

# UNDER CONSTRUCTION

## LECTURE SERIES FB07

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**30.10.**

### **Teaching Latin in the 18th century. Pedagogical reforms in Germany and Italy**

Knowledge of how Latin was taught in the 18th century and why certain methods were appreciated is limited but necessary to understand the development of our topical methodology in Latin instruction and to contribute to a confirmation or questioning of it. The research I will present within this lecture aims to enrich the dynamic discussions about methodological approaches and concepts, which in a previous historical study drawing on numerous and reliable primary sources were characterized by a split between a simple parroting of both grammar and constructed translations and the endeavour to naturally understand and, where appropriate, speak the ancient language. For that purpose, an anthology of relevant texts of momentous German and Italian authors which are categorized according to topical didactic conceptions and competences will be critically commented on and edited in consonance with modern standards. The text selection will be embedded in essential background knowledge about the epoch and evaluated concerning its authors' impact. The results will document the skirmish over different methodological approaches which tackle the prevailing trouble in Latin classes and justify more natural methods based on what Second Language Acquisition Research calls Comprehensible Input. The hypothesis that can be distilled from this study is that the contribution of natural approaches fosters the authenticity of current defenders of spoken Latin. This study within the historical research on education will not only widen the restrained knowledge about the German and Italian scholarly relations but also deepen the understanding of methodological establishment and question the topical teaching methodology to improve Latin instruction.