

**Linguistics is for Everyone:  
Cross-curricular approaches to historical linguistics in secondary education  
Workshop: Historical Linguistics at school: An ever-present need**

While much can be said about the benefit of introducing linguistics courses at the secondary level, the creation of stand-alone linguistics courses presents some challenges. Courses must be approved by administration, which may be reluctant to green-light new courses; convincing students to enroll in the course can be difficult given how busy their schedules are with already established electives and required courses; parents are much more involved in course selection at the secondary school level than they are at the university level, and may encourage students away from new or unfamiliar courses.

Given how difficult it can be to establish a new course, fruitful opportunities for incorporating linguistics within existing courses should be sought. The Linguistic Society of America's Linguistics in the School Committee (LiSC) has already been engaging the teachers of foreign language courses, especially classical languages such as Latin, as an opening for linguistically-informed studies. Latin teachers often have at least some linguistics training, and their courses include topics that can easily incorporate historical linguistics, especially in the areas of etymology, language change, and language contact. Additionally, the linguistic description of Latin introduces students to the study of phonetics, phonology, morphology, and syntax. Students can also learn the basics of prosody through a linguistically-informed discussion of metrics and scansion of Latin poetry.

While Latin courses present an excellent opportunity to introduce the methodology and topics of historical linguistic inquiry to students, we should not rely solely on them for the introduction of historical linguistics in secondary schools. Latin classes are not available at all schools, and where they are available often their enrollments are low. I propose that as a field we should seek opportunities to incorporate historical linguistics across the curriculum. We should be looking to required, core courses that every student must take as a way to expose as many students as possible to historical linguistics.

In my presentation, I will discuss ways in which I have successfully incorporated historical linguistic methodology and inquiry into the required history class taken by all ninth graders (students approximately 15–16 years of age) at a private religious school in Los Angeles, CA. For instance, in this course, students learn about language change through comparing the same text in Old English, Middle English, and Present Day English. They also learn about language variation and change in the discussion of the rise of Romance languages. They are exposed to language contact in the context of Medieval Spain as they read a text in Ladino.

I will discuss the benefits of incorporating historical linguistics into required history classes in comparison to niche courses such as Latin, as well as student response to the material. I will also discuss the challenge of scaffolding such activities for younger learners with little linguistic awareness. Finally, I will address the ramifications of the incorporation of linguistics into secondary education for university professors and for historical linguistics graduate students in light of the realities of the academic job market.