

Latin and inclusive language teaching: Conceptual basics

Curricular task of all school subjects at the Berlin school

Language education at school refers to **systematically stimulated language development processes** of all pupils and is a general task of teaching in all subjects.

It does not take place casually, but **in a targeted manner**, in that the teacher picks up on suitable situations and plans and designs language-building contexts. [...]

While language education should in principle be **an integral part of every lesson**, language support means diagnosis-based and targeted further development of the language competence of individual pupils.

Basic Curriculum Language Education (Basiscurriculum Sprachbildung), Berlin 2015, 10



Pons Latinus is an interdisciplinary research project to model and evaluate Latin teaching to support learners of non-German origin.

Latin functions as a bridge between first and second language and supports second language acquisition.

<https://www.klassphil.hu-berlin.de/de/fachgebiete/didaktik/sprachbildung>

Ernst-Abbe-Gymnasium Berlin-Neukölln



- ca. 550 pupils, 95% migrant background (2002: 58%), from 20 nations
- 80% free provision of school books
- Latin begins at form 7 and 8
ca. 60% of all pupils learn Latin
- Joint project *Pons Latinus* since 2008
- Concept for inclusive academic language teaching:
best practice in Berlin!



Biennial Study with 176 test persons at a Berlin grammar school, form 7

QUESTION 1

Can differences be found between migrant learners with/without Latin concerning their second language acquisition in German?

QUESTION 2

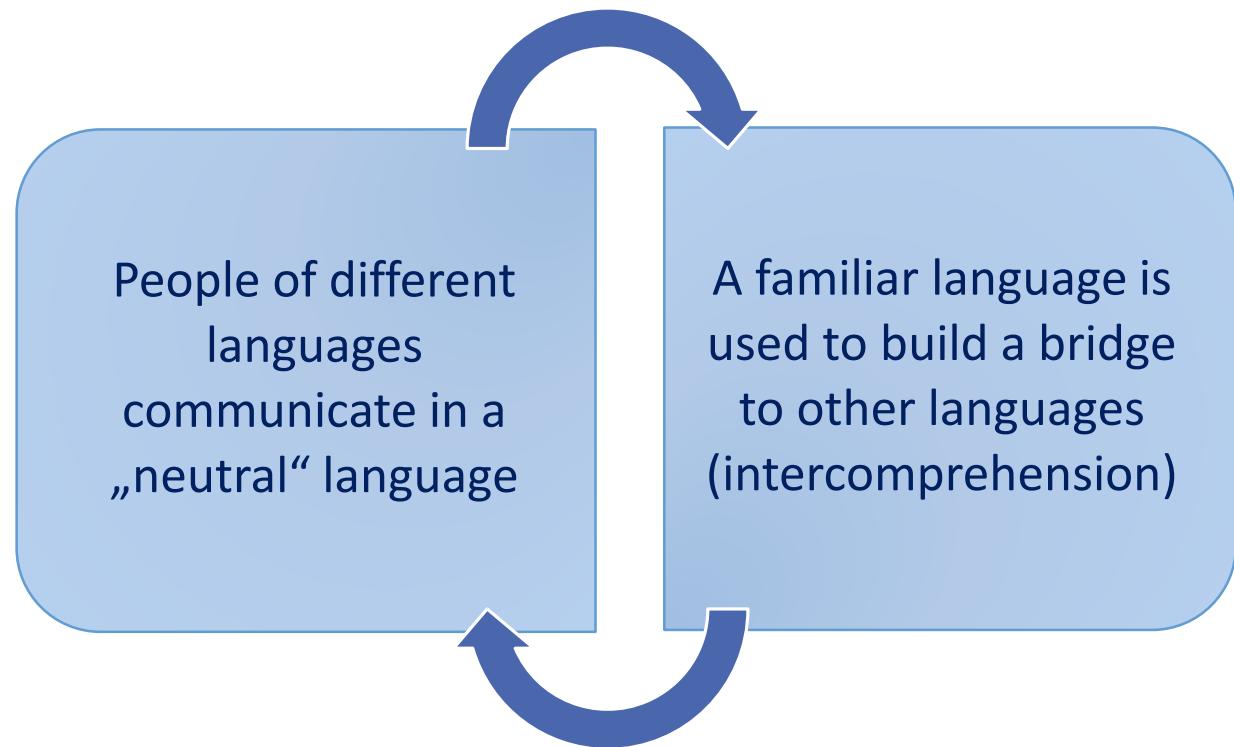
Can differences be found between Latin learners (with/without teaching material for language education) with regard to their German and Latin language competences?

Results of quantitative data

1. Latin learners have a **significant major growth** of their skills in second language acquisition (pre-post-test, tests in between) in contrast with the non-Latin-learners

2. Latin learners who have received inclusive teaching materials **consistently show better results** concerning German and Latin skills.

What is a Bridge Language?



(vgl. Christ 2004: 35 f.)

Latin as bridge language

Neutral medium of comparison
between first und second
language

Contrastive comparison of
languages as a principle of
language teaching

Take into account the characteristics
of teaching Latin

Producing German texts in
decoding, translating and
interpreting Latin texts

Using linguistic proximity and
alterity of languages

Characteristics of inclusive Latin teaching

1. The teacher has an awareness of the pupils' linguistic resources.
2. Latin grammar is taught on the basis of metalinguistic reflection and comparing languages, which promotes language awareness.
3. **Decoding, recoding and interpreting Latin texts are of central importance:**
 - a high frequency of German standard linguistic phenomena is addressed,
 - due to the intensive linguistic work on the Latin text, it is hardly possible to avoid difficult phenomena in German
 - standard sentence patterns in German are actively produced and the vocabulary is expanded
 - systematic feedback is given during active text production
 - a slow approach allows for reflection and precision.
4. Inclusive Latin teaching always promotes Latin and German language competence.

Deutsch ist anders

Artikel und Possessivpronomen ergänzen

BEISPIEL:

Symmachus medicus cum
amicis Incitatum necare vult.

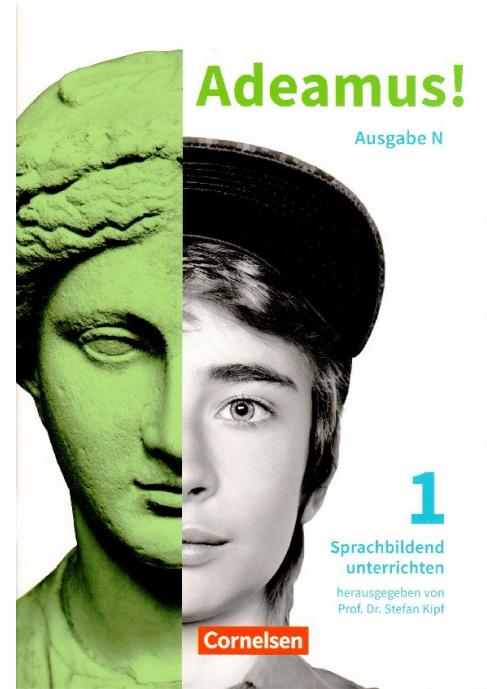
Der Arzt Symmachus will mit *seinen*
Freunden Incitatus töten.

BEACHTE: Unbestimmte oder bestimmte Artikel („der, die, das“ / „ein, eine, ein“), die es im Lateinischen nicht gibt, musst du bei der Übersetzung ergänzen. Oft kannst du auch ein Possessivpronomen (besitzanzeigendes Fürwort: „sein, ihr“) einsetzen.

Übersetze die lateinischen Sätze. Unterstreiche dann die im Deutschen ergänzten Artikel und Pronomina.

Ein weiterer Traum des Symmachus

1. Symmachus medicus in silva stat.
2. Videt: Equus per silvam properat.
3. Symmachus equum gladio necare parat.
4. Sed subito Diana dea cum amicis venit et equo adest.



„Integration durch Sprache“ available free of charge
<https://books.ub.uni-heidelberg.de/propylaeum/catalog/book/856>

Gratias vobis ago!

Valete auditores!