

ITERATIVE MORPHOSYNTAX:

TREEBANKING PEDAGOGY AS AN APPLICATION OF THE EXPERIMENTAL METHOD

FROM 1ST SEMESTER TO GRADUATE-LEVEL AT TUFTS UNIVERSITY

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SUNOIKISISDC:
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Theses:

- I. Literary Latin and Greek were constructed, artificial dialects predicated on immersion within similar texts (often in both Latin and Greek) under intensive and morpho-syntax–based instruction;
- II. Mastery of the literary (elite) dialect was not attained solely through natural language methods, and did not correspond to the normative Latin usage of common speech;
- III. Full unpacking of the semantic payload of the literary dialect requires the ability to make the same type of fine distinctions as those who created these texts;
- IV. Instructors would ideally use the minimum set of terms needed to describe the morpho-syntactic distinctions that would have been available to those trained in these literary dialects – not English usage.

3rd Semester Latin Treebanking (Fall 2011):

18 students treebanked the *Res Gestae Divi Augusti* using the ALDT tagset

Observations:

I. Students were compelled to use morphology and syntax as a single semantic phenomenon, and were highly accurate in forming the syntactic trees and identifying morphology;

II. Student difficulties arose mostly from the dissonance between the established way of discussing morphosyntax (e.g. Ablative of Means) and the ALDT tag (e.g. OBJ when construed with the verb *utor*).

Advanced Latin Treebanking (Fall 2013):

9 students treebanked the *Bellum Iugurthinum* of Sallust using the expanded tagset

Observations:

- I. The process of creating treebanking analysis proved an unparalleled tool in the study of the text; making distinctions between case usages (e.g. Dative of Reference and Dative of Interest) apparent in structure;
- II. Students were able to use clauses more accurately without using tags shared by individual words, but there was a conceptual gap between knowing the form of modification (e.g. ADV) and the type of clause (e.g. Result Clause)

Expanded tagset – Clause Tags:

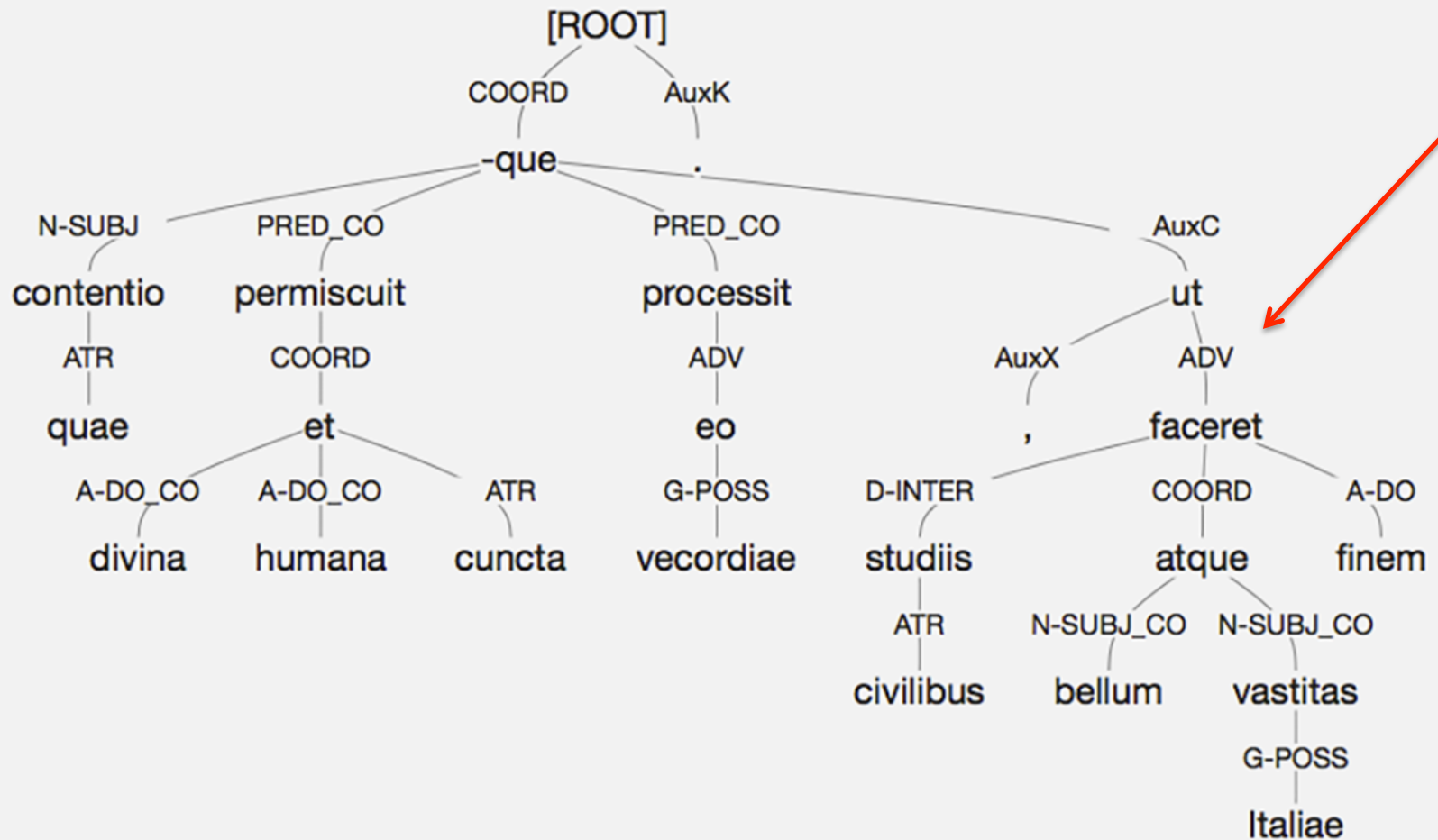
- I. Use more precise, case-based tags for words that derive their primary semantic force from their case:
 - A. In place of PNOM, use N-PRED, A-PRED, G-DESC, D-PURP
- II. Use existing tags for words that do not derive their primary semantic force from their case:
 - A. rectē ADV, magnus puer ATR
- III. Create tags for clauses based on the division between nominal, adverbial, and adjectival clauses, with secondary tags to denote function:
 - A. dixit “indirect statement” NOM-INDSTAT-OBJ

Benefits:

The distinction between types of clauses (and their potential usages) is reinforced.

quae contentio divina et humana cuncta permiscuit eo -que vecordiae processit , ut studiis civilibus bellum atque vastitas Italiae finem faceret .

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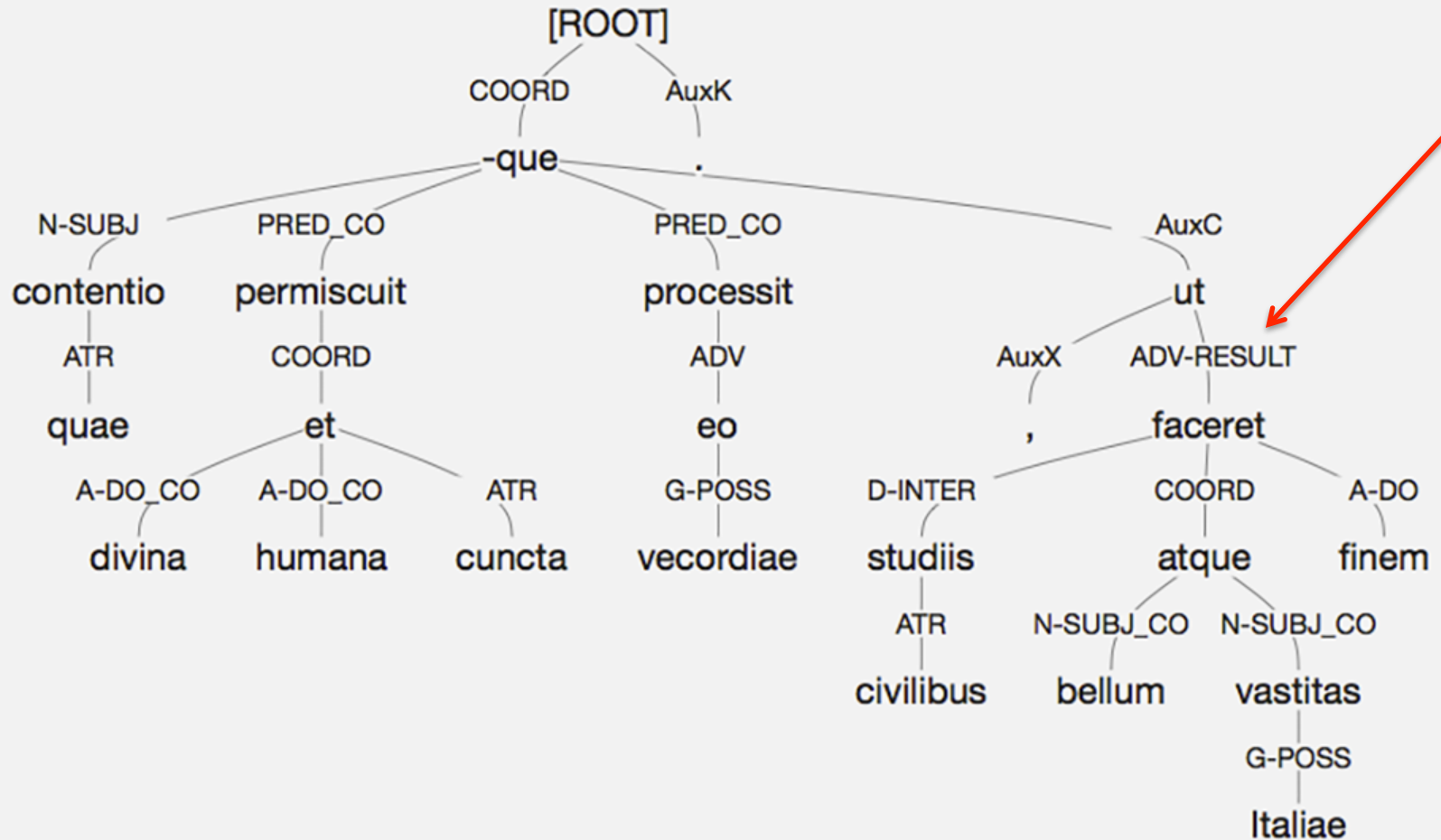


SALLUST, BELLUM IUGURTHINUM 5.2

ALDT TAGSET

quae contentio divina et humana cuncta permiscuit eo -que vecordiae processit , ut studiis civilibus bellum atque vastitas Italiae finem faceret .

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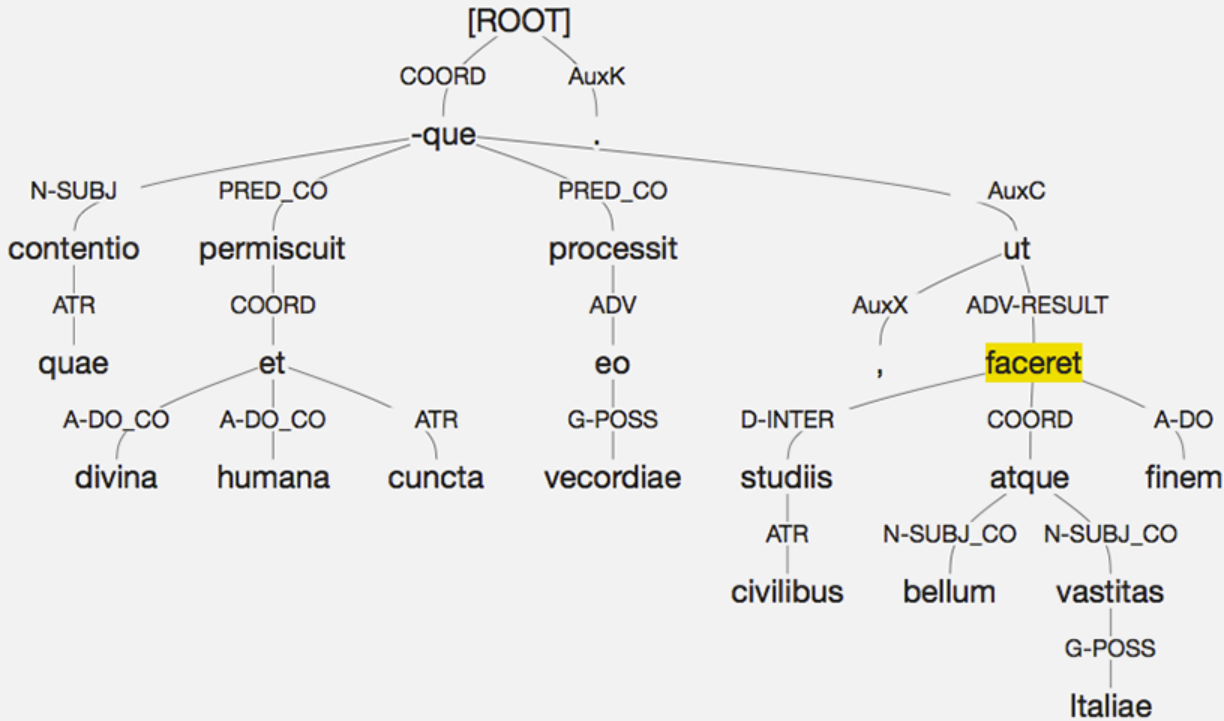


SALLUST, BELLUM IUGURTHINUM 5.2

EXPANDED TAGSET

quae contentio divina et humana cuncta permiscuit eo -que vecordiae processit , ut studiis civilibus bellum atque vastitas Italiae finem faceret .

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morph relation aT search history comments

faceret 1-21

adverbial clause > ADV-RESULT- ---

-
- BASIC >
- nominative >
- genitive >
- dative >
- accusative >
- ablative >
- V-VOC
- L-LOCAT
- adjectival clause >
- adverbial clause > ADV-PURP
- nominal clause > ADV-RESULT
- infinitive uses > ADV-CONSEC
- ADV-PROTAS
- ADV-TEMPOR
- ADV-CIRCUMS
- ADV-CAUSAL
- ADV-CONCESS
- ADV-COMPAR
- ADV-PROVISO
- ADV-RCPURP
- ADV-RCRESULT
- ADV-RCCONDIT



Advanced Latin Treebanking (Fall 2015):

3 2nd-year MA students treebanked the AP Syllabus selections from the *De Bello Gallico* of Caesar and the *Aeneid* of Vergil using the expanded tagset

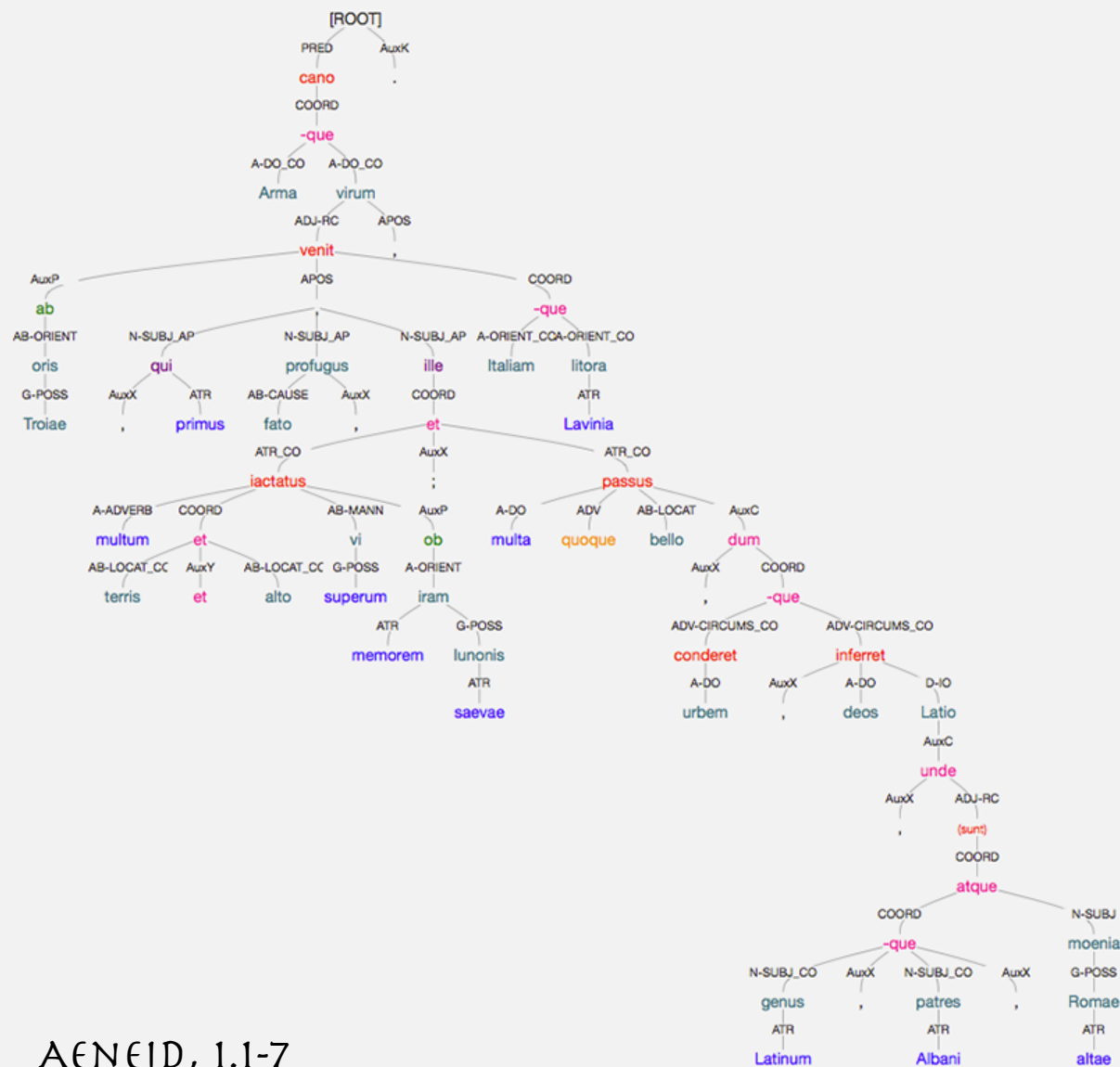
Observations:

- I. The course was in the form of a workshop, where all strategies were employed to fully convey the structure of the texts, **reading in sequence and with expectation**;
- II. Consulting commentaries and alternate texts, these advanced students engaged with the texts at the level of true philological research, creating an edited text based on the structure, changing punctuation as needed to match their understanding;
- III. Objective is to provide a powerful resource for Secondary Teachers (and students) that will counter the pernicious tendency to have students memorize translations of the AP syllabus rather than reading in Latin

Arma virum -que cano , Troiae qui primus ab oris Italiani , fato profugus , Lavinia -que venit litora , multum ille et terris iactatus et alto vi superum saevae memorem lunonis ob iram ; multa quoque et bello passus , dum conderet urbem , inferret -que deos Latio , genus unde Latinum , Albani -que patres , atque altae moenia Romae (sunt) .

morph relation aT search history comments

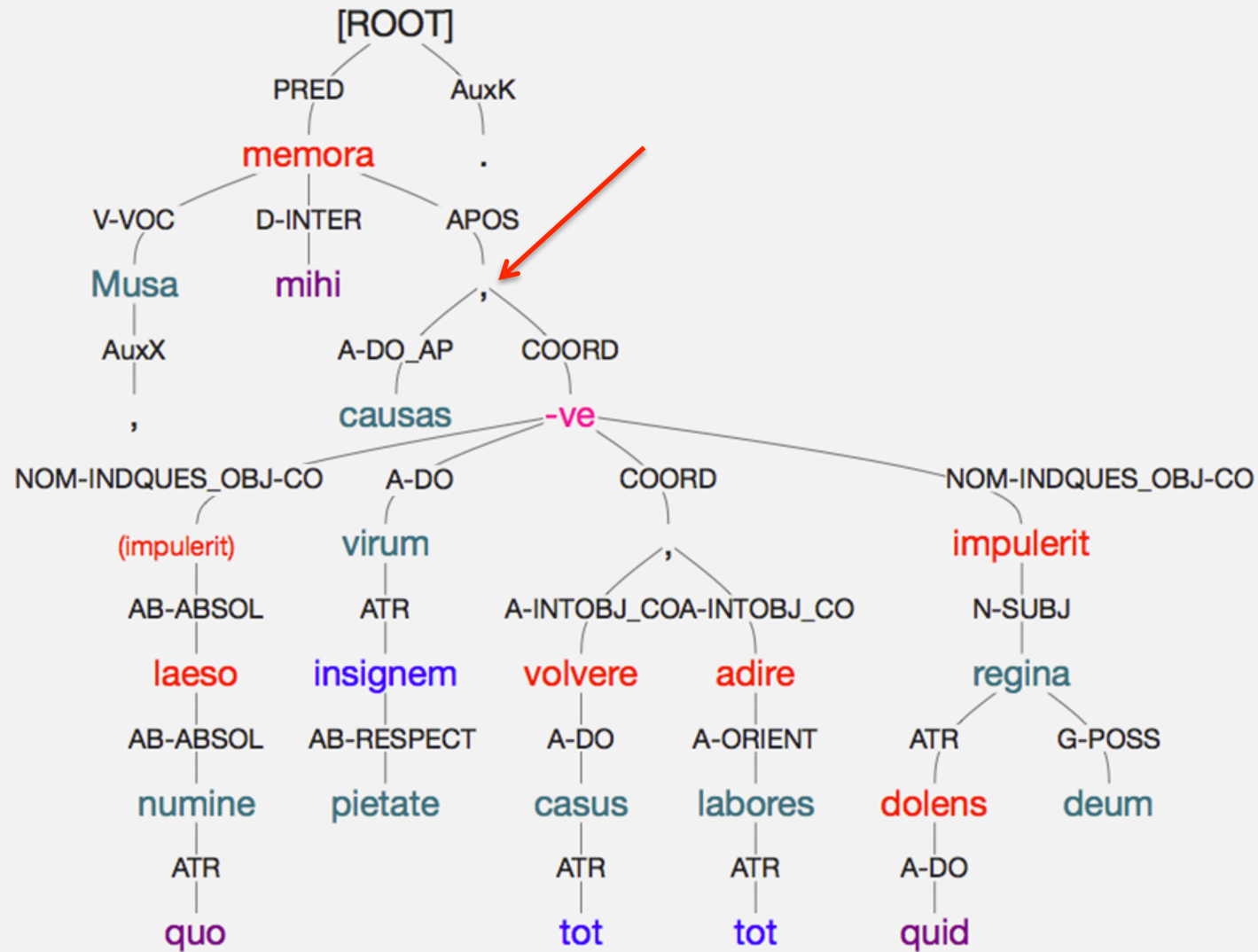
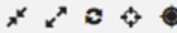
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AENEID, 1.1-7

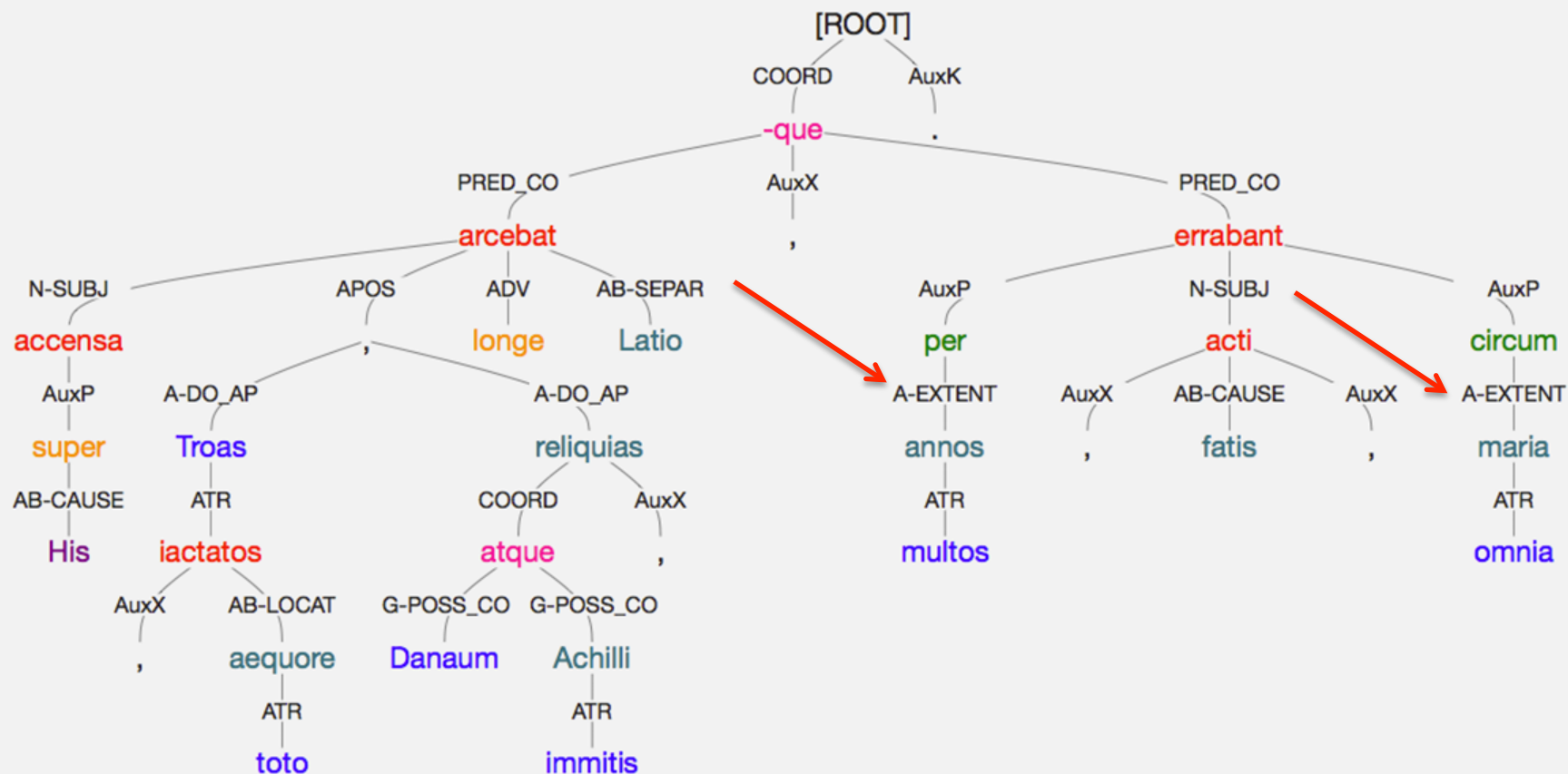
Musa , mihi causas memora , quo numine laeso (impulerit) quid -ve dolens regina deum tot vovere casus insignem pietate virum , tot adire labores impulerit .

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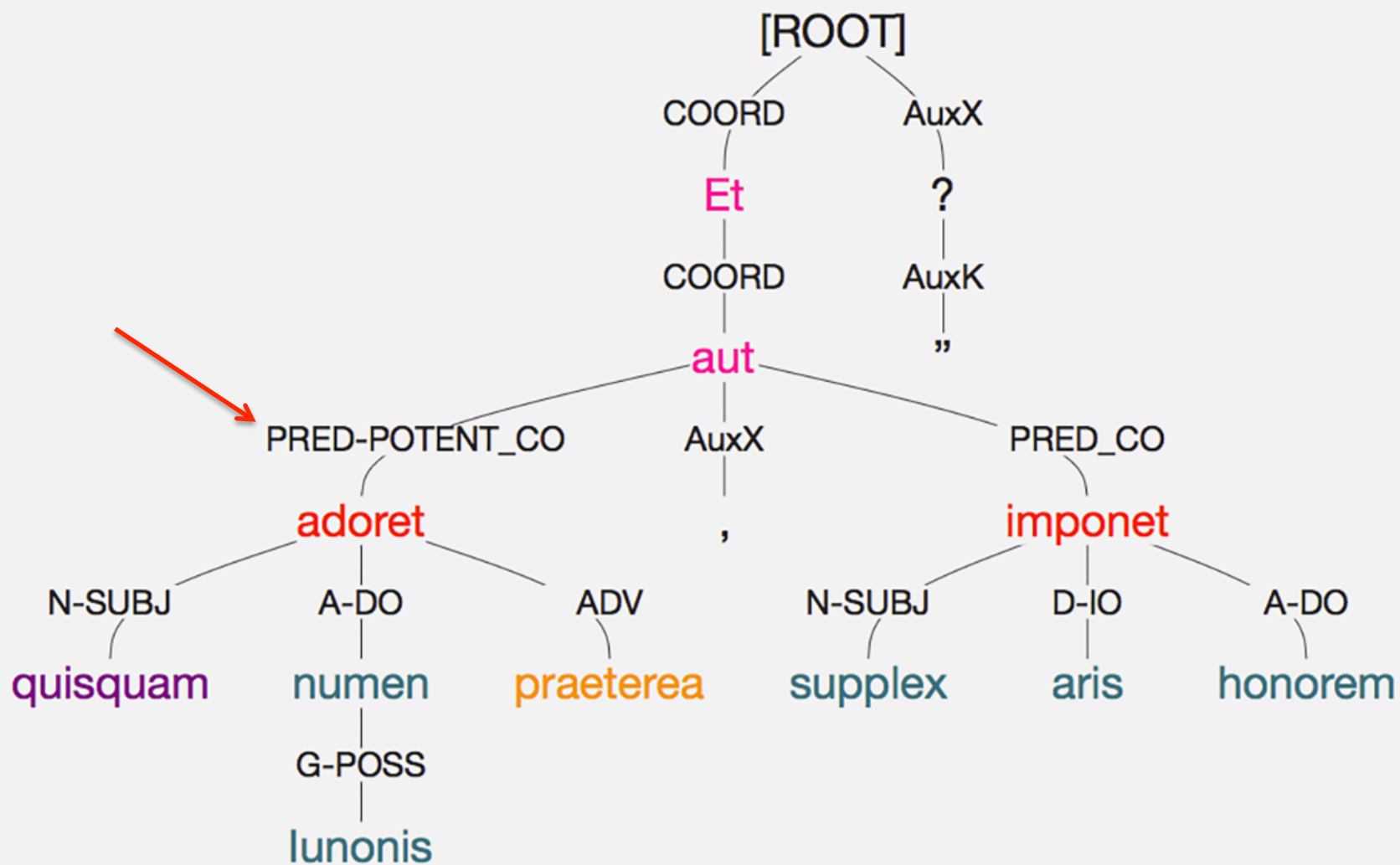
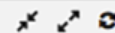
His accensa super , iactatos aequore toto Troas , reliquias Danaum atque immitis Achilli , arcebat longe Latio , multos -que per annos errabant , acti fati , maria omnia circum .

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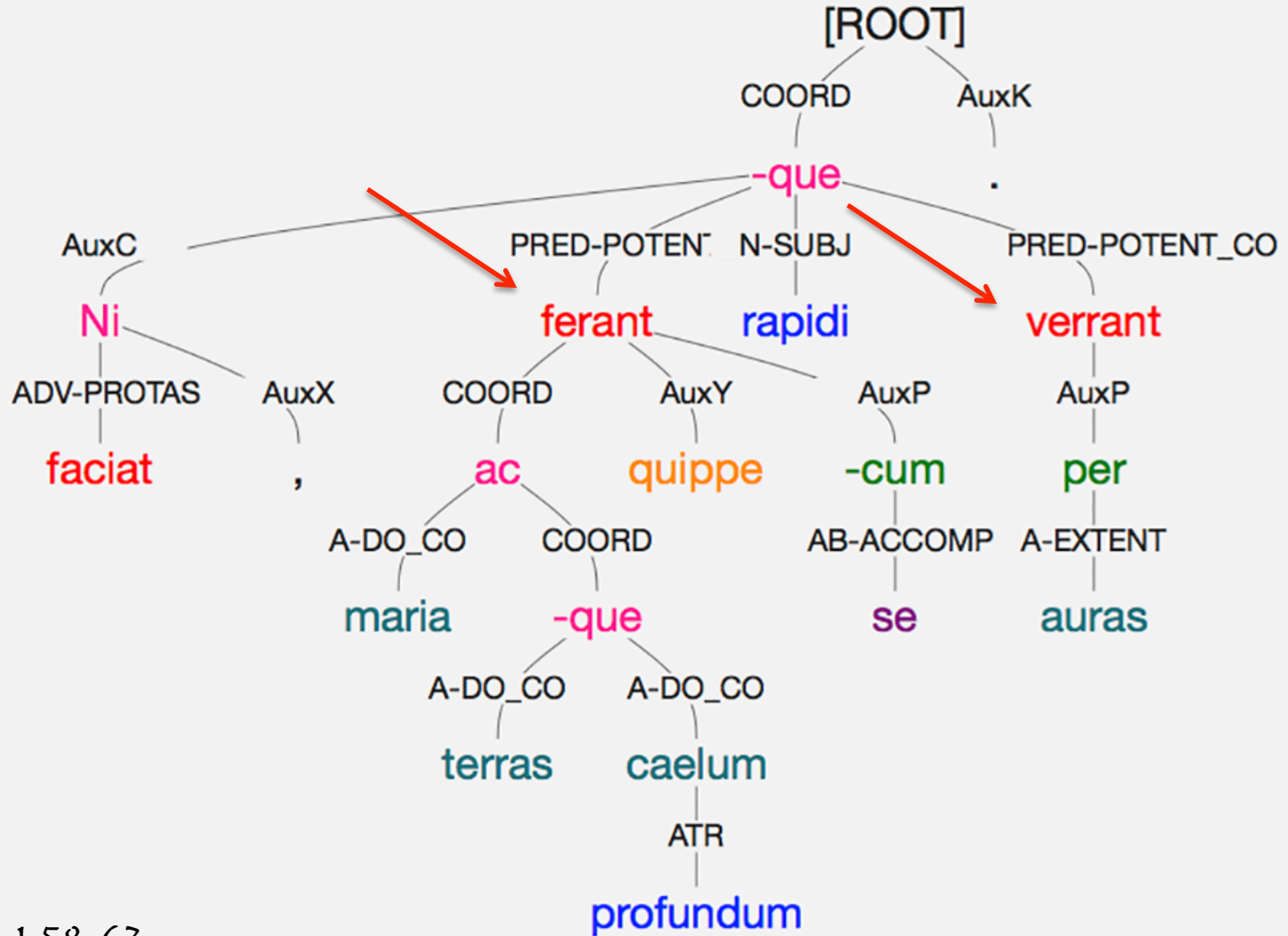
Et quisquam numen lunonis adoret praeterea , aut supplex aris imponet honorem ? "

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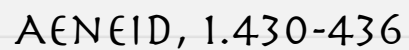
Ni faciat , maria ac terras caelum -que profundum quippe ferant rapidi se -cum verrant -que per auras .

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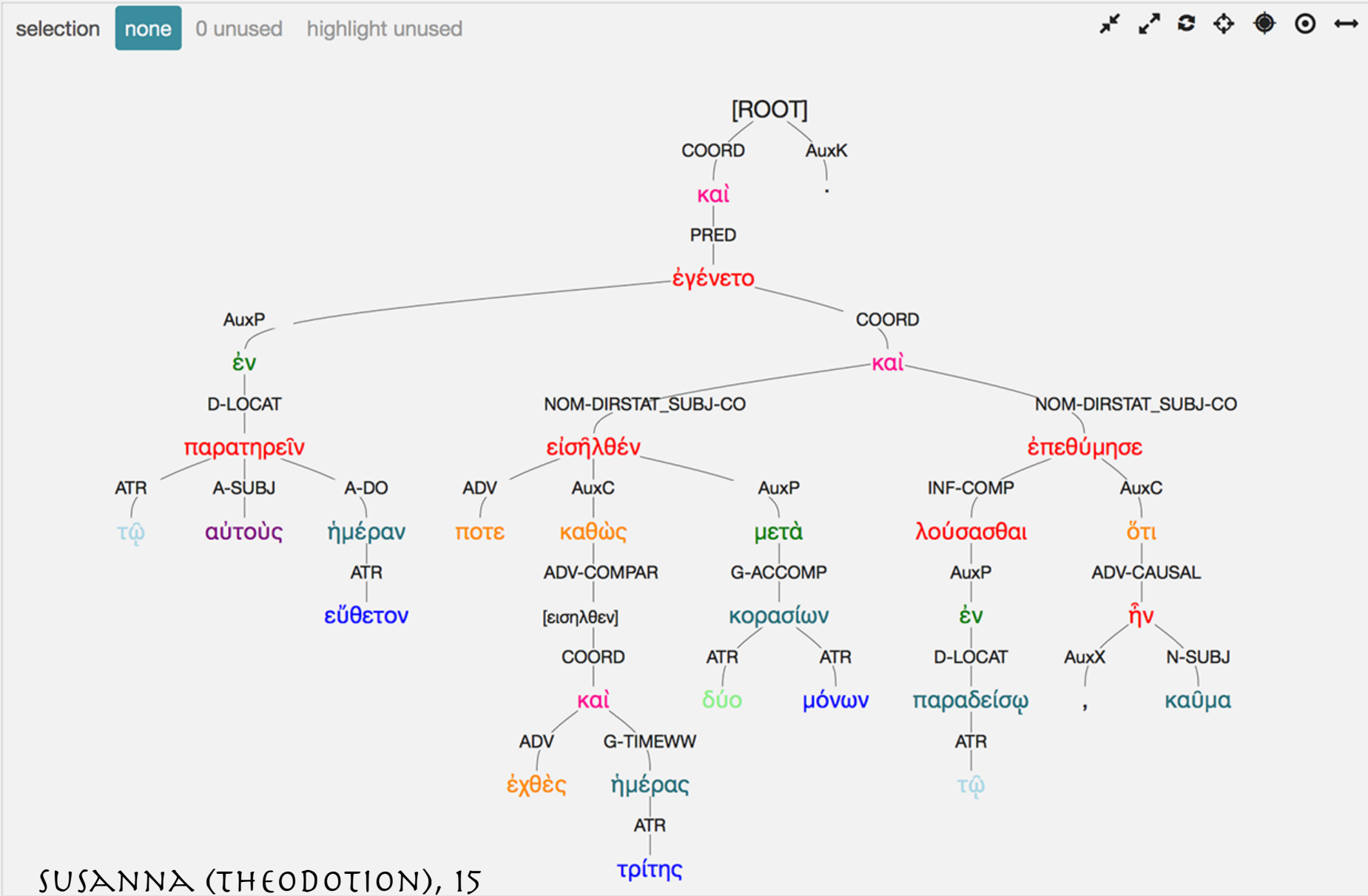


AENEID, 1.58-63

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καὶ ἐγένετο ἐν τῷ παρατηρεῖν αὐτοὺς ἡμέραν εὐθετον εἰσῆλθέν ποτε καθὼς [εισηλθεν] ἐχθὲς καὶ τρίτης ἡμέρας μετὰ δύο μόνων κορασίων καὶ ἐπεθύμησε λούσασθαι ἐν τῷ παραδείσῳ , ὅτι καὺμα ἦν .



Benefits:

The obstacle of morpho-syntax is removed as early and as completely as possible, resulting in the capacity to conduct advanced research on Greek and Latin. Crucially, the outcomes of the methodology evolve and expand from illustration through the most advanced textual criticism.

The goal is to bridge the consumption and production of philological research across the entire discipline.

Conclusions – Research is the Best Pedagogy:

- I. In addition to being quantitatively much denser in terms of linguistic discriminations per unit time, this methodology models a language pedagogy based on repeatable algorithms and closely related to the conceptual framework of the authors and intended audience. **It focuses on the transferable skill, NOT the particular instance.**
- II. Through training in textual criticism, students become more expert consumers of edited texts and commentaries. **They learn precisely why particular choices are made and what the implications of a particular analysis would mean for the semantic force of a text.**
- III. In addition to providing interoperable morphology and syntactic data on a greater number of texts, this methodology makes it possible to ask more specific types of questions of the data. **It becomes possible to research the stylistics and usage of an author or a word with great specificity: e.g. how frequent or in what context accusative respect exists.**
- IV. **Most importantly, this methodology magnifies the audience by making advanced scholarship interactive and accessible to all levels - not just talking into an empty room.**

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