

Learning Latin in Wales

Report on research and practice

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A. Executive Summary

History

- Wales' engagement with Classics has been ambiguous and fluctuating. While, historically, Wales has at times rejected Classical education as conflicting with what it considers its native tradition and representing an elitist English upper class, the educational and employment advantages have also played a role in its preservation in the curriculum.

Current situation

- In England ancient languages are currently on the primary and secondary school curriculum:
 - 25% of all secondaries teach Latin (in or outside the curriculum), approximately 2% of all primaries (as part of literacy).
 - Latin is taught both more state than independent schools.
 - As its elitist status is abandoned gradually, the benefits Latin provision provides for linguistic and cultural literacy are acknowledged.
- In Wales, currently (approximately) 11% of secondaries and 0.9% of primaries offer Latin.
 - Secondaries offer Latin in different formats, both intra- and extracurricular. WJEC Level 1 is the most common exam offered. More pupils study Latin at GCSE than at A-level.
 - Primaries mostly offer Latin in a literacy slot.
 - Teachers report a variety of threats to the sustainable provision of Latin and Classics. Successful provision often depends on the drive of individual teachers and school/parent support.
 - Pupil, school, and parent feedback is excellent. Particularly the impact on modern language learning is highlighted.

Data

Existing studies

- 86% of tests on primaries and 75% of tests on secondaries demonstrate positive impact of Latin learning on reading, comprehension, and vocabulary.
- *Teaching method:* the Reading Method and Direct Method – close to a Modern Foreign Language approach to language teaching – have more positive results than a strong focus on grammar.
 - Note: *Just* teaching Latin is thus not enough: it must be taught in an age-appropriate and engaging manner.
- *Deprivation and learning difficulties:* Positive findings report accelerated development of vocabulary, comprehension, and reading, particularly in economically deprived areas and pupils with lower abilities or learning difficulties.
 - Note: in a nation with high levels of Communities First areas, Latin can raise aspirations, aid understanding of English, and prepare for modern language learning at secondary school level.

- *Roots*: as a language at the root of most Western European languages, Latin can increase the vocabulary expansion and hence literacy in general and reading in particular. As a language with a high GPC (grapheme-phoneme correspondence), it can help native English speakers with vocabulary development.
- *MFL*: students of Latin increase vocabulary, reading, and comprehension at a faster pace than those studying a modern language such as German or French.
- *Quality of life*: Learning Latin raises aspirations and break down barriers by providing pupils with increased confidence, global awareness, and cultural appreciation.

New UK study

- Latin learners outperform non-Latin learners slightly, and English comprehension and reading results are correlated to Latin results.
- Girls outperform boys, which corroborates PISA test findings.
- The study suggests that more time studying Latin has a greater impact on English literacy.
- For the pupils, cultural literacy is as important as linguistic literacy.
- Qualitative research conducted in the Swansea area since 2012 suggests a large majority of pupils connects well with the subject, and for more than half, it is their favourite subject in school.
- Schools and hubs already offer Latin both on or off the curriculum.
- Teachers can receive training through hubs.
- University and sixth-form students gain excellent employability skills by teaching Latin to local primary school pupils.
- Various models are available. There is no one-fits-all solution. The key is to acknowledge the **aim** of teaching Latin:
 - At primary school level: *not* for proficiency, but for language enjoyment and understanding of language structures in preparation of MFL learning at secondary school level.
 - At secondary school level: for proficiency, improved literacy in English (related to career opportunities), and increased MFL attainment.
- The Latin language informs not only linguistic but also cultural literacy since most of Western Civilization has its origins in Classical antiquity.

Conclusion

- Latin fits into the Languages, Literacy and Communication part of the *Successful Futures* review and the *Global Futures* document on foreign language learning in Wales:
 - It enhances learning opportunities for pupils, broadens their cultural, historical, and linguistic horizon, and offers experiences and skills for career progression.
 - At primary school level, Latin is a useful language for the 'Bilingual + 1' policy in preparation for MFL learning in secondary school. By focusing on learner enjoyment at primary level, uptake of MFL at GCSE and A-level might increase.
- Evidence-based practice demonstrates that Latin can successfully be taught at primary school level. Research demonstrates that Latin learning improves learner attainment through its positive impact on comprehension and reading skills.
- Financial support, subject knowledge, teacher training, and appropriate exams are available.

B. *Successful Futures, Global Futures*

This report contextualizes the current provision of Latin and Classics teaching in Wales and synthesizes data on the impact of Latin learning on pupil development, both in regard to literacy and quality of life. In so doing, it aims to demonstrate that ancient language learning can play a key role – alongside modern foreign languages – in the Languages, Literacy and Communication policy being implemented in the Welsh curriculum based on Donaldson’s *Successful Futures* review and the *Global Futures* document. In the development of the ‘bilingual + 1’ language learning approach from Y5 and in transition from primary to secondary level, Latin can not only provide a basis for Modern Foreign Language learning, but also play a key role in improving literacy, thereby raising aspirations for quality of life and career development.

As the report will outline, research demonstrates that age-appropriate Latin provision helps pupils improve English comprehension and reading, and raises aspirations, thereby providing pupils with new learning and career opportunities. Evidence-based practice demonstrates that Latin can be taught successfully at both primary and secondary school level in the UK. In Wales, hubs and collaborations between educational institutions have already started expanding Latin provision.

1. *Successful Futures*

Latin fits perfectly in the four purposes of the curriculum as distinguished by the Donaldson report:

- *Ambitious, capable learners*: Latin raises **aspirations**, and provides learners with knowledge of both linguistic and cultural history and heritage.
- *Enterprising, creative contributors*: Latin provides the skills to increase English **literacy**. Sixth-form and university students teaching Latin to younger pupils also get the opportunity to develop their enterprise skills and convey their own knowledge **creatively**.
- *Ethical, informed citizens*: Latin provides **global** awareness, through the shifting functions it has had throughout history, since understanding the past provides understanding of the future. Latin classes also provide a safe space to discuss problematic issues such as sex and gender, war and refugees, and identity.
- *Healthy, confident individuals*: Latin instils **self-confidence** in learners.

Latin also fits into the *Languages, literacy and communication* area of Learning and Experience. It also impacts on the other areas of the curriculum:

- *Health and wellbeing*: see above on self-confidence
- *Humanities*: see above on global awareness and history
- *Mathematics and numeracy*: at primary school, numeracy skills are developed through work on Roman numerals.
- *Science and technology*: IT is a common element of Latin classes.

2. *Global Futures*

Latin can play a valuable role in the realization of the *Global Futures* plan to promote Modern Foreign Languages in Wales, particularly as Latin is an excellent core language which prepares pupils for MFL learning. The Cymru Wales Classics Hub (CWCH) is already promoting and supporting ancient language learning and teaching in Wales with strategic actions similar to those outlined in *Global Futures*. Through the use of pioneer schools, these can be expanded:

- **Promoting and raising the profile of ancient languages:**
 - *Role models broaden pupil horizons and aspirations:*
 - Swansea University students – both as volunteers and through a credit-bearing module¹ – **teach** Latin in schools, acting as role models and mentors, since they provide pupils with **subject knowledge** as well as a means to learn language² as well as a **positive attitude** towards language learning and academic aspirations.
 - Secondary schools such as Bishop Vaughan, Crickhowell High, and Dyffryn Aman, are acting as **hubs** to create links with feeder primaries, teach Classics, and provide student role models for younger pupils. Schools are planning to let sixth-form students teach Latin to younger pupils as part of their Welsh Bacc community work.
 - *Raise awareness of career opportunities/links with universities:* CWCH brings together Classics and Latin teachers from all levels of education in Wales, working together to raise the profile of Classics and create a network. Classics/Ancient History Departments at Swansea, Cardiff, and Trinity St David universities all have extensive outreach programmes, and send staff to local schools to give talks about Classics and ancient languages and the advantages of a Classics CV for **career** development. Swansea University is sending staff to the launch of the Seren Hub and MFL event at Swansea University, organises teacher inset days, and hosts school visit days for a ‘taste of University’ (in collaboration with Reaching Wider).
- **Support for workforce:**
 - CWCH organises teacher training and networking events – such as our first annual conference on 6 February 2016 – for teachers of all levels of education in Wales. Focus is on initial teacher training for Latin, evidence-based practice development, and transition from primary to secondary level. Thanks to CWCH teacher training, two schools have decided to set up a Latin club, either at their school or in local primaries. In collaboration with **ERW** (Education through Regional Working), CWCH are also currently exploring setting up clusters of primary schools that will offer Latin at Y5.
 - CWCH is working on the creation of resources and materials, particularly for Y5/6, and we are negotiating translation of resources from English into Welsh.
- **Developing enhanced learning opportunities:**
 - Visits to Roman sites both in Wales and abroad offer opportunities for cultural exchanges, but also for acknowledging the continuity of Western culture through the classical heritage.
 - University and school staff provide taster sessions of Latin in schools and at university visit days.

While there are certain differences between ancient and modern languages, both face similar issues, such as their marginalised status in the curriculum and decreasing intake between GCSE and A-level. Classical language teaching is increasingly acknowledged as key in raising aspirations and literacy levels of pupils, in Wales as well as beyond. It can therefore play a significant role in the Languages, Literacy and Communication part of the Welsh curriculum, alongside Modern Foreign Languages.

¹ Assessment for the module is based on 2 lesson plans, 1 monitored lesson, and a self-reflective report and portfolio.

² As suggested on p. 5 of Furlong’s 2015 *Teaching Tomorrow’s Teachers* report, <http://gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-final.pdf>.

C. Contextualization

1. *Origins*

Dr Evelien Bracke (Principal Investigator) studied Latin and Greek at secondary school and Ghent University in Belgium, and has taught at HE level since 2005, as Classics lecturer at NUI Maynooth (Ireland), University College Cork (Ireland), and the University of Wales Trinity Saint David (Lampeter) before she took up a Classics post at Swansea University in 2009. She is proficient in five modern languages (Dutch, French, English, German, and Spanish) and two ancient languages (Latin and ancient Greek), and has beginners' knowledge of Welsh and Italian.

In experiencing different educational contexts in Western Europe, she became aware of the advantages offered to her by her Classical knowledge for both linguistic and cultural literacy. Since 2010, she has therefore promoted the teaching of ancient languages in Wales: she strongly opposes the historical elitist approach to Classics, and aims to provide all children with the opportunity to come into contact with ancient languages. To this aim, she started doing research into Classics teaching in the UK and innovative pedagogic methods.

Since 2011, she has been running a successful Literacy through Classics programme (supported by the Iris Project, an Oxford-based Classics charity which runs similar projects in other universities),³ through which Swansea University students teach Latin, Greek, and ancient history, at local primary and secondary schools.⁴ More than 600 pupils, 150 students, and 13 schools have so far taken part. Dr Bracke also runs other public engagement projects which bring Classics to local communities in South Wales, such as Ancient Languages in the Park and the Swansea Summer School in Ancient Languages, which offer introductions to ancient languages (Latin, Greek, and Hieroglyphs) to people from local communities, with external funding to support participants on low income.⁵ Since 2012, more than 200 people from local communities have taken part in these activities. She also runs teacher inset days for Classics.

Qualitative research with pupils of the various schools and communities that take part in Literacy through Classics has led to the creation of the Cymru Wales Classics Hub (CWCH) and a British Academy funded quantitative research project.

2. *Cymru Wales Classics Hub*

CWCH⁶ was created to gather teachers of Classical cultures and languages from all levels of education in Wales, to share and transfer educational and financial support, provide a network to explore the challenges of Classics in Welsh education together, and create hubs of Classics in local universities and schools. The CWCH committee consists of teachers, lecturers, Education through Regional Working representatives, the South West Wales Reaching Wider Partnership, and a representative from Estyn.

We chose the acronym CWCH since the image of the boat (in Welsh) conveys the notion of transferring knowledge from the ancient to the modern world, the journey of learning, and a new

³ See <http://irisproject.org.uk/>.

⁴ See www.literacythroughclassics.weebly.com.

⁵ Ancient Languages in the Park: <http://swwclassicalassociation.weebly.com/ancient-languages-in-the-park.html>; Swansea Summer School in Ancient Languages: <http://www.swansea.ac.uk/artsandhumanities/hc/summerschoolinancientlanguages/>.

⁶ See www.cymruwalesclassicshub.weebly.com. For external funding available, see Appendix 1.

venture (through its allusion to the ancient Greek myth of the Argonauts, sailors of the Argo, the first ever ship).

CWCH was recently awarded a prestigious British Academy Schools' Language Award, which has enabled us to offer free Latin classes in the Swansea, Ammanford, and Gowerton areas. We were also provided with a start-up grant by Classics for All, a UK charity supporting Classics, which has invited us to apply for a two-year £15,000 grant by January 2016 to extend our activities. Together with ERW, we are exploring the establishment of several clusters of primary schools which will teach Latin.

3. *British Academy/Leverhulme Trust quantitative research*

Having done qualitative research with primary school pupils since 2012, Dr Bracke was awarded a British Academy/Leverhulme research award in September 2014, to expand this research into a combination of qualitative and quantitative research. On the basis of the current research, Dr Bracke is applying for a larger research grant to extend her research into a three-year study which will explore whether primary pupils studying Latin – both in England and in Wales – have an advantage on their peers when moving to secondary school, whether they continue their study of Latin or not.

D. Classics in Wales: Past and present

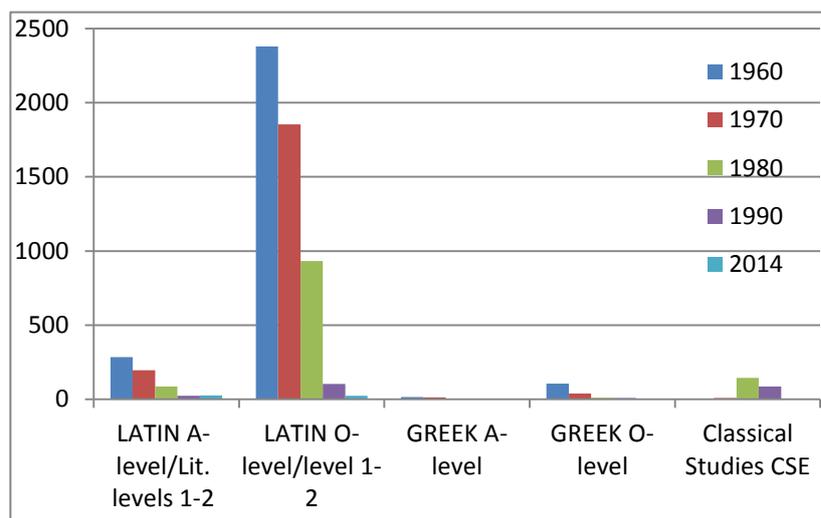
1. Past

Wales' engagement with Classics has been an ambiguous and fluctuating one ever since Roman troops retreated from Wales in the late fourth and early fifth century. The Welsh Medieval tradition largely rejected the Classical in favour of the Welsh tradition. In the sixteenth century, however, Classics thrived, following the Acts of Union (1536 and 1543) which witnessed the establishment of grammar schools in places such as Brecon, Bangor, and Carmarthen at which ancient languages were taught, and the increased attendance of Welshmen at Oxford and Cambridge. Welsh Renaissance Humanism again faded in the mid-seventeenth century, with the beginning of the Civil Wars, the Anglicization of the gentry, and the establishment of schools in Wales which did not focus on either Classical languages or Welsh.

The eighteenth century produced the great Augustan poets (Goronwy Owen, Edward Richard, and Evan Evans) whose work had a profound impact on educational reforms and a renewed interest in Classics in the mid-nineteenth century: Oxford and Cambridge removed the bar against non-Anglican applicants, which allowed more Welshmen to apply, and there was also an increased demand for educational opportunities in Wales. This resulted in the 1889 Welsh Intermediate Education Act, through which 140 'county' schools – which offered compulsory Latin and optional Greek (taught in thirty-one schools in 1925) and Welsh – were set up throughout Wales. Colleges were also established at Aberystwyth in 1872, Cardiff, and Bangor (all with Classics Departments), and Latin and Greek translation contests at the National Eisteddfod.⁷ While there was increasing opposition to an education system which was thought to be reserved solely for the aristocratic elite, by the 1950s, Latin still 'occupied a unique position as the legitimating exemplar of academic knowledge in the grammar-school curriculum'.⁸

The educational context, however, again changed dramatically in the 1950s, as the Ordinary Level Latin was removed as Oxford and Cambridge entry requirement, and numbers of Latin and Greek students declined

steeply, particularly from the 1960s, when the move to non-selective comprehensive schools heralded the decline of ancient language and culture teaching. The trend in Wales has been downward ever since. The 1980s witnessed further decline with the closure of the Bangor, Aberystwyth, and Cardiff University Classics Departments. Between the 1960s and 1990s, numbers of



Graph 1

⁷ This section paraphrases Ceri Davies' 1995 monograph *Welsh Literature and the Classical Heritage* (Cardiff: University of Wales Press).

⁸ Stray, C.A. 1977. *Classics in Crisis: The changing forms and current decline of Classics as exemplary curricular knowledge, with special reference to the experience of Classics teachers in South Wales*. Thesis submitted for the degree of M.Sc. in the University of Wales, Summary.

school pupils taking Latin, Greek, and Classical Studies exams declined steeply, as Graph 1 demonstrates.⁹

An understanding of Wales' fluctuating and ambiguous relationship with Classics is pivotal in comprehending the current situation: the central position of Classics in an elitist ideology of a largely English cultural and political authority has long juxtaposed the clear educational and employment benefits associated with learning of ancient cultures in general and ancient languages in particular. The doctrinal position of Classics in current education may be considered to be similar. The educational landscape, nevertheless, is shifting. Schools in Wales are currently already offering Latin, both at primary and at secondary school. While provision is limited to a minority of schools, this demonstrates the viability of widening provision, as the following paragraphs demonstrate, through research and evidence-based practice.

2. Present

Europe and England

Classics is currently under threat in countries throughout Europe. In France, recent curriculum reforms have signalled the cull of Latin and Greek from the secondary school curriculum – though in response, Mayors in Paris have pledged to include Latin in the primary school curriculum.¹⁰ Belgium – long a beacon for Classical education because of the strength of its Catholic education – is witnessing schools dropping ancient languages in favour of STEM subjects at an increasing rate, driven similarly by the government agenda.¹¹ The deteriorating situation in Malta has likewise been in recent news.¹²

By contrast, Classics in England and, to a lesser extent, Scotland, is currently going through a revival: numbers of (state) secondary schools offering Latin are increasing,¹³ and currently approximately 25% of secondary schools (more state than independent schools) in England offer Latin.¹⁴ Thanks to the Department for Education's primary curriculum reforms, primary schools can offer any ancient languages (including Latin and Greek) as alternative to a modern language at Key Stage 2.¹⁵ Greek has virtually vanished from the curriculum.¹⁶ Only about 2% of all primary schools so

⁹ These data were taken from Williams, M. 2010. Last generation to engage with the Classics. <http://www.clickonwales.org/2010/10/last-generation-to-engage-with-the-classics/> Data for 2014 were provided by WJEC. OCR is the only other exam board which offers Latin exams. I have not received data from them.

¹⁰ <http://www.leparisien.fr/le-blanc-mesnil-93150/le-blanc-mesnil-du-latin-et-du-grec-des-le-primaire-17-06-2015-4870391.php>.

¹¹ See an article by the Minister for Education: <http://www.hildecroits.be/nl/scholen-bieden-vaker-techniek-aan-als-alternatief-voor-latijn>.

¹² <http://www.timesofmalta.com/articles/view/20150816/education/Teaching-Latin-in-the-21st-century.580869>.

¹³ <http://www.independent.co.uk/news/education/schools/latin-makes-surprising-comeback-in-state-schools-9677092.html>.

¹⁴ <http://www.cambridgescp.com/downloads/KS4qualsresearch2015.pdf> n. 1.

¹⁵

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf.

¹⁶ See the recent news about Camden School for Girls:

<http://www.theguardian.com/education/2015/mar/11/camden-school-girls-last-non-selective-state-school-ancient-greek-considers-ditching-it>, although there appear to be a few other UK state schools teaching it.

far have opted to teach Latin, and only one has chosen Greek.¹⁷ Nevertheless, the situation is stronger than on the continent.

The primary foreign language curriculum reforms are the English Government's response to what the media refer to as 'failing' literacy levels in the UK,¹⁸ based primarily on the data from the three-yearly PISA reports. The worrying trend discerned by policy makers is that, in terms of literacy, the UK is lagging behind not only Eastern countries such as Singapore and Hong Kong, but also Western countries which ranked alongside the UK in 2009 but have since made significant advances (particularly the Republic of Ireland).¹⁹ While there is opposition to the validity of the PISA results,²⁰ and in-depth analysis of the data actually reveals that, for example, reading results have actually remained stable since 2006,²¹ the concern remains, nevertheless, that literacy skills in the UK are stagnating and investment in young people's literacy and numeracy is required in order to maintain the UK's position in the global economy. There are other alarming trends: one such is gender division, since girls outperform boys significantly in reading.²² Tightening requirements for foreign language provision in England has been one way in which the DfE has sought to address the issue. The inclusion of ancient languages in the primary curriculum was reached after a decidedly positive consultation report by the Politeia think-tank led by Professor Chris Pelling and Dr Llewellyn Morgan (2010).²³

Wales

Secondary School

The educational situation is very different from England. I have compiled a tentative list of thirty-four secondary schools in Wales which offer Latin (11.9% of the total): 64% of these are comprehensives, 36% are independent schools.²⁴ In some schools, Latin is compulsory in lower levels (e.g. Cathedral School Cardiff, for Y6-8), but most offer it as an option. While some offer Latin at A-level (such as Haberdasher's Monmouth School for Girls), most only offer GCSE level (such as St Michael's Llanelli). After-school or lunch clubs are common, and through some of these – for example at Bishopston Comprehensive and Crickhowell High – students can work towards a WJEC

¹⁷ <http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2015/r-language-trends-2015.pdf>, p. 121. Most primaries have opted to teach French.

¹⁸ For an example of such media reports, see <http://www.bbc.co.uk/news/education-25187998>.

¹⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299658/programme-for-international-student-assessment-pisa-2012-national-report-for-england.pdf p. 67.

²⁰ E.g. https://www.ioe.ac.uk/Study_Departments/J_Jerrim_qsswp1109.pdf.

²¹ In 2006, the UK scored 495, in 2009, 494 and in 2012, the UK's score was 499; results drawn from the PISA website.

²² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299658/programme-for-international-student-assessment-pisa-2012-national-report-for-england.pdf p. 98.

²³ <http://www.politeia.co.uk/p116.pdf>.

²⁴ The thirty-three schools are Bishop Vaughan Catholic School (Swansea), Bishopston Comprehensive (Swansea), Bro Pedr (Lampeter), Cardinal Newman (Pontypridd), Cathedral School (Llandaff), Cardiff High, Castle School (Kilgetty), Chepstow School, Chepstow Comprehensive, Christ College (Brecon), Coedcae Comprehensive, Crickhowell High, Dyffryn School (Llanelli), Dyffryn Aman (Ammanford), Eirias High, Ffynone House (Swansea), Fitzalan School (Cardiff), Gower College (Gowerton), Haberdashers' Monmouth School for Girls, Howell's School (Cardiff and Denbigh), Llandovery College, Monmouth School, Oakley House (Swansea), Olchfa Comprehensive (Swansea), Queen Elizabeth High (Carmarthen), Rhyl High, Ruthin School, St John's College (Cardiff), St Julian's Comprehensive (Newport), St Martin's (Caerphilly), St Michael's (Llanelli), Westbourne School (Penarth), Ysgol Gyfun Gymraeg Glantaf (Cardiff). The list is tentative as not all schools have been in correspondence with us, and I have not yet been able to certify that they still teach Latin.

Level 1 Certificate Latin using the Cambridge Latin Course book. This course book uses the reading approach and also engages pupils in ancient Roman culture through the narrative of the book. In recent years, Latin was offered at one Welsh medium school (Ysgol Gyfun Gymraeg Glantaf).

A small minority of schools offer Greek. At the independent Haberdashers' Monmouth School for Girls (with approximately 600 pupils), which offers Classical Civilization and Latin to all pupils in Y7, for example, a Greek club attracts 4-10 pupils each year. From January 2016, Swansea University students will offer a weekly Greek club at Ysgol Dyffryn Aman (Ammanford) and Bishop Vaughan (Morriston).

The main issue school teachers report is the constant threat to the sustainability of Latin teaching in their schools. Teachers who retire are often not replaced. Latin is taken off the curriculum or confined to higher years, for example at Bishop Vaughan Catholic School, where Latin – once taught from Y7 – is now only offered from Y10. Hours are cut, timetables conflict with other subjects, and pressure is put on teachers who also teach other subjects (often Modern Foreign Languages, English, or History). Attendance of extracurricular clubs tends to drop as the school year continues, since pupils' attention focuses increasingly on examinations as the year wears on.²⁵ A-level conversion from GCSE is also often disappointing, with few students continuing, because they find it difficult to choose from the range of subjects they want to take.²⁶

All teachers, however, report extremely high levels of satisfaction of students studying Latin, as well as parents and other staff. A parent of a Y8 pupil at Crickhowell High, for example, states: 'We are so happy that our daughter has had the opportunity to learn Latin. She has progressed well, enjoys the studies and it has also supported her learning in other languages such as French'. Teachers themselves are strongly committed to their subject, and it is often because of their drive that the subject continues. At Crickhowell High and Cathedral School (Cardiff), pupils will be given the opportunity to contribute to teaching Latin at a local primary as part of their Welsh Bacc. This further integrates Latin teaching not only in the curriculum but also in local communities.

Primary School

At primary school level, the situation is again very different from England. While 2% of all English primaries teaching Latin at KS2, I am aware of only twelve primaries in Wales that offer Latin out of approximately 1,314 (0.9%).²⁷ Most of these use the course books *Minimus* or *Telling Tales in Latin*, which offer a reading approach similar to the Cambridge Latin Course and are considered direct preparation for it.

Of these primaries, Crickhowell Primary has offered an extracurricular Latin club, funded by Classics for All, for the past two years.²⁸ Haberdashers' Monmouth School for Girls has recently introduced two 30-minute Latin classes per week into the Y6 curriculum (using their own resources), with the aim of starting Y5 classes in the next school year. Y6 pupils at St Joseph's (Clydach), St Joseph's (Swansea), and St David's (Swansea) are currently all taking part in a limited number of introductory Latin classes as part of a feeder school transition programme with Bishop Vaughan. Ysgol y Castell (Kidwelly) are taking part in the Swansea University Literacy through Classics

²⁵ For example reported by teachers at St Michael's and Bishop Vaughan.

²⁶ Teachers from four different schools report that retention at A-level is often low.

²⁷ This figure comes from the Welsh Government website: <http://gov.wales/statistics-and-research/address-list-of-schools/?lang=en>.

²⁸ See Appendix 1.

programme, which will offer Latin to Y6 pupils for the second year using resources created by Swansea University students and staff.²⁹

The most common place for Latin in the primary curriculum is in literacy slots: often, Latin is juxtaposed directly with English, and through reading and focusing on word roots through play and craft activities, Latin helps put focus on English in an indirect manner. Since the focus of language teaching at primary school level is to encourage enjoyment of language and the preparation of language proficiency at secondary school, pupils experience less stress in their learning process.

Challenges to teaching Latin at primary level are similar to those at secondary school. A governor of Ysgol y Castell argues that the most difficult aspect is 'allocation of time, in an already crowded curriculum, [for a subject] that actually relies on the increasing accuracy and breadth of learnt language in scientific and developing areas of subject education, economics and life generally'.

This discussion concerning the provision of Latin in Welsh schools throws into sharp relief the juxtaposition between increasing numbers of Classics and Latin pupils in English schools versus the marginalisation of the same subjects in Wales. The following section discusses research findings which demonstrate that Latin can successfully be taught in any school in the UK.

²⁹ See www.ltlresources.weebly.com.

E. Latin in the Curriculum: Data

I have been gathering qualitative data on the impact of Latin learning since 2012. A British Academy grant in 2014 allowed me to increase her focus on this project to include quantitative data. My approach has been twofold. First, I have gathered and reviewed all existing test results, since this had not been undertaken before in a systematic manner. Second, I have done qualitative and quantitative research with primary school pupils in the UK.

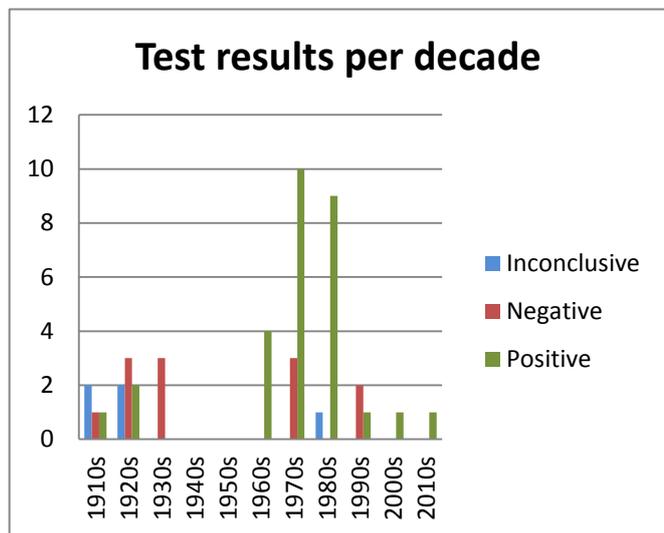
1. Existing data: the strengths of Latin

Forty-five US studies on the impact of Latin have been published since 1915, as well as one German study, bringing the total to forty-six.³⁰ The number of participants who took part approximates 17,000.

Teaching method and time

Tests conducted before WWII generally have negative (i.e. Latin has no more impact than other subjects) or neutral/inconclusive results, while tests conducted after WWII had a large percentage of positive results, as Graph 2 demonstrates:

86% of elementary school findings were positive, and 75% of high school data. This historical discrepancy is important. Before WWII, Latin was generally taught with a strong focus on grammar and rote learning. Particularly from the 1960s onwards, by contrast, different methods were used, such as the Reading Approach and Direct Method (similar to Immersion). It is thus clear that different teaching methods can have an impact on results. Methods and course books currently used by Latin teachers in the UK are similar to the post-1960s US



Graph 2

methods, so similar results can be expected. Timing is also important. Latin on the curriculum can comprise of several hours per week. Extracurricularly, however, most schools elect to offer one hour per week.

Deprivation and Special Educational Needs

Another visible trend is that negative results correlate with pupils from affluent areas and intellectual backgrounds, whereas positive results can be traced to pupils in schools in deprived

³⁰ Six articles have reviewed parts of the evidence: Omrani 2010 (<http://www.bijanomrani.com/?p=teachingLatin>); DeVane 1997 (<http://teach.valdosta.edu/whuitt/files/latin.html>); Masciantonio, R. 1978. Tangible benefits of the study of Latin: a review of research. *Foreign Language Annals* 10: 375-382; Mavrogenes, N. 1977. The effect of elementary Latin instruction on language arts performance. *Elementary School Journal* 77: 268-273; Pond, F. 1938. Influence of the study of Latin on word knowledge. *School Review* 46, no. 8: 611-618; and Knapp, C. 1922. Tests and measurements in Latin. *Classical World* 15, no. 20: 153-157. That the data derive primarily from the US may be explained largely by the financial impetus that the two major US Classics organisations have long provided for quantitative testing.

areas.³¹ It thus appears that, where there is larger intellectual stimulus at home and in the school environment, with larger vocabulary and greater learning opportunities being offered, Latin does not have as great an impact on native language development as when learning opportunities are scarcer and socio-economic background lower.

Lower ability pupils, as well as pupils with Special Educational Needs, can also benefit from Latin provision: three studies focusing on pupils with learning difficulties particularly found that these outperformed their peers in the post-test.³² As for pupils in deprived areas, the teaching approach is pivotal. Differentiation of learning materials can make a significant difference in cognitive development. As Latin learning focuses less on oral communication skills than modern language learning, SEN pupils can find it more rewarding and less stress-inducing.

Vocabulary, comprehension, and reading

The studies with positive results point towards accelerated development of language learning – some focus on vocabulary, others on comprehension and/or reading – at elementary and high school. This discernible trend can be explained by the fact that approximately 60% of English words are derived from Latin, and another 5% from ancient Greek (which has many roots that are similar to Latin). Understanding roots indeed has a palpable impact on vocabulary expansion and generally on literacy, as research has demonstrated.³³ Since Latin has had such a demonstrable impact on the English language, teaching pupils to use roots for vocabulary expansion has a positive impact on literacy development.

Latin, moreover, is a language with a high grapheme-phoneme correspondence (GPC). This means that sounds are closely related to just one spelling, unlike English, which often has a very low GPC, with often several ways of spelling one sound and vice versa. The long a sound, for example, can be spelled as they're, their, or there. The -ough spelling, on the other hand, can be pronounced as -ot (e.g. thought), -uff (e.g. enough), -oo (e.g. through), -ow (e.g. though), or -aw (e.g. bough). Research has suggested that this low GPC impedes literacy development in native English speakers, in comparison with native speakers of other modern languages with a higher GPC.³⁴

Modern Foreign Languages

Research has demonstrated that modern languages with a higher GPC accelerate English language development at primary school more than modern languages with a lower GPC.³⁵ Since Latin is considered the prototype of phonemic writing, with a very high GPC, it can provide native English speakers with a highly effective comparative language to develop literacy in their native language. Moreover, in comparison with modern languages, as Latin is no longer spoken, its fixed nature

³¹ E.g. Mavrogenes (1977), see n. 26.

³² Polsky, M. 1986. The NEH/Brooklyn College Latin Cornerstone Project, 1982-84: Genesis, implementation, evaluation. *Classical Outlook* 63: 77-83; Hill, B. 2006. Latin for students with severe foreign language learning difficulties. In ed. Gruber-Miller, J. 2006. *When Dead Tongues Speak: Teaching Beginning Greek and Latin*. Oxford and New York: American Philological Association, 50-67; Sparks, R., L. Ganschow, K. Fluharty and S. Little. 1996. An exploratory study on the effects of Latin on native language skills and foreign language aptitude of students with and without learning disabilities. *Classical Journal* 91: 165-184.

³³ Rasinski, T., N. Padak, J. Newton, E. Newton. 2011. The Latin-Greek connection. *The Reading Teacher* 65: 133-141.

³⁴ Murphy, V., E. Macaro, S. Alba and C. Cipolla. 2015. The influence of learning a second language in primary school on developing first language literacy skills. *Applied Psycholinguistics* 36: 1133-1153.

³⁵ See n. 30 for a comparison of Spanish and French learners at primary school.

provides a clear structure for pupils and an advantage over modern foreign language learning. Many of the existing studies have indeed found that pupils learning Latin outperform those studying modern languages, such as French and German. Learning Latin at primary school level is considered an excellent preparation for learning modern languages at secondary school, not only because of the Latin roots which have informed most Western (and some Eastern) European languages, but also because the grammar – the use of declensions and conjugations – has parallels in many other languages.

Quality of life

Finally, qualitative research has demonstrated tangible improvements on the quality of life – from increased confidence to global awareness and cultural appreciation – of pupils when learning Latin.³⁶ Particularly in economically weak areas, Latin can thus raise young people’s aspirations, both at a quantifiable but also a qualitative level. With large numbers of Communities First areas, Wales has no lack of socio-economic areas with less learning opportunities and career prospects. Latin can provide pupils with the opportunity to raise their aspirations and become independent thinkers and proactive contributors to Wales’ future economy.

2. Quantitative and qualitative testing of Latin pupils in the UK

Research on Latin learning in the UK is still in its very early stages. Research has not previously been attempted as the pre-selection of students – for a long time, many schools offered it to More Able and Talented pupils only – invalidate results. Since Latin is now being made available at more state schools and for pupils of all abilities, testing can begin in earnest.

My own project was a pilot study, with 216 pupils: 162 studying Latin and a control group of 54 pupils. For the quantitative testing, we set a baseline test near the start of the school year and a post-test near the end for all pupils, and used two different tests. The standardised New Group Reading Test (NGRT), which tests comprehension and reading, was administered to all groups. We also devised our own Latin test (not standardized, but using a similar format to the NGRT), which was administered to all groups studying Latin. As the NGRT differentiates between Y2-4 pupils (called ‘test 2’) and Y5-8 pupils (‘test 3’), we similarly created two Latin tests to correspond to the NGRT. Test results of Latin pupils were very similar for both the NGRT and the Latin test, which confirms the validity of the Latin test we devised. For the qualitative testing, we set a questionnaire for the Latin pupils. We worked with six schools:

School	Location	Affluence	Status	Latin pupils	Year tested
Argyle Primary	London	Deprived	State	350	4
Kendrick School (Secondary)	Reading	Affluent	Independent	237	8
Mayville Primary	London	Deprived	State	300	3
Millfield Primary	Norfolk	Average	State	20	5
Weston Green	London	Affluent	Independent	20	5
Ysgol Y Castell	Kidwelly	Deprived	State	Control group	5-6

³⁶ Wilhelm, M. and R. Wilhelm. 1991. Bringing the Classics to life. *Humanities* 12, no. 1: 13-16; Harrington-Lueker, D. 1992. Latin redux. *Executive Educator* 14, no. 8: 21–25; Sienkewicz, T. et al. 2004. *Lingua latina liberis: four models of Latin in the elementary school. Classical Journal* 99, no. 3: 301-312; Smith, J. 2007. The correlation of Latin, Greek and the Classical Education model with learning other subjects. PhD diss., Capella University.

The project was limited in scope and there were a number of variables we had not foreseen:

- Three schools are located in London. We had hoped for a better geographic spread but were under time pressure to get started at the start of the school year.
- Millfield Primary only offers Latin to More Able and Talented pupils, which means there is no real 'average' school in the list.

These limitations restricted the findings of our research. However, as this was a pilot study, our aim was to start the testing process and build up to a bigger research project in the future. On the basis of our analysis, the following tentative statements can be suggested:

- The comprehension and reading scores of Latin pupils increased marginally more than those of the control group between the baseline and post-test.
- Improvements on NGRT scores were to some extent correlated to improvements in Latin.
- Latin learners advanced more in passage comprehension rather than sentence completion.
- Girls studying Latin performed slightly better on the post-NGRT test than boys.
- Girls studying Latin performed slightly better on the sentence completion section than boys studying Latin or either gender of the control group.
- The Kendrick pupils progressed more in the NGRT, which can be correlated to the amount of Latin instruction they have (3 hours per week rather than 30 minutes to 2 hours in the others schools). It is also a secondary school which teaches Latin at a much more advanced level than it is taught at primary school level, so it is important to note that more time and more advanced Latin learning effects greater impact on English development.
- Our test does not suggest a significant difference in comprehension and reading improvement between pupils from an affluent area and those from a deprived area, but this might be partly explained by the large number of More Able and Talented pupils taking part, even in average schools.
- Qualitative tests suggest that cultural literacy is as important for the pupils as linguistic literacy: pupils particularly comment on engaging with topics such as the eruption of Vesuvius, Roman baths, the life of a gladiator, ancient plays, and Roman gods.
- There was a significant correlation between enjoyment of learning and advancement in learning: pupils who enjoyed Latin learning advanced significantly more than those who didn't or answered the question regarding enjoyment neutrally.

Preliminary findings are thus encouraging for the impact of Latin learning on English comprehension and reading. The gender differentiation corresponds to the PISA test in which girls outperform boys on reading.³⁷ This is important to note, as it implies that boys need to be provided with more support in the classroom, in Latin classes as elsewhere, in order to close the gender gap. Further research is needed, but in general these findings confirm the existing data.

³⁷ See p. 11 of this report.

Qualitative research conducted in primary schools where Latin was taught by Swansea University students since 2012 further confirms that:

- 93.3% of all pupils enjoy Latin classes very much.
- 96.7% of all pupils get on very well with their student teachers.
- 57% of all pupils say Latin is their favourite subject.
- 68% of all pupils think Latin will be useful to them in the future.

3. *Introducing Latin in schools: evidence-based case studies*

Latin is already being taught successfully and sustainably in many schools. With the financial support and training made available by Classics outreach organisations (Appendix 1), it is now possible for *any* school from *any* socio-economic background to offer Latin. A number of successful formats currently co-exist, both in England and in Wales.

Wales

Case Study 1: Crickhowell

Crickhowell High School is the first school in Wales to have received a Classics for All grant. A local teacher, trained by the Primary Latin Project, teaches extracurricular Latin classes to Y8-12 with the aim of pupils sitting the WJEC Level 1 Latin exam at the end. Pupils will be given the opportunity next term to teach Latin at local primaries as part of the Welsh Bacc. The same teacher has also started running Minimus Clubs (Latin clubs using the Minimus course book) in two local primaries, with great success – she runs two clubs in one of the schools due to huge demand. Seven teachers of Crickhowell High are now being trained to start teaching Latin themselves, with the purpose of making Latin teaching in Crickhowell sustainable for both primaries and secondaries.

Case Study 2: Swansea

Swansea University has collaborated with several local schools (both primary and secondary) since 2011. Latin is taught to Y5/6 and Y8-10. As we mainly work with schools in Communities First areas, Latin teaching goes at a slow pace. Rather than using a course book immediately, we start by introducing the language slowly, through English, and contrasting the languages explicitly through games, plays, and other activities. Where possible, students teach triple literacy, connecting Latin, English, and Welsh. Only at a later level is a course book introduced. The use of student teachers provides a great stimulus for pupils since they engage with them easily. The disadvantage is that students cannot give up their time outside the academic term, and so only 20 hours per school year are offered. The University also has a limited number of Latin students, so only a limited number of schools can be reached. In January 2016, students will start teaching alongside a teacher (with a Classics for All grant), so this will provide the school with more Latin hours.

England

Case study 1: Solihull and Norfolk

Two of the biggest Classics for All hubs are based in deprived areas of Solihull and Norfolk. Both hubs, set up within the past five years, have a project coordinator who works in a secondary school. In this secondary as well as nearby primaries, Latin is taught on a weekly basis as part of the curriculum. In Solihull, one primary has started offering Latin to all Y3 pupils upwards; others teach it from Y5. Teachers are trained through grant funding provided by CfA and also learn alongside pupils. Training providers are brought into the schools.

Case Study 2: The Iris Project

The Iris Project works with student teachers in Universities, who are trained to deliver Latin classes in local primaries using the *Telling Tales in Latin* course book.³⁸ Partner Universities are King's College London, Oxford, Edinburgh, Glasgow, St Andrews, and Swansea. They also worked with Manchester and Reading. Since their foundation, they have reached between 5,000 and 7,000 pupils through the Literacy through Latin scheme. Latin is primarily taught as part of the curriculum (usually in a literacy slot). Swansea is its biggest hub outside London. The Iris Project has annual calls for students to take part in the project. It is considered a great opportunity for students to gain subject-specific teaching experience which can facilitate admission on a PGCE course. In 2013, the Iris Project was awarded the prestigious EU Language Label for innovative language teaching.

Conclusion

It is important to note that there is no *one* model that can be applied. While some school teachers are happy to learn Latin alongside their pupils after some initial training, others feel more confident with support from a hub, whether this is a local school or university. It is clear that the format of the hub allows for more sustainable language provision, as there is strength in numbers. University or sixth-form students can provide sustainable support as teaching assistants. As the aim of teaching a language at primary school is to instil a positive attitude towards language learning and provide pupils with the structural kernels of language, proficiency in the language is not necessary.

4. Latin and Classics

So far, we have focused on Latin. It is important to note, however, that Latin exists in a cultural framework: it was not just used in the Roman period – in which Classical Latin thrived which is taught in schools – but also in the Medieval and Renaissance periods with church Latin and development of romance languages. It is also still important in the modern development of Latin- and Greek-based scientific and other professional terminology. Classics is a cross-curricular discipline: literature, politics, history, science are but some of the subjects which can be taught through Classics and Latin classes. Most of Western Civilization has its origins in Classical antiquity, and so understanding of the present and future can be increased if one understands the Classical heritage, in Wales as much as in the rest of Europe.

Classics also provides a safe environment for discussion of issues such as sexuality, politics, violence, and identity, since the distance renders the topics more impersonal.³⁹

³⁸ See n. 1.

³⁹ As exemplified by the recent University of Exeter study on 'Sex and History', see <http://blogs.exeter.ac.uk/sexandhistory/sex-and-relationships-education/>. See also Rabinowitz, N. (2014) *From Abortion to Pederasty: Addressing Difficult Topics in the Classics Classroom*, Ohio State University.

F. Conclusion

Research demonstrates that, at primary and secondary school level, age-appropriate Latin provision helps pupils improve English comprehension and reading, and raises aspirations, thereby providing pupils with new learning and career opportunities. Evidence-based practice demonstrates that Latin can be taught successfully at both primary and secondary school level in the UK, and it is possible to expand provision through hubs and collaborations between educational institutions.

Available support

While there are some practical challenges in teaching Latin at primary school, existing hubs demonstrate that these can be overcome successfully:

- Key Stage 2 is the most common place for Latin in the primary curriculum, as option alongside Modern Foreign Languages. Pioneer schools and clusters can raise awareness of this option. As Latin is not a living language, all pupils start from the same basis, and none are disadvantaged. By using Latin as a core language at primary school, all pupils arrive at secondary school with the same basis, and again there is no disadvantage when learning a modern foreign language.
- Financial support is available from Classics Outreach organisations.
- Age-appropriate course books and resources, which can be taught by teachers learning alongside pupils, are available in English. The option to have these translated into Welsh is available.
- For schools wishing to let Y6 pupils work towards an exam, the OCR exam board offers an age-appropriate Entry Level Latin exam.⁴⁰ At secondary school level, both WJEC and OCR offer appropriate exams.
- Central support is available through CWCH, which has links with local universities and schools already functioning – or wishing to function – as hubs which provide day-to-day contact with and local subject knowledge for primaries.
- Teacher training is already available (the first event took place on 7 November 2015).⁴¹
- For Welsh primaries, HWB allows for easy transferral of Latin resources.

⁴⁰ <http://www.ocr.org.uk/qualifications/entry-level-latin-r445-from-2010/>.

⁴¹ <http://cymruwalesclassicsclub.weebly.com/teacher-training-day.html>.

Appendix: Financial support available from Classics outreach organisations

1. Classics for All (<http://www.classicsforall.org.uk/>): organisation which provides start-up funding to introduce Latin, Greek, and Classics in schools. Wales is currently one of their target areas. CfA is the only Classics organisation which provides funding for staff time. CfA has recently started including universities in hub development, as is happening at Swansea. Between its foundation in 2010 and 2014, CfA distributed £300,000 grant funding, reached 4,000 pupils, and established 13 regional hubs.
2. Classical Association (<http://www.classicalassociation.org/>): largest Classics organisation which provides funding for Classics outreach programmes, particularly through the Classical Association branches. Wales has four: the South West Wales Classical Association (<http://swwclassicalassociation.weebly.com/>) has the most active outreach programme: it organises a schools' competition as well as classes both during term time and the summer. Cardiff and District, Lampeter and Mid-Wales, and Bangor and North Wales have more traditional programmes primarily focusing on academic talks for a general audience (<http://cymruwalesclassicsclub.weebly.com/wales-ca-branches.html>). All branches can apply for funding to organise events.
3. Friends of Classics (<http://www.friends-classics.demon.co.uk/>): organisation run by Dr Peter Jones which offers funding for course books.
4. Society for the Promotion of Roman Studies (<http://www.romansociety.org/>) and Society for the Promotion of Hellenic Studies (<http://www.hellenicsociety.org.uk/>): sister organisations which both offer funding to schools for course books, staging ancient plays, course materials, etc.
5. The Gilbert Murray Trust (<http://gilbertmurraytrust.weebly.com/>): organisation which provides funding for Summer Schools.
6. Primary Latin Project (<http://www.minimus-etc.co.uk/>): organisation which provides funding for Minimus course books, traditionally up to 50% of course books.
7. Cymru Wales Classics Hub (<http://cymruwalesclassicsclub.weebly.com/>): organisation funded by Classics for All and the British Academy which provides financial support to local hubs in South Wales.

These outreach organisations are very keen to support and promote the teaching of Classics – particularly Classical languages – and often help applicants improve their application so it fits with their criteria.