

The Result Cambridge Latin Course – changing the face of Latin?

An interim report on the DfEE Key Stage 3 Educational Services Pilot

1. INTRODUCTION

The initial prospectus for the KS3 Educational Service Pilot clearly identified the main aims for the pilot:

- Para. 3 The DfEE is keen to stimulate the further development of innovative educational content that utilises the full range of available technologies to support the raising of standards and widens access to opportunities offered by ICT.
- Para. 8 The pilot projects aim to provide equality of opportunity for all pupils - for example making new courses available to schools where opportunities to learn that subject have never been available before. This promises expanding opportunity to all in a number of ways, including ...
- reviving interest in the classics by providing challenging, stimulating teaching in a way that will appeal to a new generation.
- Para. 9 The service must:
- be clearly linked to the National Curriculum without being unnecessarily formal or dry;
 - be exciting and fun to use without losing sight of its educational focus...

These aims have helped define the focus of this report. The following questions in particular are addressed:

- to what extent has the pilot increased access to Latin?
- what were key factors in ensuring increased access?
- has the pilot encouraged effective learning in schools with no Latin specialist?
- has the pilot encouraged effective learning and teaching in schools with a Latin specialist?
- are the pilot materials clearly linked to the KS3 National Curriculum?

Before examining these questions, however, a brief summary of the position of classics within the secondary school is necessary in order to understand the crucial importance of the KS3 Educational Service pilot for the long-term survival of Latin as a school subject.

2. CONTEXT

Since the introduction of the 1988 Education Reform Act, it has been increasingly difficult to sustain classical subjects in maintained schools, both selective and non-selective: classics departments have seen their timetable allocation squeezed, and their resources (including staffing) reduced, to enable schools to meet statutory requirements in other subject areas. The seriousness of the situation is clear from the tables below:

Table 1: *GSCE Latin entries 1990 and 2000 compared*

GCSE	1990	2000	% change
Maintained, non-selective	3792	1840	-51.5
Maintained, selective	2627	2083	-27.1
Independent	7774	6642	-14.6

Table 2: A level Latin entries 1990 and 2000 compared

LATIN A LEVEL	1990	2000	% change
Maintained, non-selective	295	90	-69.5
Maintained, selective	319	231	-37.3
Independent	1176	972	-17.3

In many schools it has not been merely a question of reducing the size of the classics department, but of closing it down completely. As early as 1993 David Singleton, Classics HMI, talking at a conference in Cambridge about the future of Classics, drew attention to the scale of the crisis facing classics. According to his figures, between 1988 and 1993 nine schools in the North West of England dropped classical subjects, and in Derbyshire reorganisation of educational services between 1987 and 1990 left only two schools out of 12 with any classical subject on the curriculum.

David Singleton identified a number of reasons for the decline in classics provision in maintained schools, but lack of interest in classics was not among them. The recent success of *Minimus* at primary school level has shown how popular Latin is with children *when they have access to it and it is attractively presented*. But long-term survival of Latin depends on students taking the subject through to public examination level, and with more than 90% of maintained schools no longer offering any classical subject, **access** is the critical issue in the future survival of classics. Furthermore access to Latin should be an entitlement not a privilege, as it was perceived to be by some students on the pilot (one noted, 'I like knowing about a language that is no longer spoken and not many people learn'; another valued the opportunity 'to learn something normally restricted to public school boys!').

At the same time, it is essential that every measure possible is taken to ensure that classical subjects continue to be offered in schools where they have survived. For this reason, among the 21 trial schools for the DfEE pilot, while 16 were schools with no Latin offered on the curriculum and no Latin specialist on the staff, there were 5 schools where Latin was still being taught by a specialist teacher.

3 FINDINGS FROM THE KS3 LATIN PILOT

3.1 Making access work: the need for infrastructure

3.1.1 *Running the pilot in schools with no Latin specialist*

The inclusion of Latin in the KS3 Education Service Pilot meant that 335 pupils in comprehensive schools were given the opportunity to learn Latin who would otherwise not have had the opportunity to do so. This involved working with 16 schools where no subject specialist was present to teach the language or civilisation materials.

For these 16 schools it was necessary to set in place structures to replicate the support provided by subject specialist teachers in the traditional classroom. A team of facilitators (see para. 3.1.2) and e-tutors (see para. 3.1.4), supported by Network Managers and SMTs in individual schools, and a central subject specialist group from the Cambridge School Classics Project (CSCP) worked together to provide student and staff support. Latin was run off timetable, either in lunch-time or after school, supervised by the facilitator. Students generally worked independently on language aspects of the course, but might work as a whole class when looking at cultural and historical aspects. The students' work was directed and marked by the e-tutor.

3.1.2 *The role of the facilitator*

Each of the 16 schools with no Latin specialist appointed a 'facilitator' (usually, but not always, a member of the teaching staff) to supervise the Latin sessions and work in tandem with e-tutors (subject specialist teachers at a distance) to support the students' learning. Communication was fundamental to successful implementation of learning within schools and the facilitator had a key role to play in this area. The communication between facilitator and e-tutor was an extremely important element in the pilot, as comments below from e-tutors indicate:

Communication is vital; facilitator must guide e-tutor to strengths, weaknesses, interests of pupils.

The facilitator needs to interact with the e-tutor to pick up the work to be covered in a session, to make sure the students understand what is expected of them, to monitor handing in of work by those still using snail-mail and overall to supervise and to be as involved as possible in the sessions. A go-between between e-tutor and students, but much much more than that!

Telephone contact needs to be regular, at least twice weekly. E-mail is too distant and often not reliable on school networks.

In addition to regular contact with the e-tutor, the facilitator also had to liaise with the school's Network Manager, the SMT, parents and students themselves, for instance in cases where students failed to attend Latin sessions on a regular basis. Because the Latin sessions were almost exclusively held once a week after school, it was all the more important for the facilitators to keep a close track on students' attendance and progress.

Strong support from SMT was vital in ensuring the facilitator's work could be carried out effectively. This support becomes more critical as the number of year groups studying Latin in a school increases: one pilot school will next year be providing Latin to 3 separate year groups and will have a different facilitator for each one. Since each year group will also have its own e-tutor, the school will have a virtual Latin department of 6 members of staff. In this situation a clear management structure is imperative.

3.1.3 *The role of the SMT*

It is clear from the pilot that SMT support is vital in creating an environment in which effective online learning can take place. In the three pilot schools where there was limited SMT support there was a corresponding lack of success in Latin taking root. Conversely, schools where the SMT showed direct involvement in the pilot experienced high continuity of involvement and high levels of achievement among their students. In these schools the headteacher often had a personal commitment to the introduction of Latin, took a lead role in setting up the project and ensured that they were kept fully informed of the progress and development of the pilot.

3.1.4 *The role of the e-tutor*

An e-tutor was assigned to each school. All e-tutors were trained classics teachers familiar with the approach to Latin teaching advocated by the Result Cambridge Latin Course.

They were required to provide a range of services, including:

- the setting, marking and assessment of students' work via a web-board;
- answering questions raised by students about any other aspect of their learning, again via a web-board;
- provision of lesson plans and schemes of work for the students, in consultation with the facilitator;
- regular, weekly discussion with the facilitator, to support the facilitator in a variety of ways, ranging from the explanation of the methodology of the course to planning visits to local Roman sites;

- feeding back to COLP about the progress being made in individual schools, problems being encountered and examples of good practice.

When e-tutors were asked, 'How much impact do you feel that you have had on students' learning? Do you think that the students would/could have learnt just as much without you?' their responses were varied. Some felt that they had played a limited part in promoting students' learning:

At my school, I don't think they would have made it this far without me, but even so I am not having as much impact as I would like because attendance is poor.

A certain amount – broken at times by technical hitches. Students do need their work marked. Some facilitators can do this.

But many had a much more positive view of their role:

E-tutor impact depends upon the skill of the facilitator. If the facilitator has limited teaching experience, then an e-tutor is vital. I do not think that the impact would have been significant without the e-tutor.

I have set a pretty detailed programme of work for each session and exchanged a piece of homework with each student each week. The latter in particular has meant being able to answer particular questions and problems which would not be addressed without the involvement of an e-tutor ... I do think students have benefited from the involvement of a Latin expert (i.e. e-tutor) who can discuss work each week and respond as the course evolves to specific, individual queries. It would, I think, be quite difficult to monitor progress without this.

3.1.5 *The role of a subject specialist organisation (CSCP)*

Over the course of the pilot, 335 students in 16 schools have received support from 13 e-tutors (some e-tutors tutoring in more than one school). To help meet the needs of all those involved, the CSCP ran a small team with the following posts:

- Project Director
- Project Secretary
- School Liaison Officer
- E-tutor Co-ordinator
- Research Assistant

The CSCP team provided a range of services, including INSET training to facilitators and e-tutors in the use of the materials and strategies for communication, tracking of the progress of individual schools, support to e-tutors and facilitators on the pace and planning of the lessons and advice to SMT about organisational issues.

E-tutors very much valued the role played by the CSCP team. In response to the question, 'How happy would you be to negotiate your own terms with schools and to be part of a model where CSCP's role was only to put the e-tutor and the school in touch with each other?', e-tutors indicated that they would prefer to have the level of support offered during the pilot:

Yes – but a central link as Will or Panos [CSCP team members] has performed would be needed to arbitrate and sort out any problems from a distance.

The value of CSCP's support should not be underestimated, especially when problems have arisen and communication between school and e-tutor has been patchy.

It is better to feel part of a shared endeavour than to go it alone. It would be a great pity if this potential model for future learning were to founder through cutting corners on cost.

I would be happy in so far as my relationship with my facilitator is concerned, as we have I think worked very well together and been able to discuss all issues as they have arisen. I have also, however, hugely appreciated the support of CSCP in knowing that I can discuss things with an interested and really helpful central structure – I have liked feeling part of a team. I would be a bit uncomfortable negotiating pay/financial issues generally with the school.

3.1.6 *Access for independent learners*

In the pilot, 18 independent learners studied Latin, with electronic and book-based materials. This diverse group of learners had an e-tutor but no facilitator within their schools. The summative comments of their e-tutor are given below:

Only a few have needed any real help but I think that ILs do need a point of contact and perhaps appreciate direct feedback rather than just using the answer book. It may well be a different story as the course gets more demanding.

I think that we need to be as flexible as possible. The aim is to bring the benefits and pleasure of learning Latin to as many people as possible. Most ILs will probably feel the need to be 'in touch' with someone but here too there is scope to cater for those who want to be more-or-less formally taught (in so far as this can be done by email) as well as those who are prepared to teach themselves with someone from whom to seek help when needed.

During the last 2 years, over 3000 individuals, mostly adults, have contacted CSCP wishing to learn Latin as independent learners. Many of these will be able to learn with the support and guidance provided by the Result Cambridge Latin Course, but given the experiences of Open University students it is clear that many will need more personal support, at least on a limited basis.

3.1.7 *Access in the future*

Of the 16 non-specialist schools, ten have already expressed a commitment to continue with Latin classes next year, even though the schools themselves will now have to meet much of the costs themselves. Schools have pledged between £700 and £5000 to continue with the Latin pilot next year. The strength of support from schools is evident in the extract below from a letter to the CSCP from one Headteacher:

I know that the facilitator and the students have greatly enjoyed working with you this year. My thanks to you for supporting them. I have good news regarding the future of Latin at Swadelands. We have managed to integrate it as a subject within our curriculum from September 2001. I believe this will hugely influence our school culture.

Building on the lessons learned from this year, a variety of models is being offered to schools in a continuation of Online Latin under the auspices of CSCP. A number of schools not involved in the pilot this year have approached CSCP about starting Latin this September. In one rural comprehensive, parental support for the provision of Latin has been the catalyst for dialogue between the school and CSCP.

In another development Barking and Dagenham LEA's co-ordinator of the authority's Excellence in Cities programme invited the CSCP to make a presentation to the LEA's eight schools' co-ordinators in early June. At a subsequent meeting in early July all eight schools committed themselves to setting up a Latin cohort by September. Given that no school in Barking and Dagenham has offered Latin prior to this year and given the challenging social and economic circumstances of many of its schools, the decision by every school in the LEA to start Latin is particularly significant.

3.2 **Has the pilot encouraged effective learning in schools with no Latin specialist?**

3.2.1 *Evidence*

Feedback from students is the main source of evidence in assessing how the use of new educational technologies can encourage effective learning in schools with no Latin specialist. An attitudinal questionnaire was administered to all students in the second term of the school year. This was followed by a survey of computer usage (also in the second term) and in-depth interviews with two students from each school over the second and third terms. A final questionnaire was distributed to students at the end of the year.

3.2.2 ICT and student motivation

In considering the motivation of students from schools with no Latin specialist it must be borne in mind that they were, to a large extent, a self-selecting group of learners: they had chosen to study Latin in their own time. Data from the attitudinal questionnaire provides a revealing picture of the students' interest in, and use of, computers. When asked their reasons for choosing to study Latin, 54% of students (58% boys, 50% girls) gave 'using computers' as a reason. Across the cohort 83% said that they had access at home to a computer with Internet connection and 60% identified themselves as 'confident' computer users.

These figures suggest a computer-literate cohort whose reaction to the Result Cambridge Latin Course should not be unduly swayed by its novelty value. But they appreciated the opportunity to experiment with all new technologies:

It's online, modern and not old and boring from textbooks.

(I most enjoyed) being able to send e-mails and complete class and homework over the computer.

Using the computers is great because it is like doing all the normal classwork, but in a fun and interesting way.

(I most enjoyed the fact that) the use of the Internet is incorporated into our lessons.

Participation in the pilot led to a significant increase in the students' use of computers. The survey of computer usage required students to log the time they spent on computers in a week, breaking usage down into school and home use and, within those categories, into academic and non-academic use, time specifically spent on Latin recorded separately.

47 students completed the survey. The weekly mean (in minutes) for their use of computers for Latin and non-Latin purposes were as follows:

Table 3: *use of computers for academic purposes*

SCHOOL		HOME	
Latin	Academic- NOT Latin	Latin	Academic- NOT Latin
54	106	52	133

34% of the time students spent for academic purposes was connected with their Latin, and the equivalent figure for home use was 28%. This suggests that involvement in the pilot significantly increased their use of computers for purposeful study.

Students' willingness to use the resources at home further emphasises their enjoyment of learning Latin with the Result Cambridge Latin Course. Furthermore, given that Latin sessions took up approximately 4% of their timetable, it is clear that the ICT element of Latin contributed substantially to students' familiarity with computers. Many students said that their confidence in using computers rose as a result of the pilot, and, when asked in the attitudinal questionnaire which aspect of their participation in the project they found 'most enjoyable', use of computers was much the most commonly given aspect (referred to by 40% of students).

3.2.3 The resources as learning tools

Students' responses to the electronic resources were very positive. When asked in the questionnaire at the end of the pilot whether they agreed or not with the proposition, 'I find that I learn better from a printed textbook than using the electronic resources', 59% disagreed, 11% expressed no preference and 29% agreed. Given that the students had spent the first term of the pilot using the text book they were in a good position to make a comparison, and their responses provide a useful reminder that while the majority of students may prefer to learn via electronic resources, there is a significant minority who are more comfortable with a text book.

The generally positive attitude to the electronic resources mirrors comments made in interviews carried out with students earlier in the pilot, in which they identified a number of the benefits of the electronic resources. At a general level one student commented

You can see things; it is more interactive. You can also explore things for yourself.

A wide range of the activities also gives students opportunities to work in groups, for instance to investigate background topics, improve their translations or act out plays. Activities encouraging group work help to combat the feeling of isolation which can result among students learning individually with a computer rather than in a 'traditional' classroom. Students saw the value of collaborative working. As one student commented:

I like it when we work in groups. I think you learn better when you learn from each other.

At a more specific level, the video materials have proved a major success, both the factual resources on the history and culture of Pompeii and the video dramas based on the stories of the Cambridge Latin Course. For a generation accustomed to the moving image, such resources are much more appealing than the relatively restricted resources (mostly slides and audio tapes) used in the traditional classroom.

Students said about the factual video clips:

It is more enjoyable now. The books are nice but old-fashioned; they don't bring the message to life. Watching the videos is fun. I learnt more than I would learn from a book.

Apart from the language you learn very interesting facts about Roman life and towns.

You learn new things about life in Pompeii.

And about the video dramas:

The videos help, because you can tell a lot about the characters judging from their facial expressions. Metella, for instance, seems to be a bit snobbish.

You get to learn more about the characters; you can see whether they are happy or sad.

Clemens seems loyal but at the same time he wants to be free, and Grumio is kind of lazy.

Students also valued the audio resources, because they gave the Latin the feel of a modern language:

Hearing is important; it helps with pronunciation. You get a feel for the language.

It is more fun now. Before I thought of Latin as a church language and now it is more like a real language. People did actually speak fluently in Latin.

And they noted that studying Latin made the learning of other Modern Languages easier:

Latin is very useful as it is the base of many Modern Languages. It also stimulates thought into the origin of many of today's English and French words.

The richness of the video and audio resources provided for a diversity of learning styles and approaches, above all enabling students to move away from a learning style almost entirely dependent on *text-based* study.

3.2.4 Making learning fun

When students were asked whether they would recommend online Latin to their friends, giving reasons for their response, all but two students said that they would recommend it to friends. The fact that the Latin sessions were fun was frequently given as a reason for recommending the course:

The atmosphere is more relaxed than lessons.

The structure of learning is different so it helps to continue the interest.

It is fun but you still have to work and you have to be committed.

The teachers have a fun way of teaching and if you like using the computers then it is even more fun.

It is fun because the teacher who takes us is really friendly and does not mind us chatting.

We've got a very good teacher (both on the Internet and in class).

The electronic resources made a significant contribution to the relaxed classroom atmosphere because they enabled students to work at their own pace:

It is very good fun and we can work at our own pace.

You can work at your own pace and you don't have to do everything in the lesson.

You can also get at your own pace and don't have to rush your work.

(sc. Most enjoyed) going at your own pace. Your (sic) not as pressured as you would be with other classes.

If you understand something from the beginning, you don't need to do it again and again.

The last student above liked being able to move quickly, but for most the use of electronic resources meant that they did not have to rush their work and could, if necessary, return to it outside the lesson. This – and the fact that they can choose for themselves the order in which to tackle the resources – gives the students a sense of autonomy: they can spend as much time as they want on activities which they have difficulty comprehending, without having necessarily to turn to a teacher or fellow student for help. This in turn increases students' self-esteem, with the computers providing a safe, private and non-judgmental environment (as one student put it, 'they don't shout at you').

3.2.5 Performance in formal tests

During the pilot, students' learning was assessed at three key points of the course, though not all students in the pilot schools sat all the tests: the test at the end of the course was only taken by 5 of the schools, because, with the delayed start to the pilot, many schools were unable to complete the course by the middle of July.

Where possible comparisons have been made to see how students in pilot schools performed relative to traditionally taught students. Although statistical information is not normally collated for the intermediate tests at the end of Stages 4 and 8 of the course, data was collected from three schools in the Cambridge area for the purposes of the pilot. On the other hand, results for the QCA-accredited graded test taken at the end of the course have been collated from schools in the United Kingdom since January 2001. Therefore conclusions drawn from an analysis of the Stage 12 results will be more reliable than those drawn from the results of Stages 4 and 8.

Table 4: student performance in assessment tests

	Stage 4	Stage 8	Stage 12
Non-subject specialist pilot schools	97%	94%	96%
On timetable schools	92%	86%	86%

The pass rate in the trial schools is significantly higher than in schools where students study in a traditional learning environment. While this is partly because of the selection process used in the pilot schools, it is clear that the learning of Latin via electronic resources in conjunction with non-subject specialist teachers supported by specialist e-tutors is comparable with the learning that takes place in traditional classroom environments.

3.3 Has the pilot encouraged effective learning and teaching in schools with a Latin specialist?

3.3.1 The Latin specialist schools

Five of the 21 schools piloting the Latin resources offer Latin as part of the Key Stage 3 curriculum. In four schools Latin is on timetable, and in one it is offered as an enrichment activity outside the timetable, with one session before school and one in lunch-time. In these schools the electronic resources were used predominantly via a laptop and data projector, although in the school where Latin is off timetable, the

students also accessed the resources independently via the school network and at home.

The focus of this section therefore, with regard to effective learning, is on the role of the electronic resources in **whole-class teaching**. Evidence comes from comments made by the specialist teachers at two evaluation meetings, one in April and one in July, and from responses given by the teachers to a questionnaire given out at the July meeting. With their experience of teaching Latin with and without electronic resources the specialist teachers' comments are particularly useful in assessing the add-on value of the Result Cambridge Latin Course.

3.3.2 *Improving students' motivation*

Because Latin is an optional subject in all five Latin specialist schools, the survival of Latin is heavily dependent on successful recruitment, which in turn depends on the teacher's ability to interest and motivate students in the classroom.

Teachers in the pilot schools were unanimous in their views of the motivational value of the electronic resources. When asked, 'To what extent has the use of electronic resources affected students' motivation?' responses included the following:

Hugely – they are all still really keen even though most won't be doing Latin to GCSE.

Very motivating, especially for those who managed to use the CD Roms at home. They are keen enough to continue attending at 8.0 in the morning and at lunchtime.

Success for weaker students on some exercises where they work through on their own, picking out examples – (they are) not shown up if wrong – can get it right in private.

The naughtier and less able students have responded well to them.

Increased motivation came partly from the rich and varied resources themselves (not surprisingly, video clips on topics such as gladiators were very popular) and partly from the opportunities provided by the resources for class discussion. One teacher noted that 'while watching video clips individuals have shone with their intelligent questions. They have become more confident in taking risks with their knowledge and learning'.

3.3.3 *Encouraging effective whole-class teaching*

Whereas it is recognised that ICT is a very powerful tool in providing opportunities for differentiation and individualised learning, its role in encouraging effective whole-class teaching is not so clearly understood, partly because the hardware required for using computers for whole-class teaching, such as data projectors and interactive whiteboards has only become affordable relatively recently. None of the Latin specialists had used a data projector before their involvement in the pilot.

Although the teachers said that setting up equipment was time-consuming, requiring at least five minutes at the beginning and end of lessons, they felt that potential benefits justified the time spent. As with an overhead projector the data projector provided a single focus for the whole class: this was felt to be particularly important when working on Latin stories, a time when students often lose their place. But the data projector also fulfilled the functions of a slide projector and tape player, enabling the teacher to make lessons genuinely multi-media.

As noted above, the video materials proved a rich stimulus for whole-class discussion, giving students confidence 'in taking risks with their knowledge and learning'. One teacher noted:

Because of increased motivation classes have gelled well together, (prompting) lots of whole class discussions to which all can contribute.

3.3.4 *Encouraging effective teaching*

As noted above in paragraph 3.3.3, the Result Cambridge Latin Course materials provided exciting opportunities for whole-class teaching. One teacher noted, 'I use a

greater variety of activities and approaches in general'. Another observed that the use of the new resources had led to more interchange between teacher and class, with greater emphasis on the development of oral and aural skills. This reflects perhaps the extent to which many Latin teachers tend to view – and teach – Latin as a written rather than a spoken language.

Involvement with the pilot brought other benefits. When asked, 'To what extent has using the electronic resources led to an improvement in your own ICT competence and confidence?' the teachers said:

To a large extent. I'm sure that my confidence will increase when ... I use the resources next year.

I have learnt an enormous amount about installation problems and how to resolve them! This has also been a good introduction to use of a data projector – I didn't know what they were before!

Both have improved drastically this year and I am much more confident about using ICT in the classroom.

Lots (teacher's emphasis) – I'm really excited about using it more and seeing the improvement in pupils' motivation has made me realise how useful it will be.

The teachers were also asked to what extent using the electronic materials had improved their subject knowledge. All felt that their knowledge of the historical and cultural aspects of the course had improved significantly through the new video materials, and they made further observations:

It has made me think more imaginatively about manipulating background material for the students' learning.

It has made me want to research even more.

It has certainly helped with the non-specialist in my department.

3.4 Are the pilot materials clearly linked to the KS3 National Curriculum?

3.4.1 Evidence

The focus in this section is on the relationship between the Result Cambridge Latin Course materials – and the styles of teaching and learning associated with them - and key aspects of the National Curriculum, in particular the KS3 literacy strategy and citizenship. In discussing the latter, examples are taken from the electronic resources to demonstrate the opportunities they provide for addressing specific elements of KS3 citizenship. With regard to literacy, in addition to taking examples from the Result Cambridge Latin Course materials, evidence has also been adduced from a specialist language school which is experimenting with teaching Latin as an extension to the English curriculum.

3.4.2 Latin and the KS3 literacy strategy

As part of this school's response to the National Literacy Strategy, the English and Modern Languages Departments had already begun to investigate the cross-curricular implications of their different approaches to language teaching and learning. As part of their response three classes of students of above average ability in Year 7 have studied Latin with an emphasis on its connections with English. Latin is seen to be an effective vehicle for systematic examination of English because it provides

- an approach to learning about language which focuses on language structures and makes them explicit;
- a means of raising language awareness, e.g. the concept of language families;
- a tool for linguistic problem-solving, e.g. working out the meanings of English words from Latinate elements.

The Head of English sums up the role that the teaching of Latin has had within the school:

There are various ways in which Latin has been able to support the objectives of the National Literacy Strategy, particularly at word level and sentence level:

- Orthography (spelling patterns derived from Latin words)
- Morphology (prefixes and suffixes derived from Latin; the concept of inflection)
- Lexis (vocabulary derived from Latin; the register associated with Latinate vocabulary in English; the relative significance of Latinate and Germanic vocabulary in English)
- Word classes
- Syntax (concepts of sentence order)

The electronic activities developed during the pilot lend themselves very well to the fulfilment of the objectives of the National Literacy Strategy. “Play on Words” (Stage 8, Session 11, Activity 4) is a good example. Students are encouraged to come to a deeper understanding of English vocabulary by learning about the Latin roots. ‘Duke’, ‘puerile’ and ‘pugnacious’ are explained by association with Latin vocabulary that they have met regularly during the Stage (*ducit* leads, *puer* young boy, *pugna* a fight). In its final question the activity develops the theme of lexical derivation into morphology by an analysis of the relationships between ‘spectacles’, ‘*spectaculum*’ and ‘*spectator*’.

In addition to activities which are designed specifically to allow an investigation into lexis, orthography and morphology, the Latin stories that form the backbone of the resources introduce students to a wide range of Latin vocabulary likely to spark their interest in English words. The activity “Exploring FABULA MIRABILIS” (Stage 7, Session 1, Activity 7) includes in its first paragraph the vocabulary ‘*multi*’, ‘*amici*’, ‘*omnes*’ and ‘*optima*’, all of which can lead to fruitful discussion of English derivations. Also included in the opening words is ‘*laudaverunt*’, which can stretch the more able pupils to find derivations.

3.4.3 Latin classes and lesson organisation

The main focus of the Result Cambridge Latin Course materials is the family of Caecilius and their life in Pompeii prior to the eruption of Vesuvius in AD 79. The story is told in short, manageable units which provide much scope for the implementation of strategies outlined in the KS3 National Strategy. The length of the stories is such that it is feasible, and indeed expected, that one story be read in full in each lesson. Furthermore, the pace at which the story is read can be easily adapted by the teacher. Once the story is read, there is scope for an examination of the text, allowing attention to be paid to Word and Sentence level skills. It is therefore possible to meet the following objectives of the KS3 National Strategy Framework for teaching English in Years 7, 8 and 9:

- more explicit teaching, with attention to Word and Sentence level skills;
- an emphasis on learning rather than just completing coursework or getting through set texts;
- use of the whole lesson for planned teaching, and less time spent on unplanned circulation around the groups, making optimum use of the teacher’s expertise and time;
- increased opportunities for whole class interaction;
- frequent, face-paced revision of insecure skills at Word and Sentence level;
- the use of shared time rather than independent time to ensure the transfer of skills into everyday use.

The following aspects of the National Literacy Strategy can also be addressed:

- shared reading and writing – in which the teacher demonstrates and models the process of comprehension or composition with the whole class;
- guided reading and writing – in which the teacher dedicates substantial time in the lesson to stretch and support a particular group;
- plenaries to consolidate the learning objectives;
- investigations – in which pupils explore language and work out its rules and conventions;
- whole-class interaction – in which all pupils are expected to respond, rather than individuals;
- specific achievable targets – for groups and sometimes individual pupils.

The flexible structure in which the electronic materials are organised facilitates smooth transition between a variety of types of activity. Mediation of the electronic materials via data-projector allows whole class teaching to take place in the Latin lessons and

also keeps the students' attention focused in one place (for detailed discussion see para. 3.3.3).

3.4.4 *Latin and citizenship*

The Result Cambridge Latin Course directly addresses many of the KS3 National Curriculum orders for citizenship, such as the requirements that KS3 students be taught to:

- a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- b justify orally and in writing a personal opinion about such issues, problems or events
- c contribute to group and exploratory class discussions, and take part in debates.

Such obviously relevant topics as elections, education and public entertainment are an integral part of the students' study of life in Pompeii, and covered in considerable depth. For instance, in a section devoted to gladiators (Stage 8), discussion goes well beyond the bloodthirsty nature of gladiatorial shows: students consider the sponsorship of public entertainment, the problems of rivalry between fans and the reaction of government to serious crowd disturbances. Issues also arise concerning the political nature of sport and why governments pay for entertainment and sport. As with all cultural and historical topics, for the study of gladiatorial shows students have access to a wide range of primary evidence, from extracts of Tacitus' Annals to wall paintings and graffiti.

The Latin course also encourages debating. In Stage 10 (rhetor) the first story centres on a debate on the topic, "The Greeks are better than the Romans". This story is a natural springboard for a class debate and encourages students to consider, among other things, the difference between facts and opinion, and the nature of national pride. Stage 10, Session 10, Activity 1 "In Debate" presents students with a Roman legal case and asks them to develop an argument to support one of the two sides. Students are then invited either to hold a debate within their classroom or to enter into an online debate in the "In Debate" forum on the pilot web-board.

The subsequent activity "You, the orator" encourages students to develop their public speaking skills. Students select the speech they desire and are then given advice on how to convey its points effectively.

The report of the Advisory Group on Education for citizenship and the teaching of democracy in schools, identifies three interrelated strands that should run through all education for citizenship, including political literacy:

Political literacy. Pupils learning about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally and nationally, through skills and values as well as knowledge – this can be termed political literacy, which encompasses more than political knowledge alone.

Stage 11 (candidati) focuses explicitly on the system of local government and the way in which Roman values of public service influenced small-town life. The material is divided into three sections: a general introduction, the tradition of public service in Pompeii and the role of advertising and campaigning. Competition for elected offices is shown to be lively with an extremely interested population. A wide variety of activities have been created to engage students with these issues. "Vote for who" (sic) helps students to create their own candidate for election and again a forum within the pilot web-board has been created to allow 'candidates' to expound their views and answer questions from the voting 'public'.