

**An investigation into the effectiveness on long term memorisation of learning Latin vocabulary through English derivations.**

During the course of my teaching career to date, it has been abundantly clear that vocabulary acquisition has been a barrier to achievement for a vast number of students. My research therefore took two forms. I wanted to see whether in class vocabulary learning would have any discernable benefit, as vocabulary learning as homework task was not being taken seriously. I also decided to examine the benefits of learning vocabulary by using English derivations, as this had proven successful in previous schools that I have worked in.

My background reading centered around Anderson and Jordan's (1928) study on Vocabulary retention of English equivalents of Latin words; and Nation (2001) and St Clair Otten (2003) articles on motivating the disinterested student.

Students were given a questionnaire, three identical vocabulary tests over a 4 week period (containing words from the Cambridge Latin Course), and then a small sample was interviewed to determine how useful they had found the methods. The result of the quantitative research was inconclusive. Certainly there was a clear improvement in their vocabulary scores, in comparison with previous tests. But there is no way of telling whether this was due to the use of derivations. The response of the interviewees was largely positive, however. The main caveat was that the students considered that they would not have been able to think of the derivations themselves, and therefore that a sound knowledge of English vocabulary was required to use the method effectively.