

## VISNE, AURELIA, MECUM LATINE LOQUI?

The meeting in Aveiro with the other partners working on the Comenius project has given me the opportunity of reflecting on the personal and professional enrichment resulted from such an experience. Teachers coming from very different realities, characterized by socio-cultural backgrounds expressed by relative educational models, have been able to create a synergy of experiences that can be effectively shared in their professional lives.

Communication among the partners wasn't always easy as some of us didn't share a common language. However, the fact of not being able to speak the vehicular language (English) didn't prevent us from using different verbal as well as non verbal codes to attain the exchange of ideas and experiences that is itself the main reason of the project.

In relation to this I want to let the readers know my experience as a teacher involved in the project who, being unable to speak English, had to appeal to every alternative expressive resource to communicate with the other participants.

To my utmost astonishment I found out that the only language that could allow me to interact with the others was Latin, universally acknowledged as a dead language.

People maintain that Latin isn't a "living language" but this does not mean that it is useless and insignificant: if I hadn't had, as a former student of Latin, a few residual memories of it, I wouldn't have been able to communicate and make friends with people like me...

Latin is therefore not a dead language entrusted to written texts but in my experience has become an efficacious way of oral communication.

It deserves to be treasured because our present derives from our past and by re-discovering the "humanitas" in classical languages we find again and again our common roots and our identities. Consequently the rediscovery and updating of Latin must be supported by morphosyntactic and linguistic structures; this means that it must no longer be seen as an obsolete giant, repropounded and readapted in the school curriculum to bother generations of students. On the contrary it might be considered a universal code, entering, why not, the global village.

My modest personal experience confirms that it's not only English that allows Bulgarians, Rumanians, Poles, Spaniards, Portugueses, Greeks and Italians to communicate but a language that is still available to teach and be taught.

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