

This paper will survey the current trends in scholarship on the subject of oratorical delivery and suggest ways in which elements of this important topic can be introduced into the classroom (both at undergraduate and secondary level). A few brief remarks will also be made about possible avenues of future research on the topic.

Ciceronian scholarship has traditionally focused on the textual and linguistic features of his speeches. (See e.g. R. G. Austin *Pro M. Caelio Oratio* 1933 / 1952 / 1960 and even J. Powell and J. Paterson (eds.) *Cicero the Advocate* 2004). In recent years, however, various scholars have started to appreciate that features of a speech's live performance had an important part to play in its persuasive impact. The orator's exploitation of gesture has received particular attention (E. Fantham *Phoenix* 1982; G. Aldrete *Gestures and Acclamations* 1999, J. Hall *CQ* 2004, G. Petrone *La Parola Agitata* 2004); and discussion has also focused on the ways in which oratorical performances were shaped by the physical environment of their venue, and by the Roman cultural norms that prevailed regarding masculinity and public displays of emotion (e.g. H. Gotoff *HSCPh* 1993, J. May *CO* 1994, J. Enders *Rhetorica* 1997, E. Gunderson, *Staging Masculinity* 2000, J. Hall and R. Bond *Prudentia* 2002, J. Hall *Blackwell Companion to Roman Rhetoric* 2007).

These performative elements offer in fact a very productive way of engaging the attention of today's students. The physical environment of the Roman courts, for example, introduces questions of day-to-day social history and archaeology; and treating a speech as a live performance encourages a broader appreciation of oratory as a persuasive process, one that readily prompts instructive comparisons with modern media. This approach also facilitates a rather different type of engagement with the written text, encouraging students to view it as part of a dynamic live performance, not just a puzzle for translation. Indeed various strategies can be employed in the classroom to stimulate reflection on these features of Ciceronian oratory, ranging from simple oral reading of the texts, to the performance of short passages by students, and to the analysis of filmed performances by others.

Further research into oratorical delivery should also shed new light on Cicero's persuasive techniques. His deployment, for example, of emotional perorations is traditionally interpreted as designed to exploit the jurors' sense of pity. It is possible, however, that the tearful supplications undertaken by the accused – who were usually very powerful men – aimed just as much at satisfying the jurors' sense of social grievance and indignation. The accused undertakes a very public form of self-abasement in the forum and in this way renders himself less of a threatening figure to society.