

Cultus Civilis et Lingua Latina Dicendo: Culture and the Latin Language by Speaking

- I. Quotes
 - a. Cultus
 - i. "It is also important to help students understand that cultures are not monolithic"
 1. Peterson, Elizabeth; Bronwyn Contrane. "Culture in Second Language Teaching". *Eric Digest*. Dec. 2003. Web. 20 March 2012
 - ii. "Many of our students might not ever venture outside of their community, so we teach them culture so that they understand that other people live differently — and that's ok"
 1. Fisher, Chris. "How to Present Culture in World Language Classrooms". *Calico Spanish*, Nov. 2011. Web. 20 March 2012
 - iii. "In our 21st-century, post-modern world, with all our connectivity, cultural borders are shrinking and interculturality is becoming a key word (@dr_dmd). Understanding and being able to understand other cultures has become an essential skill."
 1. Fisher, Chris. "How to Present Culture in World Language Classrooms". *Calico Spanish*, Nov. 2011. Web. 20 March 2012
 - b. Civilis
 - i. "They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behavior."
 1. Peterson, Elizabeth; Bronwyn Contrane. "Culture in Second Language Teaching". *Eric Digest*. Dec. 2003. Web. 20 March 2012
 - ii. "Culture is defined as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group."
 1. *Center For Advanced Research On Language Acquisition*. University of Minnesota. Web. 19 March 2012
 - c. Lingua Latina
 - i. "We acquire language from input, not from output. The evidence for this view comes from several sources:
 - People simply do not speak or write enough for output to make any significant contribution.¹⁰
 - It is possible to improve and attain very high levels of competence without output.¹¹
 - More output does not result in more language acquisition. For example, students in classes that demand more writing do not acquire more of the language,¹² and students of English as a foreign language who report more

speaking outside of class do not do better on the TOEFL examination; those who read more outside of class, however, do better.¹³

There is, in addition, evidence that forcing students to speak before they feel ready to is extremely anxiety provoking. When asked what aspects of class cause the most anxiety, students consistently put "speaking" on the top of the list.¹⁴

1. Krashen, Stephen. "Second Language 'Standards for Success': Out Of Touch With Language Acquisition Research". *International Journal of Foreign Language Teaching*. *Stephen Krashen*. 2005. 21 March 2012.
- ii. "There is an overwhelming amount of research supporting the "Comprehension Hypothesis": We acquire language when we understand what people tell us and what we read. There is no need for deliberate memorization; rather, firm knowledge of grammatical rules (a feel for correctness) and a large vocabulary gradually emerge as language acquirers get more "comprehensible input," aural or written language that is understood."
 1. Krashen, Stephen. "Second Language 'Standards for Success': Out Of Touch With Language Acquisition Research". *International Journal of Foreign Language Teaching*. *Stephen Krashen*. 2005. Web. 21 March 2012.
- iii. "In addition to reaping the social and economic advantages of bilingualism, immersion learners benefit cognitively, exhibiting greater nonverbal problem-solving abilities and more flexible thinking (see reviews in Met, 1998)"
 1. Fortune, Tara W., Diane J. Tedick. "What Parents Want To Know about Foreign Language Immersion Programs. *ERIC Digest*. Aug. 2008. Web. 21 March 2012
- iv. "Studies (Holobow et al., 1987; Swain & Lapkin, 1991) have consistently shown that immersion students do as well as, and may even surpass, comparable non-immersion students on measures of verbal and mathematics skills."
 1. Met, Myriam. "Foreign Language Immersion Programs". *ERIC Digest*. Nov. 1993. Web. 21 March 2012.

d. Dicendo

- i. "Compelling means that the input is so interesting you forget that it is in another language. It means you are in a state of "flow" (Csikszentmihalyi, 1990). In flow, the concerns of everyday life and even the sense of self disappear - our sense of time is altered and nothing but the activity itself seems to matter."
 1. Krashen, Stephen. "The Compelling (not just interesting) Input

Hypothesis".The English Connection. *Stephen Krashen*. Web. 21 March 2012

II. Useful Links

- a. Where this presentation can be found http://prezi.com/jphbvygao_i9/present/?auth_key=uxruxry&follow=nmf1lm26e8n8
- b. Where my material can be found <http://sites.google.com/site/magpatlatin>
- c. Where Stephen Krashen's work can be found <http://www.sdkrashen.com/>
- d. [Where Are Your Keys](http://www.whereareyourkeys.org) www.whereareyourkeys.org

III. Contact me

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- b. My website <http://sites.google.com/site/magpatlatin>