

Teaching Latin between tradition and innovation: an exploratory study of teachers' opinions on Artificial Intelligence

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Abstract:

Traditionally based on grammatical and deductive approaches, Latin teaching has long experienced a continuous tension between methodological preservation and didactic innovation, striving to adapt to ongoing social and cultural transformations. Considering this perspective and starting from the role of Artificial Intelligence (AI) in education and Latin didactics, an exploratory study was conducted involving a voluntary group of upper secondary school Latin teachers. The aim was to gather their opinions on the use of inclusive digital technologies and AI in teaching practice. This paper presents the preliminary results of the survey, which reflect teachers' opinions on the opportunities for employing and integrating AI and inclusive technologies into Latin didactics. The data, gathered through a semi-structured questionnaire, reveal that while teachers acknowledge the potential of AI to support inclusion and the personalization of learning pathways, the actual use of such tools remains limited. Only a small proportion of respondents reported having received specific training on the use of AI in Latin didactics, whereas the majority displayed a cautious and reflective attitude.

Keywords: Latin didactics; Artificial Intelligence; inclusive technologies; teacher training; teaching innovation.



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1. Introduction

Latin, often considered a language of the past, constitutes a significant component of our daily lives: it represents a substantial part of the Italian lexical heritage as well as that of other modern foreign languages (Canfora, 2005). Moreover, it is a discipline with formative value (Balbo, 2023) and inclusive potential (Garulli, Pasetti & Viale, 2021), capable of fostering the development of linguistic skills (Preti, 2015), as it encourages reflection on linguistic structures, the functioning of language, and the relationships between linguistic systems.

Today, the teaching of Latin may appear less central within the Italian educational landscape, also due to the growing prominence attributed in recent decades to foreign languages and STEM disciplines. There seems to be a risk that Latin may be gradually

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excluded from the “cultural encyclopedia of us Italians” (Bettini, 2011). To trace the origins of this *quaestio*, it is natural to ask what methodologies are currently used to teach Latin and how Latin didactics has attempted to respond to societal changes over time.

Since the Middle Ages, numerous teaching approaches have been adopted, ranging from grammar-based teaching to inductive methods, up to modern gamified learning. In the 14th century, grammar, viewed as *ancilla theologiae*, was identified as one of the three pillars of human activity and therefore served as the foundation of Latin teaching. The Humanists, however, introduced didactics innovations, such as lexical exercises based on semantic fields and an emphasis on the thought of the Ancients. Despite the work of the Humanists and the dissemination of *Colloquia*, also endorsed by Erasmus of Rotterdam in *The Praise of Folly* (1511), as a methodology to be adopted for the teaching of Latin still maintained elements of pedantry and “dusty erudition” (Preti, 2015). It was Comenius, the father of didactics, who radically transformed the vision of subject-specific teaching and Latin itself, identifying strategies and methodologies for *didactica linguarum* in his *Novissima linguarum methodus*, and advocating in *Orbis sensualium pictus* an inductive method and the idea that words should be linked to things (Balbo, 2023).

This shows how Latin teaching has consistently adapted to cultural, political, and social changes, highlighting a constant tension between tradition and methodological innovation that has affected both teaching practices and the evolution of the language itself. As early as the second century CE, Classical Latin began to change due to linguistic interference, and in a similar way, didactics followed diverse paths, from theological to secular approaches and eventually to a more concrete and livelier one.

Later, the so-called “rational grammar” of the Port-Royal grammarians came to dominate Latin teaching from the 17th century onward, establishing a grammatical-deductive method that persists today. Between the 19th and 20th centuries, textbooks based on historical-comparative grammar, proposals for essential grammar, and the adoption of contrastive methods attempted to redirect the course of Latin teaching (Flocchini, 2000). However, only after the Second World War were new methodological approaches developed and introduced into the Italian educational system.

With the radical transformation of the social, economic, and political landscape, the debate around Latin instruction intensified, leading to a proliferation of ideas and methodologies: the comparative method, valency grammar, active and heuristic approaches attentive to students’ needs and interests, and the *natura* method.

From the 1980s onward, Latin teaching began to benefit from the technological tools available at the time, such as audiotapes and videotapes used for literary analysis. In the 1990s, even more advanced tools became available: CD-ROM encyclopedias, hypertexts, websites, virtual libraries, and online discussion groups, all of which further expanded learning and research opportunities. While the use of tools such as comics, interactive dialogues, and crosswords was once seen as external to Latin as a school subject (Flocchini, 2000), the effective integration of digital media required truly innovative teaching (Natalucci, 2005). Technologies and their evolution have thus become highly significant educational resources (from floppy disks to mobile applications) expanding access to sources (e.g., digital databases of classical texts) and enabling new ways of teaching and learning tailored to individual needs, including the creation of interactive and multimodal content.

The advent of Artificial Intelligence has inaugurated a more complex phase, in which technologies act as genuine co-agents in educational processes, also enhancing student engagement. In recent years, several implications of AI for Latin didactics have emerged: the use of adaptive learning systems, the adoption of specific digital tools, gamification, and assisted translation are all manifestations of AI that, among other benefits, have enhanced student motivation through game-based dynamics and immersive environments (Beams & Crofton-Sleigh, 2024). Furthermore, they have enabled the development of personalized learning paths that consider each learner's unique profile and peculiarities.

This historical overview reveals how Latin didactics, from the Middle Ages to the present, has continuously sought to adapt to social and cultural transformations. This evolution provides a foundation for more in-depth reflection on the relationship between Latin didactics, digital technologies, and Artificial Intelligence.

From this perspective, an exploratory study was conducted involving a voluntary group of high school Latin teachers, aimed at gathering their opinions on the use of digital technologies and AI in teaching practice. This paper presents the preliminary results of the study, highlighting teachers' perspectives on the opportunities for using and integrating AI and inclusive technologies in the teaching of Latin.

2. Artificial Intelligence and Latin didactics: inclusive perspectives

2.1. Artificial Intelligence and didactics

Within a society deeply influenced by digital technologies, Artificial Intelligence (AI) now represents a highly relevant resource, capable of offering unprecedented opportunities for development and large-scale innovation (Patrizi, Girolami & Crescenzi, 2025). In particular, within the educational field, an analysis of both national and international scientific literature (Almufareh et al., 2024; Creati & Cuccaro, 2025) highlights how AI, working in synergy with recent innovations in education such as digital resource integration and gamification (Buccini, 2024)—is emerging as an effective tool for enhancing and facilitating teaching and learning processes. This technology, in fact, redefines the relationship between teacher, learner, and content, allowing for a more flexible and adaptive reorganization of learner-centered educational practices.

As outlined in the *Guidelines for the Introduction of Artificial Intelligence in Schools*, published by the Italian Ministry of Education and Merit (2025), AI tools can contribute to strengthening educational experiences in terms of inclusion and accessibility, “even in complex contexts requiring targeted support to meet each student's individual needs” (p. 4). This perspective is also confirmed by the relevant international literature (Luckin et al., 2016; Pedró et al., 2019), in which studies on Artificial Intelligence in Education (AIED) emphasize the growing role of AI in teaching-learning processes and its potential in promoting more flexible and inclusive educational practices (Buccini, 2024).

Recent studies (Anis, 2023; Almufareh et al., 2024) also describe how AI may serve as a key factor in fostering participatory learning environments that are oriented toward recognizing and valuing individual differences (Fiorucci & Bevilacqua, 2024). The use of AI-based tools facilitates greater personalization of learning, allowing for the adaptation of materials and instructional activities to meet the unique character-

istics of each learner. This approach aligns with the principles outlined by the Ministry of Education and Merit (2025), which state that AI integration in schools should be grounded in the centrality of the person and respect for the dignity and well-being of all individuals involved, promoting equity and equal access to educational opportunities.

In this vision, AI can be seen as a valuable resource for enhancing diversity, striving to ensure that “no one is excluded or disadvantaged due to any kind of barrier” (MIM, 2025, p. 8). In this regard, AI-based tools that increase access and participation in learning processes, such as text-to-speech software, machine translation applications, immersive classrooms, interactive digital textbooks, educational chatbots, assisted writing tools, and digital platforms supporting instruction, would allow teachers to design and implement accessible teaching materials, plan activities aligned with the needs of their classroom, and carry out instructional actions that address the diverse requirements of each student (Fiorucci & Bevilacqua, 2024; Piccolo et al., 2025). These cultural artifacts, therefore, represent strategic elements for overcoming specific barriers and building an educational context based on equity and inclusive participation.

Such resources can significantly expand access to knowledge by accommodating different learning styles (Ranieri, 2024). For example, AI enables the presentation of the same content through various formats (e.g., text, audio, image), thereby fostering learner self-determination, understood as the “capacity to choose among available options and to use those choices to guide one’s personal actions” (Deci & Ryan, 1985, p. 38). In this way, learners are empowered to consciously select learning modalities, timing, and strategies that align with their own interests and preferences.

The integration of Artificial Intelligence into educational contexts thus paves the way for the creation of learning environments in which each student can participate actively and meaningfully. This aligns with a constructivist pedagogical approach that positions the learner at the center of the knowledge-building process (Wilson, 1996).

2.2. *Artificial Intelligence and Latin Didactics*

Artificial Intelligence (AI), even within the humanities, can represent an increasingly central resource for redefining teaching and learning processes. In light of the recent *Guidelines for Artificial Intelligence in Schools*, published by the Italian Ministry of Education and Merit (MIM, 2025), Latin teaching emerges as a particularly fertile ground for exploring how AI could, to some extent, contribute to methodological renewal and the enhancement of interpretative and linguistic skills, without compromising its inherently reflective and critical nature (Floridi, 2023).

Adaptive learning tools, based on predictive models and cognitive pattern analysis (Brusilovsky & Millán, 2007), make it possible to design personalized learning paths that take into account the specific needs of each learner. This is exemplified by digital platforms such as *Alatin* (<https://alatin.it>) and *Atticus* (<https://sanoma.it/prodotti-digitali/atticus>), which offer customized and adaptive Latin exercises based on common errors (Balbo, 2021). These tools enable teachers to respect individual learning paces and construct inclusive, differentiated pathways (Sibilio & Aiello, 2015), with the ultimate aim of supporting the gradual development of learner skills.

At the same time, the integration of playful approaches and gamification makes learning more immersive and motivating, fostering participation and cognitive self-regulation processes (Irwanto et al., 2023; Torres & Pérez, 2022). Interactive virtual environments that replicate ancient Roman contexts stimulate student interest and contribute to renewing the perception of Latin as a living language. They reduce cultural distance and encourage both inclusion and interdisciplinarity (Beams & Crofton-Sleigh, 2024). AI-supported gamification transforms the classroom into an exploratory space. Apps like *Duolingo* or *Rosetta Stone*, despite some limitations, offer motivating environments through rewards, challenges, and immersive storytelling. Moreover, mistakes become a moment for reflection, and interdisciplinarity paves the way for inclusive teaching and the development of critical citizenship (Yuen & Schlote, 2024).

From a linguistic perspective, AI-powered tools such as assisted translation systems and generative language models, such as ChatGPT, Gemini, Microsoft Copilot, and Perplexity AI, can facilitate syntactic and semantic analysis of texts, provided they are used as metacognitive aids rather than substitutes for human interpretation (Balbo, 2024; Hayashi, 2023). A reflective use of these tools can help students develop critical thinking about the translation process, enhancing their awareness of linguistic functioning and the cultural context of Latin texts. However, such tools are not always capable of managing the complexity of Classical Latin syntax. These models often fail to recognize all verbal voices or the semantic nuances of certain prepositions, and their non-dynamic architecture (e.g., RAG models) limits progressive learning.

Furthermore, digital resources such as the *Perseus Digital Library* (<https://www.perseus.tufts.edu/hopper/>), the *Perseids* platform (<https://www.perseids.org>), and the *Legentibus* app demonstrate how AI can facilitate deeper understanding of classical texts through automated morphosyntactic analysis and visualization of logical relationships. These features also promote inclusive and multimodal learning. *Arethusa* (<https://www.perseids.org/tools/arethusa/app/#/>), for instance, enables graphical representations of sentences using color-coded elements to highlight dependencies and syntactic structure. *Latinitium* (<https://latinitium.com>), in turn, provides Latin content with subtitles, audio narration, and self-study materials, making the learning experience more interactive. This supports visual-spatial learning channels that may benefit and could facilitate learning for children with Specific Learning Disorders (SLD) (Rydberg-Cox, 2016).

In this perspective, Artificial Intelligence, aligned with ministerial recommendations, does not replace the dialogic and humanistic nature of Latin teaching. Rather, it strengthens its potential to educate digitally aware citizens capable of using technology as a tool for critical knowledge interpretation and collaborative knowledge construction.

In this context, profoundly reshaped by digital innovations and AI, it seems appropriate to reflect on Latin didactics in terms of both methodology and the epistemological structures of the discipline itself. Within the current infosphere (Floridi, 2017), understood as a cognitive and communicative environment in which digital information shapes the way knowledge is accessed, produced, and transmitted, the humanities are redefining their role within an increasingly interconnected and algorithmic culture. Humanistic knowledge is therefore called upon to reflect on how Artificial Intelligence might contribute to the co-construction of a Latin teaching that

honors the dialogic nature of knowledge, its epistemological foundations, and the dignity of learners.

AI may help enhance innovative teaching practices and foster reflection on the future of Latin education, from its relationship with translation to the digital representation of texts, opening the way for more conscious, accessible, and formative didactics through new alliances between disciplines, technological tools, and inclusive teaching practices.

3. Description of the research experience: exploratory survey on teachers' opinions regarding Artificial Intelligence

In light of the above, it seems necessary to first question to what extent Latin teachers are familiar with AI tools, how they have been trained in their conscious and active use, and how they interpret the relationship between technological innovation, AI, subject-specific teaching, and inclusion. To address some of these questions, this study proposed an exploratory survey conducted through a questionnaire administered to secondary school Latin teachers.

3.1 Objective

The aim is to gather teachers' opinions regarding the potential use and integration of AI and inclusive technologies in the teaching and learning of Latin. This is intended to lay the groundwork for a systematic reflection on possible future directions in Latin pedagogy, aiming toward a more conscious, inclusive, and meaningful approach (Sibilio & Aiello, 2015).

The study also seeks to understand the extent to which teachers perceive these tools as opportunities for innovation or as potential sources of concern, and to identify the teaching activities where technologies are perceived as most useful.

3.2 Participants and Procedure

Latin teachers currently employed in upper secondary schools across Italy, in educational programs where Latin is part of the curriculum (Classical *Lyceum*, Scientific *Lyceum*, Human Sciences *Lyceum*, and Linguistic *Lyceum*), were involved in the study.

This is an exploratory study, carried out through the administration of a semi-structured questionnaire, organized into five sections and comprising both closed- and open-ended questions. The questionnaire was administered in September 2025 via the completion of a Google Form, submitted anonymously and on a voluntary basis, in order to ensure freedom of expression and authenticity in the responses. The form was disseminated through direct contact with Latin teachers, heads of humanities departments, and school principals.

3.3 Instrument

The instrument used was a semi-structured questionnaire divided into five sections. It collected both socio-professional data (such as age, academic qualifications, years of service, and teaching specialization) and qualitative information regarding

opinions and expectations about the use of digital technologies and artificial intelligence in Latin teaching. The five sections were: socio-demographic data; artificial intelligence and digital technologies; artificial intelligence and Latin teaching; usage experiences and teaching practices; challenges, advantages, and future perspectives.

The questionnaire included multiple-choice questions, open-ended responses, and items rated on a 5-point Likert scale, allowing for a combination of descriptive quantitative analysis and qualitative exploration of textual responses.

Some items aimed to explore teachers' perceptions of their own digital skills, the impact of technological innovation on Latin didactics, the perceived benefits and limitations of AI, and the teaching activities most likely to benefit from digital or AI-based tools. Other open-ended questions encouraged personal reflection on the ethical and pedagogical use of AI, with the aim of identifying particularly meaningful interpretative insights.

3.4 Data collection and Analysis

Data collection took place in September and October 2025 through the completion of a Google Form, submitted anonymously and on a voluntary basis. The questionnaire was distributed via direct contact with Latin teachers, heads of humanities departments, and school principals.

In this preliminary phase of the research, a quantitative analysis was conducted, both with regard to the section on socio-demographic data and to the multiple-choice and 5-point Likert scale questions found in the other four sections of the questionnaire. A subsequent phase of qualitative analysis will be carried out using the *MAXQDA* software.

The data from the five sections of the questionnaire were analyzed using Google Forms charts regarding the multiple-choice answers, and the *Jamovi* software was employed specifically for the analysis of participants' age data and questions based on the 5-point Likert scale. In this scale, the value 1 corresponds to "not at all," 2 to "slightly," 3 to "moderately," 4 to "very much," and 5 to "completely."

3.5 Results and Discussion

The survey involved currently active Latin teachers and was completed voluntarily by 85 participants working in various high schools. There was a significant concentration in the province of Salerno (71.9%), with smaller percentages in other provinces of Campania (Naples 5.9%, Caserta 4.7%, Avellino 1.2%) and in other Italian regions (Lazio 7.1%, Lombardy 5.9%, Veneto 2.4%, Umbria 1.2%).

Most respondents hold a traditional four-year degree (77.6%), while only 8% hold a PhD. Among these, 64.7% specialized in Classical Literature and 31.8% in Modern Literature.

The participants' ages ranged from 28 to 66, with an average of approximately 53 years (standard deviation ≈ 7.6). A majority (60.7%) fell within the 50–59 age range, indicating a population composed primarily of experienced professionals (84.5% with more than 10 years of teaching experience). Many reported teachings in multiple types of secondary schools, particularly scientific high schools (65.9%) and classical high schools (28.2%). The group is therefore largely composed of mature, experienced teachers with a solid and heterogeneous academic and professional background.

Regarding perceptions of digital innovation and Artificial Intelligence, 21.2% believe that AI may “very much” change the way Latin is taught in the future, 45.9% answered “moderately,” and 23.5% “slightly” (Figure1 and 2).

Figure 1. Findings related to question “To what extent has technological innovation changed your way of teaching Latin in recent years?”

To what extent has technological innovation changed your way of teaching Latin in recent years?
85 responses

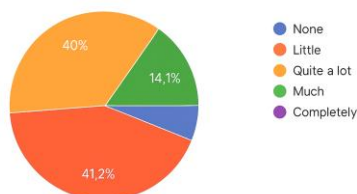
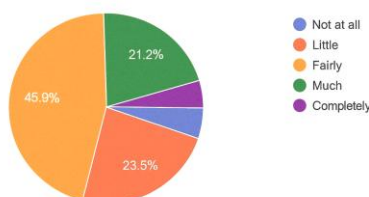


Figure 2. Findings related to question “Do you think that the introduction of Artificial Intelligence can change, in the future, the ways of teaching Latin?”

Do you think that the introduction of Artificial Intelligence can change, in the future, the ways of teaching Latin?
85 responses



A total of 62.4% of the teachers reported having an “adequate” knowledge of digital technologies, 20% said they had “good” knowledge (Figure 3), 3.5% described themselves as “expert,” and 49.4% considered themselves “moderately” prepared (Figure 4). The scenario is different when it comes to AI: 56.5% of participants reported both poor knowledge and poor preparedness regarding AI tools (Figure 5 and 6).

Figure 3. Findings related to question “How do you evaluate your knowledge on digital technologies in relation to teaching?”

How do you evaluate your knowledge on digital technologies in relation to teaching?
85 responses

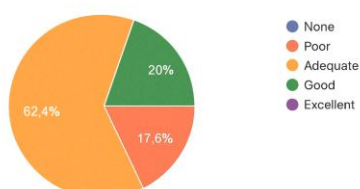


Figure 4. Findings related to question “How prepared do you feel in using digital technologies applied to teaching Latin?”

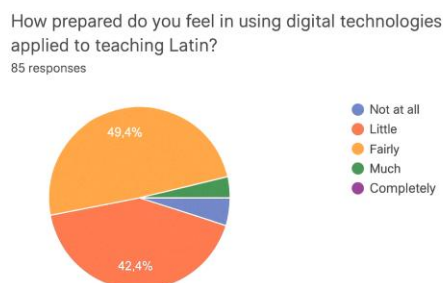


Figure 5. Findings related to question “How do you assess your knowledge of Artificial Intelligence in relation to didactics?”

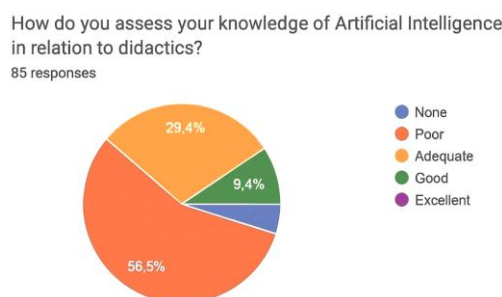
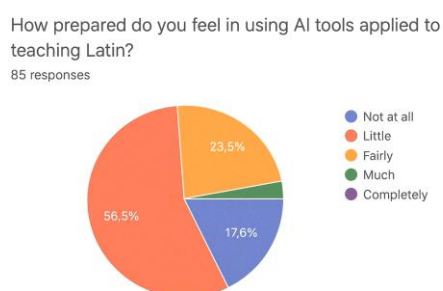


Figure 6. Findings related to question “How prepared do you feel in using Artificial Intelligence tools applied to teaching Latin?”



Additionally, 60% had not received any formal training on the use of AI in Latin teaching, compared to just 9.4% who had (Figure 7). By contrast, 32.9% had undergone training on the use of digital technologies in Latin didactics (Figure 8). It is also worth noting that the percentages change significantly when comparing training on AI tools in didactics with training specifically related to Latin didactics (Figure 9).

Figure 7. Findings related to question “Have you received specific training in using Artificial Intelligence for Latin didactics?”

Have you received specific training in using Artificial Intelligence for Latin didactics?
85 responses

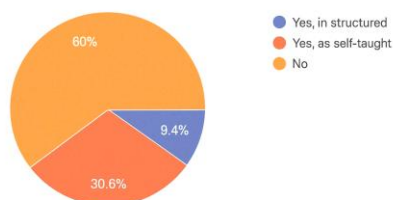


Figure 8. Findings related to question “Have you received specific training on the use of digital technologies for Latin teaching?”

Have you received specific training on the use of digital technologies for Latin teaching?
85 responses

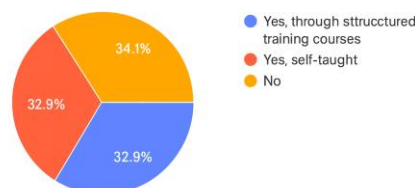
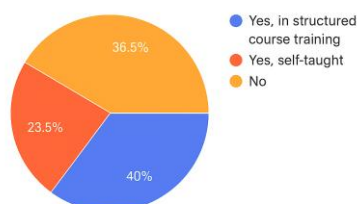


Figure 9. Findings related to question “Have you received specific training regarding the use of Artificial Intelligence in teaching?”

Have you received specific training regarding the use of Artificial Intelligence in teaching?
85 responses



Moreover, 54% of respondents had never used AI-based tools, although they expressed interest in doing so. A further 17.6% had neither used them nor showed any interest (Figure 10). Only 7.1% of teachers reported using AI tools “frequently” in class, while 37.6% used them “occasionally” and 30.6% “never” (Figure 11). These

figures are more favorable when referring to the integration of general digital tools: 25.9% reported using them “frequently,” 47.1% “occasionally,” and only 2.4% “never” (Figure 12).

Figure 10. Findings related to question “Have you ever used Artificial Intelligence-based tools (e.g. assisted translators, exercise generators, adaptive tutoring) for teaching Latin?”

Have you ever used Artificial Intelligence-based tools (e.g., assisted translators, exercise generators, adaptive tutoring) for teaching Latin?
85 responses

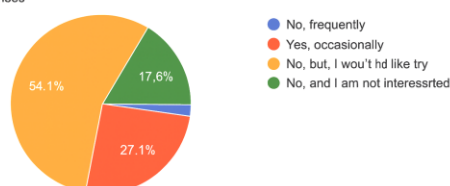


Figure 11. Findings related to question “How often do you integrate Artificial Intelligence tools into your Latin lessons?”

How often do you integrate Artificial Intelligence tools into your Latin lessons?
85 responses

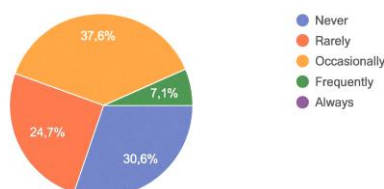
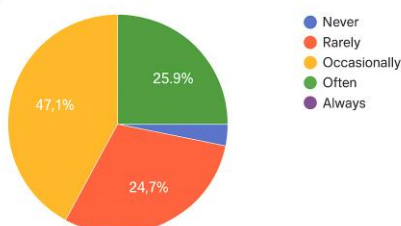


Figure 12. Findings related to question “How often do you integrate digital tools and resources into your Latin lessons?”

How often do you integrate digital tools and resources into your Latin lessons?
85 responses



When asked whether AI contributes to inclusion, student learning, engagement, and personalization (Figure 13-16), between 23.5% and 38.8% of teachers considered its impact “slight,” while between 11.8% and 22.4% judged it to be “high.” As for AI as a complementary methodology, 17.6% considered it “very” representative of their teaching approach, 23.5% said “slightly,” and nearly half (48.2%) responded “moderately.”

Figure 13. Findings related to question “Do you think Artificial Intelligence is a useful tool for personalizing learning according to students’ needs?”

Do you think Artificial Intelligence is a useful tool for personalizing learning according to students’ needs?
 85 responses

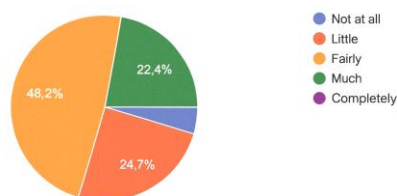


Figure 14. Findings related to question “Do you believe Artificial Intelligence can foster more inclusive Latin teaching?”

Do you believe Artificial Intelligence can foster more inclusive Latin teaching?
 85 responses

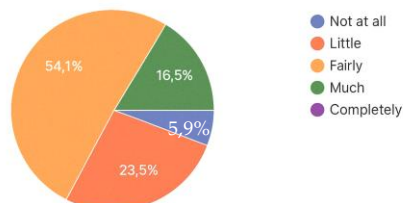


Figure 15. Findings related to question “To what extent do you think the use of Artificial Intelligence can contribute to improving students’ motivation and engagement in the study of Latin?”

To what extent do you think the use of Artificial Intelligence can contribute to improving students’ motivation and engagement in the study of Latin?

85 responses

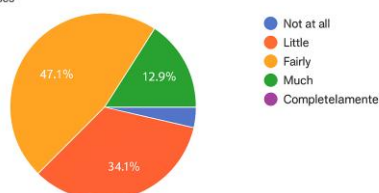
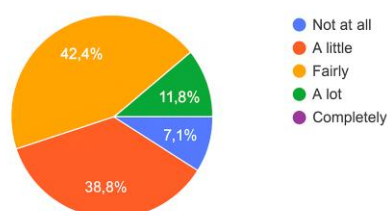


Figure 16. Findings related to question “Do you think Artificial Intelligence can support students in learning Latin?”

Do you think Artificial Intelligence can support students in learning Latin?

85 responses



The highest average rating (3.02) was given to the question on teachers’ knowledge of digital technologies in teaching, followed by 2.98 for the question: “Do you think the introduction of Artificial Intelligence could change the way Latin is taught in the future?” The lowest mean score (2.11) was related to how prepared teachers felt in using AI tools in Latin teaching, followed by 2.21 concerning how frequently AI tools are integrated into Latin lessons.

Data analysis reveals that the average age of participants was 53 years, with a strong prevalence of highly experienced teachers. This suggests that the group primarily consisted of mature professionals with considerable teaching backgrounds. This profile may influence perceptions of digital innovation and Artificial Intelligence in education, as 74.1% believe that AI will not significantly change the way Latin is taught in the future. Only 25.9% foresee a more transformative role. Notably, 45.9% of respondents view AI with both interest and methodological caution, reflecting a balance between continuity with tradition and openness to informed use of AI.

Most teachers reported having an “adequate” or “good” knowledge of digital technologies, though only a small number considered themselves “experts,” and 49.4% felt “moderately” prepared. Interestingly, a portion of teachers who claimed to possess adequate knowledge did not consider themselves equally and sufficiently prepared. Regarding AI, the situation differs: 56.5% reported both limited knowledge and inadequate preparedness.

This is further supported by the fact that 60% had not received structured training in the use of AI for Latin teaching, compared to only 9.4% who had. However, 32.9% reported having received training in the use of digital technologies for Latin teaching. It is worth noting the significant contrast between training on AI tools in general and specific training for Latin instruction.

These findings are reinforced by data on usage experience. While 54% had never used AI tools, many expressed willingness to do so; 17.6% had neither used AI nor expressed interest. Only 7.1% reported using AI tools “frequently” in their lessons, while 37.6% used them “occasionally,” and 30.6% “never.” The figures are more positive when considering the use of general digital tools: 25.9% reported “frequent” use, 47.1% “occasional” use, and only 2.4% reported “never” using them.

As for AI’s contribution to inclusion, learning, engagement, and personalization, the majority of teachers believed its impact to be slight, while a smaller proportion considered its impact significant. This indicates a certain level of skepticism or caution regarding AI’s potential. Respondents also appeared neutral about AI as a complementary teaching methodology: 17.6% considered it “very” representative of their practice, 23.5% “slightly,” and 48.2% “moderately.”

Particular attention should be paid to responses related to AI’s role in promoting inclusion and personalized learning: these dimensions received the highest levels of agreement, suggesting that, within an overall cautious outlook, teachers see AI as potentially valuable for enhancing inclusive and personalized educational processes.

4. Conclusions

Since the Middle Ages, Latin teaching has continuously sought to respond to societal changes, adapting to cultural, political, and social changes. This process has revealed a constant tension between tradition and methodological innovation, while preserving its formative, reflective, and metalinguistic identity. With the advent of digital technologies, the methods of teaching and learning Latin have been reimagined to address individual needs and preferences, particularly through the creation of multimodal content. More recently, Artificial Intelligence has inaugurated a more complex phase, enabling enhanced student motivation and the development of personalized learning paths that reflect individual learner profiles.

Within the broader debate on the transformation of teaching and learning processes in the context of digital schooling, and in line with the *Guidelines for Artificial Intelligence in Schools* (MIM, 2025), this study aimed to reflect on the teaching of Latin in the age of Artificial Intelligence. Specifically, it explored how well Latin teachers know AI tools, whether they have received training for their conscious and active use, and how they interpret the relationship between technological innovation, AI, disciplinary didactics, and inclusion. The exploratory survey was conducted through a Google Form containing multiple-choice, open-ended, and 5-point Likert-scale questions. A total of 85 secondary school Latin teachers participated voluntarily, the majority from the Campania region and the province of Salerno. Participants had an average age of 53 and significant professional experience (more than 10 years), both of which are key factors in interpreting the findings.

The survey conducted revealed a multifaceted picture regarding the integration of AI in Latin didactics. On the one hand, there is a growing awareness of the role digital technologies can play in renewing teaching practices. On the other hand, a gap

emerges between teachers' preparation and the actual use of AI, indicating that many remain distant from its potential. A particularly notable finding concerns the discrepancy between teachers' perceived digital competence and their actual preparedness to apply AI: while digital tools appear to be at least partially integrated into teaching practice, AI seems to be a largely unfamiliar and underutilized resource. This gap may be attributed to several factors, including the relatively high average age of participants, the lack of structured and subject-specific training, and a cautious methodological approach motivated by concerns about distorting the traditional methodology of Latin teaching.

Nonetheless, despite these reservations, many teachers expressed openness toward a critical and mindful use of AI, conceived as complementary to traditional teaching. A portion of respondents acknowledged AI's potential to foster inclusion and personalized learning, and to a lesser extent, student engagement, though often tempered by a cautious and reflective stance.

From this perspective, consideration could be given to initial and in-service training for teachers, promoting greater digital and methodological literacy regarding the use of AI in the humanities. Furthermore, an interdisciplinary dialogue between technology and humanistic knowledge should be encouraged, to enhance Latin's role as a formative and inclusive subject. Artificial Intelligence could, in fact, represent an opportunity to redefine Latin pedagogy in a more inclusive, reflective, and culturally meaningful way, restoring its active role in today's educational landscape and ensuring its continued relevance as a living subject in the school of the future.

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