Introducing Linguistics Materials Into Latin Classes

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The Main Questions

Why?

● Why introduce theoretical Linguistics in secondary school?
● Why introduce it in the Latin classroom?

How?

● How do you sell it to the school?
● How do you align it to the curriculum?
Why theoretical linguistics?

Why linguistics?
- Encourage students’ analytical reasoning
- Introduce them to the scientific method (Honda 1994)
- Material is accessible (O’Neil 1998)
Why the Latin classroom?

- Latin classes are already analytical rather than conversational
- Instruction often in English
- Emphasis on metalinguistic information
How do you sell it to the school?

- Problems fitting in:
  - STEM exclusivity
  - Literature-focused English classes
  - Communicative Method in World Languages classes
How do you align it to the Latin program?

- Latin students look at forms and paradigms for memorization
- Latin students categorize their Latin knowledge using metalinguistic language and abstract grammar
- Linguists look at forms and paradigms for generalizations and analyses.
- Linguists define metalinguistic categories, discussing abstract grammar
### How do you align it to the Latin program?

<table>
<thead>
<tr>
<th>Linguistics Lessons</th>
<th>Context in Latin Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Morphology</td>
<td>Conjugation paradigms</td>
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<tr>
<td>Nominal Morphology</td>
<td>Declension paradigms</td>
</tr>
<tr>
<td>Syntax</td>
<td>Preparation for verse</td>
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<tr>
<td>Prosody</td>
<td>Preparation for verse</td>
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<td>Historical Linguistics</td>
<td>Preparation for Medieval</td>
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</tbody>
</table>
## Verbal Morphology

<table>
<thead>
<tr>
<th>docēre</th>
<th>‘To teach’ (infinitive)</th>
<th>docēmus</th>
<th>‘We teach’</th>
</tr>
</thead>
<tbody>
<tr>
<td>doces</td>
<td>‘You (sg) teach’</td>
<td>docētis</td>
<td>‘You (pl) teach’</td>
</tr>
<tr>
<td>docet</td>
<td>‘He/she/it teaches’</td>
<td>docent</td>
<td>‘They teach’</td>
</tr>
</tbody>
</table>

Break apart the above forms into the following parts:

<table>
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<tr>
<th>‘teach’</th>
<th>_________</th>
<th>‘we’</th>
<th>_________</th>
<th>(infinitive)</th>
<th>_________</th>
</tr>
</thead>
<tbody>
<tr>
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<td>‘you(pl)’</td>
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\[
\text{habet} \quad \text{‘he/she/it has’} \quad \text{‘You(sg) have’} \\
\text{‘You(pl) have’} \quad \text{‘We have’} \quad \text{‘They have’}
\]
Results

- For every lesson:
  - Few students passed the pre-test
  - Nearly all students passed the post-test
  - All students showed individual improvement

Post-test Results (% of students)
- 86% Passed
- 14% Failed
Gratias vobis ago!