



FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI

ISSN: 2181-1776

Tuychieva Odina Sobirovna ¹

¹Fergana Medical Institute of Public Health

INTERACTIVE METHODS OF TEACHING LATIN TO STUDENTS

Annotation: This article is written about interactive methods of teaching Latin to students. In addition, the article provides information on the fact that Latin is the basis of many fields and the benefits of learning Latin.

Keywords: Roman languages, The Grammar and Translation method, Reading method, Comprehensible Input method.

Latin is the source of most languages spoken today. Studying Latin, which is also heavily-inflected, equips you with the fundamental principles and helps you understand modern languages at their roots. These are the most widely spoken Roman languages today:

- Spanish – There are approximately 470 million native Spanish speakers in the world.
- Portuguese – Portuguese speakers come in second place with about 250 million speakers.
- French – An estimated 150 million people speak French. Learning Latin is particularly helpful if you plan to go on a trip to European countries.
- Italian – Native Italian speakers make up about 90 million.
- Romanian – The Romanian language is spoken by around 25 million people.

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, language students have also shown enhanced performance in quantifiable areas such as higher standardized test and reading achievement scores, expanded vocabulary.

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. 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. Budding Latinists, however, cannot stop mid-conversation and ask the native speaker to clarify a word or to rephrase an idea, and the Romans did not write with the goal to make concessions for the modern non-Latin-speaking audience.

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:

1. The Grammar and Translation Method. The Grammar and Translation Method is considered being 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 this pedagogical philosophy cite that it builds logic and problem-solving skills, memorization and recall, attention to detail, and improved grasp of English grammar.

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 text “translationese” since these types of translations are complicated and conceptually inaccessible to an audience. 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 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.

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. 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 English, course materials usually include exercises asking students to answer questions about the texts in Latin.

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. 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.

3. Comprehensible Input Method. 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 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 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. 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.

While Latin is an ancient language and there are no native speakers today, it still has considerable influence over modern civilization. Learning it can help you become multilingual because it's the root of modern languages, like Spanish, French, and Italian. It can even improve your English communication skills.

Studying Latin can also help you prepare for careers in law and medicine. You also get to appreciate history, the arts, and theology even more. Plus, you gain a new perspective from reading literary works in their original forms. Moreover, there are so many reasons to study a foreign language including mental health benefits, like boosting your memory and keeping your mind sharpening.

Reference:

1. Adams, J. N. *Bilingualism and the Latin Language*. Cambridge: Cambridge University Press. 2003.
2. Alexander, H. B. "Why Latin." *The Classical Weekly*. 15, no. 16 (February 1922): 122-124.
3. Carlon, J. M. "The Implications of SLA Research for Latin Pedagogy: Modernizing Latin Instruction and Securing its Place in Curricula." *Teaching Classical Languages*. 4, no. 2 (Spring 2013): 106-122.
4. Ellis, R., S. Loewen, and R. Erlam. "Implicit and Explicit Corrective Feedback and the Acquisition of L2 Grammar." *Studies in Second Language Acquisition* 28, no. 2 (2006): 339-68.
5. Forrest, M. "The Abolition of Compulsory Latin and Its Consequences." *Greece & Rome* 50 (2003): 42-66.
6. Johnson, J. S. and E. L. Newport. "Critical Period Effects in Second Language Learning: The Influence of Maturational State of the Acquisition of English as a Second Language." *Cognitive Psychology*. 21 (1989): 60-99.
7. Kaster, R. A. "Grammar, Grammarians, Latin." In *The Oxford Classical Dictionary* (OCD). Oxford: Oxford University Press, 2005