

Latin for Socio-Cultural Value

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Secondary public education language acquisition through cross-curricular Latin analysis is essential to address achievement gap inequities related to socio-cultural factors. Research indicates Latin reinforces socio-cultural identities affecting knowledge and motivation influencing academic performance. The following review examines the implementation of Latin as a systematic vocabulary framework that capitalizes on prior knowledge, cultural value, and social traditions resulting in equitable language achievement for all student demographics.

Latin in Western Education: Unity of Value and Purpose

Latin's ubiquitous influence is linguistically and academically foundational to Western disciplines (Cooper, 1895). According to Fingerman, Berg, Smith, and Antonucci (2011), a student's educational development is interwoven with social identity and cultural influences. Latin analysis accommodates influencing socio-cultural factors by historically connecting language (i.e., Romantic languages) and corresponding societal relationships (Fomin, 2005). Latin instruction, from a historical context, incorporates the learner's background and facilitates the unification of cross-curricular disciplines that aid in application of the content (Cooper, 1895). The adoption of an ecological perspective of human development facilitates the coordination of influential domains while identifying and defining targeted cultural systems (Bronfenbrenner, 2009).

Latin activates and clarifies the student's prior knowledge and cultural similarities while synthesizing learning. A unilateral curriculum limits the compartmentalization of disciplines and the fragmentation of knowledge while minimizing motivation and knowledge barriers (Howe, 2011). For example, the etymology of Latin cognates and derivatives functions as the medium celebrating cultural values venerated in scholarly achievement: science, art, theology, politics,

philosophy (Fomin, 2005). According to LaFleur (1986), an academic focus that highlights the inter-connected semantics and structural syntax between Romantic languages emphasizes an interdisciplinary application that capitalizes on student's prior knowledge and cultural factors. Academic access and equity concerns are addressed through a historical correlation between Romantic languages that utilize and celebrate cultural nuances (Howe, 2011).

Latin for Cultural Morality and Metaphorical Application

Mastery of academic content is narrowly applied without reinforcing didactic value and ethical purpose (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). Latin's pervasive influence on Western language also commemorates the reason and virtue of the content (Ambrose et al., 2010). As stated, utilizing the learner's prior knowledge and celebrating cultural values encourages a collaborative learning experience that increases motivation and circumvents knowledge deficiencies (Fingerman et al., 2011; Clark & Estes, 2008; Rueda, 2011; Bronfenbrenner, 2009).

Howe (2011) states Latin creates discipline and accountability through the modeling of deductive reasoning (e.g., noun declension and verb conjugation) and inferencing (e.g., literal and figurative analysis), sharing learning strategies, ethics, and cultural traditions. Latin analysis provides an unbiased neutrality to language acquisition, fostering accountability, sharing responsibility, increasing extrinsic and intrinsic value, and stimulating a familial learning environment (Howe, 2011; Clark & Estes, 2008; Rueda, 2011).

Latin for Equity and Access

Latin instruction emphasizes the inherent synthetic value of the Liberal Arts that was meaningful and applicable to a multicultural society (Cooper, 1895). LaFleur (1986) addresses post-WWII declines of Latin study in American public education that led to drastic declines in

standardized college exams and noticeable demographic achievement gaps in language acquisition. According to Ambrose et al. (2010), a recent resurgence to correct academic inequities has led high schools and universities to fund programs and focus curriculum on Latin studies. For example, Latin students are offered community service teaching opportunities for after-school enrichment programs assisting at-risk youth (Ambrose et al.). Reinforcing community relationships that access all stakeholders, strengthens community resources and celebrates the value and power of diversity (Ambrose et al., 2010; Bronfenbrenner, 2009).

Banks & McGee Banks (2010) discuss the equitable improvement in motivation and knowledge through shared language, ethnic, cultural, and religious experiences. As stated, the opportunity to share socio-cultural values and ethical beliefs provides a collective academic culture that mutually benefits all backgrounds; however, speakers of the Romantic languages of Spanish, Portuguese, and French are directly targeted (Banks & McGee Banks, 2010). Research indicates that native speakers of Romantic languages are among the most academically marginalized subgroups (Masciantonio & Thompson, 1977). Cooper (1895) explains that due to the historical phonemic transliteration of Romantic languages, Spanish speakers, specifically, are directly benefited by the adoption of a Latin-based approach to language development. Strategic demographic targeting related to achievement gap inequities streamlines the justification of district support, scholarship, or grant funding for college-readiness programs (Banks & McGee Banks, 2010). These programs practice inclusive language strategies, explain learning and behavioral attitudes influencing knowledge and motivation (Rueda, 2011), and offer ownership through qualitative feedback concerning course climate and content (Ambrose et al., 2010).

Latin provides equal access for all learners while reinforcing socio-cultural identities affecting knowledge and motivation factors (Bronfenbrenner, 2009; Banks & McGee Banks,

2010). Latin analysis provides a collective academic culture that can be nurtured as a neutral and foundational platform to strategically address language acquisition while teaching and sharing moral values indicative of the student stakeholder (Masciantonio & Thompson, 1977).

Questions

1. Consider personal and professional learning experiences that curriculum or knowledge, when applied metaphorically, connected or aligned separate disciplines while reinforcing a moralistic or cultural value. Did the application and synthesis of ideas influence motivation or knowledge?
2. As professionals, how can we strategically target socio-cultural values to foster improved learning, target achievement gaps, and reinforce lifelong development affecting the learner's ecological systems?
3. Personally or professionally, discuss learning experiences that resulted in intimidation of content mastery or socio-cultural marginalization that were addressed, positively or negatively, by the educator or applicable stakeholders. Provide subjective feedback for praise or improvement that would increase knowledge, motivation, or organizational process..
4. Identify the use of language acquisition regarding personal or professional development. What social or cultural constructs have shaped language fluidity or hindered equitable achievement? What are the specific strengths or deficiencies that occur, and how are these strengths or deficits related to the lifespan development of the learner?

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