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The "new grammatical methodology" and the hypertexts for the teaching of Greek and Latin.

My proposal for a "new grammatical methodology", in the Didactics of classical languages, is the result of some considerations on the impact of the so-called "traditional methodology" and on the methods that in the last years, wrongly or rightly, have represented the tendency to the renewal.¹ Such considerations lead me to conclude that the "grammatical" approach is essential for languages with a composite grammar and conveyed from stylistically sophisticated texts. However, in the same way, I see the necessity of adjusting the model of reference to the linguistics' recent acquisitions and we have to consider that teaching experiences show the importance of the immediate access to the text and of the links between text and context.²

In reevaluating the importance of the text, the "new grammatical methodology" is based substantially in a system of different level hypertexts, in which the student, starting from a basic original text,¹ reaches both the targets: the acquisition of the linguistic norm and the knowledge of the culture, through a path guided, but in the meantime open to curiosities. An already completed prototype for basic Greek, entitled *Pausania al computer*, starts from the description of the arrival in Athens from Sunion. Two other hypertexts, analogous to the first and dedicated to basic Latin and second level Greek, are presently in phase of completion for the European Project U:LI:S:S:E, coordinated by Carlo Santini. They are respectively *Personaggi romani al computer*, from *De viris illustribus* and *Il Vecchio Oligarca al computer*, a more complex argumentative text, with some critics to Athenian democracy, from the *Athenaion Politeia* by the Pseudo-Senofonte.

In these didactic instruments, the text is subdivided in SENTENCES, the comprehension of which is immediately given.² From every sentence is shown a scheme, that represents the syntax of the proposition, according to the model Tesnière - Sabatini, updated on the basis of the semanticists' new acquisitions.² The choice of putting the syntax to the fore proves to be consistent with the modern linguistic theories and is of great importance to decrease the leadership of the morphology and to increase the confidence of the student in facing the text. The SYNTACTIC SCHEMES in fact are simulations of how the language functions in the texts.² Once a scheme is observed and acquired, the model will be re-applicable by the student to similar structures. In the traditional teaching, the mental representation of such schemes was done individually by students,

1 See. N. NATALUCCI, *Didattica delle lingue classiche: un "nuovo metodo grammaticale"?*, in "Euphrosyne" 23, 2005, pp. 453-472; EAD. *Dalla didattica alla didassi: Pausania al computer*, in "Latina Didaxis" XX, pp. 147-175

2 The text loses in interest if disconnected from the context as it often happens in the practice of the so called "version". One must constantly keep in mind that the study of classical languages is finalized first of all to the comprehension of the texts and of the world that produced them. NATALUCCI, *Dalla didattica alla didassi.*, pp. 165-166.

3 The original text, not recreated or revised, has, for those who show interest in the classical languages' learning, the appeal of the document that comes directly from Antiquity. The classical text then is not changed, but occasionally reduced of unsuitable parts, at the moment, from the didactic point of view. NATALUCCI, *Dalla didattica alla didassi.*, pp. 165-166

4 The aim is not, as for the version, to "translate" the text, but to comprehend and analyse the language "in progress", the forms' way of linking in the syntactically ordered expression.

5 For the practical application proposed by the system, NATALUCCI, *Didattica delle lingue classiche.*, pp. 467-468; EAD. *Dalla didattica alla didassi cit.*, pp. 169-173.

6. See. NATALUCCI; *Dalla didattica alla didassi*, pp. 156-157.

through constant exercise; in the system, considering today's limits of time, the schemes are made explicit, conformed to the new "logic- semantic" syntax and become object of study.

From every word of the syntactic scheme one can access, through links, to LEXICON and to MORPHOLOGY. This way is promoted, following the tendencies of modern linguistics, an intimate relationship amongst lexicon, morphology and syntax⁷, emphasizing the interfaces that connect the "lexical" and "syntactic categorical" components.

For what concerns the LEXICON, every word is linked to a corresponding table that illustrates its lexicon on etymological basis. Great attention is put on the words' logic succession within the table, both from the formal point of view: presence of affixes, subdivision in the classes of Noun, Adjective, Adverb, Verb, and from the semantic point of view: consequent changes of the root's meaning. The division in classes, with the creation of the "stem", puts in relation "lexical derivation" and "morphologic derivation".⁹

For what concerns the MORPHOLOGY, every word is connected to the corresponding morphologic file. Such file represents a "Microstructure", thought for the immediate communication of the rule and thus very schematically organized, with the aim of getting the student used to dividing the word (for this reason is used the colour, which underlines respectively "stem" and ending). The union of "stem" and endings through some constants, which in the majority of the cases are repeated, constitutes the "Macrostructure" that coherently superintends, ¹⁰ in the system, to the Morphology. The relative notions of the language's Phonetics and History are also given in the files in minor body. The advantage offered by the hypertextual system also creates an hypertext within the hypertext: besides "navigating" in the basic text, in fact, one can "navigate" within the Morphology, with all the consequent benefits.

A *Grammatica normativa*, which includes the files Morphology and the notions on the words' formation, that superintend to the creation of the Lexicon, is given on paper to support and make uniform the theoretical frame of reference. *Grammatica normativa greca* and *Grammatica normativa latina* can be studied in the system in parallel.

Finally, the link CULTURE is connected to the words that have an interest in this sense, with interesting information on the context. The knowledge of the context is in fact fundamental for a good comprehension of the text, and together with the knowledge of the language, preludes to a good translation. In fact it is considered necessary to give back to translation the high cultural and didactic value that belongs to it: the system wants to be formative also in such sense

⁷ I tried to conjugate modern Linguistics and Didactics of classical languages in N. NAT ALUCCI, *Mondo classico e mondo moderno*, Napoli 2002, pp. 79.

⁸ Is also included the "syntactic transformational" component, that introduces the notion of superficial level and deep level, so important to fully comprehend the translation process from one language to another, NAT ALUCCI, *Mondo classico*, pp 98-99.

⁹ NAT ALUCCI, *Apprendimento del lessico e "nuovo metodo grammaticale "*, official document of the ULi.S.S.E. Project. See www-b.unipg.it, or ulisseweb.eu.

¹⁰ NAT ALUCCI, *Apprendimento della morfologia e "nuovo metodo grammaticale "*, official document of the ULi.S.S.E. project. The great coherence and emphasis conferred in the system to the "Macrostructure" of the Morphology is particularly underlined. See www-b.unipg.it, or ulisseweb.eu.