.</p>	<p>The fact that we have to say "spoken Latin" speaks to how far away from actually treating it like a language we have gotten. If Latin is not spoken, read, heard, or written in the classroom, how is that a Latin classroom. In fewer words, Latin should absolutely be used in the classroom from day one. Paradigm based Latin in the early levels, first two to three years, is anathema to acquiring the language. It is time wasted on something that is only useful with sufficient progress in the language, and even then should only be used in the same way one might consult a grammar guide to check what they have written.</p>	<p>Almost the complete opposite. I was taught Latin through Wheelock, learn this grammar rule, translate these sentences, repeat. I teach never mentioning most grammar concepts unless students ask, I will refer to things by their correct grammatical terminology, but do not require students to parse, or take vocab quizzes. Strength of my teacher's way: learned a lot about Latin. Strength of my way: students can actually read Latin without the need to translate it. Weakness of my teacher's way: after six years of college undergrad and grad school courses in Latin, with every teacher teaching the same way, I still couldn't read Latin as Latin. Weakness of my way: due to the way many latinists have learned Latin I've had to invest hundreds of hours seeking out input that I could understand in Latin in order to actually be able to teach how I do.</p>
177	<p>Ecce Romani. I think that a strength is that it gets kids reading early in the curriculum and that it has a storyline for them to follow. I think the weaknesses are that the vocabulary is not always super related to the AP exam and that it doesn't teach grammar explicitly enough in some parts, for example, it does a poor job of teaching the subjunctive</p>	<p>Vocabulary is important and ability to let go of word order as a constant. Repetition is also very important</p>	<p>I have found using debate in Latin 4 when the students start doing literature to be something that they enjoy and get a lot out of</p>	<p>I do not believe that spoken Latin has a role in my classroom. Especially given the time constraints of our schedule, it is not useful in getting me where I need to get the kids for the AP exam. Furthermore, I think that spoken Latin in the field is often used as a way to shame teachers who use paradigm-based teaching and I think that is really sad</p>	<p>The way that I teach is definitely less charge based and more reading -based than the way I was taught. I also work very hard to make sure that my students understand the subjunctive and indirect statement because I think those are two of the hardest things to wrap your mind around as a student. I think the strengths of my methods are that I'm willing to stop the curriculum to reteach with very little notice and that the kids feel comfortable telling me when they don't understand something. I think the Drawback is that sometimes kids who excel get bored but the nature of our mixed honors and college prep classes makes this a continual challenge.</p>

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178	I use Latin for the New Millenium. I think it gives a good grammatical framework for high school students, as well as a good background in classics to give a throughline for the class. It doesn't give much in the way of text for students to translate (even 20 lines in the later chapters isn't enough to give translation practice for a whole unit).	I think the critical elements in learning Latin are continuous practice reading text, followed by familiarity with paradigms and vocabulary.	I have enjoyed writing chapter leveled readings based on Ovid or Greek mythology for my Latin II class. We read a few lines each day before class. It allows me to tackle grammar, translation methods, the first 5 minutes of class, and cultural topics at once.	Spoken Latin interests my students, and we do use it for some classroom based phrases, but I go by a reading based approach in the hopes that my students will be able to take AP Latin later. I believe paradigms are useful, but the different forms should be practiced in translation more than on their own.	I admit, I have tried to imitate my college professors' methods in teaching the basics of Latin. I never took high school Latin, so I have had to adapt these methods to the secondary area on my own. I focus more on in class translation activities than my intro classes did, asking the students to practice their paradigms and vocabulary at home.
179	Ecce Romani - it's boring but moves slowly through the grammar and I have to use it. We only read the stories - skip the rest.	Repetition, active engagement - same as any other language	Yes - lots - see www.latinahilara.com	I use more and more oral Latin in the classroom not because I want students to become fluent Latin speakers but it is the most efficient way for students to acquire vocab. Besides, many of my students are fluent Spanish or Portuguese speakers so hearing a Romance language spoken aloud is familiar to them.	It's completely different. We sat and translated aloud every day for six years. We loved her because she was kind and obviously liked us. If I taught like that, I would be out of a job fairly quickly.
180	Oerberg Lingua Latina. Good: doesn't use English, has some engaging stories and culture. Bad: too much vocab, some boring stories	Listening/reading to understandable language that is interesting	Telling stories together; movie talk; retelling with variations	Spoken Latin is an important tool for getting the language into the subconscious mind. Paradigms are conscious and some students like that kind of learning, even though it is less acquisition than "learning about"	Very different. I enjoyed my teacher's approach as I like solving puzzles and seeing systems. Many students don't, and for them a comprehensible-input approach works better.
181	Latin for Americans - strong culture sections, good pacing in first book (not as good in second book, unusable third book) - main weakness is not enough practice exercises and sentences	#1 is vocabulary then repetition, active engagement and confidence	No. But I use games and lots of cultural activities to some success	I don't use much spoken Latin. I think that it can add to student engagement which is great. I think we need to move away from paradigm based instruction but it is still useful as a starting point and testing tool	I learned in college and I currently teach high school. When I taught college courses in graduate school I taught almost identically to how i learned. My approach is now very different. I structure my lessons, differentiate, use various technology tools, plan curriculum, engage far more with culture and require student centered learning. I think that traditional vs CI instruction as a divergent approach is not useful to the future of Latin teaching, honestly.

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182	I use Ecce Romani. I am a strong believer in the reading method. I am not sold on the order of materials that are presented but it is adaptable to my expectations. I was taught using LFA. I think Ecce is the a great textbook to use (but no textbook is perfect).	Combining vocab skills with an understanding of spelling patterns (declensions) to meaningfully interpret a passage.	Very general question, that would be content specific but largely reading is most effective.	Spoken latin to me is a great extracurricular activity. Our profession and colleges expect readers and spending time on speaking takes away from those abilities.	It is very similar but I was taught more specifics with grammar (names for ablative uses) that I don't find useful with my students. They don't need to parse every word if they can understand the passage thoroughly.
183	My colleague and I make everything in-house, usually with a goal point of embedded readings based on classical sources. I use a lot of Aesop and the like.	Vocab, vocab in context, quotidian repetition of key sentence building idioms in their context	I try to make the methodology for Latin parallel to what my students in their core classes. If I can make the language significant to the students, they retain it.	Spoken Latin, if properly scaffolded and sheltered to the learner's capacity, speeds acquisition. Formal grammar is certainly to be commended, but it should begin once the student has acquired enough of the language so that the rules will "sound right" to his or her well-trained ear.	My teacher used some spoken Latin, but only limited to niceties such as greetings and valedictions, terms of endearment, and a handful of classroom instructions. The curriculum was the old Jenney's and the goal was translation into English. Grammar-Translation is easier to plan for, most certainly. But...the natural method can be assessed in objective ways: everything is graded as vocabulary.
184	Latin for the New Millennium - Strengths are organized, and readily scaffolded, moves through many time periods, variety of exercises. Weaknesses: stuck in present tense for a long time, then hits with new tenses one after another Lingua Latina - Strengths are attention grabbing, relatability, easy intro (used with my 6th graders only) Weaknesses: Requires more teacher prep, very repetitive (too, even)	Vocab and vulnerability	Games!!	Spoken Latin is an excellent source of input, but not emphasized in my classroom. Paradigms support reading (and comprehension) in that "a picture is worth a thousand words".	Similar style - more reading than speaking. More organized - grammar presented like math equations or rules. Focus on connections and problem solving.
185	I write my own to fit my district's topical curriculum.	A willingness to engage with the language directly. I teach Latin first through speaking then through reading. The spoken piece works to make the written piece possible	Make it fun.	Spoken Latin is how students gain familiarity with the language to access the written portion.	My teacher, whom I love for many reasons, taught from the book. It worked for me, but I consider myself an anomaly in language learning. My biggest flaw is how to reach children who don't care as I'm teaching in a required class.

#	1. What Latin textbooks or course materials do you use in your classroom? What do you view as their strengths and weaknesses?	2. What do you believe are the critical elements of learning a language? (e.g. vocabulary, rules, willingness to err, repetition, engagement, etc.)	3. Have you discovered any particularly interesting or effective methods or activities for teaching Latin?	4. What do you see as the role of spoken Latin in today's classroom? Of paradigm-based Latin?	5. How similar/different is your teaching style compared to how you were taught Latin? What, in your opinion, are the strengths and drawbacks of your teacher's method and/or your own? Additional comments?
186	<p>Currently, Disce! Formerly, Wheelock. The benefits of Disce! is that it stresses fluid translations and has a good continuous narrative. The drawbacks of Disce! are that it does not emphasize the grammar enough for my taste. However, the online teaching tools are excellent, including the audio of spoken Latin. Wheelock is the classic textbook. I liked the grammar and vocabulary pacing, similar to my own learning experience. I still use the supplemental notes I created for Wheelock to make up for the lack in Disce! However, while I used to enjoy the sentence drills and small snippets of classical Latin attached to the chapters, the lack of a continuous narrative failed to call student interest. It also lacked a strong cultural component, which Disce! does have.</p>	<p>A strong vocabulary is important, along with a good grasp of the grammar. For me, understanding how the verbs function in all types of clauses (including participles) is key.</p>	<p>I'm not the most innovative instructor and I am generally pressed for time in a college course schedule. The Latin Tutorial videos on YouTube have been a welcome addition to my supplemental materials, as well as Magistrula (for forms) and Memrise (for vocabulary).</p>	<p>There is not enough institutional buy-in for me to attempt spoken Latin in my classroom. It takes far too much time to teach that method and I don't know if I see the value for college students who take Latin for one or two semesters. I could see that better in a Latin MAT program.</p>	<p>I focus much more now on culture and offering linguistic comparisons than the way I was taught, which was through the Jenney series in high school. In high school, I was a captive (although willing) audience. In college, I am one of many possible language courses a student can take. I have to sell it more.</p> <p>I think I am fairly good as a Latin instructor. Where there might be shortcomings lie in the fact that college courses run at approximately double speed to high school language courses and many student have severe difficulties maintaining that pace. I have tried to make up for that difference in multiple ways, but the fact remains that we don't meet enough to do the Latin justice and to provide the students with all the instruction time they really need.</p>
187	<p>Cambridge Latin Course; Bolchazy AP texts</p>	<p>Strong vocabulary</p>	<p>Many, through PD via Cambridge training and self-taught</p>	<p>Spoken Latin is too hard; kids often take Latin so as to not speak a language.</p>	<p>Completely different approach as a teacher than as a learner. I am a learner of a different mindset than most students in 2018.</p>
188	<p>CLC, supplemented with Latin novellas.</p>	<p>Latin is a language and must be heard; the language students hear must be comprehensible.</p>	<p>Providing comprehensible input, mostly through stories and storytelling</p>	<p>Spoken Latin is essential</p>	<p>Opposite, I learned thru grammar and translating. My methods reach more types of learners, are a more natural way of learning a language. The downside is I'm not fluent in Latin.</p>
189	<p>Cambridge Latin Course. Strength: continuing story lines with recurring characters. Weakness: doesn't teach grammar very well at all.</p>	<p>Strong memory skills for paradigms, endings, etc.</p>	<p>Reading Latin aloud; acting out Latin plays; using Kahoot, Quizlet, and other online tools for class competition.</p>	<p>I have only taught at schools where Latin was paradigm-based and not spoken, but I enjoy spoken Latin and wish that I used it more in my classes.</p>	<p>Very different. I was taught paradigms and a healthy amount of English-to-Latin exercises, but I almost never use E-to-L in my classes. I only took Latin in college, whereas I teach (mostly) middle school now and must keep lessons fun and engaging. My own college Latin classes were intellectually engaging for me, but we weren't acting out plays or running in Latin whiteboard relays or anything physical at all.</p>

#	1. What Latin textbooks or course materials do you use in your classroom? What do you view as their strengths and weaknesses?	2. What do you believe are the critical elements of learning a language? (e.g. vocabulary, rules, willingness to err, repetition, engagement, etc.)	3. Have you discovered any particularly interesting or effective methods or activities for teaching Latin?	4. What do you see as the role of spoken Latin in today's classroom? Of paradigm-based Latin?	5. How similar/different is your teaching style compared to how you were taught Latin? What, in your opinion, are the strengths and drawbacks of your teacher's method and/or your own? Additional comments?
190	Classical Academic Press books (Latin for Children A-C, Latin Alive 1-2); weakness: teach all cases at once; strength: lots of varied exercises to choose to use, books explain grammar well if parents want to read at home	Learning to think in a different language.	I teach actively, 95% Latin, teaching one case at a time	Great asset for those of us who can do it; paradigm-based teaches memorization skills	I learned via grammar-translation, explicit grammar; I teach implicit grammar, active Latin; my own teaches students to get the gist of hard texts in any language and use what little language they know to communicate so they can do that with any language; g-t teaches memorization skills and careful reading of texts
191	Logos Latin (ugh), Pisoverse Novellas, and Eccentric Romani I and II	All of the above	Balance between CI and Grammar	Balanced	More active; would like more TPR in my classrooms
192	Ecce Romani for levels 1 2 and the beginning of level 3. We start authentic texts in the second quarter of Latin 3 and read Cicero Caesar Pliny and Petronius. AP curriculum for level 4, and then a mixture of lyric poets for level 5. I actually think the textbook works very well if you don't get lazy about the grammar :-). Our students pass with an average of 4.5 on the AP exam. My level fives are able to read and discuss at a high level, and are able to test into most college level upper level courses.	I think one of the most important elements is learning to have an attention to detail. Of course all of the other things you have listed are important too, but without an attention to detail I think it is very hard to get to a comfortable reading level.	I think keeping things moving with a variety of activities is crucial, but it doesn't mean everything has to be fun and games. I tried to create a really safe and trusting learning environment, where students understand that taking risks is how they grow, but I'm not going to let them down. I incorporate a wide range of activities including some CI, but I would say my program is basically a reading program with a strong grammar focus. I know CI is very trendy right now, but I do think our main goal is still being able to read the ancient authors, and I haven't really met anyone who can get their students to that level in 4 years using only CI	I speak to my students every day, commands and things like that, and we practice reading aloud, including in meter when we are in poetry. In lower levels we practice some things like describing a picture using spoken Latin and asking and answering questions. However, see above 4 what I perceive as limitations to a pure CI method	I learned via a grammar translation method primarily, but my teacher set a wonderful example of creating the type of caring environment that I also want for my students. My teacher also embraced new techniques and ideas, and wasn't afraid to try new things. I try to also have that same mindset, as far as trying new technologies as well as new techniques in the classroom.
193	Ecce Romano as mandated by district. Strengths: story based with a family to follow. Weaknesses: not enough stories, stories aren't always interesting, some grammar topics in second book not introduced in a logical manner. Would much prefer to teach from a true reading based method- ie Cambridge Latin Course	Attention to detail, ability to analyze (identify similarities and differences), strong vocab, ability to memorize, repetition and other factors for learning s language like willingness to be wrong and make mistakes.	Whiteboards, lots of technology, competitive games, illustrating storyboards.	Role of spoken Latin (beyond greetings, etc.) is minimal and not where I think classroom time should be spent. Prefer to spend time reading Latin, since that is what the students will be doing in college should they take Latin that far.	My teaching style is more student centered and includes more technology and interactive games. Strengths of my teachers' methods were the genuine enthusiasm they communicated through their teaching although it would be considered old-fashioned and more teacher-centered today.

#	1. What Latin textbooks or course materials do you use in your classroom? What do you view as their strengths and weaknesses?	2. What do you believe are the critical elements of learning a language? (e.g. vocabulary, rules, willingness to err, repetition, engagement, etc.)	3. Have you discovered any particularly interesting or effective methods or activities for teaching Latin?	4. What do you see as the role of spoken Latin in today's classroom? Of paradigm-based Latin?	5. How similar/different is your teaching style compared to how you were taught Latin? What, in your opinion, are the strengths and drawbacks of your teacher's method and/or your own? Additional comments?
194	Classical Academic Press (Latin for Children; Latin Alive). I love the grammar approach and the methodical introduction of new material that spans many years. I wish they had more exercises though	REALLY REALLY knowing the chants/ endings and being able to parse	My students love review games - and don't think they are reviewing	[no response]	My family struggled to find a curriculum that went for more than a year or two and didn't require an intimate knowledge of Latin to understand it. I have loved Classical Academic Press. However, students who struggle academically have really struggled with the grammar based approach of CAP (especially Latin Alive and beyond).
195	CLC + readers for AP Caesar & Vergil	Lots of reading at about your level to reinforce grammar & vocab	Games to make manipulating grammar more fun, rather than rote drill work	Spoken Latin is fun for the kids — they enjoy it. But I don't believe that it actually aids in reading comprehension all that much. Students do not associate words they've heard with what they see on the page very well. Paradigms are a very secondary skill to reading. Unless they are becoming linguists, it's not clear to me they benefit much from memorizing them. However, they're a convenient way to expose them to forms that they will later see in context. Contextual forms are way more useful for learning than the abstraction of paradigms.	I learned from Wheelock & paradigm memorization with very little reading for the first year. Then we jumped straight into Cicero. It was a rough transition. More adapted readings of various levels of difficulty has made the transition from textbook to real Latin far smoother for my students.
196	Ecce Romani. I think the weaknesses are the poor handling of slaves/slavery, the fact that vocabulary is not sheltered, and that the stories themselves are not very compelling. I think some strengths are that grammar is not sheltered too much and that lots of the vocabulary is reused consistently in subsequent chapters.	strong vocabulary; exposure to as much input as possible in the target language	[no response]	I think it is important that the students hear Latin every day, but I am still unsure about the importance of students speaking Latin, at least until higher levels. Output is hard. I think paradigm-based Latin is important for students who are going to continue to study with another teacher, at another school, and/or at a higher level; not very important for those just taking 2-3 years for a HS language requirement.	I was taught solely with paradigms and translations in class, but also developed some rudimentary oral/aural skills by playing certamen competitively. I think the drawback of such methods is that they can alienate a large number of students.

B. IRB Approval

IRB ID #: 201809019
To: Morgan Nicoulin
From: The Washington University in St. Louis Institutional Review Board,
Re: Methods of Teaching Latin: Theory, Practice, Application

Approval Date: 09/10/18
**Next IRB Approval
Due Before:** N/A

Type of Application:	Type of Application Review:	Approved for Populations:
New Project Continuing Review Modification	Full Board: Meeting Date: Expedited Exempt Facilitated	Children Signature from one parent Signature from two parents Prisoners Pregnant Women, Fetuses, Neonates Wards of State Decisionally Impaired

C. IB Classical Language Subject Brief

International Baccalaureate Diploma Programme Subject Brief

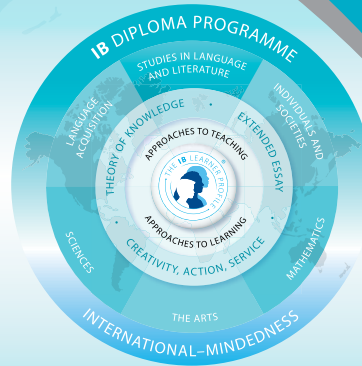
Language acquisition:
Classical languages—Higher level

First assessments 2016 – Last assessments 2021



The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. DP students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.



These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview

- III. Assessment model
- IV. Sample questions

I. Course description and aims

The classical languages higher level (HL) course can be taken in Latin or Classical Greek. The course provides students with the opportunity to study an historically significant language that is also embedded in many modern languages. Latin and Classical Greek are separate subjects, but they share the same syllabus and assessment criteria.

The DP classical languages course provides an opportunity for students to explore the languages, literatures and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

It is a fundamental principle that the texts be studied in their original language. Linguistic skills lie at the heart of the course, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. Students learn to translate Latin or Classical Greek works accurately and sensitively. Students also study different genres of classical texts, examining the ideas in these works and their artistry within their historical, political and cultural contexts. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

Aims

1. Enable the student to reach an appropriate level of knowledge and understanding of the language and to use this understanding for a variety of purposes, including translation, comprehension and research.
2. Develop the student's appreciation of the literary merit of classical texts and an awareness of the issues raised in them, as well as their connections and relevance to our times.
3. Encourage, through the study of texts and other products of classical cultures, an awareness and appreciation in the student of the different perspectives of people from those cultures.
4. Provide the student with an opportunity for intellectual engagement through the process of inquiry and the development of critical thinking and learning skills.
5. Provide the student with a basis for further study, work and enjoyment in a variety of contexts.



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II. Curriculum model overview

Component	Recommended teaching hours
<p>Part 1: Study of language</p> <p>Latin: The study of Cicero or Ovid in order to develop language skills. One extract from each author will be set and students will be required to translate one of the extracts.</p> <p>Classical Greek: The study of Xenophon in order to develop language skills. Students will be required to translate an extract written by that author.</p> <p>Part 2: Study of literature</p> <p>A detailed study of literature from two options in the original language chosen from five prescribed options.</p>	220
<p>Part 3: Individual study—research dossier</p> <p>A collection of annotated primary source materials demonstrating an in-depth exploration of an aspect of classical language, literature or civilization chosen by the student.</p>	20

III. Assessment model

It is expected that by the end of the classical languages course, students will be able to:

1. understand and translate texts in the original language
2. demonstrate their knowledge and understanding of texts in the original language and other products of classical culture within their historical, political, cultural and geographical contexts
3. analyse the style of, and demonstrate a critical understanding of, a variety of classical texts in the original language
4. construct an argument supported by relevant examples in the original language or supplementary reading.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3.5	80
Paper 1	Translation of one extract from a prescribed author in Part 1 of the syllabus.	1.5	35
Paper 2	Questions based on ten extracts, two from each option in Part 2 of the syllabus. Students answer questions on four extracts from two options, and provide a written response to a prompt on one option.	2	45
Internal			20
Research dossier	An annotated collection of 10 to 12 primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archeology or some aspect of classical influence		20

IV. Sample questions

Text for translation: Cicero, Pro Cluentio 50–51 (Cicero describes a previous case and his nervousness at speaking.)
(Latin HL, paper 1)

Text for translation: Xenophon, Anabasis 6.1.5–8 (At a banquet offered by the Athenians to the Paphlagonian envoys, some Thracians provide entertainment by performing very elaborate dancing.)
(Classical Greek HL, paper 1)

(Question based on Tibullus, Elegies 3.11) Analyse the poem showing how Tibullus's poetic style emphasizes major themes of Roman love poetry. Support your argument by quoting the Latin text.
(Latin HL, paper 2, section A)

(Question based on Herodotus, The Histories 7.12.1–13.3) Briefly describe Xerxes's dream. Analyse the dream as an example of Herodotus's use of dreams and/or divine knowledge as a narrative device in the prescribed reading from The Histories.
(Classical Greek HL, paper 2, section A)

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, and a complete list of DP subject briefs, visit: <http://www.ibo.org/diploma/>.

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: <http://store.ibo.org>.

For more on how the DP prepares students for success at university, visit: www.ibo.org/recognition or email: recognition@ibo.org.

D. IB Language B Subject Brief

International Baccalaureate Diploma Programme Subject Brief

Language B

First assessment 2020

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has four key components:

I. Course description and aims	II. Curriculum model overview	III. Assessment model	IV. Content outline
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I. Course description and aims

Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of

vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

The following language acquisition aims are common to both language ab initio and language B.

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.



- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

II. Curriculum model overview

The curriculum is organized around five prescribed themes with which the students engage through written, audio, visual and audio-visual texts.

Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation.

Communication is evidenced through receptive, productive and interactive skills.

III. Assessment model

The language acquisition assessment objectives are common to both language ab initio and language B.

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment at a glance

Language B SL and HL assessment outline		Weighting
External 75%	Paper 1 (productive skills) One writing task from a choice of three Writing—30 marks	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	25% 25%
Internal 25%	Individual oral assessment 30 marks	25%

The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs and this is what distinguishes SL assessments from those of HL.

For language B HL paper 1, the tasks set will require more complex language and structures and demand higher-order thinking skills. Additionally for HL, a higher word range has been provided in order to accommodate the more complex responses required.

For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course. The stimulus at language B HL is an excerpt from one of the two literary works studied.

IV. Content outline

Theme	Guiding principle	Optional recommended topics	Possible questions	
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> • Lifestyles • Health and well-being • Beliefs and values 	<ul style="list-style-type: none"> • Subcultures • Language and identity 	<ul style="list-style-type: none"> • What constitutes an identity? • How do language and culture contribute to form our identity?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Life stories 	<ul style="list-style-type: none"> • Rites of passage • Customs and traditions • Migration 	<ul style="list-style-type: none"> • How does our past shape our present and our future? • How and why do different cultures mark important moments in life?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media 	<ul style="list-style-type: none"> • Technology • Scientific innovation 	<ul style="list-style-type: none"> • What can we learn about a culture through its artistic expression? • How do the media change the way we relate to each other?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement 	<ul style="list-style-type: none"> • Education • The working world • Law and order 	<ul style="list-style-type: none"> • What is the individual's role in the community? • What role do rules and regulations play in the formation of a society?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> • The environment • Human rights • Peace and conflict • Equality 	<ul style="list-style-type: none"> • Globalization • Ethics • Urban and rural environment 	<ul style="list-style-type: none"> • What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What challenges and benefits does globalization bring?

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For more on how the DP prepares students for success at university, visit: www.ibo.org/en/university-admission.

E. AP Latin Course Overview

AP[®] LATIN



About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both Language and Literature courses).

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

AP Latin Course Overview

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

PREREQUISITE

There are no prerequisites; however, students are typically in their fourth year of high-school-level study.

Course Content

The content of the course is organized into four broad categories of skills that students develop and apply to their study of Latin language and literature:

- Reading and Comprehending
- Translating
- Contextualizing
- Analyzing Texts

Students demonstrate competency in reading and comprehension of Latin poetry and prose (both prepared and at sight) by identifying grammatical elements of texts, explaining the meaning of words and phrases in context, and interpreting the texts. Translations are to be as literal as possible so that students demonstrate accurate knowledge of the forms and functions of the language. Contextualization implies that students go beyond the confines of the text they are reading to reach a deeper and fuller understanding of the environment in which the text was written. Finally, analyzing texts enables students to demonstrate critical and reflective reading.

Course Themes

The AP Latin course is structured around seven themes:

- Literary Genre and Style
- Roman Values
- War and Empire
- Leadership
- Views of Non-Romans
- History and Memory
- Human Beings and the Gods

Themes facilitate the integration of language, content, and culture and promote academic inquiry.

The themes may be combined, as they are interrelated.

AP Latin Learning Objectives

The AP Latin course provides students with opportunities to demonstrate their proficiency in each area of the course by addressing the following learning objectives. Students are expected to

- Read and comprehend Latin poetry and prose from selected authors with appropriate assistance;
- Translate previously prepared Latin texts into English as literally as possible;
- Relate the Latin texts to Roman historical, cultural, and literary contexts; and
- Analyze linguistic and literary features of one or more Latin texts.

AP Latin Exam Structure

AP LATIN EXAM: 3 HOURS

Assessment Overview

Exam questions are based on the seven learning objectives and assess all themes.

Format of Assessment

Section I: Multiple Choice | 50 Questions | 1 Hour | 50% of Exam Score

- Syllabus Reading: Vergil and Caesar (~20 questions)
- Sight Reading: Poetry and Prose (~30 questions)

Section II: Free Response | 2 Hours (includes a 15-minute reading period) | 50% of Exam Score

- Translation: Vergil (1 passage) and Caesar (1 passage)
- Analytical Essay (1 prompt)
- Short Answer: Vergil (5–7 questions) and Caesar (5–7 questions)

AP LATIN SAMPLE EXAM QUESTIONS

Sample Multiple-Choice Question

Syllabus Reading: Caesar

Caesar sends a message to Quintus Cicero, whose camp is under siege by the Gauls.

- Tum cuidam ex equitibus Gallis magnis praemiis persuadet uti ad Ciceronem epistolam deferat. Hanc Graecis conscriptam litteris mittit, ne intercepta epistola nostra ab hostibus consilia cognoscantur. Si adire non possit, monet ut tragulam¹ cum epistola ad amentum² deligata intra munitionem castrorum abiciat. In litteris scribit se cum legionibus profectum celeriter adfore; hortatur ut pristinam virtutem retineat. Gallus periculum veritus, ut erat praeceptum, tragulam mittit.
- 5 adire non possit, monet ut tragulam¹ cum epistola ad amentum² deligata intra munitionem castrorum abiciat. In litteris scribit se cum legionibus profectum celeriter adfore; hortatur ut pristinam virtutem retineat. Gallus periculum veritus, ut erat praeceptum, tragulam mittit.
- 10 Haec casu ad turrim adhaesit neque ab nostris biduo animadversa tertio die a quodam milite conspicitur, dempta ad Ciceronem deferitur. Ille perlectam in conventu militum recitat maximaque omnes laetitiam adficit. Tum fumi incendiorum procul videbantur;
- 15 quae res omnem dubitationem adventus legionum expulit.

¹tragula, -ae, f.: javelin

²amentum, -i, n.: strap for throwing javelin

In lines 1–2 (Tum ... deferat), we learn that

- (A) the Gauls brought rewards to Cicero
- (B) the Gauls' horses were very valuable
- (C) a cavalryman was willing to help the Romans
- (D) Cicero asked a cavalryman to deliver a letter

Sample Free-Response Question

Analytical Essay (Suggested time: 45 minutes)

- (A) Quae civitates commodius suam rem publicam administrare existimantur, habent legibus sanctum, si quis quid de re publica a finitimis rumore aut fama acceperit, uti ad magistratum deferat neve cum quo alio communicet, quod saepe homines temerarios atque imperitos falsis rumoribus terreri et ad facinus impelli et de summis rebus consilium capere cognitum est.

Bellum Gallicum 6. 20. 1–2

- (B) Extemplo Libyae magnas it Fama per urbes, Fama, malum qua non aliud velocius ullum:

...
nocte volat caeli medio terraeque per umbram
stridens, nec dulci declinat lumina somno;
luce sedet custos aut summi culmine tecti
turribus aut altis, et magnas territat urbes,
tam ficti praveque tenax quam nuntia veri.
Haec tum multiplici populos sermone replebat
gaudens, et pariter facta atque infecta canebat.

Aeneid 4. 173–174; 184–190

In the passages above, Caesar and Vergil discuss rumor. In a well-developed essay, analyze the ways in which each author portrays the impact of rumor.

BE SURE TO REFER SPECIFICALLY TO THE LATIN THROUGHOUT THE PASSAGES TO SUPPORT THE POINTS YOU MAKE IN YOUR ESSAY. Do NOT simply summarize what the passages say.

(When you are asked to refer specifically to the Latin, you must write out the Latin and/or cite line numbers AND you must translate, accurately paraphrase, or make clear in your discussion that you understand the Latin.)

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F. AP Spanish Course Overview

AP[®] SPANISH LANGUAGE AND CULTURE



About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both Language and Literature courses).

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *World-Readiness Standards for Learning Languages* and described in more detail in the *ACTFL Performance Descriptors for Language Learners*, are foundational to AP World Languages and Cultures courses.

AP Spanish Language and Culture Course Overview

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

RECOMMENDED PREREQUISITES

There are no prerequisites; however, students are typically in their fourth year of high school-level Spanish language study. In the case of native or heritage speakers, there may be a different course of study leading to this course.

Course Themes

The AP Spanish Language and Culture course is structured around six themes:

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts.

The themes may be combined, as they are interrelated.

World Languages and Cultures Learning Objectives

The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the *ACTFL Performance Descriptors for Language Learners*.

Students are expected to:

- Engage in spoken interpersonal communication;
- Engage in written interpersonal communication;
- Synthesize information from a variety of authentic audio, visual, and audiovisual resources;
- Synthesize information from a variety of authentic written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

AP Spanish Language and Culture Exam Structure

AP SPANISH LANGUAGE AND CULTURE EXAM: 3 HOURS

Assessment Overview

Exam questions are based on the six learning objectives and assess all themes. As much as possible, students read and listen to authentic texts from the Spanish-speaking world throughout the exam.

Format of Assessment

Section I: Multiple Choice | 65 Questions | ~ 1 Hour, 35 Minutes | 50% of Exam Score

Part A: 30 questions; 40 minutes

- Interpretive Communication: Print Tests

Part B: 35 questions; ~55 minutes

- Interpretive Communication: Print and Audio Texts (combined)
- Interpretive Communication: Audio Texts

Section II: Free Response | 4 Tasks | ~ 1 Hour, 28 Minutes | 50% of Exam Score

- Task 1 — Interpersonal Writing: Email Reply (1 prompt)
- Task 2 — Presentational Writing: Persuasive Essay (1 prompt)
- Task 3 — Interpersonal Speaking: Simulated Conversation (5 prompts)
- Task 4 — Presentational Speaking: Cultural Comparison (1 prompt)

EXAM COMPONENTS

Note: On the AP Spanish Language and Culture Exam, all directions, questions, and texts are presented in Spanish.

Multiple-Choice Section

Part A:

Print Texts

Students respond to questions based on a variety of authentic print materials, including:

- Journalistic Texts
- Literary Texts
- Announcements
- Advertisements
- Letters
- Maps
- Tables

Part B:

Print and Audio Texts

Students respond to a variety of authentic audio texts*, including:

- Interviews
- Podcasts
- Public Service Announcements
- Conversations
- Brief Presentations

Audio Texts

Students respond to questions based on audio texts* that are paired with print materials.

*Note: All audio texts are played twice.

Free-Response Section

Interpersonal Writing: Email Reply (15 minutes)

Students read and respond to an email message.

Presentational Writing: Persuasive Essay (55 minutes: 15 minutes to examine texts and 40 minutes to write)

Students examine three authentic texts (article, table or graphic, audio text), then have 40 minutes to organize and write a persuasive essay in response to a prompt. In their essays they must present and defend their own viewpoint using information from all three sources.

Interpersonal Speaking: Simulated Conversation (2 minutes 40 seconds: 1 minute to preview and 20 seconds each for five prompts)

Students have one minute to preview a conversation, including an outline of each turn in the conversation, and then respond to five prompts.

Presentational Speaking: Cultural Comparison (6 minutes: 4 minutes to prepare and 2 minutes to present)

Students respond to a prompt by giving a presentation in which they compare cultural features of their own community to those found in an area of the Spanish-speaking world with which they are familiar.

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