

# 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?

- 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?

## Linguistics Lessons

- Verbal Morphology
- Nominal Morphology
- Syntax
- Prosody
- Historical Linguistics

## Context in Latin Class

- Conjugation paradigms
- Declension paradigms
- Preparation for verse
- Preparation for verse
- Preparation for Medieval

# Verbal Morphology

<i>docēre</i>	'To teach' (infinitive)	<i>docēmus</i>	'We teach'
<i>doces</i>	'You (sg) teach'	<i>docētis</i>	'You (pl) teach'
<i>docet</i>	'He/she/it teaches'	<i>docent</i>	'They teach'

Break apart the above forms into the following parts:

'teach'	_____	'we'	_____	(infinitive)	_____
'you(sg)'	_____	'you(pl)'	_____		
'he/she/it'	_____	'they'	_____		

# Verbal Morphology

Break apart the above forms into the following parts:

'teach'	<u>doc</u>	'we'	<u>ēmus</u>	(infinitive)	<u>ēre</u>
'you(sg)'	<u>es</u>	'you(pl)'	<u>ētis</u>		
'he/she/it'	<u>et</u>	'they'	<u>ent</u>		

*habet*

'he/she/it has'

'You(sg) have' \_\_\_\_\_

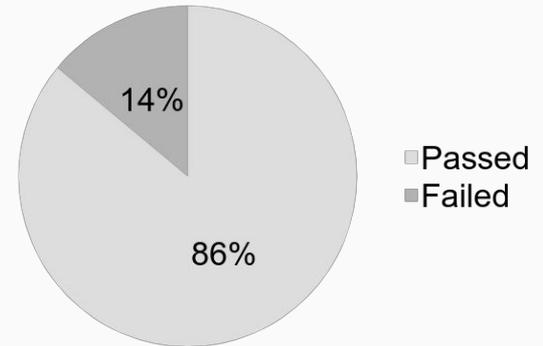
'We have' \_\_\_\_\_

'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)**



*Gratias vobis ago !*