

Elementary Latin students encounter numerous challenges: new vocabulary, an entirely new syntactical system, and a wealth of cultural information to learn and explore. Instructors too face significant obstacles, not least that students enter courses at varying level of experience in the language. This project is concerned with the ways in which elementary Latin students' learning and language acquisition can be strengthened by class structure, in-class activities, and pedagogical methods. In a traditional elementary sequence of two semesters, students proceed through the textbook at the same pace and student comprehension of the material is evaluated on a regular basis with quizzes and tests. In the model that I have begun to develop, itself rooted in a combination of SCALE-UP and Step-by-Step pedagogies, students instead progress at their own pace, work frequently with one another, and use class time as a workshop intended to support their mastery of the course material. With this project, I will expand and develop my previous work, as well as seek to accomplish three goals in the elementary sequence: first, to structure the presentation of course material to students as they are ready for it; second, to support student learning through peer-centered learning and mentoring; and third, to create virtual resources to increase both the speed and ease with which students learn. In so doing, I hope to develop a deeper understanding of how student learning and language acquisition can be supported by and benefit from different types of instruction and the classroom environment, and to craft an 'exportable' model of the course to colleagues in other languages both ancient and modern.