

Final Report

Project title: Living Latin

Project reference: 16-17/AF/Letchford

The basic purpose of the project was to rethink the module *Latin Language* and to deliver substantial parts of it in Latin. The hope and expectation was that it would make the module more approachable to those who were less confident linguists without diluting the rigour of the module. I particularly had in mind dyslexic students, for whom a traditional approach to Latin learning is particularly difficult. The emphasis on repetition and context, though, I thought would be helpful to all students.

The first part of the report explains why this should be beneficial to the student's experience by reference to historical practice. It then goes on to describe the initial phase of the project last summer, and the implementation of the project over the course of the academic year. A brief analysis of the outcome of the project on the module is given.

1. Historical background to Latin teaching in the target language

Latin has been taught as a spoken language for over two thousand years. It is only comparatively recently that it has become studied purely on a written/intellectual basis. Living just outside Stratford-upon-Avon, I became curious as to what kind of education Shakespeare would have had when he attended the Grammar School. Looking into this was the first step in a journey that led me to this project.

In Shakespeare's school, we see an emphasis on grammar, as exemplified by Lily's Grammar. This was encountered at the earliest stage of language-learning (aged 8-9). Once this had been thoroughly committed to memory, reading began, and so did speaking. Translation (into English and back again into Latin) and declamation prepared those who got to the end of the course for study at Oxford or Cambridge at the age of around fourteen. The statutes of similar schools insisted that only Latin be spoken, even in the playground, after the initial stage and some appointed a responsible boy as *lupus* ('wolf') to report on any transgressions to the schoolmaster. This sounds remarkably like immersion in the target language to me. Today, we do not have the luxury of time that the Elizabethans had: one estimate puts it at 40 hours a week for 50 weeks a year. So, although using spoken Latin might appear revolutionary, in other respects it is rediscovering the wisdom of older practices and adapting it to our rather different circumstances.

Around 100 years ago there was a movement towards the 'Direct' method of teaching, spearheaded by the headmaster of the Perse School, Cambridge. This was a method that introduced vocabulary, accidence and syntax through speech, and resulted in pupils being fluent in spoken Latin. It turned out excellent classicists and many teachers come to the school to see how the method worked. However, the school was effectively a specialist language 'academy' with a small group of charismatic teachers. Observers went away and found it difficult to replicate the results for themselves.

2. Modern approaches to language learning

Our methods of language teaching are now beginning to take on board research into cognitive development processes, more advanced linguistic theory and neuro-biological research. This whole

field of Second Language Acquisition seeks to understand better the processes that affect learning - although research into real-life learners often results in less clear-cut results than one might hope for. Modern language teaching has taken on board many techniques in the hope of improving second language acquisition. The focus is very much on comprehension, and acknowledgement that learning the formal rules of a language is not the same as understanding that language. There is also a much greater awareness of the important role played by motivation and the benefit of creating an atmosphere that is conducive to comprehension.

Latin is somewhat behind the cutting edge, especially in the UK, partly driven by our obsession with public exams. The Classics Department at Warwick is also unusual in that it requires all first year undergraduates to undertake one year of language study. Very few other UK universities have this requirement for the Classical Civilisation or Ancient History degree. This has several important implications, notably in two areas: motivation (for a few) and a wide range of experience and capacity to learn a language, particularly an inflected one. This is a particular issue for students who have dyslexia.

3. Initial phase of the project - June/July 2017

The aim of the initial phase of the project was to put myself in a position where I could deliver the material in the target language confidently, given I had only ever read Latin before, and never spoken it. The IATL award enabled me to attend a four week summer school at the *Accademia Vivarium Novum* in Frascati, Italy. This is an academic institution, outside the main educational system in Italy, which has at its core the values of *humanitas*, as exemplified by writers of the classical period and the Renaissance. The concept of *humanitas* is explored through reading works in the original language. In the earlier stages of language learning, the Accademia draws on the methods of Renaissance teaching, where students were taught Latin as a living language which enabled them to access the university curriculum which was entirely given in Latin.

This was a fully-immersive Latin experience: tuition six days a week, 9am-9pm with excursions on three Sundays, also conducted entirely in Latin, to the Roman town of Ostia, Hadrian's Villa at Tivoli, and the site of Tusculum, a Roman hill-top town 20 miles from Rome. All conversation, whether in formal teaching sessions, discussion or social situations (such as all meals) was conducted in the target language.

I attended all the events on offer:

- mornings: working through a Latin textbook *Familia Romana* between 9am and 2pm with demonstrations of a variety of techniques. Two short coffee breaks.
- afternoons: some Greek (first week only) or (weeks two to four) reading and discussion of Renaissance authors such as Erasmus; and a lecture on pedagogy. From 3.00 – 6.30 with one coffee break.
- evenings: *ludi* - interactive games, quizzes, songs and similar activities from 7.00-9.00.

4. Main phase: describing the cohort

One key factor in the project was the nature of the cohort. All students in their first year (Classical Civilisation or Ancient History or variations) study a classical language at an appropriate level. This is a core module and it must be passed.

Our departmental philosophy is that all students should be exposed to a classical language so they can appreciate the limitations of working in translation and have the basic tools to deconstruct a short passage if it is necessary for a point they are developing in an essay. This philosophy means that our students have a wide range of experience of and confidence in language learning, including some who have had little exposure to formal second language learning. One aim is to give a firm base for those students who choose to continue, while at the same time to have a course that helps motivate and encourage those who have less confidence and ability.

Another key factor is the rate of progression in the time available. At Warwick we have three classes a week and 23 teaching weeks. We have aligned the level reached at the end of the second year with A level. This allows us to be flexible in what to achieve over the first two years.

5. Implementation phase: October 2017 - May 2018

Since the start of the current academic year, I have used the textbook I studied in the summer of 2017 and delivered around 80% of each class in Latin (90% in term 1). This necessitated very different techniques and emphasis to any teaching I have done previously.

Features that I have not used previously include:

- acting out Latin texts
- extensive use of costumes and props to help bring out the meaning
- students writing much more extensively in Latin
- pupils responding to questions (oral and written) in Latin
- singing songs in Latin

What has been the difference in the experience of the students?

1. The course has exposed the students to a great deal of written Latin and vocabulary. Chapters get longer as the book continues, but average out at approximately 1000 words of Latin per chapter of narrative (before grammatical explanations and exercises). The structure of the language becomes more sophisticated but in a way that leads them to deal with longer sentences with confidence and fluency.
2. The majority of the each chapter is in dialogue form. This gives the opportunity for students to read Latin out aloud, and for me to hear to what extent they are understanding as they read. Depending on the time available, I sometimes read out loud, to bring out the meaning as best I could through intonation, dramatic pauses or reactions. Much better was getting them to act out the text, reacting as they encounter it (being prompted as necessary). To bring a greater sense of enjoyment and engagement into the classes, I used a series of simple costumes and a number of appropriate props and wigs. In this way, they could more meaningfully respond to movements described or narrated in the text (in the manner of TPR - *Total Physical Response*, an approach taken by some modern-language teachers).
3. In the earlier chapters I gave most of the explanations in Latin, with individuals answering questions in Latin as well. This applied to both vocabulary and grammatical explanations. There was virtually no translation into English of the text, although resort was had to checking English translation for an occasional tricky individual word, especially where it might have more than

one idiomatic translation. Once a passage had been read, points of grammar were identified, mainly focusing on the main theme of each chapter. Guidance was given on how to approach it/recognise the feature, and the opportunity taken to put it in its context. As time went on and sentences became more sophisticated, explanations tended to be more in English than Latin, although subsequent reminders tended to use a lot of Latin. Classroom commands were almost always in Latin.

4. Consolidation of vocabulary was important. Much of this was done independently by the students between classes in two ways: by going through the passage several times, paying great attention to understanding precisely what it meant (without necessarily translating). To help this, I recorded myself reading all the passages and made them available on the module webpages. I encouraged the students to go through this a couple of times to help their pronunciation and fluency in reading the Latin words confidently. The second way in which students consolidated was by completing a good number of varied exercises - e.g. gap-fill, recognition, formation, writing a Latin sentence as an answer to a Latin question - which focused on the words introduced in that section. To build on this, we did some vocabulary work in each class - synonyms, antonyms, definitions which they could do in small groups (competitively) or on their own, sometimes giving the words in the context they first met them, other times asking them to give the synonym/antonym. At no stage did I give a formal vocabulary test.
5. One factor to consider in this approach is the willingness of students to enter the spirit and engage with a more active way of learning a language. Krashen's hypothesis of the Affective filter has been criticised (Krashen, S.D. *Principles and Practice in Second Language Acquisition* 1982), but it identifies a phenomenon that many teachers will recognise: that students' receptivity to learning can be affected adversely by anxiety, doubts, stress and positively by good motivation and self-confidence that they can and will do well. Anxiety is an increasing problem at university level, especially with first years where some have a heightened sense of self-awareness and of being judged by their peers. For some, the performative aspect of *Living Latin* can be very helpful as it gives them the opportunity to be in a different character. Others are diffident and will not put themselves forward but enjoy the experience and the engagement once encouraged to do so. A few find it very difficult, but they would find a more traditional approach challenging as well.

6. Outcomes

I discuss outcomes in three main ways: the views of the students at the start of the module, a questionnaire completed in the last class of the year and the module results.

a) Initial views on learning Latin

To get a baseline on their thoughts about learning Latin, I asked my students to give some thoughts anonymously in their first class. The comments received are set out in Appendix A.

As anticipated, the excitement of some at the prospect was more than matched by concerns of others that it would be difficult and require a lot of hard work. Six expressed their worries at the prospect, three used the word 'terrified', and one even went as far as admitting to being 'overwhelmed and terrified'. To balance this, five were excited to be studying Latin, looking forward to reading authors in

the original, help with English grammar and help in learning other modern languages. This is a similar to previous years, and is to be expected because of the reputation of Latin as being a difficult subject.

b) The questionnaire in the final class of the year.

I asked a series of questions asking them to reflect on their experiences, reminding them that this was 'the only university-level course that uses a significant amount of target language in teaching Latin' in the UK. They completed this questionnaire at the end of the last class of the year. I left the room early so they could talk freely with each other if they wanted to. Twenty-five students gave their views. I asked seven questions, some of them to correlate their performance in the module with previous linguistic experience in an educational environment. I have included all answers to three of the questions that are most relevant to this report in Appendix B. I include a summary here.

What do you think are the most important things you have learned from this module?

- 'Basics of the Latin language' was common, but some widened this out to 'grammar' presumably wanting to include English grammar as well.
- 'Time management' was another common comment.
- More experienced linguists commented on the approach of the module in embedding vocabulary and structures within the language, and appreciated the benefits of this approach.

Please tell me what you liked about the course

- 13 specifically mentioned the story as being something they enjoyed and/or found helpful.
- Many mentioned the narrative format helped in the retention of vocabulary.
- 10 mentioned the acting/props/songs and the interaction in the classroom.
- 8 out of the 25 referred to the extensive use of Latin as being helpful in learning and consolidating the grammar of the language.

Please tell me what you didn't like about the course.

The general feeling about the module was very positive. (Two respondents were predominantly negative - they were the only two responses made anonymously. The students were sitting next to each other when they completed the response and may have influenced each other.) The main themes to emerge were:

- fast pace of the course (5 specific comments)
- difficulty of having grammar explained in Latin (5 specific comments)
- difficulty of working out key points from detailed points

The first comment has come across more strongly in previous years when we were following the more traditional course. These three areas were all things I had been aware of as the module had progressed, and I had done some work to address them as the course went on. In some ways, I was pushing hard on using Latin rather than English in explanations to see how far it would work. Because of the limited time available, I plan to use more English, both oral and written in further iterations of the module.

c) Performance in the module

Students on this module were taught in three groups. I taught two of them under the *Living Latin* approach. The third group was taught by a colleague using the methods and materials of previous years.

My students achieved an average of **73.4%** compared to the other group taught in a more traditional way, who averaged **68.8%**. My students included all those who were dyslexic and who, historically, we know find language learning difficult. If these are excluded to make the populations more directly comparable, then the average under the new method becomes **76.6%** (i.e. 7.8% higher, which is the best part of one class of difference in degree terms). However, they sat different exams, so the results are not directly comparable: different passages and grammar questions had to be set to reflect the precise syllabus followed (but see below). Overall, the impression I got was that those who studied under the *Living Latin* approach made more sense of the translation into English which as a consequence read much better on average. Another noticeable feature is that spread of marks - see Appendix C.

The structure of the module is to have four exams during the year, worth 10% each to show students whether they are on track. In previous years, I have always been worried that a handful of students may fail and have to resit the exam in September. For the first time in many years, I was confident that, barring unforeseen disasters, all my students would pass the module, since all had an average comfortably above 40% when going into the final exam.

The two exam papers contained one passage common to both. I am hoping to do some detailed work on this question. This would directly compare the specific strengths and weaknesses of the two groups that I taught with those of the third group taught by a colleague. On this passage, the average for the students who had studied *Familia Romana* with me was **80.5%**, while those who studied the traditional course had an average of **75.0%**. There was a similar difference for the second question (**71.5%** and **64.0%** respectively) but some of this may have been due to a difference in difficulty between the passages.

7. Dissemination of experience

I have delivered a paper to the biggest conference in the UK for classicists, which is arranged annually by the Classical Association. The panel was entitled *The Virtue of Variety: Opening the Doors to Wider Pedagogical Practices in UK Schools and Universities*. My paper was entitled *Teaching Latin using the Target Language* and was given earlier this month on Saturday 7th April at the University of Leicester. In this, I was able to demonstrate how the teaching of *ab initio* Latin at Warwick is at the cutting edge in the UK.

The following day, I took part in a demonstration workshop *Enlivening Latin Pedagogy in Practice*, showing more advanced techniques of teaching in the target language: I gave two examples over a 30 minute session with eth delegates as my students: using synonyms to embed vocabulary, and teaching a poem without recourse to English and then reinforcing the metre by singing it. By this means I have made contact with others, at university as well as school level, interested in introducing more spoken Latin. One of them, who has recently finished a doctorate on communicative methods of teaching Latin, commented that I was certainly at the cutting edge in the UK.

I have subsequently been invited to give a paper at the 2019 conference. The Panel Title is *Assessment and Engagement: Compatibility in Latin Learning*.

My paper is entitled *Caecilius certe in universitatibus non est - traditional expectations and opportunities for change*.

The abstract is:

Lecturers in ancient languages are extremists. They have thrived through experiencing methods of learning that suit only the brightest and most linguistically able. Whilst innovation has been the norm in the teaching of some university subjects, Latin lecturers have not been as radical in changing teaching practices (see Lloyd & Robson, 2018). To an extent this stasis has become established as a result of teachers anticipating that most students will arrive at university having attained A level-standard Latin but even those who study Latin ab initio are expected to rise to whatever is presented to them - with the inevitable disappointments that this can bring. This paper looks at some of the key implications of Second Language Acquisition Theory, both for those who arrive with A level and those who are ab initio learners, and considers what the aims of universities courses currently are and what they could be.

8. Other outputs

I had anticipated giving a paper to the Classical Association in my application. I had not anticipated giving a separate demonstration of some of the techniques of spoken Latin. I had not anticipated two further outputs resulting directly from this project.

1. I ran a voluntary class throughout the year reading works by Renaissance writers such as Erasmus, without recourse to translation into English. This was with more Post A level students. They typically found it increased their confidence in reading and widened their vocabulary. They also liked being introduced to a different type of content from the canonical classical texts.
2. In August 2018 I taught for two weeks on a residential summer school teaching Ancient Greek organised by the Joint Association of Classical Teachers. I gave a seminar entitled: *Speak like a Greek: a workshop in talking in Ancient Greek*. I outlined the reasons that this might be beneficial by reference to my experience of the *Living Latin* project. Around 15 colleagues attended as well as students, and they were interested in the benefits. As a direct result of this, five colleagues have subsequently been in contact and I prepared for them a ten page guide as to how to get started with appropriate vocabulary for the classroom and strategies for using dialogues and using pictures as a stimulus.

Other ideas are in progress, including:

- convening a regular meeting of Latin instructors from UK universities to discuss pedagogy;
- a possible Latin-speaking weekend for teachers; and
- the possibility of reporting formally on the outcome (subject to clearance from the Humanities & Social Sciences Research Ethics Committee - a first for the Classics Department, I believe).

9. Further innovations

As the students continue with their study of Latin, there are many changes I could make to the way in which we have historically approached the crucial transition to reading original Latin. I hope that it may be possible in the near future to receive funding to transform the module *Latin Language and Literature*, with a focus on delivery and assessment.

10. Summary

My methods of delivering the first year Latin course have been transformed by the opportunities given by the IATL grant for *Living Latin*. Using approaches more akin to those of modern language teaching has resulted in a richer experience for our students and improved their motivation (as measured by the attendance registers and feedback). It has enabled me to begin to get a profile for Warwick as a centre of innovation in the UK in its teaching of the Latin language.

Clive Letchford
3rd September 2018

Appendix A

There were 31 response. The vast majority taking this module were first years, some with no previous Latin, some with a year or two in their early years of secondary school, and the occasional one who had taken it as far as GCSE two year's previously.

There were also three third years who had started with Greek and had decided to complement this with a year of Latin.

To give a visual idea of comments, I have coloured them as follows:

- green - positive/looking forward to
- orange - neutral
- red - negative/worried

COMMENTS

(spelling and layout maintained)

Having not studied Latin since Year 9 at school, I am hoping to garner a greater understanding of the language as a whole, especially after studying Spanish to A level, also help me to analyse modern languages too.

Expecting to do a lot of work as I did not do a language at GCSE. Did Latin for one year back in year 8 but do not remember anything.

Expecting to feel slightly overwhelmed and see similarities to other languages I've done but confusing differences.

I'm scared! I studied Latin before and it was not a beautiful experience!

I have done a Latin foundation course two years ago and I really enjoyed it.

I have no idea, never done Latin before.

I have done Latin from year 7-9 but have forgotten the majority so excited to learn the language again, although anxious about the amount of grammar.

I am very excited to learn Latin but a little worried because I didn't take a language for GCSE or A-level.

Whilst I'm excited to learn Latin, but slightly worried that I may struggle to pick it up.

Although I'm looking forward to learning a language, I worry it will be a difficult module to grasp.

I admit I am a little nervous about studying Latin particularly when it comes to cases and recognising case endings in sentences. The declensions seem a little easier to comprehend, but do still worry me slightly. However, I am looking forward to learning the language, if only to be able to read poetry in the language it was written.

- That we don't converse or are expected /encourage to speak in Latin except, perhaps, as a learning technique (this includes the alphabet, except writing ā, i.e.)
- we have tests on grammar (to know we're progressing in the understanding of the language.
- we also have tests on using that grammar and our vocabulary to read, answer questions, and translate the passages.

Is the grammar more complicated than Greek, I am wondering?

I'm worried about the fact that there looks to be more vocab than there is in Greek.

However, I'm looking forward to it on the whole, to better understand the Roman authors.

Did a small bit of Latin at y6

Not confident at learning languages

I did Latin at GCSE and am looking forward to doing it again.

I am hoping that learning Latin will allow me to read some primary sources from the Republic, as well as increasing my understanding of other languages.

After 2 years of Ancient Greek I was interested to try another ancient language especially since Latin relates to areas of Law and archivism which I'm interested in. Fingers crossed it will go smoothly due to prior language learning experience.

never learnt any Latin before but keen to get started. Hoping it will also help me with grammar, and learning a modern language.

Studied Latin slightly before, still anxious about grammar.

I'm a bit apprehensive about studying Latin. I did a few hours at a summer school but found it quite difficult! I also did a bit of Greek in year 12

Looking forward to learning the language, as I regret not taking it for GCSE, and ever since I've always had a fascination with the language, and admired the sheer skill it takes in translating Latin Literature . To get anywhere near that would be amazing.

Really excited to be learning Latin and the discipline of ancient languages.

I have a little Latin already but I haven't done it in a while, so I'm feeling OK.

I have not learnt a language formally for 5 years now, so I am feeling quite concerned. Terrified is a good word to describe my feeling at this moment.

Latin will be difficult/challenging. I did Latin briefly in year 7, but haven't done any since so am basically starting from scratch.

Latin will be challenging.

It will take regular practice.

Done a bit before Year 8/9, a bit anxious but interested.

I have never studied Latin before, I'm excited to learn something new but slightly worried it might be complicated/hard to get your head around.

Don't feel confident

I have no experience with Latin

Have done French GCSE bit not amazingly well.

Never done Latin before, haven't done any language since year 9.

Looking forward to learning it but also finding it daunting to learn a different language.

Never studied Latin to any level, however I hope that it will help with my other modern languages (French/Spanish /Italian), and that my previous knowledge in languages (French/Spanish/German) will also lend itself to this.

Appendix B

Question 4: what do you think are the most important things you have learned from this module?

- learned the basics of Latin grammar and vocabulary, which can be built on in the future.
- the ability to translate simple Latin. Better understanding of grammar.
- -
- Latin basics, especially verbs (that other languages are derived from)
- -
- The importance of time management
- Time management for continuous work. Logical thinking in translations.
- Nouns, verbs - basics of language. Agreements between the two.
- Vocab
- Grammar. Vocab.
- I like the story and the process however I did struggle to keep up and felt at times that it might have been moving too fast. I also felt that concepts like declensions [sic] and perfect and imperfect could have been explained better in English rather than Latin.
- Wide range of vocab that relate to modern languages.
- Learn to identify Latin in inscriptions and graffiti in material culture. Better understanding of Latin and effects of cases.
- How important ancient languages are for the study of Classics
- English grammar!!!
- Lots of vocabulary, some new grammar.
- The method of teaching requires you to keep up to date with vocabulary at the very least - it forces you to think in classes about how to decipher an upcoming word. There are easier ways to learn beginner's Latin from books that have concise vocabulary lists.
- Grammar: sentence construction, objects, subjects etc. Things that apply to English too. Vocabulary
- The way that Latin words have been constructed and how to understand another language.
- -
- The declension and cases to be able to form sentences.
- How language affects your nature of being and how embedded it is within any given culture.
- How to think and answer in another language. I learnt that practice every day is very important with language learning.
- Learning a language in this natural method feels like it sticks in the mind better than learning in other ways in the past. Appreciating Latin more than I did before.
- The importance of grammar. Verbal repetition alongside reading vocabulary etc. Keeping up with work and doing it regularly. Getting involved with the class, even if you fear your answer may be wrong.

Question 5: please tell me what you liked about the course

- The use of repetition by the book made both grammar and vocabulary easier to learn and remember. The exercises were also helpful as it led to lots of practice. (*also studying Italian*)
- It didn't jump straight into difficult Latin. The difficulty of the Latin increased gradually at a reasonably manageable level.
- It was fun and interesting. It reinforced what I learnt at GCSE very well.
- The language and how tensing was covered via narrative.
- I enjoyed the story, it made applying vocabulary easier.
- The fact that it was based on an ongoing story which helped learn vocabulary.
- Narrative of the course - kept it more interesting than simply learning grammatical rules and vocabulary. Repetition helped a lot with learning of basic things.
- I enjoyed the amount we got through. Various tasks on case/verbs etc.
- The story
- Acting out scenes
- The story, the processes.
- The interactive aspect. Working in Latin - being forced to use our common sense when meeting new words.
- Liked I could check my answers online to questions. Interactive. Fun story. Friendly tutor.
- I liked the constant use of Latin within class as it got me to think and talk in the language.
- I liked the story and the interactive elements. Made it fun and interesting.
- Interactive, easy to learn vocabulary, interesting stories.
- That it encourages you to actively think about connections between words in Latin - associating definitions with Latin explanations sticks the idea in your mind.
- The speaking Latin parts were enlightening.
- Being able to understand a different language and the way we were eased into it with the book instead of being shown loads of conjugations with no context.
- I liked the last term of the course as all the rules were explained in English and the ways to revise was explained and useful. Especially Perseus and the lists of words. Clive reading characters and his enthusiasm, as well as his costumes.
- The stories were interesting enough to keep involved and slowly build up knowledge. If explanations had been done from the beginning I would have enjoyed it more.
- Enjoyed keeping up with the story and seeing how it progressed after every lesson.
- And it's nice to see now from the basics are built upon as the story progresses. Songs gave a nice break and acted as another way to learn new vocabulary. Acting acted as a means of understanding what was happening in a different point of view.
- I liked that what we learned directly linked to the story - the context of the book really helped me remember meanings of words and how to use different rules. I also really enjoyed the singing and acting things out. I found it very fun and I found it helped me remember random extra details. The props etc. were very helpful too. The exercises are also extremely helpful in consolidation what I had learnt.
- It was well-paced. Enough time to learn things week-by-week. The learning process feels intuitive and instantly rewarding. To be able to translate a big passage (even if mainly proper nouns) on the very first day feels rewarding.
- As someone who historically struggled with learning grammar, it was good to learn this in a flowing way through prose rather than sitting in front of a verb table (though there is a role for table).
- I liked the more active things - reading aloud, the use of props, the Medieval songs. Having taken the equivalent Greek module, this felt more natural (though Greek was still nice).
- The chicken! I love (I believe it is the correct word) 'etymology', in other words, the meaning of words - so to know the relationship between Latin and English is wonderful. I enjoy the story - it's an interesting way to learn Latin than merely learning words from a list. The acting-out, and especially the props were fun and helpful in our understanding.

Question 6: Please tell me what you didn't like about the course.

- There were occasional things that could have been explained further, but weren't as they weren't most important overall. Optional additional resources in English might have been helpful.
- Sometimes the homework exercises could be too much. The explanation of things can be confusing and many have had to rely on supplementary notes.
- The reliance on Latin even when explaining grammar makes it quite hard to understand how to translate different tenses/understand the grammar. If I didn't have any previous Latin experience I think I would have found the course much harder.
- I struggled with learning from a story narrative, as I'm used to learning languages from text books.
- I was used to learning tenses in a more structure way, and at times I was unaware as to what tense or declension we were doing. I would have struggled less if we had gone through each tense in turn, making tables or something.
- I felt the learning of grammar felt rushed, I found it hard to keep up with the rate of teaching, and also found it hard to tell what's important to know.
- Speed of the course was often overwhelming for me.
- The book meant we went too quickly. Some things weren't covered in-depth.
- Acting out - can't pay attention to the vocab or grammar then.
- I only like it when Clive reads the book out, otherwise I don't know what is being sent [meant?]
- moved too fast. way certain things lie declentions were explained [sic]
- It was hard to do grammar exercises when it was explained in Latin only.
- Didn't like reading Latin - I couldn't focus on meanings of words when reading or understanding when others read. I would focus on pronunciation at home over vocabulary.
- At some points in chapters, vocabulary and content were fast paced and so a little more time going over would have helped. However, it is a very enjoyable course.
- It was quit hard getting a grasp on things as the book just throws you into things with not much context. This is especially hard for me as I haven't got much language experience. Maybe a sheet explaining everything in terms of grammar especially would have been useful at the beginning in terms of a reference guide.
- Grammar took a while to be taught formally so when reading through stories with new grammar it felt confusing for a while. It would've been nice to have more of a reference.
- easier (?) ways to learn Latin without the need to refer Latin back to Latin when English definition/explanation given.
- I didn't mind the songs, they were quite fun, but they probably didn't deepen my understanding of Latin - that said they didn't eat into lesson time too much.
- Nothing I didn't really like.
- (anon) I found the course very confusing because everything was explained in Latin, which when learning the language was very unhelpful. Also the exercises' answers were given on-line and rarely explained it meant that I could complete them but still not understand where I went wrong. The only English explanation was very complicated and written for teachers. I would go to people in advance Latin and even they wouldn't understand what I was doing. Which was dissapointing [sic] because I wanted to continue next year but now [sic] will go private.
- (anon) I didn't like how things e.g. new words were put into Latin rather than being translated, I felt this was much more advance [sic] and difficult to do, especially being new to the language and try [sic] to balance how the language works as well as trying to learn new vocab it was all a lot in one go and I think this is why I struggled to keep up.
- Being explained Latin in Latin is not always helpful, particularly if you've never learnt the language before. But then again this is solved if you keep up with the lesson and not fall behind.
- At first I found the little use of English in lessons difficult to keep up with, and when Clive taught in Latin bit explained the rules in English, I found it very helpful.
- It felt like being in the deep end when all instructions were given in Latin at first (though overtime your realise how this is actually really helpful, but at first it feels daunting). Need to

find a way to get more people willing to speak up. I'm not sure how - this is a problem in many modules, but sometimes there is a lot of silence with few willing to answer aloud.

- I can't think of anything.

Appendix C

Spread of module marks

Living Latin - purple

Traditional - yellow

D indicates dyslexic students

