

Comprehensible Input in the Latin Classroom: Questions, Answers, and Conversation

With increasing numbers of Latin teachers across the United States and beyond implementing Comprehensible Input (CI) in the classroom and even more wondering whether to employ such a method, all would benefit from a roundtable discussion of Best Practices in a CI Latin Class to strengthen existing programs and offer concrete support for those interested in making the jump. Rather than outlining the merits of CI, this discussion will hold as its goal to equip all participants with a full utility belt of activities, assessment structures and rubric guidelines, and overall course goals for Latin classes of varying proficiency. Veteran CI teachers can also offer support to those who may need to justify the switch from a grammar-translation approach in the face of administrators or parents.

While the study of Latin in secondary schools and colleges has passed its mid-20th-century nadir, innovative pedagogy grounded in Secondary Language Acquisition research can ensure continued enrollment in and new appreciation for Latin as a skill suited to 21st-century challenges. This discussion can also offer opportunities for future networking and fellowship among educators who have much to learn from and share with each other for the good of their colleagues, students, and communities.