Latin in Spanish Primary Education: An Introduction. From Theory to Practice: An Experience

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Latin in Spanish Primary Education: An Introduction. 
From Theory to Practice: An Experience

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Introduction

The reason why I wanted to start this research is the outcome of a belief in a recovery of the classical world and establishment of a connection to it with the future, and to obtain the perspective that everyone can have about the world where we live in, in relation to our cultural heritage and the past.

We live in a world that is continuously changing, and the present situation—as a result of the economic recession—makes us think about our stability so that we can survive. For this reason, we are more worried about what is coming up next than what has occurred earlier.

What I believe is important is education. Education matters, and it should always matter,
independent of the political party that governs the country.

We all know for sure that education should be permanent in order to build solid knowledge in any field, through lifelong learning, and includes all types of education, such as formal, informal, for the third age, and so on...

From education, we learn, and we get knowledge. With education, we acquire the instruments to grow as persons, and we can think rationally about the world we live in.

We live because we are social human beings. We need to socialise, and language and communication are the key connections between people, because man has always had a need to socialise.

We use a language everyday and communicate with others. We interact. We write. We talk. We use signs. We express our thoughts, doubts and worries.

We live in a multicultural world. We are all different. We come from different countries, realities, situations... we use different systems of communication, we have different experiences. We are like a unique suitcase that, throughout its life, travels, meets, and communicates, and brings a part of itself.

Undoubtedly, we have to share.

Multicultural living and differences are a particular issue for me. In the last 10 years, I have lived and travelled in many countries and met many extraordinary people.
These experiences have reinforced in me the importance of the respect for other cultures, traditions and languages: the respect for people.

This study starts from such a basis. Studying our culture through education helps us understand who we are, and helps us share our tradition with the others.

The main purpose of this research study is the introduction of the Latin language in Spanish primary schools. Such introduction, according to the Oxford Dictionary, is defined as ‘the action of introducing something; a thing newly brought into use or introduced to a place for the first time [and the words comes from the Latin term introductio(n-), from the verb introducere, (intro- “to the inside” +ducere “to lead”).’ Introducing Latin’ means making it enter Spanish primary schools for the first time.

Latin—which can be easily personified as an old man with a walking stick, carrying a brown wax tablet and walking at a safe pace—was the reason for belonging and pride throughout the Roman Empire, but also a synonym for hate and mercilessness, glory and power, death and slavery. In fact, in the Roman Era, it had a great importance both in private and public life; and it was a vibrant means of communication. Through the centuries, Latin has changed its status and, as soon as the old man finished his walk, it was transformed into a big family of Romance languages scattered in different countries.
Nowadays, the study of Latin has seen teachers, experts; schools and students take up many different positions. We used to hear about it being taught in university or in secondary education, in which high school students get to study how to translate and get closer to the classical literature. Others, for example, see Latin as an opportunity to place emphasis on oral Latin and communication, and others to be part of an elitist group.

My position on the teaching of Latin answers some central points, which can be shared. Of course, there are several benefits of studying Latin, which we are going to observe and describe later, and which I, too, consider important, but directing Latin towards this particular study should make children aware of classical languages and cultural civilization, and stimulate their interest in Latin and the humanities, and familiarize children with classical culture and its influence on the present.

To start with our research, in Limitations we present the restrictions of our study. We are conscious that there are several limitations, and, for this reason, we want to make them clear.

To reach our purpose, firstly, in Backgrounds, we take into consideration the importance of the language for the society and the role they have in communication. Man, from the very beginning, uses language to communicate with others. The importance of languages and the different forms of communication also fall into classical languages—languages that were spoken in the past, and had great
relevance for ancient civilizations, such as ancient Greek, Latin or Sanskrit. As a consequence, we travel to the England education law, which for us is a starting point in order to have some considerations and to understand what makes Latin part of England’s primary curriculum, to then study and describe the Spanish primary curriculum from 1970 to LOMCE, so as to understand the position of the Latin language in Spanish education till 2015.

In Chapter I, Testing the Waters in Spain: A Quantitative Study, we present a first consultation to analyse the importance of the parents’ future choice for their children through a specific questionnaire, which takes into account their opinions about the Latin language and the possible future choice as a primary curriculum subject. The consultation, which is a quantitative study, takes into consideration the opinions of 429 parents of 12 classes in two primary schools. The study is divided into eight questions, which come under three different parts: A) General questions about age, gender, level of study, languages studied and the importance of second languages and the study of Latin and classical civilisation; B) Questions which focus on whether parents should consider the level of interest, facility, ease of Latin, and the relationship with the Spanish language; and C) Questions as to whether parents would like to introduce Latin in primary school education.

In Chapter II, Introduction of Latin in Spanish Primary Education, we propose some questions in order to have some reflections about the introduction
of Latin in primary schools. We focus on five questions:
1) How to include Latin? 2) Who will teach Latin in primary education? 3) What are the resources that should be used? 4) How to teach Latin? and 5) What to teach? Considering the current situation in primary schools, their autonomy and the possibility to include Latin in school hours, the resources available, the methodologies to teach Latin, and the elements that can be considered essential to learn in the primary classes.

In Chapter III, Unit Design: The Frog and the Ox, we present how we have built the unit. First of all, we justify why we chose a fable of Phaedrus and the importance of the adaptation of the fables. Then we focus on the stage and we consider the pupils at age eight, and the legal basis, in order to follow with the adaptation to the context and to diversity. For the creation of the unit, we take into consideration the objectives and contents of the primary education, of the KS2, of the unit and of the different subjects. Furthermore, we present the structure of the unit, the activities with their specifications, the competences, the learning methodologies and strategies, the space and grouping, the resources, the relationship with the contents of KS2, as also the sequencing, the importance of the evaluation, and the evaluation of the teaching process. Finally, we include a bibliography to integrate the unit and a sum of the activities.
Chapter IV, *Latin in Primary Education: An Experience*, explains the first contact with a school and the presentation of the materials to introduce the unit in a primary class, as also the description of the school, profiles of the classroom and of the teacher, the space and grouping, how we plan to teach the unit, and how the teacher taught the unit in practice. We also mention some considerations about the practice study, the materials and resources used, the adaptation to diversity, as also the elements that can be improved. Finally, we take into consideration the negative preconceptions of classical civilisation and the Latin language of the group.

In Chapter V, *Feedback*, we present the personal evaluation of the children, the parents, and of the teacher. This evaluation is based on a qualitative assessment, as it proposes open answers and gives the chance to the respondents to express their opinions. In particular, the first questionnaire focuses on four topics: 1) Whether children liked the story of the Frog and the Ox, and why; 2) To write the elements or things children liked the most; 3) Whether children learn something from the Frog and the Ox, and 4) Whether children would like to read other legends or other stories in Latin.

The parents’ questionnaire includes five points and asks: 1) Whether their sons/daughters told them about the new activity they did at school; 2) What they think about it; 3) Whether they think that the activities related to the Latin language and classical civilisation have been useful and interesting
for their sons/daughters; 4) Whether they have studied Latin or classical civilisation, and 5) Whether they are in favour of introducing Latin language and classical civilisation in a very dynamic and interesting way in primary education.

At the end, we present the teacher’s questionnaire, which includes six points, and asks: 1) The teacher what she thought before she started to put the teaching units into practice; 2) Whether she thinks that the teaching materials were adequate; 3) What she thinks about Latin language and classical civilization; 4) Her opinions about the Latin language in primary education; and 5) Requests her to provide an evaluation of The Frog and the Ox teaching unit; and also 6) Offers tips to improve the teaching units.

Finally, we present the Conclusions, and future research.
We also want to underline that this Ph.D. dissertation is also the result of a more in depth study through other different teaching units such as: The Roman Numerals, The myth of Romulus and Remus and the myth of Echo et Narcissus. Both the first two units have been put in practice with another primary classroom of the same school, while the third unit has not been put into practice. The choice to do not include these units in this research study mainly responds to the decision that we want to focus in depth on a single teaching unit.

Furthermore, this research excludes the complete analysis of the ten Latin book for children. We decided to do not include this part to make the reading lighter and to present only the main results.
Limitations

First of all, we only have considered an external example, England, to study the status of Latin in primary schools. Its limitations are evident because we cannot determine with certainty—having analysed only a particular situation of a region—the introduction of Latin in primary education. The reasons for choosing England are related with the new education law of that country, which makes it possible for primary school children to choose Latin as a foreign language. The decision to choose only one country offers the possibility to focus more on a specific situation.

Considering the Spanish situation, we have taken into account the latest education laws, the status of some classical associations, and the general autonomy of such centres to understand the status of classical languages. We have decided to consider only primary and secondary compulsory education to study the current and previous patterns in primary
school curriculum and the very next educational threshold so that appropriate Latin teaching units could be incorporated in them in the future. Unfortunately, this research does not reflect on all the education programmes of each individual school to see if there are some extra-curricular activities related to classics or classical civilization. Moreover, this study does not consider a more specific situation where English and Spanish primary teachers are required to prepare Latin language lessons through consultation.

We have also decided to study the relation between Latin and parents, and the general opinion on the status of Latin. This study, however, has several limitations—in fact, we have only considered two primary schools and ignored the status of these schools, its teachers, and mentors while preparing a quantitative questionnaire. We would also like to point out the limitations of a quantitative test.

The study of Latin teaching materials for English speakers has its limits; we have, in fact, proposed an analysis of 10 manuals to explain the type of books and contents. Although this demands rigorous study, we have sufficient information for a basic comparative study. Furthermore, there are other Latin books that have not been analysed.

Regarding the study of Latin teaching materials for Spanish speakers, we have attempted to study some of the books available in the market. We are sure that there are other books which have not been considered. In addition, considering the activities in Spanish museums or other associations, we come to the conclusion that it is not possible to search for all the materials and courses offered.
For the study and the creation of the teaching units, we have only considered the second stage of primary education (8–9-year-old pupils). This decision has been taken because of two main reasons: the cognitive development of particular pupils, which facilitates the learning of other languages to continue even in other stages; and the status of Latin in England, which starts at this age.

We have decided to present only one Latin teaching unit: The Frog and the Ox from Phaedrus’ fables. We have also presented a second teaching unit, Lupus et Agnus, but it remains annexed to the main unit without any specification. We just want to introduce a second step for teaching Latin and illustrating the method.

The decision to propose The Frog and the Ox is related with the time to create and elaborate materials as well as to analyse the contents. In fact, time is needed to create a learning unit not only to study its relations with other subjects of the curriculum but also to structure the unit and create the pictures. We have also created and put in practice other teaching units: Romulus and Remus, The Roman Numerals and Echo et Narcissus always with activities suitable for the Spanish National Curriculum but to better focus on a specific unit we have decided to include only The Frog and the Ox.

The focus on Latin teaching as cross-curricular activities is yet another limit.

In addition, some problems are found in connection with the preparation of the teaching materials in the context of the Spanish education law. The current education law, LOMCE that came into force in 2014 does not specify the contents for each
stage and, therefore, we must follow the Real Decree 1513/2006, the previous educational law.

As a graphic designer, I have drawn and coloured all the pictures for the units. I have tried to do my best to represent characters, places, or objects that could attract primary students. However, I believe there is scope for improvement in this regard.

We want to recognize the problems that we may face in creating such teaching units—they need to be improved and developed. For these reasons, we request advice and recommendations from teachers.

For practice study, we have introduced the unit in only one primary school. Evidently with this experience we can critically evaluate how to improve our unit and observe how the teaching unit is being run. Such evaluations should be based on the feedback of the pupils and knowledge acquired only from this specific experience.

The limitations of this study are also concerned with the selected activities that have been put into practice in the school because of time constraints. In fact, we have only selected a number of such activities; therefore, the presented teaching unit cannot be fully evaluated.

Furthermore, we underline the limitations of the qualitative questionnaire (Feedback). Such limitations are related to the few questions that have been included for children, parents, and teachers. As we are not specialists in quantitative or qualitative studies, we must take the quantitative data from the respondents’ answers.

It must be mentioned for those who think this as an introduction to Latin for children—such as the book mentioned, *Latin for Beginners*—this study does not focus on speaking Latin—I am not
proficient and confident enough for that—even though we have presented a few words in the teaching units *The Frog and the Ox* and in *Lupus et Agnus*.

Last but not least, this is not a study of history of Latin language or primary education.

We recognise these limitations and we are conscious that our research only reflects on Latin for primary pupils. This study is, in fact, a reference point for future studies and also designs a present outline for complete education of primary and secondary school pupils.

This brief introduction to the limitations of our research highlights the need for improvements and future investigations.
Backgrounds

The Role of Languages

Through languages people communicate their ideas, their considerations and their viewpoints. However, languages are not only means of expression, but also part of the essence of human beings. In fact, languages play an important role in our society, they help to relate to human beings culturally and socially, and for this reason they have

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1 Part of this chapter has been:
- Presented at the 1 International Conference of Young Scientists of the Ancient World, Cepoat, Murcia University;
- Presented at the V Research Conference of the Faculty of Art, University of Alicante.
an essential importance for our civilisation but also for the next.

Oral and written communications have encouraged and helped later generations in preserving past cultures and understanding their origins. We can just imagine the oral communication from ancient Greek civilisation taking as an example the oral stories that passed from a generation to another, like those of the well-known Greek poet, Homer. Furthermore, languages play an important role for society in preserving the culture because this is a medium with which people share ideals, beliefs and traditions.

As reported by UNESCO, the extinction of a language will be the result of the loss of an immense heritage:

The extinction of each language results in the irrecoverable loss of unique cultural, historical, and ecological knowledge. Each language is a unique expression of the human experience of the world. Thus, the knowledge of any single language may be the key to answering fundamental questions of the future. Every time a language dies, we have less evidence for understanding patterns in the structure and function of human language, human prehistory, and the maintenance of the world’s diverse ecosystems (2003:2).

For this reason people need to keep their languages alive.

People can study a foreign language and in this way they learn and have an approach to other cultures. Therefore, it is extremely important to recognise, understand, consider and appreciate the cultures of others because it also helps to prevent and eliminate forms of racism in society (Biles, 1994)
which is one of the aims of resolution 2106 (XX), adopted by the General Assembly of the United Nations on 21 December 1965.

Learning a new language also means helping a person in the difficult task of adapting to other cultures, but it is also a tool to discover similarities and differences between their own culture and that of others. It is also a way to be part of a multicultural community where there is respect for each other and where there should not be any forms of discrimination.

Languages are also a means to determine the behaviour of the human being. People use language to exchange information and to send important messages related to their experiences and origins.

In addition, as they are means of communication and expression, they also have a direct impact on the international context, and not only on personal relationships. In fact we can just consider the case of the political decisions worldwide. All these are based on a language that also aims to consider issues of greater importance.

A language, as we know, is a means of interaction shared by more generations, but on the other hand it is also an element that gives a sense of belonging and pride to a specific culture (NCCA, 2009:25-33). In this case, for example, we also include the minority languages that have struggled and are still struggling for their recognition at the judicial and at the political, social and cultural level. Many times, in fact, the linguistic aspect causes opposition and discrimination.

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2 www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx.
On the other hand, there is the case of the most common and best known languages, such as the English language, which have made efforts for communication in society by ensuring the integration of several people who speak other languages, creating a means of communication without which speakers would not have the confidence to communicate with people of other languages and cultures.

People communicate and interact using different methods and communication systems, for this reason it is an extremely important means for human beings. Therefore, the importance of languages is fundamental within global society and from a social, political, cultural and global perspective.

**Identification of Languages**

There are different languages we can learn. Below we identify the main typologies we can study and acquire.

We define L1, when we take into consideration a native Language: a child learns a language from his father or mother in a natural and spontaneous way. Secondly, with NL we refer to the National Language, when a dialect speaking person learns the language in which the country usually communicates. (For example, I learned the Verona dialect before learning Italian). Then, there is the SLA (Second Language Acquisition), which can be divided into Second Language, where the learner studies a second language but in its natural context; for example, a Spanish student who studies English in the UK or an English person who studies Spanish in Spain. On the other hand, there is the foreign
language when we study a foreign language in the native context of the learner: I study English but I live in Spain, or I study Spanish but I live in the UK. The difference is very clear also in terms of ease of learning, we study the language in its context because there are several instruments which make the learning easier (Nation, 2014:24): people target in the Target Language (TL), TV, radio and other communication means use the TL, and we can continuously use the language if we want to communicate and interact with native speakers. Moreover, we can also talk about Etic Language (EL), which refers to a particular minority language that needs to be preserved for the identity of the community.

Last but not least, we also talk about Classical Languages (CL) when the language in question refers to a particular language that lived in the past as an effective and communicative language, like Spanish or English currently do, but the historical, political, sociology and economic conditions, and time itself, changed its status from a communicative to a language that is no longer spoken. Languages as Sanskrit, ancient Greek or Latin were important ways of communication in the past but languages change and evolve because of society needs. But the reasons why languages change are several (Aitcheson, 1991) and we think this is not the right place to reflect about it but, of course, we have to take into consideration the importance of the status of each language.

Experts define two reasons to learn a language: education, in this case the desire to receive training in a specific language; and needs, the effective use of the language for different purposes related to the past, the present and the future (job,
travel, studies...). The stronger the motivation, the easier it is to learn. But on the other hand, the motivation which has been defined as a key point for learning has different effects on learners and, for example, it can depend on different variables such as the relation between the teacher and the student (Sole, 2001).

The study of language is a crucial point for a more complete and valuable education which it has also been pointed by the Ministry of Education in England that from 2000 had started a debate about the compulsory position of modern languages in primary education.

The new Education Law (DiE, 2013) is the result of this long debate that includes the compulsory study of a foreign language in primary education to choose from a range of languages among others Latin and ancient Greek. Fundamental for this beginning has been the positive attitude and consideration from different institutions but also the activities of the classical programs for primary schools.

Situation in England before introducing modern languages

Before modern languages were introduced in KS2 (seven/eight years old), especially classical languages (Latin and ancient Greek), the Department for Education and Skills (DfES), the Department for Children, Schools and Families (DCSF) and various experts had many questions, recommendations and proposals.

An initial inquiry was performed from 1998 to 2000 by a committee designated by the Trustees of the Nuffield Foundation. This inquiry pointed out
three main questions (The Nuffield Languages Inquiry, 2000:10):

- What capability in languages will this country need in the next 20 years if it is to fulfil its economic, strategic, social and cultural responsibilities and aims and the aspirations of its citizens?
- To what extent do present policies and arrangements meet these needs?
- What strategic planning and initiatives will be required in the light of the present position?

The committee concluded that:

The government should declare a long-term commitment to early language learning by setting up a national action programme for languages in primary school education, within the framework of the national strategy for languages, providing an entitlement for all pupils to learn a new language from age 7 (Nuffield, 2000:42).

Then, in 2002, Language for All, Language for Life: A Strategy for England (DfES, 2002), outlined a plan under which all primary students would learn a language by 2010. Specifically, the government focused on:

- Improvement of the teaching and learning of languages including an entitlement to language learning for pupils at Key Stage 2 and ensuring that an opportunity to learn languages had a key place in the transformed secondary school of the future;
- Introduction of a voluntary recognition system to complement existing qualification and give people credit for their language skills;
• Increase of the number of people studying languages in further and higher education and in work-based training (DfES, 2002:14).

In 2005, the DCSF published the Key Stage 2 Framework for languages – Parts 1, 2 and 3 (DCSF, 2005), establishing learning objectives that illustrate progress in oracy, where pupils:

Will spend much of their time listening, speaking and interacting orally and will be given regular and frequent opportunities to listen to a good model of pronunciation (DCSF, 2005:7).

And where they can

Engage in simple conversations to obtain and provide information and exchange opinions. They also reinforce and expand their knowledge of their own language or languages and other subject areas (Ibid).

Furthermore, in literacy, pupils will become more

Familiar with the relationship between sounds and letters/characters in the new language and apply this knowledge in their reading and spelling (DCSF, 2005:8).

And use their knowledge to

Access to different forms of text – simple stories, poems, information texts, advertisements, letters, messages and using the skills of reading and writing to develop a basic knowledge of the writing system, the spelling and the structure of the language. In doing this, they reinforce and expand their knowledge and understanding of their own language(s) (Ibid).
But to have a better knowledge and a deeper understanding of a language, they will also develop an intercultural understanding where they

Learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values (Ubir).

The DfES developed new training pedagogic courses for language teachers, even though levels of preparation among staff were quite different (DCSF, 2008). They created pilot projects, supported the transition from primary to secondary schools (DfES, 2006) and created language support, such as the Continuing Professional Development (CPD), and new networks to work with, such as the Regional Support Groups for Languages and the National Advisory Centre for Early Language Learning (NACELL).

The final DfES report on the matter, Language Review (DfES, 2007), by Lord Dearing, recommended that languages become part of the statutory curriculum for KS 2 (Key Stage 2: from 7-11 years old) in primary schools in the next revision. It also highlighted the importance of pedagogical preparation of primary teachers, an investment for the future that should be continued and extended. According to the DCSF (2008), many teachers were trained between 2006 and 2008, and demand from schools to train more teachers was still high.

Furthermore, to secure the transition from primary to secondary school, KS 3 teachers, through the Language Ladder (LL), the government's national
recognition scheme, should be up-to-date regarding pupils' learning needs and primary and secondary schools should be linked to provide continuity and progress in the languages that pupils had studied in KS 2.

The Longitudinal Survey of Implementation to Language Learning at Key Stage 2 (DCSF, 2008) covered three years (2006-2008) and evaluated (DCSF, 2008:1):

- The nature and extent of language learning provision at KS 2 in schools;
- The progress toward implementation of the non-statutory target set in the National Languages Strategy that all children should have an entitlement to language learning in class time in KS 2 by 2010.

This survey underlined one of the most important results of the study: 92% of the schools in England offered a foreign language in KS 2, and the main reason to introduce a language was to develop listening and speaking skills and learn about and understand other languages (DCSF, 2008:20).

The report also noted that languages taught during the three years in question were mainly French, Spanish and German, with a few schools offering Italian, Chinese, Japanese or Urdu. However, in 2008, some schools considered other languages, such as Latin.

The way was paved for this change in summer 2011, when the government began a review of the National Curriculum (DfE, 2011:40) and conducted a survey that asked if, in future, modern foreign languages should continue to be a National Curriculum subject. Eighty-one percent responded
affirmatively and said that they would have applied to study a modern language in KS 3.

A survey conducted from July-September 2012 resulted in an initial consultation report, *Making Foreign Languages Compulsory at KS 2. Consultation report* (DfE, 2012). This publication reported that 91% of 318 respondents agreed with making foreign languages compulsory, and to the question ‘What language(s) would your school be likely to teach’, the most popular answers were French, Spanish and German, followed by Italian and Mandarin.

After this survey, and after having studied the language situation in Europe, the government decided to make languages statutory in KS 2 beginning in September 2014, with seven languages to choose from: French, Spanish, German, Italian, Chinese, Latin or ancient Greek.

Although the government had already decided to make languages compulsory from KS 2, it conducted a second consultation, which it reported on in 2013 *Consultation report Foreign languages at Key Stage 2* (DfE, 2013a). This second consultation again asked respondents to participate in discussion of the new statutory plan. A *Consultation Report* summarized the 601 answers received.

Most respondents were not in favour of a set list of languages; they argued that there should be no restrictions and that languages such as Arabic, Esperanto, Hebrew, Polish, Japanese, Russian, Sanskrit, Urdu and sign language should be included (DfE, 2013a:5).

Regarding classical languages, 19% of respondents agreed that Latin and Ancient Greek should be included:
They believed that these languages helped pupils to understand the structure of all languages and the workings of grammar, and provided the vocabulary base for most European languages. Sanskrit was put forward by some respondents for inclusion as a classical language (DfE; 2013a:7).

In contrast, 14% of respondents did not think that classical languages were as important as modern languages, and they thought it would be better to teach languages that students could speak in the future (DfE; 2013a:7).

On a positive note, 21% of respondents recognised the importance of beginning to learn a language at an early age (DfE, 2013a:9), and most respondents felt that teachers must have good preparation and training. Significantly, 9% of respondents said that pupils should have the opportunity to study the same language throughout primary and secondary school (DfE; 2013a:10).

The new born NC 2013 includes modern and classical languages in ‘foreign languages’ at KS 2.

The Latin situation in England

The first proposal to include classical languages in primary schools had been made after Prime Minister Jim Callaghan’s debate at Ruskin College, Oxford, on 18 October 1976. Then, in the 1980s, the DfES published a series of booklets (DfESC, 1984-9), *Curriculum Matters* (CM), which aimed to stimulate the Curriculum in Education. These 17 booklets covered most of the area of studies in primary and secondary schools, including English, mathematics, music, home economics, health education, geography, modern
foreign languages; craft, design and technology; careers education and guidance; history; the classics; experimental education; personal and social education; information technology; physical education and drama.

One of the 17 booklets, *Classics from 5 to 16* (DfES, 1988), is of special interest to this study. It contained two chapters, ‘Classical Civilisation’ and ‘Classical Languages’, and outlined teaching objectives for primary and secondary school (General Certificate of Secondary Education - GCSE), which recommend beginning classical languages at an early age.

Despite this, the NC that was published in 1999 and took effect in 2000 (Department for Education and Employment, DfEE, 1999) did not include classical languages in primary schools. It offered three core subjects in KS 1 and 2: English, mathematics and science and eight statutory foundation subjects: design and technology, information and communication technology (ICT), history, geography, art and design, music and physical education. Furthermore, there were also some guidelines for the non-statutory subjects: social and health education and citizenship and modern languages. But, neither the Latin language nor the classical civilisations were included.

But, as has pointed out Brenda Gay in *Classics teaching and the National Curriculum*, it has

[...] increased the opportunity for classics to be taught within the programs for English and history at all stages, with the result that the subject is being made more accessible to more pupils (Morwood, 2003:24).
In fact, the revised curriculum (in 2000) offered an area of study that includes subjects related to the Romans. In history at KS 2, for example:

- The Romans, Anglo-Saxons and Vikings;
- Britain and the wider world in Tudor times;
- An overview study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and;
- In-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement (DFEE; 1999:106).

And also:

Effects of Roman settlement: the Roman Conquest and occupation of Britain; Boudicca, Caratacus and resistance to Roman rule; the building of Hadrian’s Wall, roads, villas and towns by the Romans; Roman settlement in the local area (DFEE; 1999:107).

In English, the program included ranges of literature and non-fiction and non-literary texts such as:

- Stories and poems with familiar settings and those based on imaginary or fantasy worlds;
- Stories, plays and poems by significant children’s authors;
- Retellings of traditional folk and fairy stories;
- Stories and poems from a range of cultures;
- Stories, plays and poems with patterned and predictable language;
- Stories and poems that are challenging in terms of length or vocabulary;
- Texts where the use of language benefits from being read aloud and reread (DFEE; 1999:47).
Through stories pupils, according to the NC 1999 and to Brenda Gay (Morwood, 2003:27), opens the door to the teaching of Greek and Roman mythology and offers a connection with KS 2 where the NC 1999 included:

- Range of modern fiction by significant children’s authors;
- Long-established children’s fiction;
- A range of good-quality modern poetry;
- Classic poetry;
- Texts drawn from a variety of cultures and traditions;
- Myths, legends and traditional stories;
- Play scripts (DfES; 1999:47).

Regarding the other subjects of the National Curriculum, there was not a specific topic related to the Romans or to the Latin language, but of course it depended on the teachers’ abilities, knowledge, time, resources and school’s policy to introduce some arguments that could be connected, such as mosaics in art.

Previous studies and efforts to promote classical languages in KS 2 had been lacking, as Sheila Lawlor points out, in *An `Entitlement' to Modern Languages – But Not Latin* (Pelling, Morgan 2010), which laments the absence of classical languages mentioned by the DfES in 2002 when compared with the 2007 *Language Report*, which encouraged a variety of languages to be offered to meet the varied requirements of young people (DfES, 2007:9).

For this reason, in *Latin for Language Learners: Opening Opportunity for Primary Pupils* (Pelling, Morgan 2010), experts in Latin, including Barbara Bell (*The Latin Primary Project*), Lorna Robinson (*The Iris Project*)
and Mary Beard, asked the Secretary of State for Education to give the same opportunity to Latin as to other official, modern languages taught in primary schools.

But it was not until the 2013 National Curriculum that the DfE decided to make modern languages statutory subjects from KS 2 on and included seven languages to choose from.

Latin projects

Three main Latin projects, based in England, have surely contributed to the awareness and introduction of the Latin language.

The Primary Latin Project, thanks to her author, Bell, produced Minimus, one of the most successful books used to teach Latin in primary schools, which has sold more than 132,000 copies worldwide and has been translated into Slovenian and Italian. It is for all ages, but especially for ages 7-9 (KS 2). The text has spurred events, activities and conferences around the world, such as trainings that Bell holds for Latin primary teachers. Thanks to The Primary Latin Project and Minimus, Bell was awarded an honorary M.A. from Bristol University in 2001 and, in 2005, received the Classical Association’s Prize for promoting the classics among the general public. In 2012, The Primary Latin Project was granted Charity Status.

The second project, The Iris Project, directed by Lorna Robinson, began in 2006 in Oxford and London. It has included many Latin projects, including The London Literacy through Latin Project, The Oxford Literacy through Latin Project, Hackney Schools Greek Drama Project, Latin in the Parks Project, The Iris Festival of Greek Drama and The Oxford Greek Project. The Iris Project was awarded the 2013 EU Language
Label for innovative language teaching projects for teaching Latin with storytelling, especially through Ovid's Metamorphosis with *Telling Tales in Latin* book.

*The Latin Programme-Via Facilis*³, which is a programme that *combines classical Latin with modern English grammar and vocabulary*, teaching everything in English *first before introducing the equivalent in Latin* is based on an approach that takes into consideration collaborative learning, kinaesthetic and critical thinking and uses storytelling, games, songs.

These projects, through a continuous contact with several primary schools in England but also in other regions of the UK, have offered (and they are still offering) their support, also with the help of a number of volunteers, to teach Latin and classical civilisation to children usually as extra-curricular activities but also throughout the primary programme.

**Latin teaching materials**

Together with the Latin projects above mentioned, we believe that Latin books in English for children are also a positive point for the introduction of the Latin language in the English curriculum.

There are several books to teach Latin. Below we present some of them which, in our opinion, are a representative sample of the different typology of books we can find.

³ [www.thelatinprogramme.co.uk](http://www.thelatinprogramme.co.uk)
First Thousand Words in Latin

First Thousand Words in Latin was edited by Usborne and published by Usborne Publishing Ltd. in 2007 (Amery, Mackinnon). The book is also available in other languages: French, Italian, Spanish, Portuguese, German, Russian, Polish, Arabic, Hebrew, Chinese, and Japanese. The book contains vocabulary words illustrated by Stephen Cartwright. It is composed of thirty-five chapters, each concerning a particular topic. All the words and illustrations in the book are the same for all languages of the same collection. For this reason, some neo-Latin words are present. The book is considered to be an illustrated vocabulary, and all the definitions are given in the form of an attractive picture, rather than an English language definition. Moreover, the word list at end of the book offers English definitions for each Latin word encountered. This book is a well-illustrated dictionary, a great support for learning and becoming more familiar with the Latin language, even at an early age.

Latin for Beginners

Latin for Beginners was written by Angela Wilkes, illustrated by John Shackell, designed by Roger Priddy with the language consultation of Graham Tingay and Rubricastellanus, edited by Jane Chisholm and published in 1993 by Usborne Publishing Ltd., London. Wilkes’s Latin for Beginners (1993) is a Latin language book that aims to teach Latin as if it were a modern language. It is divided into 24 chapters, each explaining a topic, much like those in modern language books for tourists. It is meant to be a preparatory book used to develop basic knowledge before visiting a hypothetical Latin-
speaking country. It is a Latin communication book, but it is much more than this. The book is also available in other languages, such as Spanish, Italian, Irish, Welsh, and German. *Latin for Beginners* is what is usually called a conversation book or a conversation grammar book. Every chapter has an introduction and various dialogues, along with speech bubbles, a grammar section, a vocabulary section, tips, exercises, and sometimes, a revision. *Latin for beginners* is intended for complete beginners because children need a great deal of practice.

**Latin for Kids**

*Latin for Kids* “Of all the Gaul!” by Carole March and published by Gallopade International (2004), is an introduction to the Latin language. The book is divided in sixteen short chapters with the aim of introducing the general aspects of the Latin language. The book does not have a rigid structure, and each chapter has a different topic regarding Roman culture, along with some exercises to work with. The book does not require previous Latin language knowledge, and each chapter can be used in a non-particular order because the contents are very basic. With *Latin for Kids*, pupils will gain some knowledge of the Latin language, but without a strict grammatical orientation. On the other hand, they will achieve a good general knowledge of Roman cultures via the various activities.

**Learning Latin through Mythology**

*Learning Latin Through Mythology* (1991), written by Harlin and Lichtenstein, is a valuable book that aims to introduce children to the Latin language by familiarising them with several myths.
This book contains 14 myths. Every chapter presents a short description of the myth in English and illustrates it through pictures and Latin tagslines. The tagslines are very short, and all the Latin vocabulary is presented in translation after the illustration in order to help pupils to understand the story. The second part of each chapter includes exercises in which students can practise grammar; moreover, questions are presented to make pupils think about the myth in relation to situations they face every day. The level is not at a basic level, but pupils will surely enjoy the myths, which are provided with an English translation.

Latin Words Sticker Book

Latin Words Sticker Book, edited by Usborne, is illustrated by Stephen Cartwright (the same illustrator as First Thousand Words in Latin), designed by Tom Lalone, and created with the Latin consultation of Anne Dicks. It is an activity book with the aim of helping children to become familiar with the Latin language through playing with word stickers. It is divided into seven chapters, each one with a different topic related to Roman culture. In each chapter there is an introduction followed by a large illustration in the centre of the page that functions as a summary for the proposed topic. There are some Latin words around the image (altogether, there are thirteen Latin words in each chapter). In the middle of the book there are some stickers that must be placed in the correct position in one of the various chapters on top of the words surrounding the images. The stickers represent particular objects related to one of the seven topics.
Pupils will become familiar with this classical language by using this book and at the same time have fun while discovering new words.

**Minimus**

*Minimus*, by Barbara Bell and Helen Forte (illustrator), was edited and published by Cambridge University Press in August 1999. The book is composed of an introduction and twelve chapters. It is based on a real family that lived in Vindolanda (north of Britain), close to Hadrian’s Wall. To tell the story of this family, the author chose a mouse, *Minimus*, as the main character who comes from Vindolanda, the same town of the family. The little mouse helps the children to study Latin throughout the book. In every chapter, there are two dialogues in simple Latin: *Words to Help*, a dictionary to help children understand certain words present in the dialogues, and *Grasp the Grammar*, a section that contains grammar topics. These are followed by the *Roman Report*, designed to introduce pupils to Roman culture and tradition, and *Latin Roots*, which allows them to study the root, the Latin derivation, of some English words. At the end of each chapter there is a Greek myth to stimulate the attention and imagination of the children, and *Words to Remember*, which provides a summary of the key words seen in the chapter. Through *Minimus*, pupils can reach a basic level of Latin language use and understanding.

**Prima Latina (An Introduction to Christian Latin)**

*Prima Latina* was written by Leigh Lowe and published by Memoria Press. It is a Latin manual for children, especially for 1st-4th year students (6-9 years old), and it mixes English grammar and an
introduction to the Latin language. It aims to teach the seven parts of the speech, many vocabulary words, numbers, some declensions, many derivatives, and the first conjunction. The book contains 25 lessons. Almost every chapter has a Practical Latin section, containing a word, verb, phrase, or famous saying that introduces the first section of the book; a Lesson, in which the author explains the English grammar that introduces the Latin teaching; a Vocabulary section with verbs or nouns to learn; Latin Prayers with a different short prayer in Latin to study, and Derivatives, in which the author connects English words to the Latin ones, along with their relative explications. Moreover, the book offers a grammar section and an exercise section broken down into different types of work. Review Questions presents some questions in English regarding the unit; in Lesson X question (X stands for the number of the chapter), other questions in English are connected with the unit; in Translate, pupils must translate words from Latin into English; Speaking Latin allows children to practise with their pronunciation using the CD enclosed; in Write and Learn, pupils are required to write sentences or vocabulary words and their meanings; and finally, in Fun Practise, the author presents a different task for every chapter, but this task is always related to the main topic. The book has a Christian orientation and proposes prayers and songs related to religion. With this book, pupils will reach a basic knowledge of Latin.

Song School Latin, Books 1 and 2

Song School Latin 1 and 2, by Amy Rehn and edited by Classical Academic Press, are two Latin books especially for primary school children. The
books teach Latin through Latin songs. They offer more than 30 chapters, along with various activities and songs to listen to on the enclosed CD. Almost every chapter contains a section called *Words to Learn*, which contains some significant Latin words related with the topic of the chapter; *Chapter Songs*, containing the lyrics of the song; *Chapter Lesson*, a simple explication of the grammar; *Grow your English*, which introduces the Latin roots and derivations to pupils; *Practice your Latin*, in which pupils must first trace dots, then write words, and then complete other activities; *Show What You Know*, in which some exercises revisit the Latin learned in the previous chapter; and at the end, *Review*, which also contains some Latin words from other chapters. Both books aim to introduce the Latin language via songs, and pupils will gain a basic level of Latin understanding.

**Telling Tales in Latin**

*Telling Tales in Latin*, by Lorna Robinson, illustrated by Soham De, and published by Souvenir Press, is a Latin course that aims to introduce pupils to the Roman world through tales from Ovid's *Metamorphoses*. *Telling Tales in Latin* is a primary book for children in KS2; one of its aims is to introduce pupils to the language, giving them the opportunity to translate parts of Latin texts with the help of the vocabulary provided. According to Robinson, the book is meant to be a way to discover English and to encourage pupils to read and find the words on their own. The text is divided into ten chapters, all of which are imaginatively narrated by Ovid. In each of these, there is a story or myth told in Latin, a dictionary that contains the words encountered in the Latin text and their translations into English.
("Words"), a grammar section, and some clever activities at the end of each chapter. In these activities, Robinson offers exercises through which students can think and reflect. Furthermore, at the end of the book, there is a dictionary including all the words encountered in the chapters. The book is intended for primary school students, even though the Latin texts are quite long and sometimes overloaded. With this book, pupils will have fun with the various myths, and they will reach a more than basic level of Latin language knowledge.

**Primary teachers**

Despite the introduction of Latin in England and the different books, the current situation shows the current unclear steps/position to become a Latin primary teacher even if the Educational Law in 2013 established that one of the possible languages to be studied is Latin.

The DfE stated that the minimum requirements to teach in a state-maintained school in England are that future teachers need to gain Qualified Teacher Status (QTS). Completing a period of Initial Teacher Training (ITT) will allow them to meet the professional standards for the QTS.

To train as a primary teacher as stated in the web page Education www.education.gov.uk/get-into-teaching; students must achieve a standard equivalent to a grade C in the General Certificate of Secondary Education (GCSE) in English and Mathematics, but to teach at Key Stage (KS) 2 and 3 (ages 7–14), a standard equivalent to a grade C in GCSE Science is also compulsory. Furthermore, after the 1st of July 2013 future teachers have to pass the literacy and numeracy professional tests before starting teacher
training (in all cases it does not replace the GCSE grade C entry requirement). In addition to the previous requirements, in order to apply for an ITT, candidates need to demonstrate relevant subject knowledge and the different competencies.

There are a number of different forms of ITT, and future teachers can complete their training at the undergraduate or postgraduate level; alternatively, they can take an employment-based route.

The DfE has established the following two types of undergraduate ITT which lead to QTS: (1) Bachelor of Arts (BA) or Bachelor of Science (BSc) with QTS, or (2) Bachelor of Education (BEd) with honours.4

On the other hand, future teachers who already earned a degree but have not completed ITT can consider a Postgraduate Certificate in Education (PGCE)5. The training courses are available in most universities and colleges and can also be completed via distance learning or in a school by completing a programme of school-centred ITT (SCITT) through Teach First or the School Direct Training Programme.

SCITT programmes, designed and delivered by groups of nearby schools or colleges give future teachers the opportunity to spend more time training in the classroom putting the theory into practice. The programme lasts for one year and there is the possibility of being funded during the training.

Teach First is an education charity and offers a two-year programme in an employment-based route. The teaching training lasts for 6 weeks before joining

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4 www.skill.org.uk/page.aspx?c=265&p=384
5 It focuses on developing teaching skills and lasts for one year.
teaching in a school in a low-income community (in England and Wales) with a full time salary. After two years, future teachers will achieve a PGCE.

Finally, *School Direct* offers some placements for apprentices in primary or secondary schools across England. The programme lasts for one year and financial supports are available (up to £25,000). The programme may also include a PGCE. With *School Direct*, there are two different preparation options: a) academic route for first-class graduates and b) employment-based route especially planned for graduates with at least three years of work experience.

The teaching of both modern foreign languages and ancient languages in KS 2 complicates the issue of how one becomes a Latin teacher. Very few language teachers are graduating today with a major in ancient languages such as Latin and Ancient Greek and at the moment there is not a specialisation for those who earned a BA in Education to focus on classical languages.

In fact, the King’s College London, the Cambridge University and the University of Glasgow offer *PGCE* or Professional Graduate Diploma in Education (PGDE, the Scottish equivalent to a PGCE) qualifications to become a Latin and/or Ancient Greek teacher only in secondary schools. This may also become the link to following a different path and teaching in primary schools. The entrance requirements to enter a PGCE programme in Classics are not only having studied Classics at the undergraduate level, but also having completed Latin

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6 [www.kcl.ac.uk/study/postgraduate/taught-courses/pgce-latin-with-classics.aspx](http://www.kcl.ac.uk/study/postgraduate/taught-courses/pgce-latin-with-classics.aspx)

7 [http://senate.gla.ac.uk/progspecs/0910/PGDE_Teaching.pdf](http://senate.gla.ac.uk/progspecs/0910/PGDE_Teaching.pdf)
courses as part of the bachelor's degree. In all cases, those wishing to complete this programme have to pass a Latin test to prove they have sufficient ability and sufficient proficiency to teach it. Students who have studied education with Latin knowledge (if) can do a PGCE or PGDE in Latin but the course only focuses on secondary education as well as the practice part.

The requirements at the moment are not very clear and this complicates the issue of how one becomes a Latin teacher; the government and the DiE need to start an awareness campaign among university students. Moreover, they should establish the appropriate procedure for becoming a Latin teacher in primary school. This is because, for obvious reasons, the pedagogical elements learned through the PGCE for secondary schools are different from those needed in primary schools. Moreover, a university curriculum needs to be developed focusing on the subjects offered in the PGCE, including Latin and Ancient Greek for primary schools, and a teacher training programme should be created for those who want to teach Latin in KS 2.

It will take a whole generation of teachers graduating with skills in teaching Latin to meet the Latin reading needs. In the meantime, the link between secondary and primary school can be an essential solution, where Latin teachers in training could, for example, join the Department of Modern Languages in primary schools during their training or secondary Latin teachers could opt to teach in primary rather than secondary schools.
The Spanish situation

The situation in Spain is different and outlines the marginal position of Latin and classical civilisation throughout the different educational laws.

A starting point: General Education Law in 1970

The education law in Spain has seen different changes through the past thirty years. One of the big steps the Ministry of Education made is the General Education Law in 1970 (EMECD, Law 14/1970) which established free and compulsory education for the benefit of the public service. In particular, this Education law made education compulsory until the age of fourteen and organised the school system in three stages.

The first stage, called General Basic Education, comprehends eight years of study from six to thirteen years old, and it was subdivided into two stages: from six to ten and from eleven to thirteen, and it comprised subjects such as language, foreign language, religion, science, physical education, plastic arts, and social science.

The second stage, the Bachillerato (bachillerato), lasted for three years and included different areas of study which were part of common, optional or professional subjects. It included different areas of study: the language area, with Spanish language, foreign language, and Latin language; the aesthetic area, with music and drawing; the social and anthropological area, with geography, history, philosophy and politics, social and economic education; religion education; the science area, with maths, physics, chemistry and science, and the physical education area. Furthermore, pupils could choose ancient Greek language.
The third stage, called University Orientation Course (Curso de Orientación Universitaria), which began in 1987 (EMECD, Real Decree 220/1987), lasted for two years and aimed to deepen knowledge in order to pursue university studies. It was divided into four areas: Scientific-Technology; Bio Sanitary; Social Science and Humanistic-Linguistics. The last stage comprised, as optional subjects, Latin and ancient Greek.

In 1970 Latin was included in secondary education but it was not compulsory in all areas.

This Education law was the first step from which future education laws have changed the educational system.

**LODE: Organic Law Regulating the Right to Education in 1985**

A second step towards the current education system and the position of Latin language is the LODE Organic Law Regulating the Right to Education in 1985 (Ley Orgánica Reguladora del Derecho a la Educación) in 1985 (EMECD, Organic Law 8/1985). The law did not affect the education system in terms of subjects or areas of study but took into account the regulation of the state and independent school system.

With the LODE 1985, the law focused on democracy and the right of all people to have access to education without any discrimination (Art. 1. 1-1. 3) (EMECD, 1985:21016), with the opportunity to choose the school they wanted to attend. Moreover, it stressed that educational activities had to follow the personal development of every student (Art. 2. A), education regarding rights (Art. 2. E), linguistic plurality (Art. 2. E), active participation in social life
(Art. 2. F), and peace, cooperation and solidarity among countries (Art. 2. G) (EMECD, 1985:21016).

Furthermore, it pointed out the rights of parents with respect to their children’s education (Art. 4. A-c; Art. 5) and the rights of students in order to pursue the best education for their development, dignity, participation, social actions and freedom (Art. 6. A – h) (EMECD, 1985: 21016).

Moreover, this law also established the right to teach and the management of public capital between state and independent schools: the first financed by the State, the second with private funding.

In sum, the law made a big step in education progress, where every pupil has the opportunity to access the educational system and the right (and the duty) to be educated.

**LOGSE: Organic Law on the General Education System in 1990**

Afterwards, the Organic Law on the General Education System in 1990 LOGSE (*Ley Orgánica de Ordenación General del Sistema Educativo*), established in 1990 (EMECD, Organic Law 1/1990), pointed out some significant facts in order to make successive changes in the educational law and organise the structure of non-university education.

At that time the valid education designed was regulated by the General Regulation Law of 1970. In twenty years, from 1970 to 1990, Spain lived a big change in social or economic terms but also related to technology transformation and inventions, politics assets or, quite simply, in its cultural and global context. This situation needed a change in the next education law. For this reason, the Ministry of
Education decided to change the structure of the education system, first by making education compulsory until the age of sixteen and, then, by implementing some changes in the subject teaching system.

In primary education, the system included six academic years and was divided into three stages\(^8\) from six to twelve years old (first stage: six to eight, second stage: eight to ten, third stage: ten to twelve) (Art. 12) (EMECD, 1990:28931) and comprises six areas of study: knowledge of the natural, social and cultural environment; artistic education, physical education, Spanish language and co-official language (in co-official language-speaking regions), foreign language and maths (Art. 14). The law also stresses that primary education is focused on pupils’ continuous and global education (Art. 15.1) and that teaching methodologies are oriented to the pupils’ development (Art. 14.3) (EMECD, 1990:28931).

Then, the compulsory education system (E.S.O.)\(^9\) goes from twelve to sixteen years old, and comprises four academic years (Art. 17) divided into two stages of two years each (Art. 20) with compulsory subjects such as: natural science, social science, geography and history, physical education, plastic and visual education, Spanish and co-official language (if any), foreign language, maths, music and technology Art 20. 1. It also includes optional subjects among which classical civilisation and a second foreign language must be offered (Art. 21. 2) (EMECD, 1990:28932) but it does not specify in which year.

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\(^8\) This is currently the system used by the Spanish Education.

\(^9\) See previous note.
The structure changed and divided the previous one long big step into two different educational paths: primary and secondary compulsory education until the age of sixteen to pursue, later, secondary non-compulsory education.

In this way the Spanish education system ensured compulsory education for all students up to 16 years old, who could then pursue, if they chose, further studies.

With respect to the position classical civilisation were limited to optional subject to choose during the secondary compulsory education system, while Latin in primary was absent. On the other hand, however, the law stresses the importance of these subjects, which are said to be gaining importance throughout this education stage (Art. 21. 2) (EMECD, 1990;28932). It means that the Ministry of Education recognised the relevance of classical languages but, despite this, they are merely optional subjects.

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary Compulsory Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the Natural, Social and Cultural Environment</td>
<td>Natural Science</td>
</tr>
<tr>
<td>Artistic education</td>
<td>Social Science, Geography and History</td>
</tr>
<tr>
<td>Physical education</td>
<td>Plastic and Visual Education</td>
</tr>
<tr>
<td>Spanish Language and Co-official Language</td>
<td>Spanish Language and Co-official Language</td>
</tr>
<tr>
<td>Foreign language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Maths</td>
<td>Maths</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>Classical Civilisation (optional)</td>
</tr>
<tr>
<td></td>
<td>Second Foreign Language (optional)</td>
</tr>
</tbody>
</table>

Table n. 1: LOGSE: Organic Law on the General Education System in 1990.

LOCE: Organic Law on the Quality of Education in 2002

After the LOGSE, the Organic Law on the Quality of Education in 2002 LOCE (Ley Orgánica
de Calidad de la Educación) (EMECD, Law 49/2002) is an education law that has not been applied, but it would have made some changes to the previous law of 1990, especially regarding secondary education.

In sum, it had five important points with the aim to improve the education system (EMECD, 2002:45189):

1) Schooling is greatly benefited when it is based on a social consensus which contributes to the proper effective of the schools and their performances;
2) To guide the educational system towards results without ignoring the process and resources that lead to the results;
3) To significantly strengthen the system of quality opportunities for all, from preschool to post-compulsory education;
4) To enhance the image of teachers;
5) To develop school autonomy and stimulate their responsibility in achieving good results.

These points were considered fundamental with respect to the situation in 2002: a quarter of the students did not get the Certificate of Secondary Education, and left school without a qualification (even if the law established that education was compulsory until the age of sixteen); poor results in maths and science and serious deficiencies in oral and written expression related to the lack of reading habits; an education system which required greater standardisation, flexibility and competitiveness in communication in other languages compared to European countries; and an increasing immigrant population which required a new education system and instruments to facilitate the effective integration in society of pupils from other countries that often
spoke other languages and shared other cultures (EMECD, 2002: 45189).

According to the LOCE 2002, primary education followed this structure: science, geography and history, artistic education, physical education, Spanish and/or the co-official language, a foreign language and maths (Art. 16.2) (EMECD, 2002:45196).

In Secondary Compulsory Education the first two years had a common structure but then the curriculum was divided into two modalities: 1) Technological and 2) Scientific and Humanistic, while in year three it was divided into three modalities: 1) Technological; 2) Scientific and 3) Humanistic (Art. 26. 2) (EMECD, 2002:45197).

Basically, the law offered these subjects in Secondary Compulsory Education E. S. O: natural science, biology and geology, physics and chemistry, geography and history, ethics, classical civilisation, Latin, plastic education, physical education, Spanish language and/or the co-official language, foreign language, maths, music and technology (Art. 23. 1) (EMECD, 2002:45197). Furthermore, the curriculum offered several optional subjects that had to include a second foreign language (Art. 23. 3) (EMECD, 2002:45197). The law offered Latin and Classical civilisation but it did not specify its position within the curriculum, whether it would be a compulsory or optional subject, or the year in which students could study it.
<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary Compulsory Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Geography and History</td>
<td>Natural Science</td>
</tr>
<tr>
<td>Biology and Geology</td>
<td></td>
</tr>
<tr>
<td>Physics and Chemistry</td>
<td></td>
</tr>
<tr>
<td>Geography and History</td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>Classical Civilisation</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>Artistic Education</td>
<td>Plastic Education</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Spanish Language and Co-official Language</td>
<td>Spanish Language and Co-official Language</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Maths</td>
<td>Maths</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
</tr>
</tbody>
</table>

Table 2.2: LOE: Organic Law on the Quality of Education in 2002

LOE: Organic Education Law in 2006

But the changes came with the Organic Education Law in 2006 LOE (Ley Orgánica de Educación) in 2006 (EMECD Real Decree 1513/2006). The law revised the 2002 law and stressed the importance of 1) providing a quality education for all citizens of both sexes, at all levels of the education system; 2) the collaboration of all members of the educational community to achieve ambitious goals and 3) a strong commitment to the educational objectives set by the European Union for the forthcoming years (EMECD, 2006:171158-17164).

The law organised primary education in six areas, more or less similarly to the previous one, with the following subjects: knowledge of the natural, social and cultural environment; artistic education; physical education; Spanish language and literature and (if any) the co-official language; a foreign language; and maths (Art. 18. 2) (EMECD,
Furthermore, in year five or six children studied citizenship education and human rights (Art. 18. 3) (EMECD, 2012:55692-55704), and the educational administration can offer a second foreign language in stage three (Art. 18. 4). The law also stressed that all the instrumental areas to learn and gain knowledge are paid special attention (Art. 18. 5) (EMECD, 2006:17168).

With respect to Secondary Compulsory Education, the educational offer was divided into two main parts. The first one goes from year one to year three, where students studied natural sciences; physical education; social science, geography and history; Spanish language and literature and (if any) the co-official language and literature; foreign language; maths; plastic and visual education; music and technology (Art. 24. 1) (EMECD, 2006:17170). More in particular, the following subjects were compulsory in each stage: natural science; physical education; social science, geography and history; Spanish language literature and (if any) the co-official language and literature; foreign language and maths (Art. 24. 2) (EMECD, 2006:17170).

Furthermore, the law required that from year one to year three, students had to study citizenship education and human rights (Art. 24. 3) (EMECD, 2006:17170); in year three natural sciences could be divided into biology and geology on the one hand and physics and chemistry on the other (Art. 24. 4) (EMECD, 2006:17170). Furthermore, for our study, article 24. 5 is important; the article stressed that from year one to three schools were required to offer optional subjects, including a second foreign language and classical civilisation.
In year four, students had to study physical education; ethics and civic education; social science, geography and history; Spanish language and literature and (if any) the co-official language and literature; a first foreign language and maths (Art. 25. 1) (EMECD, 2006: 17170), and choose three subjects from among: biology and geology; plastic and visual education; physics and chemistry; Informatics; Latin; music; a second foreign language and technology (Art. 25. 2) (EMECD, 2006: 17170).

Additionally, the law also pointed out the importance of reading comprehension, writing and oral production, audio-visual communication, and technology and information in all areas of study in primary and secondary school (Art. 19. 2), and the need to increase reading habits by establishing a daily reading time in primary school (Art. 19. 3) (EMECD, 2006: 17168).

In sum, even if the law took into account the importance of all subjects with some abilities throughout the whole education system, with this law classical civilisation and Latin language were, again, confined in secondary compulsory education, and limited to optional subjects: classical civilisation usually in year three of Secondary Compulsory Education E. S. O. and Latin in year four of E. S. O. On the other hand, these two subjects had the same position as a second foreign language, that is, optional from year one to year four.
<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary compulsory education</th>
<th>Secondary compulsory education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the Natural, Social and Cultural Environment</td>
<td>Natural Science</td>
<td>Biology and Geology</td>
</tr>
<tr>
<td>Social Science, Geography and History</td>
<td>Natural Science</td>
<td>Biology and Geology</td>
</tr>
<tr>
<td>Artistic Education</td>
<td>Plastic and Visual Education</td>
<td>Plastic and Visual Education</td>
</tr>
<tr>
<td>Citizenship Education and Human Rights</td>
<td>Plastic and Visual Education</td>
<td>Civic and Ethic Education</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Language and Co-Official Language</td>
<td>1st Foreign Language</td>
<td>2nd Foreign Language</td>
</tr>
<tr>
<td>1st Foreign Language</td>
<td>Maths</td>
<td></td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>Informatics</td>
<td></td>
</tr>
<tr>
<td>Classical Civilisation</td>
<td>Music</td>
<td>Latin</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table n. 3: LOE: Organic Education Law in 2006

The centres had the right to offer these two optional subjects to choose from among others that the centre can offer. Students had to take some optional subject through all three years in one of the first three courses. Students had to choose three subjects of this group.

From these few pages we have seen that Spanish primary education and secondary education are both compulsory and free in public schools. It begins at six, passes through three stages, and finishes at twelve. Seen as a continuum and as a unicum, the stages break down as follows: from six to eight, eight to ten and from ten to twelve in primary and from twelve to sixteen in secondary compulsory education.

Spain’s primary education system ensures that every single pupil can achieve optimal awarenesses in personal development and well-being, develop a basic cultural knowledge of literacy and numeracy, and acquire and develop his or her social, artistic, learning and relational skills. These goals are achieved through
participation in a wide range of subjects offered throughout the three stages.

**LOMCE: Organic Law for the Improvement of Educational Quality in 2013**

The current educational law is the Organic Law for the Improvement of Educational Quality LOMCE 2013 (Ley Orgánica Para la Mejora de la Calidad Educativa) (EMECD, Orgánica 8/2013) has to be adapted to the current situation in Spain, which, since 2008, has undergone radical changes in the economic and social situation. Due to the current circumstances, the law should keep pace with the economic situation; in fact, in point 6 of the LOMCE, the law points out the following objectives:

- To reduce school dissertations;
- To improve educational results in line with international criteria;
- To improve employability and stimulate students’ enterprising spirit (EMECD, 2013: 97862);

Furthermore, the basic principles are: to improve and amplify the autonomy of the centres and the capacity to manage the direction of the centres, the rationalisation of the plan of study, and the flexibility of careers.

Last but not least, the LOMCE has three areas which are especially emphasised: information and communication technologies; multilingualism promotion; and the modernisation of professional education (EMECD, 2013:X).

In sum, a law that aims to go towards education quality but taking into account the reality where we live and making an educational curriculum
in order to respond to the recent difficulties not only in Spain but also inside the European Union.

The LOMCE 8/2013 (Art. 18. 2) organises the subjects into three different categories. The first area, core subjects, includes natural science, social science, Spanish language and literature, mathematics and the first foreign language (EMECD, 2013:97870). In addition, pupils can choose at least one of the following specific subjects from the second area (Art. 18. 3) (EMECD, 2013:97871): Physical education; Religious education or social and civic values (contingent on parental approval) and, depending on each school’s offer; Artistic education; Second foreign language; Religion; Social and civic values if not previously chosen.

Additionally, the regions will also teach a co-official language along with its literature (Art. 18. 4) (EMECD, 2013:97871).

Regarding secondary compulsory education, in the first year pupils have to study: biology and geology; geography and history in year one with Spanish Language and Literature; maths, a first foreign language that is taught in years one and two plus physics and chemistry (year two).

In year three, students study biology and geology; physics and chemistry; geography and history; Spanish language and literature and a first foreign language (Art. 24. 1) (EMECD, 2013:97873). Furthermore, they study maths for academic training or maths for practical training (Art. 24. 3) (Ibid). Moreover, the law requires that in each stage students take physical education; religion or ethic values and from one to four subjects, depending on the offer, from among classical civilisation; plastic, visual and audio-visual education; introduction to
entrepreneurship and business; music; a second foreign language; technology, religion or ethic values (Art. 24. 4. A-C) (EMECD, 2013:97873). Subjects can be different in each stage (Art. 24. C) (Ibid).

In year four students can choose between academic training in preparation for the Baccalaureate and practical teaching in preparation for professional education (Art. 25. 1. A-B) (EMECD, 2013:97874). If students choose the first modality of study, the core subjects are: geography and history; Spanish language and literature; Maths for academic training and a first foreign language (Art. 25. 2. A-d) (Ibid); and, depending on the offer of the centres, students can chose two subjects between biology and geology; economy; physics and chemistry and Latin (Art. 25. 3. 1-4)(Ibid).

In the second option, students study: geography and history; Spanish language and literature; Maths for practical training; a first foreign language (Art. 25. 4. 4-d) (EMECD, 2013:97874) and two subjects between sciences for professional activities; introduction to entrepreneurship, or technology (Art. 25. 5. 1-3) (EMECD, 2013: 97874-75). Moreover, they study three more specific subjects: physical education; Religion or ethic values and from one to four subjects from among; performing arts and dance; scientific culture; classical civilisation; plastic, visual and audio-visual education; philosophy; music; a second foreign language; Information and Communication Technology; religion; ethic values; or any art subject (Art. 25. 6. A-C) (EMECD, 2013:97875). The subjects to be chosen always depend on the offer of each centre.
<table>
<thead>
<tr>
<th>Primary education</th>
<th>Secondary Compulsory Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>Year one</td>
</tr>
<tr>
<td>Natural Science</td>
<td>Biology and Geology</td>
</tr>
<tr>
<td>Social Science</td>
<td>Geography and History</td>
</tr>
<tr>
<td></td>
<td>Maths</td>
</tr>
<tr>
<td></td>
<td>1st Foreign Language</td>
</tr>
<tr>
<td>Religion or Social and Civic Values</td>
<td>Religion or Ethic Values</td>
</tr>
<tr>
<td>Religion</td>
<td>Plastic, Visual and Audio-visual Education</td>
</tr>
<tr>
<td>Social and Civic Values</td>
<td>2nd Foreign Language</td>
</tr>
<tr>
<td>Artistic Education</td>
<td>Music</td>
</tr>
<tr>
<td>Technology</td>
<td>Introduction to Entrepreneurship</td>
</tr>
</tbody>
</table>

**Table no. 4:** LOMCE: Organic Law for the Improvement of Educational Quality in 2013.

1. At least 1 of the subjects also depending on the offers of the centre.
2. From 1 to 4 subjects depending on the offers of the centre.
3. At least 2 subjects depending on the offers of the centre.
4. From 1 to 4 subjects depending on the offers of the centre (it also includes those subjects that the students did not choose from third type of square).

As we have seen, in the Spanish education system and through the different educational laws Latin and classical civilisation have been isolated in
the secondary education system and included in the group of optional subjects.

Furthermore, the last educational law has decided to follow with the same position of classical civilisation and Latin, which are optative and will be offered or not depending on each school and educational administrations. This means that in many schools the administration or the teachers’ board can decide not to offer the subject. Moreover, the educational curriculum starts to be more in line with the economic plan and the current economic and employability needs in order to be competitive in the European context.

Unfortunately, humanities (Latin and classical civilisation) is still an optional choice for those students who want to pursue future study in that field but also for the others. If the latter do not have a go at classical languages they will not be able to have contact with these subjects.

For our research, it was important to verify the position of classical civilisation and Latin language in the Spanish National Curriculum in primary and compulsory secondary education.

**Justification**

The role of languages is fundamental in our society. Language is part of the everyday communication and we could not image a society without a way of expression whether we consider written or oral language expression, sign communication, braille etc.

The present study takes in consideration the teaching of Latin language - which is normally considered a secondary subject especially if we take into account the Spanish situation that through the
different Spanish educational laws till the LOMCE 2013 (which is the result of several changes in the Spanish education), has always left Latin out from primary education while its position in Secondary Compulsory Education is currently optional. The current situation points out the marginal position of classics and the scarcity of interest by the Ministry of Education towards the study of classical languages in the Spanish curriculum and a more open door for modern languages.

On the other hand, the English National Curriculum, after a very long process, has recognised the importance of languages for the education, especially related with the linguistic skills and the ability to reach other languages, as well as the possibility to be competitive in the European country. Then, in 2013 it has finally included a compulsory foreign language including Latin and ancient Greek as subject choice in primary education. The process, however, outlines a no well-defined plan how to become a Latin primary teacher.

Nevertheless, both circumstances (England and Spain), anyway, have some common points with regard to the importance of languages: to be competitive with the other European countries; to improve literacy and communication skills and for a better education; even though Spain already had a longer tradition about the compulsory position of foreign languages in primary education.

We live in a world that, through the words of Esteban Bérchez Castaño, President of the Spanish Classics Study Society in Castellón and Valencia (Spain), “is obsessed with utilitarianism and obtaining
short-term profits"\textsuperscript{10}, while the LOCE (EMECD, 2002) pointed out that the educational dimension and the economic status and reality are not two separate objectives like before but they complement each other.

For this reason, the recent changes and decisions about future education have a close relation with the effective and real possibilities to find a job and to the new necessity and challenges within the society that, more than before, varies and progresses. For example, nowadays, students know the importance of English to find a job, to go abroad and communicate with others, but also to be competitive.

In fact, the new setting of the LOMCE (2013) takes into account the importance of technology, the fluency in a second foreign language and the professional formation, results of this last period where the economy and the new technological world have influenced and changed, again, the way we see education. In a few words: an education that follows the economy, the reality where we live\textsuperscript{11}.

\textsuperscript{10} www.estudiosclasicos.org/griego-y-latin-por-que.

\textsuperscript{11} Shafiq points out 4 negative and 2 positive points about the effects of the economic crisis on education: 1) Reduction of income may affect education costs (fees, uniforms) and children may be withdrawn or be inadequately prepared for it; 2) Reduction in income may force parents to become more reliant on child labour; 3) Reductions in hourly or daily wage of adults may force parents to work longer hours which reduces the time that parents can spend assisting their child with homework, reading and other educational activities; 4) Sensing weaker labour market prospects from a declining school quality parents may withdraw their child school or become less supportive of their child’s educational endeavours. On the other hand, Shafiq
With respect to the Spanish economic situation, we can see that the percentage of student’s dissertation has reduced since 2008 (FOESSA 2014:237) due to negative work perspectives but, on the other hand, in 2015 (Lluch Frechina, Esteve Pérez & Hortal Miguel, 2015:30), is still over the 20%, the double of the UE-28.

Therefore, there should be the possibility for each student to pursue his/her dreams and to develop his/her talents (LOMCE, 2013:1) because education matters and through education we become men and women, we understand the world where we live, it makes us become confident people and gives us knowledge and instruments to think and reflect and have respect for the others.

In the past few years I realised that the situation and the position of classical languages in Spain has opened a big discussion and this is due to the changing of the Educational laws and the confined position of the Latin language and classical civilisation in the Spanish National Curriculum, especially with the introduction of the last educational law, LOMCE 2013.

Every day I hear teachers complaining about the changing of the Spanish National Curriculum and how Latin is always in a big risk for the next future within the public education system.

also points out two positive results: 1) A reduction in child wage rates may make child labour less attractive for parents and parents may encourage their child to substitute educational activities for work; 2) Parents may become more supportive of their child’s educational endeavours if the crisis convinces parents that less-educated workers suffer more than educated workers (Shafiq, 2010:6).
The situation is very clear: most of the students start to study subjects related with the scientific field and the position of Latin and classical civilisation in Secondary Compulsory Education (E.S.O) continues to be optional and compulsory in the Spanish Baccalaureate (bachillerato) in humanities studies, while ancient Greek becomes optative in the humanistic field.

We can ask at this point: will students in the next 5 or 10 years enrol in Latin, Ancient Greek or Classical Civilisation? What will the future of the Classics be? How can we save the Classics? Or, how can the Classics survive? Is Latin useful?

Many are the questions that we can make without having an answer. Without any doubts, Stroh, in El latin ha muerto ¡Viva el latin! (2012) points out that Latin was already dead a long time ago, but on the other hand, it is now living its best moment because it has been glorified and conserved because it significance connects the present to the past because it connects our background to understand who we are.

Undoubtedly, teachers, professors, students and associations in Spain did not defend the study of classics even if is the main issue without reach important changes¹²

For example The Sociedad Española de Estudios Clásicos¹³ (SEEC) is one of the societies that support the survival and the education of classical languages and more in specific has the aim to:

¹² www.culturaclasica.com/?q=node/6093
¹³ Spanish Society for Classics Studies, www.estudiosclasicos.org
• Promote the knowledge of the classical world, our roots and the foundation of Western civilisation;
• Fight for the consolidation of classical languages (ancient Greek and Latin) in the Spanish education system;
• Support teachers in the education by providing scientific and educational renovation.
• Organise meetings and conferences in which collaborating partners can publicise their contributions in teaching and research of the classical world.\textsuperscript{14}

The SEEC is also flanked by Cultura Clásica that has the aim of informing and virtually keeping up-to-date all those interested in the Greco-Roman world and continuing the influence it has on our society\textsuperscript{15} and the Sociedad de Estudios Latinos\textsuperscript{16} rigorously collects original scientific contributions in any field of Latin Philology and related disciplines (Ibid).

Despite the great and fundamental work of these associations, one of the most common position of experts and teachers of classical languages is to defend the position of classical languages to make them survive with its promotion throughout the different educational law changes.

The last changes, in fact, from the LOE to the Organic Law for the Improvement of Educational Quality (LOMCE), has increased the position to defend classical languages and civilisation as pointed out in the Carta al Senado sobre la LOMCE\textsuperscript{17}

\textsuperscript{14} www.estudiosclasicos.org/la-seec/presentacion.
\textsuperscript{15} www.culturaclasica.com.
\textsuperscript{17} Paper to the Senate regarding the LOMCE: www.estudiosclasicos.org/carta-al-senado-sobre-la-lomce.
signed by Jaime Siles Ruiz, Professor of Latin (University of Valencia) President of the SEBC, who stresses the importance to restore, for example, the compulsory position of classical civilisation in the third year of Spanish secondary education (E.S.O.) (Ibid, 5. A).

Fortunately, there are several associations, museums and centres which promote the classical culture and propose several workshops for children and adults.¹⁸

¹⁸ The MARQ (www.marqalicante.com) in Alicante offers several courses for teachers, as well as different educational programs and number of workshops in which pupils can enjoy creating mosaics or rural paintings. Ludere et Discere (domusbacbia.blogspot.com.es), based in Sagunto, is a Spanish association which is composed by primary and secondary teachers and has the purpose to diffuse classical culture. The association offers different workshops and activities such as: tessallae where, through the history of Roman art, professionals explain how to create a mosaic and their importance for the Roman life. Or there is the Latin epigraphy workshop to learn the different types of writing and the different writing supports. Workshops with ancient magic and prediction spells, games from the Roman world, or how to create some Roman dresses. The organisation also offers cooking and make up workshops. The Monuments Museum and more Culture in Valencia also offer activities for children and adults which are led by professionals (www.didacultural.com). There is also the Archeological Museum in Cartagena (www.museoarqueologico-cartagena.es), built on 1943 and located on the late Roman necropolis excavated years before, that proposes free workshops such as Ludi Romani (for KS3, and secondary education), mythology (for KS2 to secondary education), the funeral in the ancient word and Roman life (for KS3 and secondary education), Latin epigraphy and the beauty (for secondary education). The museum also runs courses for teachers and activities for adults. It also prepares and makes available teaching materials such as: Roman mosaics, Roman history and civilisation and mythology with free download. But
All these activities are a great support for the promotion of the past cultures where children can get in contact with a different space, environment, the museum also offers temporary and permanent exhibitions, cinema sessions and stage shows. The Roman Museum Theatre in Cartagena (www.teatroromanocartagena.org) has the purpose to a) develop all activities relating to the conservation, restoration, enhancement and presentation of the Roman Theatre in Cartagena; b) construct and manage, in their cultural, administrative, technical and financial aspects of the museum; c) cultural promote the Museum, through exhibitions, publications, events, etc (www.teatroromanocartagena.org). The foundation offers different activities, courses, conferences, teaching materials, shows and excursions. The National Roman Act Museum in Merida (http://museoeromano.mcu.es/area_educacion_talleres.html) proposes different activities and workshops. Past activities were: Explorer the treasure through the archaeological pieces, the Academy of the gladiators in which pupils learn how gladiators fought, their preparations, how the show was made etc; Artifex to learn the Roman engineering about roads and buildings; Olympic in the museum to teach the Roman Olympic games or the Roman symposium which introduces the Roman food and parties. Furthermore, they also offered workshops related with theatre. In addition, Fundación Sales (www.fundacionsales.org) offers from time to time some workshops and courses for children such as the study of the Greek and Roman civilisations. The Col·legi d'arquitectes in Barcelona (www.arquitectes.cat) in the past offered a workshop related with the Romans in Barcelona for children from six to twelve years old. There is also the association, Kedín Kids Barcelona (http://kedinkids.com), that every month proposes a familiar workshop “Greeks and Romans in Cataluña”, an activity which transport children to classical culture and its presence in Catalan land and influence on their customs. Consequently, the La Central (www.lacentral.com), in Barcelona, has offered a workshop for children from six years old to discover the cryptography, or the Casa del Lector (www.casadlector.fundacionsc.com) in Madrid proposes different activities about the Roman world to put children in contact with past writings through wax tablets and parchments.
and integrate and acquire a more complete knowledge. In fact, the use of museum has positive results in children’s learning and has an importance in acquiring new information (Dierking, 1991; Davis, Gardner, 1993; Folk, Dierking, 2011), because children can see a real object, work in a different place and have a more hands-on approach.

Although these are a valuable resources for the learning even in early age, is still absent the Latin language in early Key Stages of the National Curriculum and almost absent in workshops and museums.

The situation in Spain made me think about the possibility to introduce Latin language in primary education with some activities through the Spanish National Curriculum to try, first of all, to make children aware of past languages already from an early age and to make Latin meaningful in early stages.

Make awareness means, through the words of the dictionary of Italian language, Aldo Gabrielli (2011),

Rendere qualcuno cosciente di qualcosa risvegliandone l’attenzione, l’interesse e simili, e promuovendone la partecipazione con un’opportuna attività d’informazione.

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19 They concentrate more in the cultural part which has a very huge importance also because we can share and learn, and make new experiences understanding the importance of past and present cultures. We can understand new ideas and other people, and start to reflect logically about the world which surrounds us to reach an intercultural understanding (DCFS, 2005:10.9; Pelling, Morgan, 2010).
It means that we start to consider or reconsider something we are or not familiar with in order to be active people to build new opportunities for educational purposes through an information process in an informative and positive attitude without prejudices.

In fact, there are many projects that concern the awareness of some topics, issues, such as awareness project on raising power, on financial sector, on prevention of gender violence, on intercultural education, on art and preservation, or environmental education.

Biles, for example, in her article “Activities that Promote Racial and Cultural Awareness” (1994) points out the importance of making pupils aware of cultural identities to avoid racial attitudes. Biles stresses the significant role which information on diversity and cultural identity has in 8 and 9 years old children in changing preconceptions or just to build non-discrimination and positive attitude in pupils. Biles’ article is just one of the examples of how important it is to be aware of something in childhood.

But the introduction of Latin also fall into to familiarise children with classical culture and its influence on the present; restore the importance of Latin (and the Classics) and also improve linguistics, writing and reading numeracy, artistic, cultural and social abilities and anticipate and eliminate future negative preconceptions about Latin language.

Children’s learning come with different forms such as: talk and discussion, play, working individually and in pairs and groups; using the environment as a learning resource; problem solving; using Information and Communications Technology (ICT)
(NCCA, National Council for Curriculum and Assessment, 2006). These forms have to be included in an education programme that takes into account learning through the different stages with a particular attention on diversity, integration (Art. 16, 19) (EMECD, 2006:17168), or cross-curricular disciplines (EMECD 2013:IV): a way in which consciousness about the education through the different stages and not only the consideration about every single subject becomes more important.

In primary education, pupils study several subjects in order to achieve a good general basic knowledge in different disciplines such as literacy, numeracy, artistic, social science, science, physical education... to progress in Secondary Compulsory Education E.S.O. at the age of twelve. But alongside these subjects we may improve and set some basis for future education and a better understanding of us and other different cultures.

The teaching of Latin in our opinion should be included, therefore, into the pupils’ continuing and global education. Where is possible make progress in developing listening and speaking skills and learning about the understanding of other languages as stated with the England Education law, but also to develop consciousness of the importance of classical languages and culture throughout the whole education.

Contributions of Latin

In particular, the learning of Latin from early years will contribute to the education but also to preserve our cultural heritage and to experiment and live an intercultural communication.
Through the words of the LOE 2006 (EMBCD:727-729) we point out the different relevant arguments about the role of Latin language for the different competences and skills:

Latin contributes to the acquisition of linguistic competences in communication. With its content, it contributes to the reading comprehension of various texts and towards oral and written expression, which are indispensable means for any kind of quality learning.

The knowledge of the structure of the Latin language enables a student to attain a deeper understanding of how the grammar of European languages is derived from Latin.

The knowledge of the processes of the formation of words and the phenomena of phonetic evolution can be effectively combined to extend the basic vocabulary. It also enhances the ability to use the language as a tool of communication.

Again, knowledge of the Greco-Latin etymologies provides the understanding and incorporation of a cult vocabulary and explains the specific vocabulary of scientific and technical terms.

From the knowledge of the history and evolution of the Latin language, people become conscious of the variability of languages over time and the different geographic and social areas as well as intercultural communication. This fosters interest in and respect for all languages, including ancient and minority languages, and the rejection of stereotypes based on cultural and linguistic differences.

The contribution of the language to the competence of cultural and artistic expression is achieved through the knowledge of important Roman archaeological and artistic heritages in Spain in particular and in Europe in general, and promotes the appreciation and enjoyment of the
acts as a product of human creation and as a witness of history, while promoting interest in the preservation of this heritage. It also provides references to make a critical assessment of successive artistic creations inspired by the culture and the Greco-Latin mythology, or messages spread by media which, in many cases, take their iconic origins from the classical repertoire.

At the same time, the knowledge of the classical world and its survival promotes interpretations of the later literature, in which themes, archetypes, myths and topics remain, as do the valuation of the nature of aesthetic texts and the love for literature.

Contributions to the social and civic competence are established from the knowledge of the institutions and Roman life as a historical reference of social organization, citizens’ participation in public life, and the delimitation of the rights and duties of the individuals and communities within the area of a different Europe, united in the past by the Latin language.

At the same time, the knowledge of the inequalities present in the same society facilitates a critical reaction towards the discrimination of the members, part of a particular social or ethnic group, or sexual differences. In this way, it promotes in students a positive valuation of the citizen’s participation, and negotiation and implementation of equal rules and rights for all as a valid instrument to resolve conflicts.

The subject contributes to information processing and digital competence, since a part of the material requires the search, selection and processing of information. In addition, the activities related to the collection, sorting and analysis of the information, the application of techniques of synthesis, the identification of keywords and the distinction between primary and secondary ideas provide basic tools for the acquisition of such competence. Moreover, it
collaborates in the acquisition of digital competence of Romance origin and of other languages.

The study of the Latin language contributes to the learning of competence, and fosters the willingness and ability to organize such learning, favors autonomy, discipline and reflection, facilitates the recovery of data through memorization, and places the learning process in a context of logical rigor.

The subject contributes to the autonomy and the personal initiative in procedures that require planning and evaluation of different possibilities, and to take decisions.

The cooperative work and the sharing of the results entail the assessment of the contributions of other classmates, to accept the errors, to understand how to correct them, and not to give up in the face of wrong results. In short, it provides opportunities for improvement and encourages the desire to excel.

Furthermore, we believe that, for the future, Latin has its importance when we are translating Latin texts into English, Spanish, or other languages; in fact the work may lose its original meaning (Frank, 2009). Consequently, when translating a classical text, we may not ever be able to translate the true meaning of the original work. To reach the true essence of a text, we should read the text in its original language because the richness of a language is difficult to translate, also taking into consideration the cross-cultural factors (Sechrist, Fay, Hafeez Zaidi, 1792). In effect, when translating a document, there will always be a substantial loss of nuanced meaning.

For ancient documents, one of the big risks is that no one will be able to read or understand ancient Greek or Latin in the future. For this reason, translating an ancient document or appreciating and
studying an ancient work of art would become quite impossible if we did not have any knowledge of it.

We can see from this example that continued studies of classical languages remain important. As proof, we simply need to imagine an archaeological excavation where no one can understand the writings found on artefacts: we will be in front of an incredible piece of history but we will not be able to understand past languages and, consequently, the loss of cultural heritage will be immense. For this reason, studying classical languages would help individuals to understand, discover, and know the meanings of ancient writings as well as to answer historical questions.

Classical languages are also important because they contribute to developing international communication between scholars. This notably occurred in the sixteenth century when different researchers used Latin to communicate (Masciantonio, 1977, 1983). Furthermore, the debate on whether Latin was alive was one of the main issues of the first half of the twentieth century, in which many scholars considered the idea of re-establishing Latin as the working language for international congresses and as the universal language (Waquet, 2002:263-268).

Nowadays we can see that even though these ancient languages have lost their importance in school curricula, many Latin words have been created and incorporated in an internationally recognisable vocabulary of other languages.

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20 A very simple example is the acronym S.p.a: salus per aquam.
Latin language also plays a significant role in science. Many of the scientific terms that we regularly use today originate from classical languages.

Law is another discipline that benefits from Latin (Lazar, 1999). We can find many legal phrases that have a particular meaning in Latin that often cannot be replaced with words found in other languages. In fact, lots of common expressions are daily used by lawyers as part of formal language.

Another important aspect of classical languages is that they assist scholars in enhancing their understanding of contemporary languages. These languages also directly contribute to the acquisition of communication and linguistic knowledge (BOE n.5, 2007:728).

Moreover, classical languages not only assist students in gaining a better understanding of Spanish but also help them to improve oral communication in Spanish. This is because many Latin words are part of Spanish vocabulary.

Altogether, 75% of Spanish vocabulary is originated from Latin (Chandler, Schwartz, 1961:2). Furthermore, students who are interested in learning other languages, especially Romance languages, should study Latin to increase their understanding because of their Latin roots (Nation, 1990:168). Additionally, individuals who have a better understanding of classical languages can gain command of other modern languages, such as French, Italian, and Portuguese.

Students who learn classical languages also obtain the highest SAT\textsuperscript{21} scores compared to their

\textsuperscript{21} The SAT is a standardised test generally used for college admissions in the United States.
colleagues who have not studied classical languages. This was verified by several experiments conducted in the 1970s (LaFleur, 1981).

Another important advantage of studying a classical language is that it helps to expand the brain's capacity. Individuals who understand two languages have more grey matter in their brains than monolingual individuals (Michielli et al., 2004:757). Bilingual individuals can easily focus on carrying out two tasks simultaneously. In fact, they are also more analytical because the sections of their brains that are involved in memory and reasoning are enhanced, like attorneys who have two working languages (Rathod, 2012).

Furthermore, the Latin alphabet is very similar to the alphabets used in Spanish, English, and Romance languages. Its letters produce a single sound when pronounced. This facilitates spelling and pronunciation, making it easier for students with learning difficulties like dyslexia to learn a language (Ancona, 1982; Ashmore & Madden, 1990).

Currently in Europe, dead languages like ancient Greek and Latin have gradually transformed into modern languages like Romanian, Italian, and French among others. Nevertheless, in some nations, Latin has remained unchanged. For example, Latin is employed extensively in the Vatican City for spiritual and administrative commitments.

**Purposes**

Taking into consideration these premises the main purpose of this research study is the introduction of Latin language in Spanish primary schools to:
• Make children aware of classical languages and cultural civilisation and stimulate their interest in Latin and humanities;
• Familiarise children with classical culture and its influence on the present.
• Anticipate and eliminate future negative perceptions about Latin language;
• Restore the importance and learning Latin (and the Classics).
• Improve linguistics, writing and reading ability skills. But also numeracy, artistic, cultural and social abilities.

The purpose, we believe is possible to reach through some teaching units across the National Spanish Curriculum.

Methodology

For this study, to cover the dearth of time and the lack of preparation on the part of the primary teacher, we created some new materials to use in the classroom. The idea is to generate educational teaching units based on the Spanish National Curriculum, which can be a guide through primary education and offer a linear programme through which children can gain awareness about the Latin language and its relationship with Spanish and the co-official language, and the confluence with other languages (Hawkins, 1984:4; Frings 2006:165), as also its points of connection with other subjects of study. In fact, the study of Latin directly involves culture; in particular, the cultural heritage.²²

To undertake this, after the study of the English and Spanish situations, we present a consultation regarding the position of the Latin

²² www.unesco.org/culture/ich/doc/src/01851-EN.pdf , p.4;
language; secondly, we study the aspects related to the introduction of Latin in primary schools and create the teaching units. To evaluate the validity of the work done, we put into practice a teaching unit in a primary school and, with a qualitative questionnaire and the observations, we gather information about the outcomes.
Test the Waters in Spain: A quantitative Study

Premises

Teaching Latin in primary education is a new field for the Spanish education. If we talk to some people in the city centre they may not know that is even possible to teach Latin in primary schools. Others may be shocked about the proposal; others may do not know what Latin is.

In England the introduction had to pass before the identification of the role of languages and their importance for the children education and several reviews and consultations have been done in order to understand what people think about languages.

We do not pretend to do the same work done in England for obvious reasons, but in this chapter we present a consultation to 429 parents.

In fact, we believe that a very important role for children education is played by educators and
teachers but also the parents' position is fundamental for the development and the growth of the pupils.

With the purpose of following our research and creating some material to teach Latin in primary education, we decided to understand what parents of pupils think about the Latin language to see if they are in favour of introducing a Latin course in the English Education System.

With this purpose we have created a specific questionnaire.

The questionnaire points out the negative perceptions parents have about Latin. The negative perceptions are especially in those parents with no Latin studies background. The majority, however, agreed with the importance of languages for education even if only 13% (54 people) are in favour to introduce Latin in primary education.

**Analysis and processing choice of the Latin language**

This study is related to the motivation that contributes in a family to make a decision about the future educational proposes about Latin language in primary education.

In particular, we focus on the valuation that parents, sharing with the thoughts expressed by the child, make the choice or not to study Latin, using a questionnaire specifically made for this purpose.

Is it possible that such valuation is influenced by forms of particular thoughts of the prejudice, and not based on knowledge of the language in question? And, eventually, which dimension assumes this type of prejudice? It is, for example, a language considered too difficult and therefore the exclusion of such language is motivated by the fear of not being able to help their child with
their homework, or is there a fear of subjecting children to a performance task unduly burdensome? Is there a fear that learning Latin that does not have a real purpose and cannot be translated in a useful resource for future education and professional objectives? Among the different information which is the subject of data collection, an important role is attributed to the actual knowledge of the parents regarding Latin.

The question arises after having read the study by McClelland (2011) ‘Case study exploring what preconceptions primary school pupils have about the learning of Latin and the Classical world and bow’ in which she points out that children already in primary education may have some preconceptions about the Latin language and classical culture.

The children who participated in the pilot classes using the Latin book of Barbara Bell, Minimus, had never studied Latin before. In the study, McClelland observes the children during the classes and then interviews them to find out if the prejudices children had before the course changed with the help of teachers.

In this case, the analysis has a qualitative study in which the author analyses in depth the child’s answers having the possibility to take part in their responses and guides the interview, to have the whole view of the analysis.

The study showed that teachers and parents can play an important role in children’s views on the Latin language, for example the negative experience experimented by the parent of family. Children’s answers such as: “I thought it was harder but I wanted to try” evidences, in fact, a non-personal preconception but rather ‘inherited’ from adults
(family, parents) or, on the contrary, the most optimistic answer ‘I wanted to do it to learn more language as Latin helps with learning other languages even though it is dead’ (McClelland, 2011).

Clearly, personal experience but also the concept of knowing and considering something even without having a clear and true idea of a fact (preconception) can be very influential in children's personal life and later in adulthood.

Methodologies

In this section we explain the methodology we used, how we created and designed the questionnaire and how we analysed the data. Our study wants to emphasise:

1) What parents of primary children, who have not studied Latin (nor classical culture) throughout their education, think about the Latin language

2) If parents agree to introduce Latin in primary education.

For this purpose we have developed a specific questionnaire (Annexes) for parents of primary students.

The questionnaire is divided in different parts.

The first part gives us information about schools, pupils' gender and numbers of them, parent’s age and educational background.

The second part, that is the first specific section of the questionnaire, consists of six questions about the relation and position of the
parents in relation to the languages in general and their linguistic and classical background education.

The third section contains a question with different sub-questions in order to identify what parents think of Latin and in both cases they are asked whether or not they have studied it during their studies.

Finally, the last section takes into account the position of the parents regarding the possibility of introducing Latin in Spanish primary schools taking the new Education law 2013 of England as a reference.

The questionnaire

The questionnaire is structured to give the opportunity to both parents (if present) to answer on the same sheet. For this reason we chose two acronyms: P1 and P2 that refer to parent 1 and parent 2 assuming the word parent as the masculine or feminine person that involve the growth and the personal educational and development of the child. In this sense, it has a wide meaning, but in order to make the questionnaire easy to read, we decided to opt for P1 father and P2 mother.

For the typology of the questionnaire we chose to opt for closed response format, so it will be focused on a quantitative study.

The reason why we chose to focus only in a quantitative study is the necessity to have an immediate response with a great number of answers that will allow us to focus on the primary aspect of the questions we planned. On the other hand, we are conscious that the data we gathered will not be exhaustive and absolute. In this case, future investigation will have the opportunity to extend and
improve the research about preconceptions in classics and introduction of Latin.

The questions we chose to place in the questionnaire have three different types of structure: the first one gives parents the chance to be selective and answer \textit{yes} or \textit{no} to some particular questions, a dichotomy answer; the second one presents different answers from the most positive to the most negative, while the third type, includes a range of different answers to choose from.

In order to start with the research and obtain data, at first we sent a project presentation of the research we were doing to the schools of the province of Alicante. We sent it by e-mail as it was very difficult to find the head teacher of the school in order to present in person our investigation for each school.

From the 14 schools of the city, 11 were not interested to collaborate with the project, 1 school gave us a very negative answer and two schools have positively responded to our research accepting to participate.

The two schools are two different institutions. School A is Catholic, while School B is a public school.

At this point, we provided the questionnaires to the two schools but we decided to take into consideration only one classroom for each stage. In total we analysed 6 classes per school and 12 in total (6 in school A and 6 in school B).

The questionnaires received and analysed are 429 (equivalent to 429 parents).

For this study we decided to consider only parents of primary students because our interest is closely directed to primary education and the
relationship between parents and children associated with the position of the teaching of Latin language in primary schools and for further studies in secondary education.

With the questionnaires we also wanted to take into account different variables such as age, gender, level of study of the parents, or the language studied, the language spoken at home, the importance of studying languages, or the importance of studying a second language including Latin.

However, the central part of the questionnaire focuses on two fundamental questions 1a) if parents have studied Latin or classical culture throughout their education and related with these questions, paragraph 7, 1b) analyses what parents say about Latin and the last question 2) if parents would like to introduce Latin in primary school education.

In order to have a clearer idea of our research we present every question with the answers we obtained from the parents.

The children’s profiles

With the aim of getting a general idea of the students taken into consideration, we gathered information about the children’s age and gender.

We have analysed 12 classes from first to the sixth year of the primary school. Not all the given questionnaires to the schools were returned; this means that we do not have a complete picture of these two sections that we have considered.

The total number of children is 223 while the total of questionnaires is 429. This means that there are single-parent families or families where only one of the parents took part in the research.
The majority of children are girls (129 and 94 boys), and the class where we received more answers is the key Stage 3 year one.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>11</td>
<td>24</td>
<td>35</td>
</tr>
<tr>
<td>2nd</td>
<td>12</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>3rd</td>
<td>17</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>4th</td>
<td>18</td>
<td>22</td>
<td>40</td>
</tr>
<tr>
<td>5th</td>
<td>20</td>
<td>28</td>
<td>48</td>
</tr>
<tr>
<td>6th</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>129</td>
<td>223</td>
</tr>
</tbody>
</table>

Table n. 5: Numbers and genders of the students.

Parents' profile

The average age of parents is between 36 and 45 years old followed by parents who are between 46 and 60 years old. Parents of a younger age, therefore, seem to be the minority. Only 10 are the parents from 26-30 years and 39 are the parents who are between 31 and 35 years. Overall the average age is quite high.

Another important element to be analysed is the age of the parents and their educational qualification.

We can see from that the table that most of the parents has a vocational training (FP Formación Profesional) 122 parents, followed by those who have a diploma (Bachillerato), 102 people. On the other side, 78 people have only primary education and 73 parents have a university degree.

Despite this, the data indicates that there is a relation between the age of study and training. People who are generally between 36 and 45 years have professional training or a diploma.
The gender of the parents is almost equal. In fact, 210 are male, while 219 are female.

We also gathered information about nationality and the language spoken at home to understand the relation with the Spanish language, a romance language.

The data points out that only 28 parents do not have Spanish nationality but come from South American countries (Argentina, Bolivia or Venezuela). Furthermore, all the parents speak Spanish and the communication language at home is Spanish and not Valencian.

Now we have a general idea of the children and parent’s profile: there is an equal number of parent’s gender, while the number of girls is higher than boys. The average age of the parents is from 35
to 46 and the level of education includes professional training and diploma, among others. The language, spoken at home is Spanish but not all parents speak Valencian.

Part 1
Languages and their importance.

The first part of the questionnaire includes six questions with the aim of understanding the position of the parents towards the importance of languages.

In the first question *which language is your child learning in primary school?* all parents answer that all children learn English and Valencian (the second one is compulsory because it is the co-official language in the Region of Valencia). Therefore, children study Spanish, Valencian and English. In total, children study three languages.

Consequently, parents follow their children in learning three languages, a task that sometimes can be quite hard, especially if parents do not have any knowledge of a particular language.

The second, third and fourth question have to be taken as a *unicum* and with a particular attention.

The second question, *would you like your child to learn another language in primary education?*, points out that 336 parents answered positively to the question, while 93 parents answered negatively. This can be related with the previous question: parents can be worried about overloading their children and maybe they do not feel prepared to help them with another language.

Despite this, 416 parents affirm that learning languages is useful for the future of their children.
Consequently, even if not everyone agrees with the increase of studying languages, they almost unanimously agree regarding the importance of learning a language. In fact, most of the parents have studied at least one foreign language. The data points out that 339 of the parents studied a language during their education, while 90 people did not.

As follows, we can see questions 2, 3 and 4:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like for your child to learn another language in primary education?</td>
<td>336</td>
<td>93</td>
</tr>
<tr>
<td>Do you think that learning languages will help your child’s future?</td>
<td>416</td>
<td>13</td>
</tr>
<tr>
<td>Do you study any language?</td>
<td>339</td>
<td>90</td>
</tr>
</tbody>
</table>

Table n. 8: Languages and their importance

From these three questions we underline that languages are an important resource and parents are aware of this especially for the education of their children.

Question number five takes into consideration whether parents have studied Latin. This question is crucial for our research in order to compare the answers with the next parts of the questionnaire to verify if there are some correspondences and some kind of preconceptions.

Only 165 parents replied that they have studied Latin for at least one year, versus 264 parents who have never studied Latin in their life.

Parents who have studied Latin are people that are between 30-60 years old and have studied a diploma or a university degree with a major numbers of people between 41-45 years old.
<table>
<thead>
<tr>
<th>Age</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>-</td>
</tr>
<tr>
<td>26-30</td>
<td>1</td>
</tr>
<tr>
<td>31-35</td>
<td>7</td>
</tr>
<tr>
<td>39-45</td>
<td>51</td>
</tr>
<tr>
<td>41-45</td>
<td>66</td>
</tr>
<tr>
<td>46-60</td>
<td>40</td>
</tr>
</tbody>
</table>

Table n. 9: Age of parents that studied Latin.

While the sex of the parents seems to prevail in relation to studying Latin is the feminine.

<table>
<thead>
<tr>
<th>Studied Latin</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studied Latin</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>Studied Classical subjects but not Latin</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Did not study Latin or Classical subjects</td>
<td>109</td>
<td>101</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>209</td>
<td>219</td>
</tr>
</tbody>
</table>

Table n. 10: Gender of parents that studied Latin.

Finally the sixth question has a close relation to the previous one and asks whether parents have ever studied classical culture throughout their education. The answer is similar to the last one and stresses that 176 parents have answered that they have studied classical civilisation, while 253 parents did not.

From this first part of the study, we can point out that pupils in primary education already learn at least one language, in this case English, and a second one related to the status of the autonomous community that makes the co-official language compulsory throughout the whole educational system of the region. For this reason, alongside English, Valencian is the language that pupils study as
well as Spanish language, the official language of the country.

The first section also highlights the importance that languages have. In fact, most parents point out that languages are a useful instrument for their children's future, and they agree to introduce another language in the curriculum even though not all the parents have studied languages during their education.

Among those who disagree with the introduction of another language, parents evidence that their children already have enough duties with studying Valencian and English, and another language will overload their study programmes.

Results of the first part also stress that only one third of parents studied Latin and classical civilisation with a higher percentage in the feminine gender.

Part 2
Preconceptions about Latin

The second group of questions has been planned in order to have a clear idea of what parents, with no prior Latin knowledge, think about Latin. For this reason, we included questions regarding what they think about the utility, the interests, the level of difficulty of Latin and its similarity with Spanish, to choose from selected answers (from the most useful to the least useful but also including 'I do not know' in the event they do not know).

Furthermore, we thought that this part also needs some other aspects related to the Latin language and the context in which we live.

For this analysis we decided to take into consideration three variables, those who have studied
Latin (that in general also have taken classical civilisation); those who did not study Latin but studied classical civilisation and those who did not study Latin nor classical civilisation. These variables help us to understand better if there is any kind of prejudice especially in those who have never studied Latin or classical civilisation.

From the first analysis of the question number 7, we point out the following

1. The interest in the Latin language

Question number 7A takes into consideration the possible interest of the Latin language, parents have the option to choose from the most interesting to the least interesting option.

It is interesting to see that in the first column, only half of the parents who studied Latin admit that it is an interesting subject, while the other half consider it as a non-interesting one. On the contrary, 17 people admit it is a very interesting language.

Quite similar is the position of those who studied classical civilisation but not Latin, 29 (3, 20, 6) people think that Latin is an interesting language while 19 (11, 8) people think it is not.

In the third column we see that the position with respect to the interest of Latin is much clearer and more uniform than the two previous columns. 114 people (71, 43) consider the language a little or not interesting. 55 people (9, 35, 11) think that Latin is very interesting or quite interesting while 36 does not know. We can see that the majority of the people think that Latin is not interesting without having studied it.
Table n. 11: The interest in the Latin language

Overall, a great number of the parents consider Latin a little or a non-interesting language while less the a half have a positive consideration about the language. The majority of the negative perception goes to those parents with no Latin background while the positive perception is related with those who have studied Latin during their education.

2. The use of the Latin language

The second question takes in consideration the use of the Latin language.

From the results it is clear that among people who have studied Latin, this language is not of great use. In fact, 102 (67, 35) people of those who studied Latin ensures that for them it has not been useful to have studied Latin during their education. Only 56 people (6, 41, 9), on the contrary, admit that studying Latin had some use in their course of study or in other contexts.

On the other hand, is also negative the feedback if we take into account that only those who have studied classical civilisation. 38 (24, 14) people of them consider, in fact, that Latin has no usefulness or very little, compared to 12 (1, 7, 4) who admit that Latin can have its usefulness.
Finally, the situation of those who have not studied Latin is almost similar to that of the second column. In fact, 37 people responded that Latin is useful or may have its usefulness, while 129 people (84, 45) consider that Latin has no or little usefulness. 44 people do not know or did not answer.

In general, the data in the table are very clear. In fact it makes the net position of those who think that Latin is not useful explicit, with 269 people (175, 94), while in the opposite case we have 105 people (13, 69, 23) who think is useful and 55 people (39, 16) of those who do not know if it can be useful or not.

<table>
<thead>
<tr>
<th>Study Latin</th>
<th>Study c.e. but not Latin</th>
<th>Did not study Latin and c.e.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>6</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Useful</td>
<td>41</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Quite useful</td>
<td>9</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Little useful</td>
<td>67</td>
<td>24</td>
<td>84</td>
</tr>
<tr>
<td>Not useful</td>
<td>35</td>
<td>14</td>
<td>45</td>
</tr>
<tr>
<td>Does not know</td>
<td>4</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>No answer</td>
<td>3</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>165</td>
<td>54</td>
<td>210</td>
</tr>
</tbody>
</table>

Table n. 12: The use of the Latin language

3. Level of learning difficulty

Question number three intends to point out if Latin is considered an easy or difficult language.

With respect to those who have studied Latin, we can highlight that learning this language is considered slightly complicated for 65 people, quite complicated or very complicated for 46 (33, 13) people. On the contrary, those who think that the study of Latin is less complicated are the minority. 30 people admit that the study is quite simple and only 16 people admit that is a simple task.
On the one hand, we point out those who have not studied Latin but studied classical civilisation have the idea that the studying Latin is complicated. In fact, some parents thought it is a little complicated 20 people, while 14 (9, 5) people think it is a quite or very complicated language. Only two people think it is simple. 13 people do not have any idea.

Instead, those who have no knowledge of either Latin or classical culture consider that Latin is complicated or very complicated for 89 people (57, 32). 11 people (6, 5) think it is simple while 36 people think it is a bit complicated. And finally a great number responded they do not know with 63 people.

Overall, 149 (99 and 50) people admitted that for them the Latin language is not easy to learn, compared with 59 people (22 and 37) who think otherwise. Finally, 80 people do not know if it is hard or not.

In total we can see that those who have no knowledge of Latin have a great negative perception towards the difficulties of the Latin language.

<table>
<thead>
<tr>
<th></th>
<th>Studied Latin</th>
<th>Studied c.c. but not Latin</th>
<th>Did not study Latin and c.c.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
<td>16</td>
<td>0</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Quite easy</td>
<td>30</td>
<td>2</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>A bit complicated</td>
<td>65</td>
<td>20</td>
<td>36</td>
<td>121</td>
</tr>
<tr>
<td>Quite complicated</td>
<td>33</td>
<td>9</td>
<td>57</td>
<td>99</td>
</tr>
<tr>
<td>Very complicated</td>
<td>13</td>
<td>5</td>
<td>32</td>
<td>50</td>
</tr>
<tr>
<td>Does not know</td>
<td>4</td>
<td>13</td>
<td>63</td>
<td>90</td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
<td>5</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>165</strong></td>
<td><strong>54</strong></td>
<td><strong>210</strong></td>
<td><strong>429</strong></td>
</tr>
</tbody>
</table>

Table n. 13: Level of learning difficulty
4. Spanish roots

Question 7 D takes into consideration the role of Latin with respect to the Spanish language. The question intends to find out whether Latin is very similar, quite similar or very different compared to Spanish or if it is the root of Spanish.

This question seems a bit confusing because we can argue that Latin is very similar however it is also the root of this romance language. In this case we wanted to know whether parents know that Latin is the origin of Spanish and the other romance languages.

103 of parents have agreed to consider Latin as the root Spanish. In contrast, 24 people consider Spanish very different from the Latin language, while 26 people admit that in their opinion, Spanish is very similar to Latin. 5 people, surprisingly respond to not know.

On the contrary, those who have studied classical civilisation but not Latin, almost half of them, 23 people, admit that Spanish comes from Latin, but another high number, 17 people do not have a clear idea.

In this case we highlight the fact that there is not always a relation between classical civilisation and classical languages, in particular related to its origin.

Finally, the last column shows that 85 people consider Spanish a language derived from Latin, but on the other hand, 74 people do not know what relationships exists between the two languages.

In general it should be noted that the majority of parents, 211 people, responded that the Latin language is the root of the Spanish language, and a fairly large number, 96 people, say they do not know.
In this case, the higher number of those who do not know the origin of the Spanish language is highlighted in parents who have not studied Latin.

<table>
<thead>
<tr>
<th></th>
<th>Studied Latin</th>
<th>Studied c.c. but not Latin</th>
<th>Did not study Latin and c.c.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very similar to Spanish</td>
<td>2</td>
<td>4</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Quite similar to Spanish</td>
<td>26</td>
<td>15</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Very different from Spanish</td>
<td>24</td>
<td>18</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>The root of Spanish is Latin</td>
<td>103</td>
<td>23</td>
<td>85</td>
<td>211</td>
</tr>
<tr>
<td>I do not know</td>
<td>5</td>
<td>74</td>
<td></td>
<td>96</td>
</tr>
<tr>
<td>No answer</td>
<td>5</td>
<td>14</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>165</td>
<td>210</td>
<td></td>
<td>429</td>
</tr>
</tbody>
</table>

Table n. 14: Spanish roots.

5. Latin and cultural heritage

The second part of the questions include three other sub-questions with the aim of learning more about what parents think about Latin and classical civilisation.

In the first question, regarding whether Latin is a language that helps us to understand our cultural heritage, the majority of people surveyed 293 people admit that Latin helps us to understand our cultural heritage.

The highest number goes to those who have studied Latin with 137 people, followed by those who have not studied neither or classical civilisation with 118 people and the last those who studied classical civilisation with 38 people. Nonetheless, the second group has the higher percentage of those who admit that Latin does not help to understand our cultural heritage.
<table>
<thead>
<tr>
<th>Latin is a language that helps us to understand our cultural heritage</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studied Latin</td>
<td>137</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>Studied classics not Latin</td>
<td>38</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Did not study Latin or the classics</td>
<td>118</td>
<td>88</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>293</strong></td>
<td><strong>129</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

Table n. 15: Latin and cultural heritage.

6. Latin and the labour market

Question 7 F points out whether Latin helps to gain access to work as other foreign languages do.

The key question is to understand the position of the parents towards this classical language and the relation it has with a possible access to the labour market. The responses are almost unanimous, in fact, 390 people answered negatively.

We conclude that parents think or believe that studying classical language does not facilitate access to the labour market, although, as already observed, it helps to understand our cultural heritage.

<table>
<thead>
<tr>
<th>Latin helps to gain access to work as other foreign languages do</th>
<th>Yes</th>
<th>No</th>
<th>Not answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studied Latin</td>
<td>6</td>
<td>156</td>
<td>2</td>
</tr>
<tr>
<td>Studied classics but not Latin</td>
<td>2</td>
<td>51</td>
<td>1</td>
</tr>
<tr>
<td>Did not study Latin or classics</td>
<td>24</td>
<td>183</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>390</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Table n. 16: Latin and the labour market.

7. Latin enriches our personal culture

Finally, question 7 G takes into account whether Latin is a language that enriches our personal culture and helps us to understand our language.

The results in relation to this question are not so well defined. On the one hand, 239 people
responded affirmatively, while 182 people answered negatively. In detail, the highest percentage of affirmative answers goes to the second group with 40 people, followed by the first group with 118 people. On the other hand, the lowest number of positive responses to this question are in the third group with 81 people compared with 125 people of those who think that Latin is not a means to understand and enrich our culture.

Again, parents with no knowledge of Latin or classical civilisation gave a more negative feedback.

<table>
<thead>
<tr>
<th>Latin is a language which enriches the personal culture and helps to understand our language</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studied Latin</td>
<td>118</td>
<td>44</td>
<td>3</td>
</tr>
<tr>
<td>Studied classics but not Latin</td>
<td>40</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Did not study Latin or Classics</td>
<td>81</td>
<td>125</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>239</td>
<td>182</td>
<td>8</td>
</tr>
</tbody>
</table>

Table n. 17: Latin enriches our personal culture.

Part 3
Latin in the Spanish curriculum

We also included a part related with the statement of Latin in primary schools in England to know whether parents agree or disagree to possibly introducing Latin in English primary schools motivating their answer to choose from five options.

1. Introducing Latin in primary schools

To the first question, which asked parents whether they would like to introduce Latin in primary school education, 375 parents do not agree and only 54 people think that Latin could be introduced in primary education. The higher number of no goes to parents of the third group.
<table>
<thead>
<tr>
<th>Would you like to introduce Latin in primary school</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studied Latin</td>
<td>19</td>
<td>146</td>
<td>-</td>
</tr>
<tr>
<td>Studied classics but not Latin</td>
<td>10</td>
<td>43</td>
<td>1</td>
</tr>
<tr>
<td>Did not study Latin or Classics</td>
<td>24</td>
<td>186</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>54</td>
<td>375</td>
<td>1</td>
</tr>
</tbody>
</table>

Table n. 18: Introducing Latin in primary schools.

The answers were different and parents could choose more than one option.

Taking into consideration the positive responses of those who responded they would be in favour to proposing Latin in elementary school, we find different answers.

The majority agree that it is through Latin that one can understand how grammar, derivations, word formation and so on work (31 answers), followed by the fact that studying Latin would facilitate studying and understanding Spanish (27 answers).

In addition, 20 replies indicate that Latin helps to understand and to get closer to other cultures. Only 12 people answered referring to gain access to the labour market.
<table>
<thead>
<tr>
<th></th>
<th>Studied Latin</th>
<th>Studied classics but not Latin</th>
<th>Did not study Latin or Classics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps to understand and study Spanish</td>
<td>13</td>
<td>5</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Facilitates access to the labour market</td>
<td>-</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Helps to understand how grammar works (derivatives, formation of the words...)</td>
<td>13</td>
<td>6</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>To understand and get closer to other cultures</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>To be more open minded</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Others (specify)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Table n. 19: Parents in favour to proposing Latin in elementary schools.

Nevertheless, we find that the majority of those who answered ‘no’ (375 people). Most of them think it is better to learn a modern language which is used nowadays (307 answers) confirmed by 115 answers that affirm that Latin is not used and it would be a waste of time. We also want to point out those who say that they have studied Latin (54 answers) also claimed that it did not help them, and those (52 answers) who never studied Latin could not help their children.
<table>
<thead>
<tr>
<th></th>
<th>Studied Latin</th>
<th>Studied classics but not Latin</th>
<th>Did not study Latin or Classics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is too early to propose a classical language</td>
<td>35</td>
<td>11</td>
<td>45</td>
<td>91</td>
</tr>
<tr>
<td>I studied Latin but it did not help me</td>
<td>54</td>
<td>-</td>
<td>7</td>
<td>61</td>
</tr>
<tr>
<td>It is better to study a modern language that can be used and spoken</td>
<td>119</td>
<td>32</td>
<td>156</td>
<td>307</td>
</tr>
<tr>
<td>I could not help my children because I do not have any knowledge of Latin</td>
<td>10</td>
<td>9</td>
<td>52</td>
<td>71</td>
</tr>
<tr>
<td>Latin is not used and would be a loss of time</td>
<td>40</td>
<td>13</td>
<td>62</td>
<td>115</td>
</tr>
<tr>
<td>Others (specify).</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>

Table n. 20: Parents not in favour to proposing Latin in elementary schools.

**Latin and gender**

As we previously pointed out, the female gender seems to have a clearer provision for the Latin language or in general for languages but we cannot make a distinction of this kind with respect to the position that parents have towards the possible introduction of the Latin language in primary school taking into account the gender of their children. We underline, therefore, that there is not, in this study, a direct relation between the choice of Latin in primary and the gender of the child.

From the answers we received from parents (54 parents) who agree to include Latin in primary schools, there are no big differences between those parents who have a daughter or a son. For this reason, we cannot say that parents who chose to include Latin have a daughter rather than a son.
Table 21: Latin and gender

<table>
<thead>
<tr>
<th>Children</th>
<th>Parents agree to include Latin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

Conclusions

This research points out the possible prejudices that parents can have on this language and highlights that a negative perception of Latin and classical civilisation is to be found in those parents who do not have any knowledge of Latin: in fact they consider Latin to not be a very interesting language, difficult to learn, not very useful and a language which does not help to understand our cultural knowledge. Most of them do not know the origins of Spanish and think that Latin is not useful also because it does not facilitate the labour market. Therefore, they do not agree to include Latin as a future subject for primary curriculum even though they recognise the importance of learning modern languages especially from an early age. Most of these parents, according to data, have trained formation, E. S. O or primary education and have never had a contact with Latin.

On the other hand, the study points out the most of the parents that have studied Latin also present negative answers but with awareness of the facts.

Obviously, this study is just a short research and there are lots of variables and factors to be analysed. Furthermore, evaluating the prejudice can be subjective and it would be difficult to do an objective study also because we should have extend the number of the parents, taking into account other schools, other types of education and then study
each individual family to see if at home there are other components of the family that can actively (or not) participate in the educational life of the children and so on. For example, a longitudinal study would be very interesting for our research with the purpose to see if there is a relation between parents who had negative preconceptions about Latin and future pupil’s study. Again, variables and factors to be considered are numerous, for these reasons we underline the limitations of our research.

The study also points out that only 13% (54 people) admit being in favour to introduce Latin in primary education and among those in favour, 24 parents did not study Latin while 29 studied Latin or Classical civilisation. On the other hand, parents who are not in favour to introduce Latin in primary education admit preferring the study of a modern language.

This study has a close relation with the Consultation made in England where only 19% of the 601 respondents (who were not only parents) were in favour of introducing Latin in primary school. Furthermore, parents, like in the Consultation in England, agreed with the importance of languages.
Introduction of Latin in Spanish Primary Education

Introducing Latin in primary education in Spain has to answer to some questions. How to include Latin? Who teach Latin in primary education? How to teach Latin? Which resource use? Which elements to teach?

To answer to these questions first of all we have to consider the current position of the centres. In fact the Ministry of Education does not set a specific subject of Latin language or classical civilisation for children. Despite this we want to study the autonomy of the centres to understand if there is a possibility to include this subject along the Spanish primary National Curriculum.

How to include Latin

In general all education laws take into account the concern about the autonomy of the centre with

23 Part of this chapter has been presented at Presented at the V Research Conference of the Faculty of Art, University of Alicante.
the aim to leave more freedom in studies planning but also regarding the economic management.

Talking about the autonomy of the centres is very complicated because we can only take these laws and those in each region as references. It will be very difficult to examine every single school to investigate how much autonomy it has. For this reason, these paragraphs are just a short description of the regulations throughout the different educational laws.

Starting with the educational law LODE in 1985, we can see that it set some basis for autonomy. More particularly, it specified that the State and the regions define the necessity and priorities regarding both education and economic issues (Art. 27. 1-2) (EMECD, 1985:21018) and the school board is responsible for approving the programme and evaluating the general planning (Art. 42. F) (EMECD, 1985:21019); establishing the criteria for participating in cultural and extra-curricular activities (Ibid) or establishing relations with other centres (Art. 42. 1) (EMECD, 1985:21020). Finally, the teachers' board has the right to promote experimentation and research initiatives (Art. 45. E) (EMECD, 1985:21019).

The articles referred to the general planning but not to the subjects to be taught. On the other hand, it is interesting that there seems to be some autonomy to create extra-curricular activities with other centres, which can be a link for future new planning in relation to Latin and classical culture, as we will see in future educational laws.

In 1990, the LOGSE stressed the position of educational administrations, which contribute to the development of the curriculum regarding all needs (Art. 57. 2) (EMECD, 1990:28936), they also
encourage and promote the pedagogical and organisational autonomy of the centres and favour the teacher’s work (Art. 57. 4) (EMECD, 1990:28936). Moreover, the local administrations can also collaborate with the centres to launch extra-curricular activities (Art. 57. 5) (Ibid) while the teachers’ boards will complete and develop the curriculum with respect to all stages, years, and types of education Art. 57. 1 (Ibid). Again, public centres have the autonomy to manage the school’s economy. Finally, educational administrations have the right to promote experimentation and research initiatives (Art. 59. 1, Art. 62. B) (EMECD, 1990:28936).

There are lots of similarities with the previous law, especially regarding the position of extra-curricular activities and the possibility to make and promote research and experimentation initiatives. Innovation, if we want, could take place when the centres have some autonomy to develop the curriculum in order to meet all needs. In this way, the different centres could have implemented the curriculum in order to adapt, for example, the programme of study.

The educational law LOCE 2002 pointed out the position about curriculum planning by the Government and the educational administrations. The former designs the common teaching programmes, the basis for the curriculum, while the latter establishes the curriculum for the different stages, years... which has to include the common programme (Art. 8. 3-4) (EMECD, 2002:45194).

Regarding the autonomy of the centres, these have the necessary pedagogical, organisational and economic autonomy in order to support the improvement of continuing education (Art. 67. 1)
(EMECD, 2002:45025). With respect to pedagogical autonomy this is realised through teaching planning, tutorials and orienteering (Art. 68. 1) (Ibid). Furthermore, the centres have the autonomy to elaborate educational projects in which the educational objectives and priorities would be established (Art. 68.2) (EMECD, 2002:45025). In this case “to elaborate the educational project’ can have different definitions and propositions”. Finally, the teachers have the autonomy to choose the books and the material to use in each stage (Art. 68.8) (Ibid).

Consequently, with respect to organisational autonomy, the local administration can join the educational centres with the aim to collaborate in extra-curricular activities (Art. 69.2) (EMECD, 2002:45025). Regarding economic autonomy, the centres have the autonomy to manage their economic status (Art. 70. 1-2) (EMECD, 2002:45026).

This law seems more complete than the others but, except for the choice of the books and the creation of new extra-curricular activities, the centres do not have autonomy to create new paths or subjects. Again, even if the centres can improve and participate in continuing education and promote the teaching or educational projects, these are always restricted to the general functioning of the educational planning.

On the other hand, the LOE 2006, according to chapter number II (Art. 120. 1-2) (EMECD, 2006:17188), established that centres have the necessary autonomy to elaborate, approve and put educational and management projects into practice, as well as autonomy regarding the organisational norms and the running of the centre (Art. 120. 3) (EMECD, 2006:17188-89). Centres can also adopt
experimental plans of study but without any payment from families or from educational administrations (Art. 120. 4) (EMECD, 2006:17189).

Regarding economic autonomy, the educational administrations also favour the economic autonomy of the centres and make more contributions to some particular centres depending on the projects (Art. 120. 3; Art. 122. 2) (EMECD, 2006:17188-89).

Furthermore, this law includes the possibility to run educational projects. On the other hand, we can understand that this may be addressed to the general educational programme of the centre and not to a specific new plan for proposing alternative subjects.

Finally, the LOMCE (EMECD, 2013:97901) (Art. 120. 3-4) set out specific principles for the autonomy of the centres/schools. As the previous law, LOE 2006, it emphasises that centres, in the exercise of their autonomy, may introduce innovations, work plans, forms of organisation or extended school hours within the terms established by the educational authorities without, in any case, imposing contributions on families or educational authorities, and that the educational authorities will enhance and promote the autonomy of schools so that their financial, material and human resources will adapt to the development of the work plans and organisation, once they are properly evaluated and assessed.

Centres also have autonomy to develop, adopt and implement their educational project and project management, as well as the organisational rules and operation of the centre.
The LOMCE also points out that the law will reinforce the capacity of the direction of the centres, giving more pedagogical and management power to the directors (EMECD, 2013:VII).

Unfortunately, the PISA Report (2012) pointed out that the autonomy of Spanish centres is lower than the OECD (Organisation for Economic Co-operation and Development) average, and that centres in Spain take fewer decisions than in the OCDE and in the EU-21. According to this report, the centres do not have much autonomy:

In Spain, schools have less autonomy over the content of what is taught and how it is assessed than other OECD countries. For example, 58% of students attend schools that play some role in determining which courses they offer, compared with 82% of such schools across OECD countries (OECD, 2012:5).

One very interesting point is found in Art. 18.2 of the Decree of the Region of Catalonia (Departamento de Educación, Generalitat de Cataluña, 142/2007), which underlines the importance of the director’s role as regards the school’s autonomy (EMECD, 2013:VII). Consequently, Bolívar (2010) and Pont, Nusche, and Moorman (OECD, 2008) pointed out that schools which participate more actively in making curricular decisions demonstrate a higher student performance. According to the OECD (2008:2)

School leaders can make a difference in school and student performance if they are granted autonomy to make important decisions and autonomy alone does not automatically lead to improvements unless it is well supported.
Also the *White Paper* (DfE, 2010:3) underlined the importance of schools’ and teachers’ autonomy in order to offer outstanding education. The PISA Report (2012:5) also pointed out that

Greater school autonomy in designing the curriculum and assessments could lead to improvements in performance, provided that the school system, as a whole, has accountability arrangements in place and that principals and teachers collaborate in school management.

The LOMCE established that the Ministry of Education will institute common contents, learning standards and minimum teaching times for core subjects (Art. 6 bis a1) (EMECD, 2013:97868); set learning standards relating to the contents of specific subjects (Art. 6 bis a2) (EMECD, 2013:97868-69); and determine the assessment criteria (Art. 6 bis a3) (EMECD, 2013:97869). Then, the educational authorities will supplement the contents of core subjects (Art. 6 bis c1), *Ibid* set the contents of both specified and optional subjects (Art. 6 bis c2) (EMECD, 2013:97870), and set the hours for core, specified and optional subjects (Art. 6 bis c 4, 5) (*Ibid*).

Ultimately, individual schools (centres) can supplement the contents of core, specific and optional subjects (Art. 6 bis d1) *Ibid* and set their own schedules for different subjects (Art. 6 bis d s. 3) *Ibid*.

I see this organisation as an inverted pyramid where, from the beginning to the end of decision-making processes, there will be less space for
autonomy and “creativity” for individual schools, for the directors, teachers and for students.

Furthermore, as re-centralisation continues, autonomy will steadily decrease through on-going evaluation and designated responsibility as the primary system’s consideration focuses more and more on results and on attaining the objectives and indicators of excellence mandated by the national education project (Bolivar, 2010). Moreover, as stated in the LOMCE (Art. 120.3) (EMECD, 2013:97901) schools, supported by public funds, should be accountable for the results.

Every region, then, has its own regulations in relation to each Statute of Autonomy24 which generally follows the same structure and principles as the LOMCE, focusing mainly on education planning, including teaching and educational activities.

planning, inspection and assessment regarding regional pedagogy.

As we can see, the autonomy of the centre can only operate in one side of the education system. We refer to the aspects of compulsory teaching that must be followed (and improved) by each individual centre, which thus depend on its needs and economic availability.

Fortunately, schools do have more autonomy regarding extra-curricular activities, where they can offer a variety of activities and courses to children. These non-compulsory activities are usually led by external professionals (and sometimes by internal staff) and take place after school hours. Most of these courses are not free and require a monthly payment. Offerings vary and, by way of example, may include music, yoga, basketball, dance, chess, etc. Moreover, centres can still implement the curriculum depending of the necessity.

A way to introduce Latin

There are different approaches of teaching. Even if there are some possibility to introduce Latin as extra-curricular activities, a way to implement the current education in primary schools is offering a way to understand and learning new knowledge through a global programme through a cross-curricular activities in which is not necessary the build of a new subjects. The importance of cross-curricular activities is a practise that centres and school nowadays assume as part of one of the strategic plan for education but also for other sectors as also stressed by the Spanish Education Law LOMCE (EMECD, 2013:IV) because subjects:
Have more than one purpose, they are valuable as disciplines in their own right and add value to cross-curricular studies (DCSF, 2009:15).

With cross-curricular activities children

Apply their subject knowledge and skills to deepen understanding (DCSF, 2009:10) and benefit fully from high-quality subject teaching and equally challenging cross-curricular studies, and improve the continuity (DCSF, 2009:21).

Furthermore, children

Learn not only what to study, but also how to study as part of a self-disciplined, engaging and rewarding process (DCSF, 2009:49).

And the learning possibility builds on children

The enthusiasm for learning from first hand investigations and researching knowledge from a range of sources to deepen their understanding (DCSF, 2009:49).

But cross-curricular projects also help centres because they cover a number of objectives at once and for this reason save time to the curriculum (DCSF, 2009:42). Moreover, they rise

Teachers' and children's motivation and make better use of their time (DCSF, 2005:8) because Language learning should be planned as an integral part of the whole curriculum, adding a new dimension, rather than as a 'bolt-on' extra (Ibid).

In fact, according to DCSF, even if the schools focus only in one or more languages as the
Spanish Curriculum does in regions with a co-official language,

This should not preclude providing pupils with experiences in other languages as opportunities arise in cross-curricular studies, as long as sustained learning is secured in one or two languages to ensure that children are able to achieve progression over four years in line with the expectations of the Key Stage 2 framework for languages (DCSF, 2009:24)

More specifically, a good use of multidisciplinary, as has evidenced the research *The Successful Curriculum in Primary Schools* (Ofsted, 2002:7) can:

1) Strengthened the relevance and coherence of the curriculum for pupils;
2) Ensured that pupils applied the knowledge and skills learned in one subject to others, thus reinforcing their learning and increasing their understanding and confidence;
3) Made good use of longer blocks of time, enabling pupils to undertake sustained work on themes covering two or three subjects.

Recently, Gruber-Miller in *When Dead Tongues Speak* (2006) highlighted the importance of studying a language along with their relative culture in order to understand the world. He underlined the fascination of the Latin language evidencing its impact on the relationship with other materials. He affirmed that:

"The ancient word has produced artists, architects, historians, lawyers, mathematicians, philosophers, poets and scientists who first explored questions about friendship, ethics, gender, hierarchies, power, life and death, and our
relation to the natural and spiritual worlds (Gruber-Miller, 2006:15).

As consequence, Latin is a connection with other subjects and perspectives of learning. Latin and art, Latin and science, Latin and physics, Latin and maths, not only where the relationship may be evident. For this reason, the most effective learning occurs when connections are made between subjects (DCSF, 2009:12).

This brings us to the close relationship we can create (and that already exist) with the classical languages, with the intent of offering a more complete education through an interconnection and integration with other curriculum subjects.

One goal of this study is to understand that each discipline cannot be studied only from the point of view of the discipline itself, as occurs with the literature, which can be studied from different perspectives, besides the literary.

Working across the curriculum subjects enables children to make connections between the different subjects and topics and develop new skills; moreover, offers a more flexible approach to the National Curriculum, and can positively contribute to the child’s learning with the purpose to extend the perspective of each discrete subject and compliment it with other teaching proposals. In this case, pupils can discover new relations between one and more subjects and understand new processes that correlate what they study every day but also in daily life.

On the other hand, Jacobs stresses that we cannot always choose to ‘use’ the cross-curricular, but rather
Only when the problem reflects the need to overcome fragmentation, relevance and the growth of knowledge (Jacobs, 1989:10).

In fact, every planning of the teaching should be carefully thought and needs to be useful, valuable and valid. For this reason, we cannot make connection from one discipline to another just because teachers like the topic or because is easy to make that specific connection.

Who teach Latin in primary education?

We can easily imagine how many work concern to the primary teachers and, as Barbara Bell ironically said, teachers will not be very polite if we ask them to teach another language, in addition a classical language (Morwood, 2003:63), especially if teachers do not have any preparation.

We are conscious that the learning of a classical language in primary education has to face with the preparation of the teachers, how to programme the courses and the materials to be used.

The Art. 93 of the Organic Law 2/2006 (EMECD, 2006:17183) states that the Bachelor’s degree in Primary Education (Diplomatura de Magisterio and the new undergraduate degree Grado de Maestro en Educación Primaria) is the minimum requirement to work as a primary teacher in Spain, while the Real Decree 1594/2011 Art. 2 (EMECD, 2011:116653) sets out the specialisations25 which may be taught in primary schools. Candidates must also pass the

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25 Elementary Education, Foreign Language: English, French or German, Physical Education, Music, Therapeutic Pedagogy and Hearing and Speech.
national examination, known as Oposición, as set out in Art. 8 of the Real Decree 476/2013 (EMECD, 2013:52154), however, not necessary to work for State-subsidised schools.

The new Bachelor’s degree program in primary education offers such varied subjects as pedagogy, developmental psychology, sociology, history of the educational system, teaching of mathematics, teaching of Spanish language (and any co-official language), teaching of reading and writing, phonetics, teaching of science, history, geography, art, music, physical education etc. The program also includes several university credits to spread throughout the four years of internship in a primary school.

The four-year study and the 240 European Transfer Credits\(^\text{26}\) and Accumulation System (ECTS), together with the national examination (Oposición), ensures that teachers are well qualified to begin practicing their profession as primary teachers in state or independent schools. Additionally, more and more graduate students continue their studies, working towards a master or Ph.D. or other courses.

At the end of their academic education, teachers will be well prepared to teach most of the subjects taught in primary schools. This means that new teachers already possess a good grounding in cultural knowledge, which could lead to their success in running other new activities.

On the other hand, primary teachers during their university education do not acquire knowledge of Latin or classical civilisation also due to the

\(^{26}\)www.educacion.gob.es/boloniaensecundaria/img/damos_respuestas.pdf
absence of these subjects in the primary Spanish National Curriculum. Despite this, some students might have had the opportunity to study classical languages throughout secondary education but, as we have previously pointed out, these subjects are not compulsory and their study is related to the students' motivation, attitude, needs and interests.

In general teachers with primary education study do not need an in deep knowledge of a specific subject like university teachers and for this reason the level of Latin they will require should be at a very basic level and always related to the other subjects of the curriculum. Despite this, to propose some teaching units, even at the most basic level, even though is not required an in deep knowledge of Latin, it is appropriate to have some experience with the most important aspects, which are related with the Roman world (Roman history, civilisation ...), that can be acquired with specific books in order to have a clearer idea about the links to create.

But on the other hand, is also required the ability to cope with the didactic preparation of valid teaching, competitive, exciting and authentic materials (Barnes, 2006) for its success within the cross-curriculum teaching but also the presence of primary resources which are a tangible link. Teachers have to spend time to prepare the materials to make pupils interest and enthusiasm about new subjects. As Thomas (2012:8) points out, one of the problems may rise is the ability of the teachers to prepare teaching materials due to poor training or no previous experience. Therefore, the preparation of teaching materials absorbed, in terms of time, a good part of the study of the subject we want to ‘cross’, in order to create a logical plan through a program
where can benefit both students and teachers. Furthermore, a higher knowledge of Latin or classical civilisation may be required if teachers need to create materials rather than only teach it.

Introducing Latin as part of the cross-curricular project could also have the help of external persons or experts. In fact the introduction of Latin in Spanish primary education, even if it does not want to be a separate discipline taught or supported by a specialist who can be specialised in a discipline, could be a future help to support primary teachers.

Just to present some examples of how it can work with external people we take into consideration the case of Weeks that in his study (2009) he points out where six former students took part in his research and ran Latin lessons for 5- and 6-year-old pupils using *Minimus*, or as university Postgraduate Certificate in Education (PGCE) students of the Classics at University College London and King’s College London who, in 2008, began training as part of *The London Literacy Through Latin Project* directed by Lorna Robinson to teach Latin in London primary schools. In fact, an alternative to primary teachers could be the creation of a link between the University Departments of Classics, Philology, Humanities, or History where students or teachers can be involved in the Latin teaching projects.

The Cambridge School Classic Project (CSCP)\textsuperscript{27} launched its Key Stage 3 Educational Service Pilot in August 2000, having developed more than 800 electronic activities to support a one-year Latin course. The first year of the Cambridge Latin Course (CLC) was piloted in twenty-one schools,

\footnote{\url{www.cambridgescp.com/downloads/evalrep.pdf}}

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sixteen of which had no Latin specialist teachers. For these schools, the CSCP provided a team of facilitators and e-tutors, supported by network managers and SMTs\textsuperscript{28} situated in individual schools. Also, a central subject specialist group from the CSCP collaborated to provide student and staff support. As underlined part of the CSCP results:

Each of the 16 schools with no Latin specialist appointed a “facilitator” to supervise the Latin sessions and work in tandem with e-tutors (subject specialist teachers at a distance) to support the students’ learning. Communication has been fundamental to successful implementation of learning within schools and the facilitator has a key role to play in this area (Ibid.\textsuperscript{3}).

Alongside the role of primary teachers, it is also possible to be followed and supported by Latin specialists or students of Classics as we have just pointed out. In such cases, students and external teachers who want to participate in the Latin teaching program in primary schools should possess some knowledge of Latin language and should have previously completed training\textsuperscript{29} that enables them to run the lessons (or help) and ensures their readiness for program continuity alongside curriculum subjects or to support primary teachers. In this case, however,

\textsuperscript{28} Senior Member of Technical Staff.

\textsuperscript{29} University staff of Classics with the Department of Education can run training courses for graduate and, undergraduate and high school students where they can combine the classics languages and the pedagogical support in order to create a new teacher role. In the UK there are lots of training courses; Bell, for example, every year holds several training courses to teach how to use Minimus.
there should be coordination, communication between primary schools and externals people.

The big problem, however, is the teaching materials. Are teachers going to create cross-curricular activities? Are there any books already available to teach in Spanish primary schools?

Resources for Latin in Spanish primary education

Other questions may arise regarding availability of Latin books for children written in Spanish or Latin teaching resources for pupils.

In Spain, we can find at least a few books connected with the classical culture. For example there are some books containing information of myths and Greeks such as Dioses y Héroes de la Mitología Griega by Ana María Schoua (2013), or Mitos Griegos Para Niños (Amery, 2012) that is a translation from an English book edited by Usborne and written by Heather Amery, Los Cien Mitos Griegos de Ático el Contador de Historias (Coats, 2011); Mitos Griegos Contados Para Niños by Diego Remussi and Fernando (2013), Las Mejores Fábulas Mitológicas by Tony Llacay andMontserrat Viladévall (2014) or Mitos del Mediterráneo para niños (y no tan niños) (Zarco, 2014).

Furthermore, we can find some book related to the city or Rome or to the Romans such as: Guía de Viajes Para Niños Roma by Mario Guindel and Francisco Guindel (2010) that is basically a book to help pupils to discover the actual city of Rome. Similar, there is Los Niños Descubren Roma Antigua by Anna and Elisabetta Parisi, Rosaria Punzi and L. Terranera (2007) which is an Italian book but translated into Spanish; or Rómulo y Remo: Los Mellizos Que Fundaron Roma by Fabio Silva and Patricia Acosta (2005).
On the other hand, we can find *Juego y Aprendo Con Los Egipcios, Los Griegos, Los Romanos* (VV. AA. 2012) where pupils have some reference to get introduced to the different games of the Egyptian, Greek and Roman culture or *Así Vivían Los Romanos* by D. Sánchez (1992) to discover how Romans lived.

Alongside these references we can find some fiction books with a classics perspective like the collection of Asterix such as *Astérix en Hispania* by Albert Uderzo and René Goscinny (2014) or *Astérix y los Juegos Olímpicos* (2014) and *Los Laureles del César* (2014) of the same authors where through comics integrate some aspects of the culture with fiction.

Alternatively, we might use materials written in other languages, adapting them to Spanish. If we do this, we must be very careful to address all of the elements which are connected with word derivations, the choices of words used in the texts, the types of exercises proposed, etc. Not all material is usable, and most of that written in other languages must be translated and adapted. Because most of the currently available material for teaching Latin to children is written in English, an excellent knowledge of English is essential.

Unfortunately, the current lack of Spanish language material of Latin language is almost total — not to say total.

For this reason one of the possibility to include Latin as cross-curricular activities could be the creation of valid materials.

*How do we teach Latin in primary schools?*

Teaching methodologies—which are the combination of all the teaching processes that focus
on the direction of the learning from the presentation of the subject to the evaluation—have great importance for education because through the teaching strategies, they lead to the autonomy, the intellectual knowledge, and emancipation of the students. They also give children the instruments to think logically with their own minds.

There are very different methodologies in use, and each method or another has a close relationship with some variables that we must always have in mind in order to choose the right way of teaching.

The previous paragraphs outline the pedagogic preparation of primary teachers and the ability to cope with different disciplines, but not as professionals, such as academics. Furthermore, it is relevant that not all teachers have studied Latin during their education; in addition, Latin is not currently studied in Spanish primary education and a possible plan to introduce it is through some cross-curricular activities to implement the education plan or through extra-curricular activities. Moreover, another point is the absence of Latin teaching materials for Spanish primary students.

Taking this into consideration, the approach to teach Latin has to allow all primary teachers to run the lessons and not only those who have studied Latin, because as we are considering a cross-curricular activity, one or more than one teacher has to deal with a specific part of the whole activities, which all have the same connection with the Latin language and the cultural civilisation.

When we talk about knowledge and learning, it is generally recognised that the focus is on constructivism from Piaget's theory. Constructivism
bases its foundation of the construct of one knowledge and understanding through previous experiences that could change, modify or discard some information when faced with something different and new. In this sense, one is the creator of one's knowledge in an active and explorative way. This means there is a process of construction and reconstruction. People construct their personal representation of objects through a continuing process of interaction with others, and report all their past experiences to their circumstances, in the changing process of the construction of knowledge.

In eight-year-old children, we have to consider that Latin has to be presented as a fun activity, motivating, entertaining; a dynamic activity which, in our particular situation, has to relate to the other subjects of the curriculum to allow children to grow and build new knowledge.

Considering the teaching of Latin as an innovation plan for primary education in Spain, it finds its foundation in the validity and importance of an active learning through a constructive process, where the importance goes to a meaningful learning in which each child acquires new knowledge, but in relation to what children may know (Ausubel, Novak, Hanesian, 1978:48). Doing this, to learn a concept, children need basic information about the theme, topic, and concept, which operates as the foundation for the new knowledge; if this is not present, previous knowledge, has to be built. Consequently, when new information is retained, this can be adapted to the previous structure and knowledge, but it can also be modified due to the assimilation of the information. In addition, meaningful learning is also a way to transfer the knowledge and thoughts, to be
integrated in a more efficient way (Ausubel, Novak, Hanesian, 1978:181). Meaningful learning has the advantage to retain information for a longer time and facilitates the relationship between new knowledge and past knowledge acquired. Furthermore, it entails active learning, because it depends on each child's assimilation.

Therefore, when we talk about approaches in learning education, and in this case in relation to the didactics of Latin, we have to consider that the word 'methodology' refers to the way in which we reach the objectives through some strategies (i.e., how) but also the general and specific competences of the unit, seen as part of the global plan of the education process, which includes a meaningful learning and takes into consideration the bases of constructivism. All this, taking into consideration that Latin is not a modern language.

The discussion about methods to teaching Latin is wide and authors are still debating about how Latin should be taught and which method is better than the other. On the other side, most of the discussions concern the teaching of Latin in secondary education, where so far, lots of books with different captivating approaches have been written.

Here, to simplify, we present a short resume about the main methods used in education especially in secondary education.

Generally speaking, Latin has always been related to the grammar-translation method which focuses on the learning of the grammar and translation of the Latin text into the language of the learners. Valentin Meidinger (1756-1822); Seidenstücker (1765-1817); Ollendorff (1803-1865).
and Plotz (1819-1881) were the authors of this method. In this case, the teacher always has the responsibility for the explanation and for the students’ practice. The focus is on the grammar forms and roles (morphology, syntax, phonology, declensions, conjugations...), and the teacher helps with the reading of texts in Latin to translate them, applying the knowledge to the translation of texts and sentences.

According to Prator and Celce-Murcia (1979:3), the main points of the grammar translation method are the teaching of the language in the mother tongue; most of the vocabulary is taught in the form of lists of isolated words, the grammar part offers the rules for relating the words, and the reading of texts of a difficult level begins early. On the other hand, this approach puts linguistic understanding before rather than cultural knowledge, creating a sort of abstract art, instead of putting the learners at the centre of the attention and considering the *hic* and *nunc* For this reason, the context does not help in understanding the meaning.

The communicative method or direct method or contextual-inductive method (Orberg, 1975:916) focuses on an active use of the classical language in order to comprehend and learn grammar structures (Saffire, 2006) for example in *Ancient Greek Alive* (Saffire, 1999). According to Rouse, direct method:

"Means that the sounds of the foreign tongue are associated directly with a thing, or an act, or a thought, without the intervention of an English (for English speakers) word: and that these associations are grouped by a method, so
as to make the learning of the language as easy and as speedy as possible, and are not brought in at haphazard, as they are when children learn their own language in the nursery. It follows that speaking precedes writing and that the sentence (and not the word) is the unit. The method is largely oral, but not wholly so.” (Rouse, 1925:3-4)

The present Accademia Vivarium Novum (Rome), founded in 1991 and currently directed by Luigi Miraglia, uses a live-inductive method based on the Òrberg books Familia Romana (Órberg, 2013) and Roma Aeterna (Órberg, 2013a), and offers for all the academic year all the lessons in Latin language. Children, aged from 16, have to communicate in Latin at all times of the day. The Accademia offers the possibility to all students around the world to participate in the admission process, but it gives preference to those coming from low-income situations and having a good preparation of Latin. This pedagogical offer has been possible thanks to the preparation of the teachers of the Accademia, who can run lessons completely in Latin.

This method, for sure, has its positives in learning, but it would be very difficult to include it as it is in primary education, given the teachers’ preparation. The level of Latin in a communicative method needs to be at one of proficiency in oral communication, which is very difficult to find even at university level. Basically, it focuses on speaking, listening, writing and reading, but not translating.

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30 https://vivariumnovum.net
This type of communication in primary education can be, in our opinion, only through simple sentences and words to get in contact with the culture.

The audio-oral method, like *Assimil* (Desessard, 2013) (ancient Greek and Latin) is another method, similar to the communicative method, in order to learn a second language, but it focuses on repetition of texts. In the presentation of the Latin books we have met the *Song School Latin Book I* and *II* which with songs and audios focus on the learning of the songs and memorization of Latin words and phrases.

Another Latin teaching approach is the reading method which focuses on reading Latin and building up the language from simple to more difficult text through the reading of stories. It concentrates on the ability to be able to read in Latin in an inductive way. In this way, the learning of the language does not come with the memorization of all portions of the grammar, but comes with the general comprehension related to the contextualization of the words and sentences. According to Balboni:

"The Reading Method is actually an approach, because it has a clear philosophy that makes it unique in the history of language teaching. First, it excludes the development of oral skills, which instead were the central issue of the natural approach and were assumed as pronunciation rules and as reading aloud, even in the usual approach: is the first example of reduced competence course, as they are called today; secondly, it radically changes the role of the teacher who is a guide that teaches strategies deciphering of foreign language texts, and gives some grammar scheme (articles, pronouns, scheme of verbal desinence) intended as a reference" (Balboni 2012, 16-17).
The teaching of Latin in primary education, as we have mentioned before, needs to answer to the current situation in Spain, but also the resources, the preparation of teachers and the purposes. In fact, at the beginning of this research, we proposed to introduce Latin in Spanish primary schools to make pupils aware of classical languages, to improve linguistics and other skills, as also to recover the position of Latin as well as prevent possible negative preconceptions.

For these reasons, Latin has to have a value for what children normally study, and children need to have the possibility to relate this classical language to their mother tongue, and also with other disciplines in an authentic way, offering a concrete chance to make Latin a valuable resource to build new knowledge, to reflect on the language, and to make connections. In fact, according to the National Curriculum of England (Languages programmes, DfE, 2013:3) teaching Latin in primary education should:

*Focus on enabling pupils to make substantial progress in one language. The teaching should provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key Stage 3 (DfE, 2013:2).*

In this case we emphasis on the language of communication which is English, for obvious reasons; but is also possible to offer very basic words and sentences in Latin (without the necessity to
master the language at proficiency level for the teachers) that would be a sort of “discovery-how-Romans-used-to-speak” in order to motivate children and to create a “back-to-the-past-connection”.

We believe that a first focus should be on short stories. In fact, Curriculum Matters pointed out that:

In infant and lower junior classes the pupils’ first encounter with the classical world is likely to be through listening to a re-telling of myths and legends, many of which have a direct appeal to young children. They can be a powerful stimulus to the imagination, especially when they involve the supernatural or the fantastic; and they can raise children’s awareness of basic questions about morality and truth - "Was it right to kill the monster?", "Did it really happen?", "Could it have happened like that?" (DfES 1988:10).

Moreover

The telling of Greek and Roman stories (particularly myths, stories and legends) can encourage pupils to respond in a variety of forms including drama, creative writing and other expressive arts (DfES 1988:7)

But also:

These myths and stories have exerted a powerful hold on the imagination of western Europe and other civilisations ever since, supplying a rich store of images, motifs and stimuli for artists, sculptors, musicians and writers; knowledge of them, therefore, in a sense provides a gateway into the understanding of much of our cultural tradition. It is impossible to stipulate a precise age at which this material should be introduced. However, of all the sources of classical material encountered by pupils, this should probably be
among the first. Not all stories, of course, are equally suitable for younger children (DCSFC 1988:12-13).

The reading in Latin and the re-telling of a short texts with a focus on L1 have a close relation to the reading method in which, through basic sentences children can start to acquire the first steps of the Latin language and see the connection in an alternative way. We also believe that an inductive way can foster children to grasp new contents but also to reflect on the language and other disciplines with the possibility to practice written language, but also with hand-on and in site activities. Texts in this case need to be adapted. This means that pupils are not going to read original material but they will read sentences which have a specific adaptation for their age.

In our opinion is the key to introduce a classical language in primary education a mix of combination of methodologies always taking into account the possibility of each teacher and offering a Latin language text simplified which allow all teachers to run the lesson. A reading text with a Latin adapted text and very close to Spanish language can be a first introduction. Furthermore, a short communication method with the possibility to present some oral words, as well as to work on grammar to relate L1 and L2 to study and improve the connections, the knowledge and especially the previous knowledge can be another support for the introduction of Latin language. This, always taking into consideration the meaningful learning: text and activities should be related to the national curriculum but also to the knowledge of the pupils.
What to teach?

What to teach in a specific subject or in a project is extremely fundamental for the outcomes of the children or the learner in general.

In concrete, the National curriculum of England (Languages programmes, DfE, 2013:2) points out that pupils will be taught to:

1. Listen attentively to spoken language and show understanding by joining in and responding;
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
3. Speak in sentences, using familiar vocabulary, phrases and basic language structures;
4. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
5. Read carefully and show understanding of words, phrases and simple writing;
6. Appreciate stories, songs, poems and rhymes in the language;
7. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
8. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
9. Describe people, places, things and actions in writing;
10. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
In sum, the ability to gain skills that go from the vocabulary, through stories, some grammar parts and a general understanding of the language. Furthermore, the curriculum points out that the communication has an emphasis on the target language.

In order to understand what to teach in Latin we have decided to study the books we have previously mentioned in Backgrounds and offer some results about the study.

The selection of books was not by chance. We attempted to collect books with a varied methodology and material. Undoubtedly, there are other books we have not considered, and therefore, we emphasise the limitations of this analysis. On the other hand, we do not intend to set fixed rules regarding elements we found. Rather, we intend to consider those elements that should be considered in primary education.

This study gives me the possibility to understand what, for English speaking pupils, can be considered important when we talk about learning a classical language, in this case Latin, in order to have a basis to start to think and create new material for Spanish students.

Obviously this will just be a basis to start with as we have to take into consideration that English and Spanish language are different and different is the relation between the ancient language and the modern one (Latin – Spanish or Latin – English), and also because the social, cultural, linguistic, and educational contexts are different.

Therefore, we have to carefully come to our conclusions and always have in mind that a good
book for UK students does not mean that it is good for Spanish students and vice versa.

Furthermore, we have to remember that in Spain the current education law does not include Latin in primary school education, so we do not intend to set the basis for future education with Latin language, but we simply want to test the waters and hopefully take a small step for future generations.

For this analysis, we will reflect on educational books that teach Latin (Backgrounds), pointing out the most common aspects discussed in the manuals.

**Presentation of the books**

The books we analysed for this comparative study are as follows:

<table>
<thead>
<tr>
<th>First Thousand Words in Latin</th>
<th>Minimus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin for Beginners</td>
<td>Prima Latina</td>
</tr>
<tr>
<td>Latin for Kids</td>
<td>Song School Latin Book 1</td>
</tr>
<tr>
<td>Learning Latin Through Mythology</td>
<td>Song School Latin Book 2</td>
</tr>
<tr>
<td>Latin Words: Stories Book</td>
<td>Telling Tales in Latin</td>
</tr>
</tbody>
</table>

Table n. 22: Presentation of the Latin books for children.

**Analysis of the books**

Below, we present the element we consider relevant for this research

1. **The nominative case**

   Most of the books present the endings of the nominative case and emphasise the first and second declensions (singular). The nominative case, as we know, is the case of the subject, and in the books analysed, it is often used for personal names and to familiarise children with the difference between words that end in -a and others ending in -us. Flavia,
Claudia, Daedalus, Rufus. This seems to be an intuitive and easy way to understand because together with words referring to objects, students can easily differentiate between the endings and focus on the main objective of the speech.

Some textbooks also explain the plural nominative case of the first (ae) and second declensions (i), but it is more common to study the singular. Although it is sometimes studied, the neuter of the second declension, seems to be more complicated to understand in relation to the male gender. Due to the fact the neuter gender does not exist in English and in Spanish, it is difficult to see the difference between a pen and a temple, which are two objects of the masculine gender in Spanish, while in Latin the first, a stīlus, is masculine, and the second, a templum, is neuter. However, this is included in four of the books studied. Also, one cannot say that all inanimate objects are gendered neutral in Latin. This is a complicated concept to explain to children. Books tend not to explain the nominative of the second declension ending in -er or -ir because it is quite complicated to understand the difference between them. Perhaps, in the Spanish language, this could also be complicated as these endings look like the endings of infinitive verbs.

2. **Subject and adjective agreement**

Along with the grammatical section related to the singular nominative of the first and second declensions, we also find information about adjective agreement with nouns. This seems quite intuitive for

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31 Only articles, the personal pronoun of the third person, demonstrative and other pronouns have a neutral differentiated forms in the singular (RAE, 2001).
children, according to the textbooks, because they relate the ending of a feminine word ending in -a with another, in this case an attribute, which also ends with the same vowel, -a (Flavia - fatigata). The same happens with words ending in -us and the relative attribute -us (Narcissus - fessus). There are also cases of neuter and plural words; in contrast, there is no grammatical explanation of words ending with -ev or -ir in the section regarding the second declension, although there are words with these endings.

For these first two aspects of grammar (the nominative case and the agreement with the adjective), the books often offer various exercises and games to practise and bring the two elements into agreement with one another. In Spanish, the task will surely be easier than in English because the two languages (Spanish and Latin) have a more evident connection between a noun and an attribute (silla - nueva, bolígrafo - económico) as a general rule.

3. The present tense of the verb to be (esse)

The present tense of the verb to be (esse) is a topic that several manuals have in common. In fact, the verb to be, as in the most commonly spoken languages, is a fundamental aspect of building sentences in Latin. We can divide the learning of the verb “to be” in three particular moments: the first emphasising the first personal singular sum, the third person singular, est (es in Spanish), and the second emphasising the plural sunt (son).

Here three verbs are identified that can be used to talk about someone or something in singular and in plural. Immediately or contemporaneously, books propose other forms of the verb. Contrary to what we might think, the verb “to be” is not usually
present at the beginning of textbooks. Sometimes, it is proposed after learning the conjugations of regular verbs, but *Minimus* introduces it in the first chapter, in which the author, Barbara Bell, presents all the characters in her book using the verb “esse”.

4. The present of the indicative

We highlight the importance of proposing the conjugations of Latin verbs. In Latin, verbs are usually divided into four conjugations (*amare, monēre, legōre*, and *audire*), but not all of the books analysed offer all the conjugations.

Firstly we must remember that we are proposing a classical language to primary school children and that sometimes it can be difficult explain all four conjugations. Secondly, overloading children with grammar (in general we are talking about children from 7-10 years of age) can sometimes be counter-productive.

Robinson (2013), in the fifth chapter of *Telling Tales in Latin*, presents the four conjugations and admits that children will need more time to assimilate them. The most productive and effective way of doing so may be to first propose the endings of the conjugations (-a -s -t -mus -tis -nt), giving preference to the third person conjugations (-t -nt) and to the first person conjugation (-o), as in *Minimus* and *Song School Latin Book 2*, in order to learn the four conjugations in a particular order: from the first to the fourth.

In our opinion, however, is not necessary for children to learn all conjugations in one academic year. Still, they should at least know how to recognise them. In KS2, for example, it seems appropriate that
with the verb “to be”, children can learn the first conjugation.

5. The imperative

Among the conjugations, the imperative is one of the verb forms that seems to be most often taught to children for two main reasons: firstly, the ease of conjugation construction, which is usually presented with the singular and the plural and, secondly, because verbs are generally used in common language within the education system to give commands, such as "write the title", "go to page 10", etc. Bell, for example, takes advantage of a chapter regarding soldiers to explain the imperative, facilitating the formation with the verb venire. Veni if used in singular form and veni-te if used in plural form. Latin for Beginners takes into account the command verbs when giving directions. In this case, as explained in Song School Latin Book 1, the plural is related to the end of the verb: -te.

6. The accusative

The decision to include the accusative in the textbooks is probably related to the function of the transitive verb; it is necessary to provide Latin words in this case.

For children, at least at first, it is easier if the books propose the accusative for the nouns of the first three declensions.

We suggest introducing the consonant -m, explaining the role the word will have in the sentence, and specifying what its object is.

In this case, the task is usually facilitated by providing exercises and explaining the function of the object in English, as in Prima Latina and Minimus.
Robinson, in *Telling Tales in Latin*, is more audacious and facilitates the vocabulary of Latin words found in the text by offering them in the nominative (as dictionaries typically do). Therefore, the work is different because children must think more about the words in the text and the words present in the vocabulary section.

*Learning Latin Through Mythology*, in contrast, does not present a grammatical section related to the accusative, but it offers exercises in which there are words in the accusative case using, for example, the verb *amare* (*nauta navem amat*). The book recognises the importance of examining this aspect of grammar but does not facilitate any explanations in this regard.

Despite this, as stated above, the consonant -*m* is useful when learning this new aspect of grammar. Regarding the plural, even if this is taken less into consideration, the -*s* (except for the neuter nouns of the second declension) helps distinguish the role of the words in the text.

When introducing neuter words of second declension, it is important to remember that this can create some confusion with the -*m* of the nominative.

7. **Prepositions**

Another aspect of grammar that some books take into consideration is the preposition. The most common prepositions are *ad, e, ex, circum, cum, in, post, pro, sub, and super*.

In addition to proposing sentences or examples to practise using prepositions, it seems useful to create a link between prepositions and derivatives from English words.

Thus, pupils are encouraged to think and reflect about words that contain prepositions (such as
in the form of prefixes, infixes, or suffixes) in order to understand how that part of the language works within various words, for example, the preposition sub in submarine or subway, in in intermediate, etc.

Inevitably, the use of a preposition requires the use of a word in a specific case to follow it, for example, a word in the accusative or ablative case.

On the other hand, it is also possible to present the prepositions (in the first instance) without worrying about introducing the related cases. Only Latin for Beginners explains in detail some of the rules needed to use prepositions.

8. The derivatives

Another element we would like to underline is derivatives: words that come from the Latin language. From a linguistic point of view, this is one way for children to approach the Latin language, through the reasoning and reflection regarding some words that they already know. The importance of studying derivatives is also stressed by Curriculum Matters.\(^{32}\)

\(^{32}\) [...] the classical origins of many English words can begin in the primary school and should be available to all. Children like to know, especially if they are encouraged to work it out for themselves, how telephone, telescope and telegraph (and such hybrids as television) are connected by the idea of distance, or octagon, octopus, October and octave through their association with the number 8. It can be useful to point out how a simple Anglo-Saxon word can often be matched by one derived from Latin or Greek, which may have added shades of meaning. Drawing attention to words based on the same classical root can help pupils to understand words they have not previously encountered. Exploration of the idea of 'leading' in words with duct or due (conduct, introduce, reduction, seductive) might prepare the way for some investigation of the force of prepositional prefixes. [...]. (DfES, 1988:6).
The affixes (prefixes, suffixes, or infixes) help to identify the words and by seeing the various words that use the same affix. Furthermore, other books present derivatives.

Other Latin grammar aspects in books for children

In the first analysis, we took eight elements into consideration: the nominative, subject and adjective agreement, the present tense of the verb “to be” (esse), the present tense of the indicative, the imperative, the accusative, prepositions, and derivatives.

Other elements that can be also included in primary education are:

- We have identified that the question tag cur (why) and the suffix -ne, which is attached to the end of verbs related to questions, can be a part of these studies;
- The dative case can also be part of a hypothetical programme;
- The verbs can also include the imperfect, the past, and the future tense, as pointed out by Robinson. They are always a part of Latin grammar, but children need some time to assimilate and understand them.

*Telling Tales in Latin* introduces the imperfect and the past tense, but it does not devote much space in the chapter to examining it in depth via exercises.

On the other hand, *Song School Latin Book 2* presents the imperfect tense with the verb “to be” and the future tense. Here, the chronogram seems to take the difficulty of these topics into consideration,
and it gives more space to the grammar regarding them.

Greetings

One important aspect of the teaching of the Latin language is greetings. The books use two words in their programme: salve (or plural salvete) and vale (valet). This also helps the children to establish a line and differentiate the Latin language lesson from other lessons.

Numbers

Roman numerals are an attraction for pupils because through these capital letters, students can decode the corresponding number in hindu-arabic.

In the books we have analysed, there is not a specific group of numbers that pupils use. On the contrary, there are some differences because there are books that take in consideration the numbers from 1-10 and others all the letters (I, V, X, L, C, D, M) used in Roman numerals and thus all the numbers.

In our opinion, the series of numbers from 1-15/20 is ideal for KS2, and it provides the opportunity to learn the other numerals during other stages or years.

Colours

The colours also have an influence on teaching Latin in primary education, as we can see in First Thousand Words in Latin, Song School Latin Book 2, and Learning Latin Though Mythology.

Mythology and Roman civilisation

Another element of teaching Latin is mythology. Mythology has a great impact on pupils.
The fantastic histories and characters are fundamental to creating a close connection between classical languages and history.

As a consequence, the Curriculum Matters planned a Classics introduction through the Classic Civilisation and it also pointed out some key points valid for the curriculum of all stages and abilities: *myth and legend, Roman Britain and Roman (and particularly Pompeian social life) social life* (DiESC, 1988:12-13). Because they are, according to the Curriculum Matters, readily understood by younger children and available in suitable books; *intrinsically rich and rewarding and able to exemplify and illuminate subjects or themes commonly and appositely treated in these years* (DiESC, 1988:9).

Myths are present in some of the textbooks we have studied. The most common are Echo and Narcissus, Daedalus and Icarus, Perseus and Medusa, Actaeon and Diana, King Mida, and Apollo and Daphne.

With regard to classical civilisation, we have seen that not all the books are oriented toward the Roman culture, thus reducing the relationship between the language and its culture.

In this sense, the main elements we can use to complement the teaching of the Latin language in general are:

- Introduction of Rome and the Romans (families and slaves);
- Soldiers;
- Feasts and food;
- The bathrooms;
- Houses, games, and instruments (wax tablets, games, and jewels).
- Gods,

In addition to these grammatical and cultural elements, there are other issues we must evaluate and take into account.

**Key points**

Overall the proposing contents to teach Latin should follow this schema:

1. The grammar section for each unit does not have to be overloaded, but it must highlight the basic elements we want to teach.
2. The part written in Latin should contain grammar content that is useful and understandable for children, avoiding long paragraphs and in relation with the first language.
3. Simplify the comprehension of the grammar section through exercises and other activities (games, stickers, and songs).
4. Create a connection between Roman culture and Latin language.
5. Provide a relationship between Latin language and the language of primary use through derivatives.
6. Use references to real objects to help pupils to better understand what they are studying. 

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33 Handling objects from the past and discussing what they are and when they might have been used can help children at this stage to form an idea of chronology - to give a clearer meaning to such expressions as 'long ago' and 'in the olden days'. Objects from the classical world, a piece of broken pottery for example, could be throughout the infant and early junior years the prime reasons for including classical material in the curriculum must
7. Provide a summary for the most important thing encountered in the chapter so that the children can focus on it.

8. Include vocabulary, the words encountered in the chapter.

9. In the same way, we underline the graphic design characteristics that are useful and effective in making the book more accessible to primary students.

**Visual elements**

1. Children's books have a greater effect if the graphic design and drawings are related to the age of the pupils; books in black and white are less effective.

2. Secondly, a character that is present in the teaching units, such as a picture of an animal (such in *Song School Latin Book* with a monkey, *Telling Tales in Latin* with Ovid and *Minimus* with a mouse), helps a lot.

3. Finally, it is important to highlight the different parts of the unit (grammar, exercises, etc.) using different graphic design elements or colours.

always be its appeal to young children and its capacity to contribute to the aims of primary education. In the process, the seeds may be sown for an interest in, and curiosity about, the classical world which can form the basis of systematic study in later years included along with more recent items. Radio and television programs based on topics from the Greek and Roman world (myth and legend; historical events and famous people; daily life) often elicit worthwhile work in imaginative writing, discussion, dance and drama, painting and model making (OfESC, 1988:10)
Together with cross-curricular activities - projects which can facilitate and produce a positive environment in which students can learn and gain knowledge of one discipline in relation with another, we also have to take into consideration the importance of some other elements which are fundamental for the learning process which are identified by the Ministry of Education (Art. 10) (EMECD, 2013:19356) in:

- The reading comprehension, the oral and writing expression, the audio-visual communication, the technology and the Communication and Information, the civic education;
- Encourage the quality, equity and inclusion without any discrimination;
- Encourage the value and the equality between men and women and prevention to nonviolence and no discrimination; but also the prevention to conflicts within the personal, familiar and social sphere, and all kind of violence.
- Encourage the sense of initiative and entrepreneurship, and attitudes such as creativity, autonomy, the critical sense and the initiative.
- Encourage the physical activity and a balance diet.
- Encourage the living together and the road safety education.

This brief analysis helps us to better understand offer to primary school students.

However, we also recognise that this description is only our analysis. Certainly, it can be used to create guidelines for future teaching materials, but always taking care regarding the
differences between English and Spanish learners. In practice, there will be some elements that come easier for Spanish speakers than for English speakers.

Despite this, if we want to provide lesson plans for primary school children in the Spanish educational context, it is essential to know what has been done in terms of themes before creating new educational materials. Furthermore, it is also essential to have a look at the Spanish National Curriculum in primary schools to understand how to connect some Latin and cultural elements with the standard plan of study of the different subjects.

Conclusions

Teaching Latin in Spanish primary education has to face with some key points to understand all the mechanisms to include this classical language to pupils.

Through the main questions we did at the beginning of this chapter we understood that the inclusion of Latin in Spanish primary school would be possible through cross-curricular activities. The second point takes into account who could teach Latin in primary. Primary teachers, even though without Latin backgrounds, if the level of Latin is very basic they should have no problem as long as they prepare the lesson and they have some knowledge of cultural civilisation. On the other hand, schools can also opt for external people such as university students or Latin teachers but better if with a preparation on teaching in primary education.

A third point is related to the resources in Latin language for Spanish pupils. In fact, the lack is almost total, and for this reason teachers are required to create teaching units. As follow, an important point is
the methodology to teach Latin which should take into account the importance of storytelling and a focus on linguistics and other competences with the integration of practice activities. Meaningful learning with a combination of active methodologies avoiding a concentration in one single approach could be a starting point. Finally, there are some linguistic and cultural parts that, through an analysis, can be taught to children, such as the nominative case, the subject and adjective agreement, the verb to be, the present of the indicative, the imperative (singular and plural), the accusative case, some prepositions, some derivatives, but also greetings, numbers, colours, myths, and taking into account cultural and visual elements.
Units Design: The Frog and the Ox

Premises

To create a teaching unit we have to take into consideration the situation in Spain, and consider other different elements.

For this reason we present the topic of the unit, a Phaedrus’ fable which is included in storytelling (legends, myths...) and its adaptation to follow with the stage, the age of pupils the legal basis and the adaptation to the context and the importance of the adaptation to diversity. We also present the objectives and the contents. Moreover, we explain the activities of the unit, the competences, the

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34 Part of this chapter has been presented at XIV Congress of Classic Studies with a poster “Latin in Primary Education? A Dream Comes True!” - Sociedad Española de Estudios Clásicos (SEECC).
methodologies and strategies, the importance of the space and grouping, the resources, the connection with the contents of KS2, but also the planning, how to evaluate, and the evaluation of the teaching process. At the end we also include a conclusion.

For this study we refer to the Real Decree 1513/2006 because the current law does not specify the contents for each KS.

_The Frog and the Ox (and Lupus et Agnus)_

We decided that it would be very interesting to include in the unit some Latin language aspects related to classical literature. In such a way, pupils can learn some important elements which are parts of past literature and, at the same time, learn other aspects of Latin and classical civilisation.

We decide to present the fable of Phaedrus because of the importance of children’s literature in education, as well as the connection we can create with other subjects of the curriculum and the value of storytelling.

Basically, mythology and stories, as we have already seen, have great benefits for children. For example, Roman and Greek stories make learning more interesting to students and teach some values and universal truths. They can also be integrated with art-based education (Kohl, 2006) and encourage pupils to enhance social and communication skills through discussion and their opinions. Furthermore, they carry a part of history and culture of classical words but also linguistic aspects, and promote creative skills (Kawalek, Kulick, 2010) in language and literature learning.

Fables, myths and stories are a good popular choice in children’s education. They are a good instrument to foster language skills and abilities through reading, they allow children to discover and appreciate different texts and enrich their creativity. Furthermore, their brevity allows pupils to read and listen without losing attention, which is shorter than adults’. Consequently, if children can read an entire book they will probably continue such enjoyable activity and it will help them to develop oral language (Coveart, Eagan, 2006:39). And because fables and myths are simple enough for young children to understand, the words are not disposable if the children read it independently. Besides, during the later stages of children’s development their meanings do not wear out. These stories are worth retaining throughout lifetime.

*Phaedrus and his fables*

Phaedrus was born in Thrace circa 15 B.C., a slave in the household of Augustus and active under the principality of Tiberius, Caligula and Claudius, and he probably died in 50 B.C.

Codices give us more than 90 fables divided into five books. He created his fables as an independent genre (Magill; 2003:814). His fables, usually light and amusing (Howatson, 2013:439; Adkins & Adkins, 1998:250; Flather; 1902:X), were mainly based on Hellenistic tales, Aesopian fables and his experience, and they are mainly satirical or serious.

Aesop served as a great influence to Phaedrus (Magill, 2003:814), for this reason their fables have many similarities. Both Aesop and Phaedrus use animals as their main characters. Each fable they
made offer various morals and lessons of life. Because these two fabulists were former slaves, fables indeed served as a medium for slaves to demonstrate their opposition to the reigning empire.

In fact, fables also provide some political meanings. Phaedrus decided to protest instead of praising the empire, and the fables that he wrote served as the instrument of his opposition. These tales allowed him to express his dissenting opinion, but in an allusive way by means of allegory (Libby; 2008:7). He wanted readers to reflect on human morals and behaviours in general and not of each person. Furthermore, through his fables, Phaedrus gave voice to all those marginalised versus the people who had the power (Libby; 2008:3).

For our unit, his fables that contain different animals which represent men's weaknesses and principles are very interesting points. For example the lion represents strength and arrogance, the fox represents avidity. The lamb can represent innocence and meekness, and the donkey submission. The hawk represents rapacity, the dog loyalty and servility, and the wolf is disloyal and greedy.

Phaedrus’ fables, through his morals, are an important message, for children but also for adults. They teach life’s values and virtues.

For this introductory unit about Latin language we decided to take into account the fable of The Frog and the Ox, and Lupus et Agnus (this one present only in the Annexes) units that are designed for primary pupils of the second stage of Spanish primary education.

The two units are thought to be used both as a cross-curricular activity and as extra-curricular. This
means that we can teach basic notions of Latin during lesson time or in a separate hour.

**Importance of the adaptations The Frog and the Ox**

The work of adapting a real text for a specific public implies different variables. The decision to propose an adapted text comes from the necessity of simplifying the language (see FL2 contents) but also to make the concept of cruelty not too explicit.

In the fable of *The Frog and the Ox*, according to Phaedrus’ fable (Esopo; Fedro; La Fontaine, 2013), the frog saw an ox and started to envy its size. For this reason it started to inflate itself and asked its young frogs if it was bigger than the ox. But these answered negatively. So it inflated itself again and asked the same question, but again its young frogs answered negatively. Finally, it inflated itself with more power but died lacerated.

Regarding this fable, we decided to involve a fish instead of the young frogs, and we changed the ending without explaining that the frog explodes, including only the sound “boom, boom, boom”, which makes the end explicit but with different words.

The adaptation of a Latin text, with regards to the teaching unit, also entails a loss of meaning, sometimes a loss of quality, and also, in our translation and the composition of the Latin language parts, the loss of real Latin. We are aware that our version is more simplified and does not correspond to the real Latin text. We know this limit but it responds to the necessity of adapting the text for children (and for teachers). Without the adaptation and the re-writing of the Latin text with
Spanish language, the children would not be able to face the original version and, as a consequence, they would not enjoy and learn new elements of a language but its culture.

For this reason, we want to underline that the adaptation has been necessary. If we do not consider adaptation we do not consider the age of the children we teach, and so the inclusion of all children and the different learning strategies and methodologies, but also the adaptation to teachers without classics background.

Stage, unit and course

For the planning of our unit designs, we decided to take into consideration the second stage of the primary education and in particular the first year that means eight years old children. This will reflect what the English education system has set for the Latin teaching (even if KS2 includes also seven years old children).

Pupils at age 8

The general characteristics of the unit have to refer to the norms of the Ministry of Education but, on the other hand, we have to take into consideration the educational and developmental aspects of children in primary education and build a unit that follows the educational criteria and development of an eight-year-old child.

According to Piaget (1952), psychological structures or schemas, change over the years, for this reason children have to be in a particular stage to acquire and learn new notions and concepts about the world; he evidences that cognitive development implicates some processes that pass from the
sensorial motor stage and through the symbolic and the semiotics stages to mental operations. In sum, we can find that the cognitive development of an eight-year-old child has different characteristics.

Pupils have gained a metacognitive competence (Shaughnessy; Veenman & Kleyn Kennedy 2008:10) and are able to make decisions and reflect on their actions, and on data. They acquire the ability to reflect (Goswami & Brint; 2007:2), have more control capacity and pay more attention on the things and tasks they have to do and success on more complex performance task (Brocki and Bohlin 2004 cited in Anderson, Jacobs & Anderson 2010:31). Additionally, they acquire more concentration in different aspects and they are more selective to filter the information they consider valuable and learn successfully under conditions of selection, that they can gather data in a systematic manner; and that selection learning has distinct advantages over reception learning (Sim, Tanner, Alpert & Xu; 2015). They have a mobile and reversible thought (Kamii & Joseph; 1989:8) and are able to take into account transformations, not only states. They start to gain metacognitive abilities (Whitebread et al., 2009 in Lai, 2011:15) and organised knowledge that make them able to memorise information and develop a wide knowledge organised through different fields that helps their development within their culture. They are capable of controlling their cognitive behaviour, more reflexive, strategic and planned.

In addition, pupils with the time gain a higher degree of perfection and planning and are more aware of changing, including the possibility of correction but especially in memorization (Valsiner & Cornolly; 2003:386). Moreover, they have acquired
logic and reflecting competence but, on the other hand, they need concrete objects (moral, physical or affective) that are close to them because they do not have an abstract thought (Piaget), or it presents more difficulties.

On the other hand, we also have to stress the importance that children attach to themselves, to their personality. At eight years old, pupils start to be more self-conscious and they will be more aware of comparisons with other children and their perceptions and their self-esteem (Erikson, in Berger, 1988: 37), which become more objective with regard to society, the role of their parents, and culture, as well as the subjectivity of each particular child: internal and external factors.

At this age, pupils experiment new emotions and their cognitive progression allows them to use some strategy to control them. Moreover, they develop an awareness of their gender identity that is influenced by their family, education, society and individual physical development (Marchago Salvador; 1999:245). From age seven, children increase their perception of the point of view of others and they are conscious about their thoughts.

Pupils make friends and their concept of friendship is related to how they get on together, similarities and differences and the ability to manage challenges (Kenneth, Bukowski & Laursen; 2008:31).

Finally, they can distinguish morals from conventionalism (Nucci; 2001 cited in Nichols & Folds-Bennett 2003:24) even if morals can have a very strong relation with culture. They know that we have some moral obligations with respect to the environment, and this has a close relation with anthropocentric rational thought.
From this short description, we can identify an eight-year-old child in his/her transitional stage where the child moves from the non-logic to a more rational and reflecting phase, where he/she gains new knowledge and builds more confidence in life in relation to family, schools, friends, teachers and society in general. Moreover, children start to be conscious about other cultures, their position in society and the increase in their perceptions of others.

This makes a very good starting point to introduce and make pupils aware of other cultures and classical languages, also taking into consideration the importance of learning languages. In fact the acquisition of a language privileges the learning on childhood especially from four to eleven-twelve years old due to the maximum level of plasticity of the brain, where the left hemisphere focuses on the analytic and linguistics functions and the right hemisphere concentrates on the global expression activity. The combination of the two roles allows children to learn other languages in an intuitive and spontaneous way even though we are considering a classical language.

Legal basis

The legal basis refers to the education norms and legislation of the schools, regions, and the Ministry of Education. As we do not want to propose an alternative subject to study alongside the National Curriculum in primary school (in this case Latin), there are no curriculum requirements set by the Ministry of Education, but they will depend on the requirements of the other subjects, this means that the creation of the unit will follow and be in line
with the programme of the first year of the second stage. Furthermore, we do not plan to create some particular units for a certain school or region, for this reason, we refer to the general norms of the Ministry of Education. In this case, teachers, tutors or instructors, have to take the right measures in order to propose the Latin units we plan, respecting the whole education process, which takes into account the education of children and the respect of the education system, which includes the co-official languages, the particularity of each centre, the attention to diversity, etc.

Adaptation to the context

It is fundamental to talk about the adaptation to the context, but as we have already explained above, our purpose is to plan some units that can be used as a general guide with the aim of introducing some aspects of Latin language and, for this reason, they have to be considered as a general programme that has to be adapted if needed (O’Neil, 1982, Taillefer, 1996).

Adaptation to diversity

An important issue in education is that no child must be left behind and consequently, all of them must have the opportunity to learn and integrate in the school community.

Art. 9 (EMECD, 2013:19355), points out the importance of individualised attention and the prevention of learning difficulties (1); to encourage reading habits (2); tutorial action, which coordinates and orients the individual and collective learning process (3); educational intervention, one of whose principles is the diversity of students (4); and the
organisation and curriculum reinforcement mechanisms, which have to be considered and put into practice as soon as possible.

In this way, mentors and teachers, together with the social community, the educational authorities, the Government and the family, are the key points to create a system in which children can learn, progress and gain valuable knowledge and learning awareness within society.

The adaptation to diversity within education learning has to take into account each student as well as the different disabilities such as speech and language, psychiatric, physical, medical, learning, deaf, blindness, low vision or attention disabilities, but also take into consideration the multicultural context.

In fact, Spain has a great number of people from South America, from countries such as Argentina, Colombia, and Venezuela, but also from Mexico, Romania, the UK, Morocco, and Algeria. For this reason, teachers have to be prepared to support, for example, children for whom Spanish is not their first language. This also applies to Valencian, Catalan, Basque or Galician, as co-official languages of these regions.

Teachers have also to consider the different gifted and talented children with exceptional potential but also those who need more time with the aim to offer an appropriate academic challenge.

Teachers who run the lesson should prepare some materials and choose the methodologies and strategies to achieve and foster all students’ learning. In fact, the teacher and the eventual support teacher need to verify and study how they can give the maximum support in all the
activities, always considering that every student needs to be integrated in the school community. Most of the time, in fact, it is possible to opt for a different teaching strategy which best suits the needs of each single student.

The teaching units we propose for this research, for obvious reasons, do not propose a particular activity or exercise for an individual child, as we stressed when we talked about the adaptation to the context. We propose a general unit which has to be adapted if necessary depending on the particular needs of the student or the class.

Teachers in all these cases have to take into consideration the teaching approach to reach each individual student through an educational method according to the possibility of each child integrating different methodologies, strategies and resources.

On the other hand, we are conscious that group activities, team work and games, manipulating activities and collaborative works are an invaluable help for integration. For this reason, we try to include different activities which can be a valuable resource for children with different abilities.

General objectives and contents

For the design of the teaching unit, we have to take into consideration the objectives and contents in primary education, which refer to:

- Primary education;
- Stage 2;
- The unit (consequence objective of the research);
- The subjects.
Here below we present the description of these points. In addition to the general contents, we also include in brackets an abbreviation and a number which will be included in the explanation of the activities, to show the relation between the activities we propose and the general contents in Key Stage 2, and consequently the relation with the Spanish National Curriculum.

We also underline that the contents we specify in this chapter are only a part of all contents of each KS subject. We decided to present the general contents which will be included in our teaching unit. For a more complete view of all general contents see the LOE, 2006 and the LOMCE 2013.

Objective of the primary education

In the first instance we have to take into consideration the objectives in primary education, which, according to Royal Decree 126/2014 of 28 February Art. 7 (EMECD, 2014), are fourteen. These objectives help us to understand what the Ministry of Education believes it is important to reach throughout the whole primary education, and they are also closely related to all areas of study:

1. To know and appreciate values and standards of living. To learn to act in accord with them. To be prepared for an active role within society. To respect the human rights and pluralism inherent to a democratic society;

2. To develop individual and team work and responsibility in studying. To develop self-confidence, a critical sense, personal initiative,
curiosity, creativity and interest in learning, and in entrepreneurship;
3. To acquire skills for the prevention and peaceful resolution of conflicts, which facilitate children’s autonomy with their family, the domestic environment and social groups;
4. To know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and non-discrimination of people with disabilities;
5. To know and appropriately use Spanish language and, if any, the co-official language of the region, and to develop reading habits;
6. To acquire, in at least one foreign language, skills to express and understand simple messages and tasks in everyday situations;
7. To develop basic Maths skills and initiative in solving problems that require elementary operations of calculation, knowledge of geometry and estimation, and to be able to apply this knowledge in everyday life;
8. To understand the fundamental aspects of Natural Sciences, Social Sciences, Geography, History and Culture;
9. To learn to work with Information and Communication Technology, developing a critical spirit with the messages received and produced;
10. To use representation and artistic expression and start to creating visual and audio-visual works;
11. To value hygiene and health; to accept their own body and those of others, to respect differences and use physical education and sport to support personal and social development;
12. To know and appreciate animals, and adopt behaviours that contribute to their preservation and care;
13. To develop emotional skills in all areas of personality and in relation to others. To
develop a contrary attitude to violence, prejudices of any kind and sexist stereotypes;

14. To promote road safety education and respectful attitudes that affects the prevention of traffic accidents.

For the unit we have to take into consideration the differences between people, non-discrimination and the respect of quiet and peaceful living. In this sense, the ability to work in group is important, but also the possibility of developing autonomous work to improve personal skills and creativity. The unit should takes into account the world where we live and the respect for others and for animals, and promote healthy principles. Pupils in primary education start to grow in a new and different environment. They progress in their education and acquire important knowledge. They become more conscious of their role in society and in relation to other people. The unit should promote the use of Spanish language and the co-official language, which are a cultural part of the country, but also the importance of reading and learning foreign languages, and promote all areas of study. Furthermore, the importance of artistic expression, physical education, social values and natural and social science must be considered. At this stage in education, literacy and numeracy are fundamental across all the subjects offered by the National Curriculum in order to build and gain solid knowledge to become responsible people and develop critical thoughts about the world where we live.
Objectives of the stage 2

We also have to take into consideration the objectives of each stage. According to the Ministry of Education\(^{37}\) the main objectives of the second stage are to:

1. Appreciate the importance of core values that govern the life of groups and communities and act on them, considering and respecting diversity;
2. Evaluate the work of the group, developing attitudes of cooperation and responsibility in order to perform the tasks;
3. Act with autonomy and personal initiative in daily activities and in group;
4. Respect the views and interests of other group members;
5. Appreciate and consider social differences, rejecting any kind of discrimination, and establish balanced and constructive relationships with people in their everyday environment;
6. Understand and produce oral and written messages according to different communicative intentions and develop reading habits;
7. Acquire lexical and structural foundations for learning one or more foreign languages;
8. Develop procedures for collecting and representing useful information for solving simple problems;
9. Recognise knowledge as a useful resource for solving problems of everyday life;
10. Approach the events and historical periods that have caused the historical evolution of Western society and the Spanish territory;

11. Familiarise students with the use of new technologies as a *medium* to receive and transmit information;
12. Ensure and develop health and hygiene habits that contribute to an optimal development;
13. Use different means of expression (verbal, visual, musical and mathematical), individually or integrated, and develop creative and reasoning skills;
14. Develop aesthetic sensitivity and the ability to enjoy works and artistic events;
15. Develop positive attitudes to the equality of opportunities for all people regardless of gender, race or nationality;
16. Evaluate the natural environment and develop habits and attitudes that will help its care.

In Stage 2 pupils have acquired basic knowledge from the previous stage and have become more confident in different abilities such as reading and writing, oral communication and logical thoughts. They are also more aware of their contribution in relation to others, historical facts and future changes. Pupils have increased their knowledge and understand the importance of each subject in everyday life, from literacy, numeracy or art to health and science, physical education, history, religion, geography...

These objectives keep pace with the objectives of primary education; in fact we can see the same structure.

On the other hand, these general objectives have to be seen within the specific stage and programmes of study. For this reason, in order to offer detailed objectives, we have to focus on the programme and on the unit.
General objectives of the unit

The objectives of the teaching unit are well inserted in our purpose of this research study. For this reason, we have to take into consideration what we stressed at the beginning for the introduction of Latin:

- To make children aware of classical languages and cultural civilisation and stimulate their interest in Latin and humanities and to familiarise children with classical culture and its influence on the present.

One of our main purposes is to be able to make future generations aware through the introduction of classical languages learning, in this case Latin. Here, we try to make this awareness concrete through some teaching units. In this regard, we want to remind the reader that making someone aware of something can also include different means. In this case, it should be noted that the creation of teaching materials to use in the classroom is just one of the steps, because the use of other resources such as visits to museums, special trips on site or others, are elements that can be integrated into basic education, especially when we talk about a cultural heritage and a language which lived many years ago. The awareness of Latin and classical civilisation is also a way of becoming more familiar with the past and western history, some particular events, objects and situations.

- To restore the importance of Latin (and the Classics) and learn them

In this way we intend to restore, in the full sense of the word, the value of Latin language, which is a reference for other modern languages, especially Romance languages, but also for other areas.

- To anticipate and eliminate future negative preconceptions about Latin language

The purpose of anticipating or eliminating negative preconceptions about Latin came out after having read
a study of McClelland (2011) and after a quantitative study on preconceptions about Latin. With this purpose we would like to create a positive path in which children can learn something about Latin and classical civilisation eliminating false truths.

- To improve linguistics, writing and reading ability skills. But also numeracy, artistic, cultural and social abilities:

We have underlined that learning a classical language also has a great importance for different fields of learning. We underline the relevance that Latin language has to improve other abilities and outcomes in other subjects as well.

Of course all these purposes have to be seen in a long term project and not only related to a single teaching unit, which can be a starting point.

Here below we specify the objectives and the general contents for the subjects we take into consideration for our teaching units.

Contents have a letter and a number which is included in the specific contents of the unit.

*General objectives in Maths*

The teaching of mathematics in primary is fundamental to the children, who began working with numbers, measurements, and figures, and this considering the effectiveness they have with reality task. The child learns to ask questions about the problems, numerical quantities: learn to understand gradually how the various aspects of mathematics and this not only in a mnemonic, but reasoned approach. This knowledge leads children to be competent because mathematically linked to the understanding of mathematical content (Chamorro, 2003:5).
According to Royal Decree 1513/2006, of 7 December (EMECD, 2006:43097), the main objectives in maths for the second stage are:

- To use mathematical knowledge to understand, evaluate and produce information and messages on facts and situations of everyday life and recognise their contribution to other fields of knowledge;
- To recognise the situations which require elementary operations of calculation, formulation through simple forms of mathematical expression or solutions using the corresponding algorithms, evaluate the meaning of the results and explain the processes followed orally and in writing;
- To appreciate the role of mathematics in everyday life, enjoy its use and recognise the value of attitudes such as exploring various options, the convenience of accuracy or perseverance in the search for solutions;
- To know, value and gain confidence in maths skills to deal with different solutions that allow students to enjoy creative, aesthetic or useful aspects and trust their usability;
- To develop and use tools and personal strategies for mental calculation, measurement and spatial orientation processes in problem-solving contexts, deciding in each case, the advantages of using and testing the consistency of the results;
- To appropriately use technologies;
- To identify geometric shapes of the natural and cultural environment, and use the knowledge of their elements and properties to describe reality and develop new possibilities for action;
- To use elementary techniques of data collection for information on events and situations in their environment; to graphically and
numerically represent and form an opinion on the data.

**General Contents in Maths**

In maths (EMECD, 2006:43098-99) we point out these contents:

- Order and relationship between numbers (M1);
- Description of objects using basic geometric vocabulary (M2);
- Creation of plane geometric figures using data (M3);
- Exploration of basic geometric shapes (M4);
- Interest in careful preparation and presentation of geometric structures (M5);
- Active collaboration and responsible teamwork (M6);
- Confidence in their possibilities and constancy to use geometric constructions and objects and spatial associations (M7);
- Identification of planar and spatial figures in everyday life (M8);
- Interpretation and verbal description of significant elements of simple graphs relating to familiar phenomena (M9);

**General objectives in Language**

Spanish Language is the national way of communication, oral and written in Spain. Then, there are some regions that also use a co-official language which is recognised by the Government which is written and oral.

National language also includes the Spanish sign language which uses body language and manual communication and uses oral communication. Furthermore, braille, a written system, is used by visually impaired people.
These ways of communication are fundamental aim for the education process with the purpose to be able to communicate with others.

Here below we report the statement of Language as spoken and written language.

The general objectives in Spanish language (EMACD, 2006: 43084) are the following:

- To adequately understand and express themselves orally and in writing in different contexts and in social and cultural activities;
- To make use of the knowledge of the language and the rules of language to write and speak properly, consistently and correctly, and to understand oral and written texts;
- To use language to interact and adequately express themselves in social and cultural activities, adopting a respectful and cooperative attitude, to become aware of feelings and ideas and control their behaviours;
- To use various kinds of writing in school and other activities;
- To use the media and information and communications technology to obtain, interpret and evaluate information and different opinions;
- To effectively use the language in school activities to search, collect and process information, and to write personal texts;
- To use reading as a source of pleasure and personal enrichment, and approach relevant works of literary tradition to develop reading habits;
- To understand literary texts of different genres which are appropriate in terms of subject and complexity and start understanding the specific conventions of literary language;
- To evaluate the Spanish multilingual reality as a sign of a cultural treasure;
• To reflect on the different social uses of the language to avoid linguistic stereotypes that represent judgments and classist, racist or sexist prejudices.

General contents in Language

In language, the general contents we include in the teaching unit are (EMECD, 2006:43086-87):

Listening, speaking and conversation
• Participation and cooperation in common communicative situations with appreciation and respect for the rules of oral interaction (L1);
• Comprehension and production of oral texts to learn and be informed with a didactical or informal purpose (conversations in teams and presentations) (L2);
• Attitude of cooperation and respect for shared learning situations (L3);
• Interest in oral communication with pronunciation and intonation (L4);
• Using language to become aware of personal ideas and those of others and regulate behaviour, using non-discriminatory and respectful language (L5).

Reading and writing
• Integration of the knowledge and information from different media and contrast of information (identification, classification, comparison, interpretation) (L6);
• Interest in written texts as a source of learning and as a means of communication (L7).

Composition of written texts
• To evaluate writing as an instrument of social relations to produce and re-elaborate information and knowledge (L8);
• Interest in presenting clearly written texts and following the rules for spelling (L9).

**Literary education**

• Silence, personal and loud reading of appropriate reading texts (L10);
• Guided reading of fiction from oral tradition, children's literature, adaptations of classics and literature from different media (L11);
• Development of autonomous reading, but also of autonomy in the choice of themes and texts and the expression of personal preferences (L12);
• Evaluation and appreciation of literary texts as a vehicle of communication, source of knowledge of other worlds, times and cultures, and as a source of personal enjoyment (L13).

**Knowledge of the language**

• Recognition of the relations between words by their forms (bending, composition and derivation) and their meaning (synonyms and antonyms), in relation to understanding and typesetting (L14);
• To reflect on, use and understand definitions of terminology in production activities, the interpretation and denomination of the texts worked on; statements, words and syllables; genre and number; determiners; tense (present, future, past) (L15);
• Exploration and reflection on the possibilities of using various links between sentences (addition, cause, opposition, contradiction ...) concerning the composition of texts (L16);
• Identification of the fundamental constituents of the sentence, subject and predicate and some semantic roles of the subject (agent, patient, etc.) (L17).
General objective in foreign language

With foreign language we usually assumed we talk about a modern language. In this case we refer to a classical languages but taking into account the points of the National Curriculum referring to foreign languages. Foreign languages open the doors to the discovery of new cultures, ideas and thoughts and enrich the relation between different countries and cultures through an intercultural communication.

In foreign languages the general objectives are to (EMECD, 2006:43091):

- Write different texts with various purposes on topics previously met in the classroom and with the help of models;
- Read several texts related to children’s experiences and interests, drawing general and specific information according to a previous purpose;
- Learn to use, with progressive autonomy, all the media, including new technology, to obtain information;
- Value the foreign language and languages in general as a medium of communication and understanding between people of different origins and cultures and as a tool for learning different contents;
- Express a receptive and confident attitude in their ability to learn and use a foreign language;
- Use knowledge and prior experience with other languages for a faster, more efficient and independent acquisition of the target language;
- Identify phonetic aspects, rhythm, stress and intonation, as well as linguistic structures and lexical aspects of the foreign language.

General contents in foreign language

In foreign languages the general contents we point out are (EMECD, 2006:43093):
• Value of the foreign language as a medium of communication (of the past) (FL1).

Reading and writing

• To read and understand different texts, in print and digital format, adapted to the language ability of the students, to use global and specific information on the development of a task or to enjoy reading (FL2);
• Guided reading strategies (use of the elements of the visual context) (FL3);
• Previous knowledge about the topic or situation transferred from the languages they know identifying the most important information, deducing the meaning of unknown words and phrases (FL4).

Linguistic knowledge

• To identify phonetic aspects and the rhythm, stress and intonation of the foreign language and its use as fundamental aspects of comprehension and production of short texts (FL5);
• Recognition and use of vocabulary, forms and basic structures, characteristic of the foreign language, previously used (FL6);
• Association of spelling, pronunciation and meaning from writing models (FL7).

Reflection on the language

• Use of skills and procedures such as repetition, memorisation, word association and expressions with gestures and visual elements, observation of models, reading of texts; use of multimedia for the acquisition of new vocabulary, forms and structures of the language (FL8);
• Reflection on the learning process and acceptance of errors as part of the process (FL9);
• Confidence in their ability to learn a foreign language and appreciation of cooperative work (FL10).

Social and cultural aspects and intercultural awareness

• Interest in learning more about the people and culture of the countries (FL11);
• Knowledge of some similarities and differences between countries in everyday customs and use of the language studied and their native language (FL12);
• Being receptive towards people who speak other languages and have a different attitude to a culture (FL13).

General objectives in art

Art education is a crucial point for the learning. It is a multiple intelligence which promotes emotional development, as well as cognitive attainments, and is one of the factors to achieve quality education which is related with cultural and social environment. It is a way of integration and allows children with different abilities to make their contribution and to participate in the classroom and in the society and to gain valuable knowledge and experience with the discovery and the experiment of different techniques, forms, music and supports.

The general objectives in art are the following (EMECD, 2006:43072):

• To investigate the possibilities of image and movement as representation and communication elements and use them to express ideas and feelings, and contributing to
the emotional balance and relationship with others;

- To explore and understand different materials and tools and acquire specific artistic language codes and techniques to be used for expressive and communicative purposes;

- To apply artistic knowledge to the observation and analysis of situations and objects from everyday life and different manifestations of the world of art and culture to better understand them and form their own perception;

- To maintain an attitude of personal and collective search, perception, imagination, investigation and sensitivity and reflect when making and enjoying different artistic productions;

- To know some of the possibilities of the audio-visual media and information and communications technology in which images and sounds are involved, to use them as resources for observation, information, searches and making productions, either independently or in combination with other media and materials;

- To know and appreciate different artistic manifestations and other people's cultural heritage, contributing to the conservation and renewal of local forms of expression and estimating the enrichment of the exchange with people of different cultures that share the same environment;

- To develop a relation of self-confidence with their personal artistic production, respecting their creations and those of others, and to know how to receive and express criticism and opinions;

- To make artistic productions cooperatively, assuming different functions and collaborating to solve problems that arise to achieve a satisfactory final product;
• To know some professions of the artistic fields, being interested in the features of artists' works and enjoying as public the observation of their productions.

General contents in art

In art we highlight these general contents (EMECD, 2006:43073):

Plastic observation:
• Observation of the materials employed in visual works (A1);
• Respect and care for the environment and the works that constitute a cultural heritage (A2);

Plastic expression and creation:
• Experiment with different lines and shapes in different positions (A3);
• Search of the different possibilities about colour contrasts, variations and combinations, and appreciation of the results on different supports (A4);
• To investigate the material qualities, unconventional treatments and uses that can be obtained with textures in representation (A5);
• Creation of pictures using various techniques and resources (A6);

General objective of the knowledge of the natural, social and cultural environment:

Learning about our society and cultural and natural environment opens the perspectives to children to discover the world through its different shades. The medium is connected with the human existence and includes several elements such events, factors and processes which allow children to acquire a closer approach to the world where they live.
The general objectives are to (EMECO, 2006:43064):

- Identify the key elements of the natural, social and cultural environment and analyse its organisation and characteristics;
- Behave according to healthy habits and personal care, show an attitude of acceptance and respect for individual differences (age, sex, physical characteristics, personality);
- Participate in group activities and adopt a responsible, constructive and supportive behaviour, and respect the basic principles of a democratic work;
- Recognise and appreciate members of social and cultural groups with their characteristics; value the differences with other groups and respect human rights;
- Analyse some manifestations of human intervention in the environment and adopt a defence behaviour in daily life for the recovery of the ecological balance and the conservation of the cultural heritage;
- Recognise the natural, social and cultural environment, the changes and transformations related to the process of time and investigate some of the simultaneity and succession relationships to apply this knowledge to understand other historical moments;
- Interpret, express and represent facts, concepts and processes of the natural, social and cultural environment using numerical, graphic, cartographic and other codes;
- Identify, consider and resolve questions and problems with significant elements of the environment, using search strategies and information processes, and formulate conjectures, exploring alternative solutions and reflecting on the learning process;
- Plan and conduct projects, devices and simple apparatus for a previously established purpose.
using the knowledge of basic properties of some materials, substances and objects;

- Use information and communications technology for information and as an instrument for learning and sharing knowledge, valuing children’s contribution to improve the living conditions of all people.

**General contents of Knowledge of the natural, social and cultural environment**

Here below the general contents of the unit are listed (EMECD, 2006:43066-43067):

**Health and personal development**

- Planning autonomous and creative ways of leisure activities, individual or collective (K1).

**People, culture and social organisation**

- To get information through information and communications technology (K3);
- To identify the popular cultural events that coexist in the environment, recognise their evolution over time and assess them as elements of social cohesion (K4);
- Use of time measurement units (decade, century) and introduction to the concepts of management, succession management and concurrency (K5);
- Approach to some historical periods through the knowledge of the aspects of everyday life (K6);
- Knowledge of the evolution of some aspects of daily life in relation to some facts concerning relevant historical evidence (K7);
- Recognition and assessment of the meaning of some ancient footprints in the environment (traditions, buildings, objects) (K8);
- Using written and visual documents for historical information and to develop different works (K9);
**Animals and environments**

- Observation and description of different types of landscapes: interaction of nature and humans (K10);
- To respect, protect and improve the environment (K11);
- Vertebrates and invertebrates. Birds, mammals, reptiles, fish, amphibians: basic recognition and classification (K12);
- Nutrition, relationships and reproduction of animals and plants. Classification of animals and plants regarding their vital functions (K13);
- Direct observation of living beings, with appropriate instruments and through the use of technology and audio-visual media (K14);
- Interest in the observation and study of all living beings (K15);

**General objectives in Physical Education**

Physical education focuses on movements and the body in relation with the surrounding and the personal well-being of each person to acquire body cultural elements which can contribute to each child’s personal development for a better quality of life.

In Physical education we underline these objectives (EMECD, 2006:43077):

- To know and appreciate their bodies and physical activity as a medium to explore and enjoy their motor possibilities, relate to others and organise leisure time;
- To appreciate the effects of physical activity on health, show a responsible attitude towards themselves and others and recognise the effects of physical exercise, hygiene, food and postural habits;
- To use physical abilities, motor skills and their knowledge of the structure and functioning of
the body to adapt movements to the circumstances and conditions of each situation;

- To acquire, choose and apply principles and rules to solve motor problems and act efficiently and in autonomous practice with physical, sports and artistic and expressive activities;
- To regulate and measure effort, and reach a level according to their possibilities and nature of the task.
- To use the expressive resources of the body and movement, aesthetically and creatively, and communicate feelings, emotions and ideas;
- To participate in physical activities, share projects, establish partnerships to achieve common goals, resolve conflicts that may arise through dialogue and avoid discrimination based on personal, social and cultural characteristics and gender;
- To know and appreciate the diversity of physical and sports activities and cultural elements, and show a critical attitude both as participants and as spectators.

**General contents in Physical Education**

In Physical Education we underline the following contents (EMECD, 2006:43078):

- Awareness and body control in relation to stress, relaxation and breathing and representation of their own and others’ body (P1);
- Adequacy of posture and motor expressive needs (P2);
- Consolidation of laterality and its projection with space (P3);
- Static and dynamic balance (P4);
- Space-time organisation (P5);
- Forms and possibilities of movement. Adjustment and consolidation of the key
elements in the execution of basic motor skills (P6);

- Efficient use of basic skills in familiar situations (P7);
- Motor and body control (P8);
- Improvement of basic physical qualities and motor execution (P9);
- Interest in improving motor competence (P10);
- Positive attitude to participating in various activities (P11);
- Recreation of real and fictional characters and their contexts (P12);
- Participation in situations involving body communication (P13);
- Games and sports as elements of social reality (P14);
- Respect for the people involved in the game and rejection of antisocial behaviours (P15);
- To understand and accept the rules of games and have a responsible attitude to establish strategies (P16);
- To evaluate the game as a medium of enjoyment and relation with leisure and physical activity (P17).

The general objectives and contents we have pointed out correspond to the subjects we consider for the basis of our teaching unit.
Structure

We present a recognisable structure with the help of some pictures that can be used as references:

- Exercises
- Vocabulary
- Grammar
- Dramatization
- Art
- Research with ICT
- Classical civilisation
- Revision
- Derivatives

Table n. 23: The Frog and the Ox: Structure

Activities

The activities we propose in the teaching unit follow the aspects considered by Parcena (1992:35-37), which take into account:

- Activities to know or evaluate the contents that children previously have;
- Activities to help and motivate children;
- Activities to help children create cognitive conflicts and encourage them to search for new answers, new learning and knowledge;
- Activities that include the search of information;
Activities that include comprehension parts in contrast with the contents or opinions at the beginning;
Activities which include generalisation;
Activities in which memory and exercises are involved;
Evaluation activities.

The activities contained in the teaching unit are the following:

**Activity 1: La rana y el buey**
- Reading the text about *The Frog and the Ox*;

**Purposes**
First contact with the Latin language through a fable. Reading of the fable and understanding of the story with the help of the pictures and some vocabulary.

**Contents**
- Presentation of the frog and the ox;
- Physical description of the two animals;
- Description of the living places of the animals;
- Willing of the frog;
- Frog’s tentative;
- Parts of the day;
- Onomatopoeic sounds;
- Pictures of the story.

**Specific Latin contents**
- The feminine genre with the words which end with the letter -a- both for nouns and adjectives;
- The verb to be (*esse*) with the first singular person (*sum*);
- The first singular person of the verb which ends with the vowel -o using as example the verb *inflare* (inflate);
- Two adjectives: *parva* (small) and *magna* (big) used for feminine words;
- Animal name: *rana* (frog);
Some places such as: *terra* (ground); *aqua* (water) which can be easily identified;

**Places**
The normal classroom / a library / garden / bookshop.

**Methodology**
Teacher can ask general question to understand the previous knowledge. The teacher can use an inductive approach, an active learning and create the possibility to do comments, debates, leaving children express their thoughts. The teacher can read the fable (storytelling) and then leave the children read it again.
Evaluation: The teacher evaluates the outcomes with the simple comprehension and the two exercises. No marks are needed and a focus has to be on understanding the main parts of the text and enjoying the reading parts, the characters and what happen.

**Development of the activity**
- Introduction of Latin language;
- Ask children what they know of Latin, if they think it is difficult;
- Ask if they think it is similar to Spanish;
- Observe the picture and the title and ask what the children think the story is about;
- Reading of the fable by the children, each child read a paragraph aloud (or teacher read the fable);
- Reflection on the text and have a go in understanding the text without warring about the grammar;
- The teachers conduct the classroom and help the children to understand the whole story;
- The children share ideas and if needed check the vocabulary to understand some words they may not know;
- When the children read, put emphasis on the relation with the pictures;
- In comprehension children can first talk about the story and share ideas, though and comments then they can write their answers;
- In the second part of the comprehension children work individually and decide the correct options.
- Compare the answers and correction.
Resources
The photocopy in colour for the teacher and the children. A computer or a digital whiteboard to illustrate the fable to the entire classroom.

Progression with other activities
The activity which focuses on the comprehension of some key points and some Latin words and the general story allows the children to follow them with the in deep study of some linguistic parts and other competences and themes related with the animals and their environments as well as the cultural aspects of the Latin language.

Activity 2: Rana Parva

- Feminine adjective and nouns in Latin and in Spanish.

Purposes
Reflection on the Spanish and Latin language about the feminine nouns and adjectives and their agreements. Revision of these linguistic parts in Spanish language.

Contents
- Explication about the noun and adjective agreement;
- What is an adjective.

Specific Latin contents
- Some Latin nouns previously met: aqua, rana and terra;
- Some adjectives (some previously met): laeta, clara and magna.

Places
The normal classroom / a library / garden / bookshop.

Methodology
The teacher can use an inductive approach, an active learning to make pupils reflecting about the feminine noun in Spanish language and then make a connection with the Latin language. This relation takes into consideration a meaningful learning, starting from previous knowledge.
Evaluation: The teacher evaluates the outcomes with the exercise and the correct agreement between the noun and the adjective. The teacher also evaluates if children remember some Latin words and if they make some observations about the language. No marks are needed and a focus has to be on understanding the agreements.

**Development of the activity**

- Ask the children to say a feminine word;
- Ask them to say the same word with a feminine adjective;
- Write some example on the blackboard;
- Ask what they notice;
- Revise the text and ask them to have a look at the first tagline with *rana magna / rana parva*;
- Verify the answers;
- The children read the first grammar part about the feminine noun and the adjective and do the exercise;
- Correction of the exercise;
- Revision of what an adjective is.

**Resources**

The photocopy in colour for the teacher and the children. A computer or a digital whiteboard to illustrate the exercise.

**Progression with other activities**

With this activity the children revise the adjective and noun agreement. They also revise some Latin names met in the text. This knowledge will be useful for the practice of the written text but also within the linguistic context related to the native language.

**Activity 3: Rana sum**

- Presentation of the verb to be.

**Purposes**

Reflection on the Spanish and Latin language about the verb *sum*. The importance of the verb ‘*to be*’ for presentation.
Contents

- The verb *sum* ‘to be’;

Specific Latin contents

- Verb *sum* and the sentences related with this verb.

Places

The normal classroom / a library / garden / bookshop.

Methodology

With the verb to be (*sum*) the teacher can start from the revision of the sentence *rana sum* and the translation in Spanish language ‘soy una rana’ and makes a comparison between the two forms.

Evaluation: The teacher evaluates the outcomes of the work in group by reading the sentences the children have found in the text. The teacher can also revise other aspects but in this case in relation with the sentences found. No marks are needed and a focus has to be on understanding and comparing the sentences.

Development of the activity

- Introduction and reflection on the sentence *rana sum*;
- Reading of the verb *sum* part;
- The children do the exercise in pair and search for different sentences with the verb *sum*;
- Correction in group;
- Understanding of the sentences.

Abilities

- Oral and written comprehension
- Written production.
- Oral interaction
- Cooperation

Resources

The photocopy in colour for the teacher and the children. A computer or a digital whiteboard to illustrate the exercise.
Progression with other activities
With this activity the children learn the verb *sum* which will be useful with the next exercise where children have to present themselves but also with the exercises related with the habitat and the writing of the story.

**Activity 4: Presentate**
- Presentation of the importance of greetings.

**Purposes**
Children discover how to do a presentation as Roman did using the verb *sum*, their names and the words *salve* and *salvete*. This activity helps to understand how Romans used to greet each other with respect with the singular and the plural (that will be useful also when in future units they do the imperative forms). Pupils also have the possibility to act pretending to be Romans to make them closer to this past civilisation.

**Contents**
- Presentation
- *Salve* and *salvete*
- The verb *sum*

**Specific Latin contents**
- Verb *sum*
- *Salve* and *salvete*

**Places**
The normal classroom / a library / garden / bookshop / theatre.

**Methodology**
The teacher can greet the students with *salve* and *salvete* (to one or more students), and so opt for a more inductive method, in this case through an indirect experience. In any case the teacher also opts for an active methodology and gives the children the chance to greet each other in groups.
Evaluation: The teacher evaluates how the children interact to each other presenting themselves using the forms given. No
marks are needed and a focus has to be on communication use of the words learned.

Development of the activity
- Presentation of the greet hola in Spanish;
- Explain the two Latin greetings salve and salvete. In this case the teacher can act it out;
- The children introduce themselves in group and then write their introduction;
- Children work in group and teacher observe how they present themselves to the others;
- Children draw themselves and write their presentation.

Resources
The photocopy in colour for the teacher and the children. Pencil and colours to draw the pictures.

Progression with other activities
The activity serves as introduction to practice the verb sum to present later other animals using the same structure (rana sum, gallina sum…) and its position in the sentence. It is also a practice for the future writing of the story and its acts out.

Activity 5: ¿Rana o magna? — Levanta la mano
- Revision of the feminine nouns and adjectives

Purposes
Revision of the feminine nouns and adjectives with the introduction of other animals. Learn the importance of social science, the relation with animals and their role within the society.

Contents
- Feminine adjectives
- Animal nouns
- Oral communication

Specific Latin contents
- Adjective parva and magna
- Rana, gallina, musca, gallina, ursa, formica, balaena, aranea.
Places
The normal classroom / a library / garden / bookshop.

Methodology
The revision of the adjectives gives the children the chance to brush up. Through the picture children relate the name of the animals. The teacher gives time and autonomy to the children to do the exercise. Furthermore, the teacher creates an open space to debate about the importance of animals.
Evaluation: the teacher evaluates the relations the children have done with the animals and the correspondent adjectives. Again, no marks are needed and correction in plenum.

Development of the activity
- Give the children some time to read the example of the *rana* and *pájaro* and the names of the other animals;
- Ask what they notice about these animals: “are they similar to Spanish?”;
- Explain the *Magna* or *Parva* exercise;
- Children do the exercise independently;
- With the digital whiteboard (if any) correct the exercise. The teacher can ask each child to relate the noun to the animal and its adjective or correct in plenum;
- The class comments on the importance of animals; if they have a pet.

Resources
The photocopy in colour for the teacher and the children, a digital whiteboard.

Progression with other activities
The activity serves as introduction to the next topic about the habitat where children study the same animals in Latin but in their contexts/environments.

Activity 6: El hábitat - ¿Dónde vivo? – Práctico el latín - Imitación
- Introduction of the habitat
**Purposes**
Learn or revise what is the *habitat*, the importance of nature and environment. Learn some places in Latin in relation with the names of the animals learned.

**Contents**
- Definition of *habitat*
- Open space for debates about the *habitat*
- Game to guess the animals and their places
- Animal nouns in Latin
- Places nouns in Latin
- Relate animals with their environments

**Specific Latin contents**
- The word *habito*;
- Some animals: *Rana, gallina, musca, gallina, ursa, formica, balaena, aranea*;
- The verb *sum* and *vivo*;
- Some places: *in horto, in tela, in terra, in silva, in herba, in caelo, in terra et in aqua*.

**Places**
The normal classroom / a library / garden / bookshop / theatre

**Methodology**
The teacher opens a debate and dialogues to talk about the *habitat* where children can comments and express themselves. Active learning through the game (in this case children work together through a game). In the second and third exercises teachers can opt for the reading comprehension asking the meaning of the places. In the last exercise children work in autonomy but in group in a sort of collaborating learning.

Evaluation: Check the outcomes from the debates about the *habitat* and the results of the exercises. Evaluate how children play, their interactions, collaborations and integrations. No marks are needed and the focus will be on comprehension and active and dynamic contribution on the activities.
Development of the activity

- General overview about the habitat.
- Ask the children if they know what is it.
- Relate the word habitat with the verb *habito* and leave the children express what relation there is;
- Reading the paragraph about habitats;
- The children comment on the different habitats they know;
- Explain the game: *Adivina quién soy* y mi hábitat... and let the children play;
- Explain the exercise ¿*Dónde vivo*? and let the children connect the animals and the places without translating the words for them; let them have a go!
- Check in group and see the meanings of the words they may not know;
- The children write the sentences below each picture like the example of the frog: *rana sum. In terra et in aqua vivo*;
- Explain the imitation game and let children play for 10 minutes;

Resources
The photocopy in colour for the teacher and the children.

Progression with other activities
The activity is connected with the future activities of the creation of a similar story to *The Frog and the Ox*. For this reason, the several places and animals help to build in Latin, in this case, a close relation. The *habitat* and the animals also are part of the general knowledge of the learning.

Activity 6: Rana: “Inflo, inflo, inflo”

- The verb, present form, first person

Purpose
The aim of this activity is the reflection on the language and in this case about verbs taking into accounts the first person of the present indicative which is used in the text. The verb is the most simple the children can learn also because has the same form in Spanish.
Contents
- The function of the verbs
- The first person of the present indicative.
- Verbs in Spanish language
- Sentences in Latin using verbs ending in -O.

Specific Latin contents
- The verbs’ ending in -O
- Inflo, velo and nato
- Gallina, musca and balaena
- Verb sum

Places
The normal classroom / a library /

Methodology
The teacher can chose for a meaningful learning starting from the knowledge children have about verbs and then make leave the children understand through a comparison if there is any similarity between the Spanish and Latin verbs. In this sense we opt, again, for an inductive learning through experience and observation.

Evaluation: Evaluate the correct relation children do between the verbs and their endings. Again, no marks are needed, and focus will be on general comprehension and overview of the first person of the verb.

Development of the activity
- Revision of the function of verbs: ask what they are;
- Ask the children to make a short list of Spanish verbs with the first person singular and put emphasis on the final vowel -O, like in Latin;
- Children search other verbs in Latin (with the ending in -O);
- In group, read the verbs;
- The children do the next exercise and relate the first part of the sentence to the verb and then they do the translation;
- Leave some time to do it and then correct and check in plenum;
Resources
The photocopy in colour for the teacher and the children.

Progression with other activities
Correct use of the verb in Spanish language but also with the creation of the text and its dramatization. To gain knowledge for future linguistic parts in Latin, always taking into consideration the native language.

Activity 7: Investigación
- The frog and its description

Purposes
To give pupils autonomy in acquiring new knowledge and learn information about the frog, its environments, and the different species. To relate the new information with the story.

Contents
- Short description about the frog

Places
The normal classroom / home / computer classroom

Methodology
Teacher can opt for a direct study and autonomous research also in group or at home. Debates and comments to share what found.
Evaluation: check the outcomes and information found without marks.

Development of the activity
- The investigation activity can be done in the classroom or at home;
- At school, use the computer classroom and divide the children into different groups;
- Read the text and then ask the children to search for the frog and answer the question of the Investigation part;
- Check the results in group;
Resources
The photocopy in colour for the teacher and the children. A computer to do the research in classroom or at home.

Progression with other activities
Understanding the specific characteristics of an animal is useful to make future investigation also with the other animals to then write the story and make them (the animals) with some physical appearance which normally children do not know. The research with the computer also helps children in the ability to gain more knowledge about how to search, select and find information.

Activity 8: La rana artista
- The Roman mosaics

Purposes
Through the La rana artista children get in contact with the Roman culture with the Roman mosaics. To gain knowledge of Roman art and the methods of creating a mosaic with different techniques. Art expression stimulates cognitive development and encourages innovative and original and creative thinking.

Contents
- Roman mosaics

Places
The normal classroom / Art classroom

Methodology
Teacher will leave the children to create their own mosaics after a short explication about what they are and their importance. Children learn through an active approach through experience.
Evaluation: Evaluate how children work independently, the process that lead to the creation of the mosaic, their creativity, use of colors. No marks are needed.

Development of the activity
- The artistic part needs some materials such as glue, scissors, pencils, magazines...;
- Reading of the text;
- Ask the children if they have already seen a mosaic;
- Show some mosaics with the ITC;
- Explain how to make a mosaic and read the three points;
- Give the children 20 minutes or more to create their mosaics;
- Children can use the ICT to find other species of animals they have studied.

**Resources**
The photocopy in colour for the teacher and the children. A computer to do the research in classroom or at home. Furthermore children need scissors, glue, pencils, magazines...

**Progression with other activities**
Correct use of the materials to create future mosaics and increase the interest in art and past art through different materials. To know how to relate this type of art with Roman civilisation.

**Activity 9: Repasa la historia**
- Review of the story of the frog and the ox

**Purposes**
The exercise has the aim to revise the all story. Children complete the sentences with the correct words. The words to put in the sentences include adjectives and verbs. The objective is the comprehension of the reading text and the correct choice of the missing word.

**Contents**
- Text (resume of the story) to complete with given words.

**Contents in Latin**
- *Magna* and *parva*
- *Inflo* and *vivo*
- *Verb sum*
- *Aqua et terra*
- *Rana*
Places
The normal classroom / library

Methodology
Revision of the story. Autonomous task and comparison with the classroom. No marks needed but focus should be on the comprehension of the story, and the correct use of the learned words.

Development of the activity
- To read the words in the rectangle and ask what their meanings are;
- Verify the answers in group;
- The children complete the exercise;
- Correction in group;

Abilities
- Use of previous information
- Written
- Selection of words

Resources
The photocopy in colour for the teacher and the children.

Progression with other activities
Children fix the story and the principle elements to be able to tell the story, to sum it, to relate it with new other fables and to gain knowledge of past stories and literature.

Activity 10: Derivaciones
- Derivatives and classical civilisation

Purposes
To gain knowledge about the formation of the words and to reflect about the different derivatives. To understand and learn some pieces of Roman culture.

Contents
- Prefix Amph
The amphora and the amphitheatre
The Coliseum
Gladiators

Places
The normal classroom / library / theatre

Methodology
Reading of the text and make pupils think about the derivatives. Make some drawings if needed and let children understand what *amph* means (focus on the structure of the object). The teachers opt for reading and comprehension for the other part of the activity and make use of dialogues, debates and comments about the role of the Coliseum. Share ideas and thoughts.

Development of the activity
- The children read the text about Derivatives;
- Ask what 'amphibious' means;
- Revision of the places in which the frog can live;
- Draw an amphora on the blackboard and ask the children where they think the two parts are. To help them explain that it means in both parts;
- Do the same with the Amphitheatre. Draw it and ask what it means;
- Check the ideas in group;
- Revision of the prefix *amph*;
- Reading about Roman culture;
- Ask if they have ever visited the Coliseum, and if they know something more about it;
- Share personal experiences and ideas about the Coliseum;

Resources
The photocopy in colour for the teacher and the children. Use of the computer and the digital whiteboard.

Progression with other activities
Relate information with new knowledge about the Roman culture to build knowledge for future cultural elements present in other teaching units. Ability to cope with new words with the prefix met in the activity.
Activity 11: ¡Tú eres el autor! - ¡Tú eres el actor!

- Make up a story and act it out.

**Purposes**
To put in practice the things assimilate through the story of The Frog and the Ox and the ability to create and put together information to make a new story but always following the paths of the main fable. Collaborate to create the story and to act it out.

**Contents**
- Instruction to write a story
- Example of another story

**Contents in Latin**
- Conjunction *et*
- *Gallina* and *ursa*
- Verb *sum* and *summe*
- *Magna, parva* and *laeta*
- Verb *inflo* and *canto*

**Places**
The normal classroom / library / theatre

**Methodology**
The teacher gives some instructions about the work to do in pairs or in group and opt for a collaborative learning with group work with a common project among the different groups.
Evaluation: Children read the story to their classrooms. To evaluate how children relate the information, the choice of the animals, the parts they chose to include and the Latin contents. Relevance has to be given to the general writing and use of information and appreciation of writing using another language. No marks are needed.

**Development of the activity**
- Read the text and explain that, in pairs, the children have to write a similar story but with other animals;
- Read the five points which refer to how to create the story. Read the example about *Galina et Ursae*;
- Put emphasis on the Latin conjunction *et*;
- Leave some time (1 session to write and draw the story);
- The children read their stories to their classmates;
- Give the children some time to learn their part (they can also do it at home); and let the groups act in front of the class;

**Resources**
The photocopy in colour for the teacher and the children. Children may use some clothes to act the story out.

**Progression with other activities**
The writing of the story is put in practice with the acting of the text the children write. This revision through experience helps to focus on some elements to fix them for future activities such as the final revision or next teaching units.

**Activity 12: Repaso**

- Final revision of the unit

**Purposes**
To revise the contents of the unit to a simple test to see if children have fixed the most important elements of the unit.

**Contents**
- Revision through test exercises.
- Cultural and linguistic parts.

**Contents in Latin**
- *Salve* and *salve*te
- *Verb sum*
- *Magna* and *parva*
- *Verb* *vivo*
- *Ursa*, *formica* and *gallina*
Places
The normal classroom / library

Methodology
The teacher explains the revision part and the children work independently. To evaluate the answers and check the doubts and correct the wrong answers by reflecting on the questions and on the things learned. No marks are needed. General evaluation to proceed with unit 2.

Development of the activity
- The children complete the revision part, leave them 10/15 minutes to complete it;
- Correct the revision in group;

Resources
The photocopy in colour for the teacher and the children.

Progression with other activities
The revision of the teaching unit is a starting point for the second unit, where the students learn other parts of Latin language and culture and always related with the Spanish National Curriculum.

Specific Latin contents of the entire unit
In this teaching unit, there are some Latin contents which we specify here below and are related to the study of the grammar and cultural parts we presented previously:
- How to greet with Salve or Salvete;
- The Latin word habito and guessing where some animals live;
- The first singular person of the verb which ends with the vowel -0 using as an example the verb inflo (inflates) vivo (to live), volo (to fly), nato (to swim) and canto (to sing);
- Gallina (chicken), musca (black fly), vacca (cow), ursa (bear), formica (ant), balaena (whale), phoca (seal), and
aranea (spider) which are feminine Latin nouns and are very similar to Spanish language;

- The unit also takes into consideration the derivation with the prefix amph which comes from ancient Greek and means “in both sides”. This derivative introduces the word amphibius and other two words: amphora and amphitheatre.

- Horto (vegetable garden); tela (spider’s web); terra (ground); silva (forest); herba (grass); caelo (sky); aqua (water) which can be easily identified.

Competences

Children through the unit acquire different competences that follow into the National Curriculum and abilities such reasoning, oral communication, comparative learning, the ability to produce a written text using words in other language, the ability to cope with different tasks and to work with their classmates as well as to recognize the importance of the Latin language, its connection with Spanish language and other subjects of the curriculum.

This unit includes different competences:

**Linguistic communication**

Reading texts and using proper communication during exercises and games in groups but also in comments and discussions. The competence is also related to writing and understanding a different language and the dramatization of the story.

**Numeracy, science and technology**

Understanding decades and recognizing numeration. Place dates and read sequences.
Learning to learn
To cope with new information and create and elaborate new stories and act them out.

Awareness and cultural expression
Relation with the cultural context, past literature, ability to create a mosaic, learning the importance of the Coliseum and amphoras as well as the role of the classical language.

Sense of initiative and entrepreneurship
To do activities individually but also in group, to manage to coordinate a group for the story or dramatization.

Social and civic
To know how to work in group and individually, and respect other cultures and languages. Respect for the other classmates, their opinions and thoughts.

Multiple intelligence
Alongside the general competences the unit involves some of the multiple intelligences developed by Howard Gardner. The linguistic intelligence (all over the unit), the logic-Mathematical (in the part related to the Roman culture), the musical (in refers to the sounds of the letters), the naturalist (distinguish different type of frogs, animals), the bodily-kinaesthetic (the use of the body especially in the dramatization), interpersonal (referring to the ability to understand other moods, motivations, desires during the activity and the collaboration or the work in autonomy) and intrapersonal (which refers to his/her personal
mood, desire, interest in the activities, the exercises...)

**Learning methodology and strategies**

Teacher should consider that the unit has a focus on reading stories in our case Latin literature adapted for children and the text include a both Latin and Spanish parts to facilitate the comprehension.

The approaches the teachers can use are related with the activities but also to other factors as previously stressed. We have also underlined the importance of the meaningful learning which teachers have to take into consideration to reach a more valuable outcome. In this case, teachers can start from experience premises.

The reading part and the comprehension of the text could use an inductive-contextualised approach in which children through the reading have a go and can try to understand the reading and reflect on the language. The help of the teacher or the vocabulary could be necessary to understand some words.

The inductive approach could also be used in some grammar parts, such as the agreements noun-adjective or the verb. Here, the teacher can also use the analogic and comparative approach where the teacher can create analogies between the Spanish language and Latin. This method can be a useful resource to explain the frog and its *habitat*, but also the Romans and their culture. In this case teachers will orient and guide the discovery of new information relating them to the real life.

In other activities such as the game, the imitation animal game, the comments about animals, these create an opportunity to open debates, share
information, thoughts and beliefs and relations between students.

Teachers will also encourage the investigation with the exercise of the frog where children can develop a direct work at home or in the classroom as direct and independent work.

Overall the teacher should mix different methodologies.

In this sense, activities should follow an active approach rather than passive for example through reasoning, to rediscover things, to team group, collaborative, autonomous and manipulative works.

**Space and grouping**

Each educational centre has spaces and classrooms prepared for teaching use in a different number, style and setting. I want to remind the reader, therefore, that every single school, with regard to space management, is a world apart. In fact, we can find some schools where the classrooms are very large, with spacious corridors and a space for teachers, a garden for lunch breaks, etc. In other schools, on the contrary, there are more confined spaces, fewer classrooms and fewer students.

Position is also fundamental when it comes to creating other courses or projects always related to the educational process, for example, different extra-curricular activities connected with the school in the countryside. Here we can find extra spaces that can positively help the school, in relation to nature, such as knowing parks and open spaces, hardly present in the city.

We should always take into account all the spaces in the school facilities. A library or a garden can be a suitable place for reading. Moreover, in
addition to the facilities, as we said, the external environment can be a source of stimulation and enrichment, like the access to the nearby museums.

All of these variables must be taken into consideration before putting the teaching unit into practice. It is recommended, in fact, to plan the spaces available.

Another important issue is the classrooms. We want to remind the reader that the units are not designed for a particular centre, for this reason we do not know the reality of each school. On the other hand, we know for sure that each classroom can have a maximum number of 25 students according to LOE 2006, even if this is not always respected. In fact, some schools sometimes have over 30 students per classroom, which could negatively influence learning as it is difficult for a single teacher to pay attention to all the students present in the classroom.

The possibility to work in group or individually determines not only the opportunity to effectively control the classroom but also the different activities proposed. For this reason, we want to point out that we also tried to create some activities in which the children can have the chance to play and do activities together, increasing in this way the spirit of participation and community. Moreover, we have also planned other activities in which students have to work autonomously.

In both cases, teachers have to make children comfortable during the activities and try to use their teaching abilities to run the lesson and combine different ways and spaces offered by the school.
Spaces

We identify these particular spaces, which can be useful places and instruments where to do some activities and research:

<table>
<thead>
<tr>
<th>Classroom</th>
<th>For routine activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer room</td>
<td>For researches using the Internet</td>
</tr>
<tr>
<td>Theatre</td>
<td>For dramatization</td>
</tr>
<tr>
<td>Garden</td>
<td>To play some games</td>
</tr>
<tr>
<td>Other school spaces</td>
<td>To do other activities</td>
</tr>
<tr>
<td>External spaces such as Museums, Art exhibitions</td>
<td>To integrate different activities and topics (mosaic, amphora...)</td>
</tr>
<tr>
<td>Botanic garden, zoos</td>
<td>Places related to natural science, the frog and animals, habitats...</td>
</tr>
</tbody>
</table>

Table n. 24: Places.

Resources

For this teaching unit, teachers can use, as always, information technology, the Internet and computers to search and integrate the lesson, as well as the projection of videos and pictures related to Roman culture, natural environments and animals.

Teachers do not need to check other Latin nouns as all Latin words are included in the vocabulary at the end of the unit. This facilitates comprehension, also for the children.

For the creation of the Roman mosaic, the children need pencils, colour cardboards of magazines, scissors and glue.

It will also be very interesting to visit museums, exhibitions, botanic gardens, or particular places where the children can observe animals.

Relation with the contents of Key Stage 2

The relation of the unit with the contents in KS2 has an importance value for the cross-curricular project. Here below we present for each
activity the connection with the subjects and the contents of the stage we have taken into consideration.

<table>
<thead>
<tr>
<th>Introduction to the text;</th>
<th>L1-L7; K4-K6;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading the text about <em>The Frog and the Ox</em></td>
<td>L1-L7; L10-L17; FL1-FL9; FL11-FL13; K10;</td>
</tr>
<tr>
<td>Comprehension part</td>
<td>L1-L5; L9; L14-L17; FL1-FL9;</td>
</tr>
<tr>
<td>The feminine noun (-a) and the agreement with the adjective (-a);</td>
<td>L14-L17; FL1-FL9;</td>
</tr>
<tr>
<td>The verb <em>sum</em> (to be), present of the first person and search for the sentences with the verb <em>sum</em></td>
<td>L6-L9; L14-L17; FL1-FL4-FL9; M1;</td>
</tr>
<tr>
<td>Greeting with the words <em>salve</em> and <em>salveste</em>;</td>
<td>L1-L7; FL1-FL13; A4; A6</td>
</tr>
<tr>
<td>To relate the feminine adjective to animals;</td>
<td>L14-L17; FL1-FL9;</td>
</tr>
<tr>
<td>To remark the importance of animals;</td>
<td>L1-L5;</td>
</tr>
<tr>
<td>Explanation of habitats and guessing where animals live;</td>
<td>L1-L5; K10; K13; K15;</td>
</tr>
<tr>
<td>To relate animals to their habitat;</td>
<td>FL1-FL9; K13; K15</td>
</tr>
<tr>
<td>To imitate animals and guess in Latin;</td>
<td>L1-L5; FL1-FL7; P1-P17;</td>
</tr>
<tr>
<td>Exercise with the first person of the present (verbs endings in -O; to write some verbs in Spanish and relate and translate other verbs in Latin);</td>
<td>L14-L17; FL1-FL9; FL11-FL13; M1-</td>
</tr>
<tr>
<td>Research about the frog;</td>
<td>L1-L5; L6-L7; L10-L13; K3; K10-K15;</td>
</tr>
<tr>
<td>Creation of a Roman mosaic;</td>
<td>M3-M9; FL11; A1-A6; K4;</td>
</tr>
<tr>
<td>Review of the story;</td>
<td>M1- L6; L14-L17; FL1-FL9;</td>
</tr>
<tr>
<td>Reading the text about derivatives and cultural aspects;</td>
<td>M1 - M9; L10-L17; FL6-FL7; FL11-FL13; A2; K4; K7-K9;</td>
</tr>
<tr>
<td>To write a story similar to <em>The Frog and the Ox</em> but with other animals;</td>
<td>M1- L6-L13; L14-L17; FL1; FL3-FL9; FL10-FL13; A1; A3-A6;</td>
</tr>
<tr>
<td>To act out the story;</td>
<td>L1-L5; FL1-FL13; K1; P1-P17;</td>
</tr>
<tr>
<td>Review of the teaching unit</td>
<td>M1-FL1-FL9; FL11-FL13;</td>
</tr>
</tbody>
</table>

Table n. 25: *The Frog and the Ox: Relation with KS2.*

225
Sequencing

Here below we propose a possible sequencing of this teaching unit, each one of one session or more:

<table>
<thead>
<tr>
<th>Teaching unit</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons</td>
<td>Development</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>• Introduction to Latin</td>
</tr>
<tr>
<td></td>
<td>• Reading the text (La rana y el buey);</td>
</tr>
<tr>
<td></td>
<td>• Comprehension (Comprensión).</td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>• Noun and adjective agreements (Rana parva),</td>
</tr>
<tr>
<td></td>
<td>• The verb sum (Rana sum)</td>
</tr>
<tr>
<td></td>
<td>• Presentation (Presentación)</td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>• Noun and adjective agreements (¿Magna o Parva?)</td>
</tr>
<tr>
<td></td>
<td>• Discussion on animals (Levanta la mano)</td>
</tr>
<tr>
<td></td>
<td>• Habitats and relation between animals and habitats (El hábitat, ¿Dónde vivo?, Practico el latín)</td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>• Imitation of animals (Imitación)</td>
</tr>
<tr>
<td></td>
<td>• The verbs in -O, Investigation,</td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>• Mosaics (La rana artista)</td>
</tr>
<tr>
<td></td>
<td>• Revision of the story (Revisa la historia)</td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>• Derivatives and Roman culture (Derivaciones, Descubre a los romanos),</td>
</tr>
<tr>
<td></td>
<td>• Creation of the story (¡Tú eres el autor!)</td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>• To finish the creation of the story (¡Tú eres el autor!)</td>
</tr>
<tr>
<td></td>
<td>• Start to act it out (¡Tú eres el actor!)</td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>• Acting the story (¡Tú eres el actor!)</td>
</tr>
<tr>
<td></td>
<td>• Review (Revisa)</td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Table n. 26: The Frog and the Ox: Sequencing

The teaching unit about *The Frog and the Ox* can be divided into seven sessions of 45 minutes each.

This unit also has different activities that can be done in separate hours: for example, the
habitat have a close relation with natural science, while the creation of the mosaic has a connection with artistic education, the linguistic part should be related to Spanish language and classical civilisation to history.

For the unit, the sequencing can change and be longer or shorter, which will depend on different factors such as the children, the number of students in the classroom, how children deal with the new information, the dynamic of the groups, or the methodologies and strategies chosen by the teachers, among others.

**Evaluation**

For the evaluation, we can point out that it should be continuing and seen as the global results of the teaching unit but also formative, criterial and summative (Cobacho 2005:47).

On the other hand, even if the evaluation should be global and seen as a learning process through the different stages, we have included some specific points for the different parts to help future teachers to evaluate the different stages of the teaching unit (in this case to each activity).

In this way we find some particular exercises to do individually or in group, but also the possibility to comment, to share ideas and thoughts which also give the teacher the elements to evaluate the student's outcome, the progress from the beginning to the end of the teaching unit, the reaction, the attitude to the topic and how children acquire new information and change the previous perspective, idea, concept and knowledge.

The evaluation does not include a mark but the teacher should focus on the effort of each
student, how they worked, how they progressed also in relation to the collaborating and group activities.

For the evaluation we suggest positively encouraging the children, who will increase their self-esteem and their positive attitude to the work.

**Specific evaluation**

Overall the specific aspects to evaluate are:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>YES</th>
<th>NO</th>
<th>SOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can comprehend the general contents of the story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can comprehend the new Latin words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can relate the pictures with the taglines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can repeat the sounds of the new words</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Can understand the dimension of the frog</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Learn the meaning of <em>magna</em> and <em>parsa</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can understand where the frog lives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can write with correct and simple Spanish language a personal statement about why the frog inflate itself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can reflect on the language in Spanish about the nouns and adjectives and their agreements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can reflect on the language in Latin about the nouns and adjectives and their agreements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can propose other agreements in Spanish language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can select the right adjective for each Latin noun</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Understand the meaning of the verb <em>sum</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can find the sentences that contain the verb <em>sum</em> and understand their general meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can write the sentences in correct Latin (copying them)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Learn how to greet in Latin with <em>Salve</em> and <em>Salve</em></td>
<td></td>
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</tr>
<tr>
<td>Can communicate with the greeting words and present him/herself using the verb <em>sum</em></td>
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<td></td>
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<tr>
<td>Can draw a picture of a friend</td>
<td></td>
<td></td>
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<tr>
<td>Can write a presentation of him/herself in correct Latin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and learn other animal nouns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can relate the new animal nouns with the adjective <em>parsa</em> and <em>magna</em></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Can talk in a simple and correct Spanish about the importance of animals and some personal experience</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Understand what the <em>habitat</em> is</td>
<td></td>
<td></td>
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<tr>
<td>Can share ideas and personal experience talking about the habitat</td>
<td></td>
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<tr>
<td>Can play and use a correct and simple Spanish language to explain the characteristics of some animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand, learn and recognise new words in Latin related to the <em>habitat</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can relate the animal nouns in Latin with the different habitat in Latin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can associate the animals and their <em>habitat</em> with the picture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can classify some types of animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can imitate the movement of an animal</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Can use the space to imitate the animals</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Can use past information to guess the animal name and its habitat</td>
<td></td>
<td></td>
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<tr>
<td>Know what is a verb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can cite some verbs in Spanish language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the first person of the present of the Latin verb</td>
<td></td>
<td></td>
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<tr>
<td>Can relate the sentences with the correct verb and translate these sentences</td>
<td></td>
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</tr>
<tr>
<td>Can do a good use of the computer and share it with the classmates</td>
<td></td>
<td></td>
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<tr>
<td>Can search for the information they are searching for</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Can select the information met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can resume the information met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can write in correct Spanish language the information met with the computer</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Understand and make some reflections about the culture of art of the mosaics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can create and use imagination to create his/her own mosaic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to use several instruments to cut and paste the pieces of paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can recognise some Latin words and select the correct one to fill in the blank spaces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the meaning of the word <em>amph</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how related the word <em>amph</em> with other derivative words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and recognise the importance of the Roman culture and its monuments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn the function of an amphora</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn the function of an amphitheatre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn who were the gladiators</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Understand the numeration b. c and d. c</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Can use previous knowledge and Latin words to create a similar story</td>
<td></td>
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</tr>
<tr>
<td>Can draw some pictures related to the story written</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>In a simple and short description can act the story out with some classmates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can use the space to act the story out</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Can chose (and motivate) the correct answer in the review parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can remember the story and the new things learned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can relate some aspects of the Roman culture with His/her culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can relate some aspects of the Latin language with His/her language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can do a good use of the materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can show interest in the lesson and a positive attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can share ideas, opinions and interest with the entire classroom but also with a group of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can work in autonomy in the different activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can work in group in the different activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can respect the turn of speaking time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can understand other ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can participate in the debates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can listen to the classmates when they are talking about a personal experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can listen and understand when the teacher explains and talks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can relate the new knowledge with the general previous one</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 27: Specific Evaluation

**Evaluation of teaching process**

The evaluation of the teaching process starts before running the class and finishes with the entire evaluation. In this case the teacher will evaluate if, with the teaching unit, the objectives have been achieved. The teacher also evaluates if the sequencing was sufficient, if more time to run the
lesson is needed or if there was enough time to see all the parts of the unit.

With regard to the contents, the teacher has to be sure that the short introduction to Latin language, the fable and exercise about *The Frog and the Ox* and their parts were adapted to Key Stage 2. Teachers should also check if the activities were captivating, interesting and had a positive effect on the learning process.

The analysis also has to take into consideration the materials used and the space where we have run the activities. For example, was the museum where part of the unit has been run useful and appropriate? Were the spaces adapted for children?

Teachers also have to determine if the methodologies and strategies used have led to an educational learning process in which every single child has the opportunity to grow and understand important elements of the contents, also within the whole global education.

The evaluation also includes the teacher’s ability to cope with the different materials, their adaptation and improvements also in relation with the different students and the attention to diversity.

**Bibliography**

Here below we present a bibliography which can be a support for the teacher to run the lesson.

**Coliseum**

http://archeoroma.beniculturali.it/
www.ilcolosseo.it/
https://sites.google.com/site/wikitores/coliseo-romano
Amphorae
www.museoprehistoriavalencia.es/resources/files/TV/TV054_Enguez_Aranegui.pdf
http://museoarcaico.mcu.es/actividades/arqueoeduca/infantil.html
www.zaragoza.es/contenidos/museos/del_mercado_meta.pdf
www.arteyspana.com/anforas.htm
www.youtube.com/watch?v=oNwfwidqKM;

Frogs
www.botanical-online.com/animales/distribucionanuros.htm
www.biopedia.com/tag/ranas-y-sapos/

Classical culture:

Art:
https://eroso.files.wordpress.com/2011/02/an00234476_001_1_she-wolf.jpg
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www.italiangoodnews.com/?p=4731
www.metmuseum.org/collection/the-collection-online/search/360730

Roman Empire
www.disfrutaroma.com/imperio-romano/

Language
Edición Vox, Lengua Clásicas;
www.diclectricion.com/csdlit.php;
www.dizionario-latino.com;
www.wordreference.com;

Food
Grace V. R. (1979): Amphorae and the Athenian Wine Trade; American School of Classical Studies at Athens;
Conclusions

The text contains both Spanish language and some sentences in Latin.

Students have a first approach to classical language but they are always supported by their language and in this way pupils are not overloaded. For this reason the reading is less difficult, because the words in Latin are similar to Spanish words and, most of the time, thanks to sentences to translate, there are not any big problems when translating them into Latin. Obviously, to simplify the reading even more we created two dictionaries. The first one was devised in order to have an instant reference, while the second, which is situated at the end of the unit, contains all the words in Latin language encountered during the reading.

The first dictionary section contains four words: *inflo* (to inflate); *laeta* (happy); *sed* (I am); *summe* *sum me* — (I am, used in questions), which some of them are words whose meaning is difficult to know.

In the text students encounter different words several times, such as *rana* (frog), *parva* (small), *magna* (big), *sum* (I am) or *inflo* (to inflate) with the purpose of making pupils feel confident with these words.

The sentences proposed are very repetitive but help students to understand what is happening. It is not difficult to understand the words in the text, and it tries to use clear and simple words to be immediately understood by the reader.

Furthermore, the text is always accompanied by several pictures that represent and tell the story. Pictures, in fact, are an incredible help to young readers who still need a visual reference to facilitate their comprehension and reading. In this case, as we
are proposing a classical language, the images reinforce the understanding of the text and simplify the task of reading in a language not known and not spoken by the pupils.

After the text we present the comprehension part, which motivates the students to talk about the story and what happened, and to start thinking about and meet some Latin elements.

The unit goes on with the explanation about adjectives, which are usually studied in year three. For this reason pupils can revise their previous knowledge, followed by an exercise where they practise some Latin.

Then, we present the verb *sum*, which is fundamental for introductions, also in relation to the words *salve* and *salvete*. We decided to include some oral parts not because we want to focus this study on speaking Latin but just to help children in doing some collaborative and group activities and using a language medium to improve their communication abilities.

Then, we proposed an exercise to practise the identification between the adjectives *pva* or *magna* and noun-adjective agreements, and to spend some time talking about animals and the importance they have for children. In fact, we consider the possibility to talk about personal thoughts, ideas and experiences is essential.

In relation to the Spanish National Curriculum, we also included the topic about habitats, which is the link to play a game where children have to guess the mystery animals but also the chance to identify some places in Latin and their relation with the animals. Here children meet
different places such as in borto, in silva, in aqua..., which are very similar to Spanish language.

The possibility of supporting the grammar and linguistic part is also present with the introduction of verbs in -o in Spanish and Latin and some exercises to practise with.

Then, digital competence is one of the competences children need to improve. For this reason, the teaching unit also contains a research part with the computer and the Internet, in which the children have to find information about the frog, its colour, where it can live, etc.

Consequently, the children can get in touch with Roman art by creating a colourful mosaic with pieces of paper or magazines, and drawing an animal they met in the teaching unit. This activity puts together the awareness about past art and the contribution to the artistic skills of the children. Moreover, it is intended to be a relaxing activity (learning while practising).

In the teaching unit we also present some cultural objects such as amphoras and the amphitheatre in order to create a relation between Latin language and culture, and with the introduction of the prefix amphi we make pupils think about the importance of derivative language, which can help them to discover or understand other difficult words they may not know.

In order to give them the possibility of learning to learn but also to make this learning significant, we propose the creation of a story using different animals met in the unit and creating a text with some Latin words. Then, in pairs, or in group, they have to act it out.
Finally, we present a revision of the story and of the elements met in the teaching unit.

In sum, the unit and its contents has a very close relation with the subjects, objectives and contents in KS2.
The Frog and the Ox
La rana y el buey

1. ¿Dónde vivo?

2. ¿Cómo vivo?

3. ¿Cómo se juega?

4. Práctica el latín

5. Repaso

Vocabulario

Para la lectura

Para la escritura

Para el dibujo

4. El adjetivo

5. ¡Tú eres el autor!

6. El hábitat

7. El actor

8. ¡Tú eres el actor!
Latin in Spanish Primary Education: An Experience

Premises:
Through these chapters we have studied the status of Latin in Spanish education system, how to introduce Latin and the planning of a Latin teaching unit for primary students in Spain so as to make some introductory materials for future Latin language lessons.

This research, however, needs a practice study of the created unit not only to reflect on the validity and efficiency of the unit but also to learn the status and work of teachers as well as students. In addition, the learning outcomes could support our thesis. Such a practice study should be introduced to improve and fulfil the objectives that we have proposed to follow.

As we have already pointed out, this Ph. D. dissertation has different purposes. In this case, the practice study will give us a general evaluation of a part of the job that we have done so far.
First contact with the schools and presentation of the materials

For this practice study, we had initially contacted some primary schools of San Vicente del Raspeig (Alicante), including the two schools where our questionnaires have been delivered. We did not, however, receive any response from these schools and hence started to contact other primary schools off the zone. After six months, we found a school in Alicante whose director of primary education welcomed our project and offered us the opportunity to collaborate with the school and run the teaching unit.

We talked about the project and the unit to introduce Latin in that school. We presented the fable of *The Frog and the Ox*, explaining the proposal materials and the manner in which we had thought to teach them to the pupils.

We talked about the unit *The Frog and the Ox* as it has a particular focus on the Latin language and the connection with the Spanish National Curriculum and the possibility to teach as a cross-curricular activity. The director of the primary school said the unit could perfectly fit into the day programme of the third stage of primary education, where the origin of the language could be explained and a short text could be presented with some vocabulary and exercises to practice with.

We only choose to present this unit because *The Wolf and the Lamb* requires the first unit, *The Frog and the Ox*, in order to understand and make the most of the contents. For this reason, we believe that presentation of only the *The Frog and the Ox* could be a good starting point for future considerations. Such presentations would make it possible to understand
and study their impact on the primary curriculum, and its relation with other subjects and fields of study.

After our first contact with the director, I met the teacher who offered to participate in this project. We discussed various things, including who would be running the teaching units, and decided to give the teacher full responsibility for determining the teaching hours. The decision to give the teacher the teaching units and to leave her to run the lessons is related to the possibility that primary teachers can run cross-curricular activities as part of the normal programme of primary education if Latin is a basic level.

In the previous chapters we have pointed out that to teach some lessons relating to Classical Civilisation, especially with some Latin, some knowledge of Latin may be required but not always. In this case, the teacher did not have enough knowledge of Latin to create the units and therefore it was interesting to see how primary teachers cope with a different topic in the classroom and its adaptation. Even though we had previously stressed a connection between university students or professionals about Latin, primary teachers can add more value to the programme and have the real chance to create a link to include other future cross-curricular teaching units in primary schools in connection with the Latin language. Furthermore, it would enable us to study the impact of the programme on primary national curriculum, and its relation with other subjects and fields of study.
Description of the school

We introduced our study to a state-subsidised catholic school, which is open to everyone. The school is financed by the state but has a catholic orientation.

The centre includes children from early years to secondary school students. It has two classes for the students of early years and four classes for each key stage from primary to secondary.

The centre is very big and includes different facilities such as a patio for the first, second and third cycle, a psychomotor classroom, a classroom for integration of children, and three classes for educational support. Furthermore, it includes a music room, two computer rooms, a gym, a library in each classroom, a dining room, and a kitchen. It also has running tennis, basketball and volleyball courts, and two chapels, a photocopy shop, a canteen, a bar, and a theatre.

The school is situated in a well-located zone near the centre of Alicante and close to many private hospitals.

Profile of the classroom

The classrooms of the second stage are on the second floor with other primary sections. The same floor has a toilet for the teachers and for the children, and also a room for the teachers. The classrooms are large and comfortable, with three or four windows and a lot of light. Desks and chairs are situated in groups. Each classroom includes a digital whiteboard, a normal blackboard, some small bookcases, a desk and a wardrobe for the teacher, a central megaphone, a projector, and a computer with the Internet.

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The classroom where the teacher put into practice the teaching unit has 29 children. All the students are Spanish; some of them also speak Valencian at home.

Profile of the teacher

The teacher has a bachelor degree in primary education and a Master degree in psychopedagogy, and has 11 years' experience in teaching in primary education. The teacher studied one year of Latin in secondary education and did not study Classical Civilisation.

Space and grouping

For the group the classroom was used as the space where children are usually taught their lessons. This space is a common place where students meet and carry out educational activities throughout the day.

There are seven groups of desks in the classroom. In this way, the children were divided into small groups. The decision to make this grouping of desks was connected with the learning strategies and educational processes—in fact, this helped to encourage pupils to work in groups. Moreover, the decision to place one children or another in one determinate group allowed the interaction and collaboration of their individual abilities: on one table there was, for example, a child who could cope, without much difficulty, with the different tasks which children have to carry out every day and also other children who may need some time or more help to finish or understand an activity. Consequently, the decision to mix different children with different learning abilities and also with different personalities
or way of interactions made the groups more valuable and effective in improving their learning skills. It helped their educational progress, improves their awareness of working in groups, such as helping classmates with difficulties, and helps to compare a task after everyone completes it individually. This use of the space (the children divided into seven groups) does not usually change after the children show improved abilities and learn how to cooperate with each other.

For their different activities and exercises, the students worked independently, in pairs, and in groups, as specified in the different lessons of the teaching unit.

Teaching unit

Regarding *The Frog and the Ox*, we decided to make the unit lighter and chose only a part of all the exercises and activities because of time issue. Consequently, only a part had been put into practice and we cannot make a complete evaluation of our work.

Thanks to the founding received by the Research Corpus Documentale Latinum Valencie (CODOLVA), funded by the Vice Rector Development and Innovation (VIGROB-145), we printed all the copies in colour for all 29 students and the teacher, which allowed us to give to each pupil and to the teachers a printed copy.

Planning of the teaching unit

In order to put into practice the unit, we decided to concentrate on this practice study within one week so that it does not take a lot of time from the standard educational programme and also
because the month of May, the month in which we put into practice this project, was particularly busy due to some external evaluation which took a lot of time for the teachers.

Despite this constraint, it was a great initiative because it allowed us to proceed with the practical part of this Ph. D. dissertation and gave the opportunity to do something different for the children and also for the teacher without taking a lot of time.

We decided to organise the activities during five days: from one Tuesday to Monday. Doing so, we concentrated on the activities and had the opportunity to create an immersion with Latin language and Classical Civilisation.

For *The Frog and the Ox* unit we decided to do five lessons. The sequencing was less than the hours we planned just because, as already stressed, we did not include all the exercises.

The programme for the week was the following:

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<tr>
<th>Time</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Monday</th>
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<tr>
<td>9:00</td>
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<td>15:30</td>
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</table>

Table n. 28: Teaching units weekly programme.

Each lesson lasted for 45 minutes and every day we had one lesson.
Previous situation

Before starting the lessons the teacher checked the teaching units to evaluate how to put it into practice with the students. I did not give her other materials to include or other references to check because I did not want to overload their normal work as primary teacher; I only wanted to be sure that all the activities of the units were clear so that she could be correctly put them into practice without any particular doubts.

The teacher, in all cases, had my complete support for any doubts.

The Frog and the Ox

At the beginning of the lesson the teacher presented me and my project to the classroom. She explained that for one week children would have met a new thing.

Before starting the unit of The Frog and the Ox, the teacher asked the children what did they think about Latin, whether they had some ideas of the language, what they would expect etc. Some children said it is difficult, while others said Chinese is easier than Latin. A boy said that Latin is easy because it is similar to Valencian, while some children pointed out that it is an old language and hence difficult. Another boy stressed that Chinese is more difficult than Latin because it uses signs, while another one said that Latin is pimp.

There were different ideas, and we expected more or less this reaction from the children. It is interesting, however, to see that some of the children considered Latin a difficult language because it is an old language and also the fact that they started to compare Latin with other languages such as Chinese
and Valencian. It means that they have a general idea of some languages and the comparison helped them to recognise some aspects, which, in their opinion, designed the typology of each language.

After this general reflection on the Latin language, the teachers introduced *The Frog and the Ox* and asked the children to read the first pages. They then asked each student to read a paragraph. In this case the teacher let the children reading.

During the reading the teacher asked if they understood the meaning, and the children were asked to make some reflections on the story. Some words created misunderstanding such as with the verb *sum* in *rana sum*—some students thought that the verb *sum* was the name of the frog, but then they realised that it did not have a capital letter. Children also started to understand other sentences and commented in their native language. They had some problems with the word *magna*, but then a boy came out with: ‘It is like Alberto Magnoli!!!’. The teachers also facilitated the meaning of the word *parva* by asking which is the opposite of *magna*.

The second part of the fable did not have any problem because it was in Spanish, and the children reflected on the difference between the big ox and the small frog.

The third part started with the sentence ‘*Rana: inflo, inflo, inflo, sed magna non sum*’. The students connected the word *inflo* with the Spanish word *inflar*, but they had problems, as we thought, with the word *sed*. In fact, some children said, ‘The frog inflates itself but it is thirsty’—because *sed* in Spanish means thirst. But then they connected the sense of the first line with the second part of the sentence and realised that the frog had tried to inflate itself but still was
not as big as it wished to be. In this manner the children understood the role of the verb *sum*, and also that of the words *magna* and *parva*.

The fourth part follows with the intention of the frog to inflate itself and to be bigger than the ox. The children had some problems with the word *laeta*. Finally, they looked up the word in a dictionary and correctly understood the sentence.

In the following paragraph, the teacher pointed out the word *summe* and most of the children were very happy to answer that it is the word *sum* for question. In fact, the frog had asked the fish if was bigger. The word *summe* did not create any problems because it has quite the same structure as the word *sum*.

The next sentences use Spanish and repeat the words *insifo, insifo, and insifo*. The students knew their meanings as they had learned the words before. Hence, they did not have any problems and clearly understood the last parts.

At the end of the comprehension of the text the teacher asked the pupils about their opinions regarding the text. The answers were different: some children said that some words resemble Spanish words, a girl pointed out that it was easy to understand, while a boy stressed that the pictures helped a lot.

In the comprehension part, the children were very careful to give the right answer. In the first question they agreed that the frog had wanted to inflate itself to look like the ox, a very big animal. They also agreed about the adjective that defines the frog as *parva* and the place where it lives, namely *in aqua et in terra vivo*. Then, children provided the
information where the frog lived, and described other animals that live in the water and in the ground.

The teacher followed with the explication of the noun and adjective agreement, and asked the children to say a Spanish word which is feminine and ends in -a. Some of the answers were: cama (bed), mesa (table), casa (house), moneda (coin), pelota (ball), ventana (window), cabeza (head), mochila (bag), cara (face), and lámpara (lamp). Then, the teacher asked the students if they knew some feminine words which do not end in -a. A boy said: ‘Serpiente (snake) ends in -e.’ Another student pointed out: ‘Motocicleta’ (moto) and ‘bicicleta’ (bike) end with a different vowel?

After the comments, the teacher revised the role of an adjective. A boy said: ‘An adjective is a word which goes with a noun and describes it to understand how it is.’ The children reviewed the role of an adjective and its agreement with a noun. The students started to do some examples: ventana roja (red window), mesa bonita (nice table), maleta fea (ugly bag), and niña simpática (nice girl), among others. A boy also commented: ‘But the adjective ‘grande’ does not end in -a!’ We can see how the children reflected on the language with some simple examples. They saw the correspondence in Latin and then put into practice what they had studied; they also did the exercises in which they had to choose the right adjective for the words rana, agua, and terra. All the children completed the exercises without any difficulty.

At the end of the activity, the teacher asked if they remembered the nature of a verb. A girl said that ‘it indicates the action which can be done’. Others agreed with the function of a verb; they
revised the verb *sum*, which means ‘soy’, and found all the sentences in the text with the verb *sum*.

Finally, the teacher did a presentation with names and the verb *sum*, following which the children presented themselves and drawn a picture of themselves.

In conclusion, the teacher asked what pupils thought about their classwork, about the story of *The Frog and the Ox*, and about Latin. There were different answers: a boy said that the class was fun and pim, while a girl stressed that it was easy. A boy admitted that some parts were similar. Another boy commented that it was similar to Valencian, and a girl said that it was interesting. The answers were positive and some changed from the previous opinions they had given before starting the unit.

In the second lesson the teacher brushed up the parts and elements that were met in the first lesson. The children said that they had showed the photocopies to their parents, which demonstrated their interest in this activity and sharing it with family. In fact, a girl said that her mother told her that she had studied Latin a long time ago. A boy said the similar thing about his dad.

The teacher asked what they remembered from the previous day. The children were really active—they remembered the whole story and also most of the Latin words present in the text such as the verbs *sum* and *inflo*, the word *sed*, the nouns *vana*, *terra* and *aqua*, and the adjectives *magna* and *parva*. A boy also pointed out that in Latin the verb *sum* is at the end of the sentence, a particular observation that we, the teacher and I, had overlooked. It means that, as we have previously stressed, children pay extraordinary attention. It also means that they have a
critical observation and the ability to reflect on a language.

Consequently, the teacher explained the activity in which the pupils had to relate the animals with the correct adjectives—either *parva* or *magna*. At the beginning, the teacher asked the pupils to see the nouns of the animals to see if there were some nouns of which they did not know the meanings. Only the noun *unsa* created some doubts, but with the help of the vocabulary they found out the meaning. With the other nouns, a boy, for example, pointed out that *Musca* is like ‘mosca’ in Spanish, and a girl added that it has lots of similarities with Valencian.

Children completed the exercise individually, and then the teacher corrected it in plenum with the digital whiteboard. Children did not falter on finding the correct adjectives, and all of them did the exercises correctly.

Then, the teacher explained the word *habitat*, and its importance for the environment and animals. Children did some comments about the different environments and then read the different places in Latin and commented their similarities with Spanish. There were different comments, with the children comprehending the meaning of all the nouns and relating the first part of the sentence which linked an animal (like *rana sum*) with its place (like *in terra et in aqua vivo*). While they were doing these activities, some children checked the final vocabulary and others compared their exercises. Finally, the children read the sentences and in plenum they corrected them with the digital whiteboard. Some of the children said that this activity was easy because the pictures helped them to understand how to relate an
animal with the environment. Then, they wrote the all sentences under the pictures.

At the end of this activity the teacher put into practice the exercise with the animals like a mime game. Each of the children, in turn, imitates an animal and others had to guess which animal the boy/girl was imitating. Furthermore, the children had to answer by using Latin—for example, Student A mimed a cow, and other students, while guessing the name of the animal, had to say: ‘Vaca sum, in horto vivo’. The game lasted for 10 minutes and really motivated the children who used the Latin sentences without any problems. Children loved this game, and I decided to write the name of some other animals, which are part of the second unit in Latin, on the blackboard: lupus, agnus, delphinus, equus. Children related these animals with their places: a boy mimed a dolphin and the one who guessed it right said: ‘Delphinus sum, in aqua vivo’. Another guessed the other animal and said: ‘Lupus sum, in silva vivo’. With this game, children paid attention also to the place where the animals lives—for example, the teacher said, ‘Agnus sum in horto vivo’ and a boy said, ‘No, agnus sum in herba vivo’.

In the third lesson the teacher asked the children what they had told their parents regarding the teaching units. Some children said that some Latin animal names resemble those in Spanish. The teacher also revised the previous lesson on the habitats of some animals and some places. Children performed some examples such as the Latin name of animals dwelling in water, ground, and forest. Furthermore, the teacher asked if they remembered some other animals and places. Some students mentioned feminine nouns such as ursa, musca and
gallina, but others mentioned the nouns *delfín*, *aguja* and *lupus* which do not follow the same ending. They also reviewed the new animals they had learned the day before.

The lesson went on with the verb in –*O*. A girl read a paragraph, and children were asked to think about the ending of the first person of the present verb in Spanish. Most of the children recognised that the verb ends in –*O* like the verb in Latin. The pupils were also asked say a Spanish verb which ends in –*O*. Lots of verbs came out such as: hablo (I talk), bailo (I dance), estudio (I study), duermo (I sleep), cocino (I cook), contesto (I answer), and pienso (I think), among others. A child also commented that some endings of the first person end in another letter such as “soy” (am). Again, it shows a reflection on the language.

Next, the students completed their sentences regarding animals with the correct verb and then explained them in Spanish. They had only a few minutes to complete the exercise after which they corrected the answers on the digital whiteboard with the respective reflections.

The lesson also included the part related with the *La Rana*, and children read the paragraph and commented on the environment where it lives. They drew their frog in the photocopies and see some picture of frogs with the ICT (but we did not use the computer to do a research). Afterwards, the teacher explained the next exercise which requires putting the right word in sentences. The text is a resumption of the fable of *The Frog and the Ox*. At first, the teacher read the words in the rectangle to make sure that the children remember that words. All the children, then, translated them correctly. Finally, the teacher asked
the pupils to complete the final test. I thought this was a more demanding task, but the children did not have problems and they did it correctly.

In the fourth lesson the teacher revised all the elements that the children met in the fable of *The Frog and the Ox*, such as the name of the animals, the agreements between the feminine nouns and the adjectives, the verb *sum* and the verb *vivo*, the word *habitat* and the different nouns in Latin with respect to the environment (*in aqua, in horto, in herba*, etc.) and its importance.

Consequently, the teacher moved on and explained that there are some words in Spanish, which have some old roots. A girl read the paragraph of *Derivaciones*, and teacher commented that the word *ampho* that means ‘in two places’. The teacher asked them how they would relate the two parts with the frog, and the children had no doubt about the right answer. But the word ‘amphora’ and ‘amphitheatre’ created some misunderstanding. The children thought that the two places related with the amphora were connected with the places where they could find this particular object. Some students said that amphora could stay in the water, but it is also possible to find it in the ground. While regarding the amphitheatre, the Coliseum, the children believed that the two parts were connected to the different uses of the building. For this reason, I drew the form of an amphora and also the form of the Coliseum, and asked the children if they noticed something in their form. Some children admitted that there were two handles, while regarding the form of the Coliseum, I explained to them that it appeared like two big theatre gathered together, one in front of the other.
Consequently, the teacher illustrated the Coliseum and a girl read the paragraph *Descubre a los romanos*. The teacher revised the concept of b. c and a. D. and the timeline. Most of the children connected the Coliseum with the *Plaza de Toros*, a particular *arena* in which is practiced the ‘corrida’. This example is also related with the animals that were part of the usual show/games in the Coliseum for Romans, but the teacher admitted that was a very cruel action. There were other comments related with the Coliseum—for example, a boy said that some Romans used to drink the gladiators’ blood, which supported a previous interest and knowledge about some Roman tradition. Another boy said that the Emperor used the thumb to judge the gladiators, while a girl said that in *Terra Mítica* there is a kind of theatre where people do some shows and games.

Finally, children wrote a similar story with other animals that were introduced to them through the teaching unit. They worked in pairs—first, they decided which animals they wanted to include in the story and then started to write the fable. While they were deciding on the animals, many of them used the Latin name to indicate the animals they wanted to ‘use’ in the story. Three children asked me if they could write a story where the bear became smaller. This activity helped the children to reflect on the story and to make their personal adventure with some Latin nouns. The activity was completed on next Monday.

After that, children did the final activity (Repaso) without any problems and then we distributed among the children a questionnaire with

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38 It is an amusement park situated in Benidorm (Spain).
the evaluation of their activities about *The Frog and the Ox*.

**Methodology of The Frog and the Ox**

Regarding the comprehension of the text, the teacher gave the pupils some time to understand and to try to have a go in understanding and comprehending the story. For this reason, the teacher had not explained to them some particular rules of the Latin grammar beforehand, as we wanted to study the consequences of an inductive method in which the pupils form their own observations, personal experiences (reading and thinking), and discover the general principle. In this case, the inductive method has been useful for the analysis and comprehension of the Latin text, the nouns in -\textit{A} and the adjectives but also with the position of the verb, which then have been explained in the grammar part. The ending of the verb in -\textit{O} was also explained.

Regarding the root *amph*, there was no doubt about the place in which the frog lives, but I had to help them with two drawings to make them reflect on the structure of the amphora and the Coliseum.

Despite this, the teacher always opted for a dynamic and collaborating method with debates throughout the teaching unit, where children could express their personal reflections and personal doubts. The teacher provided the children with the possibility to interact about the lesson, and favoured sharing of materials and turn of speaking.

The teacher opted for different strategies to reach some of the objectives of the teaching unit. First of all, the teacher always captivated the attention of the children in each activity and
exercises, and always gave the time to reflect and think about a particular word, its meaning, and object while providing feedback on the method's outcomes of the children.

The teacher each time brushed up earlier lessons in order to remember and fix some important aspects. The children, in fact, always responded and were impressive in the manner they prepared their lessons.

Furthermore, most the new things were related to the personal experience of the children or their previous knowledge (meaningful learning), such as the Plaza de Toros to talk about the similarities with the Coliseum, or the agreements of nouns and adjectives in the Spanish language, and also the environments they had previously met in social science.

The use of such new knowledge has been put into practice through two alternative activities: the mime of animals and the writing of a similar story.

Overall, the teacher helped the students to acquire new knowledge and corrected them, which they will find useful and valuable in the future.

**Consideration of the practice with The Frog and the Ox**

Children were very enthusiastic about the new programme and to have an external person who joined their daily lessons for a few days. At the beginning, they were very curious and asked a lot of questions and then actively participate in all the activities.

From the observation and the different answers and comments provided by the children, and the feedback provided by the teacher, we understand that the level of this teaching unit is adequate for the
stage we proposed. Of course, there were some words that children did not know, but they generally coped very well understanding the story. The text in Latin and the activities allowed the children to efficiently understand the sentences and complete the task without being frustrated by the difficulty of the words, or by the exercises, or by the easy level. It has been shown with the unit that different Latin words helped the children to understand the text by using the Spanish language and that there were several words very similar to Spanish or Valencian.

The text and exercises were calibrated, which allowed the children to understand the story, to practise, and also to comment and to express their opinions. We recognised, however, that the teaching unit needs practical exercises (some of which we did not include in the practice study such as the first game, the mosaic and the dramatization or the ICT) to enable each children to do a different activity.

The work in autonomous and in pair worked well and gave the possibility to the children to focus on the activities but also to collaborate for example with the game activity.

The planning for these teaching units were adequate for all the activities, even though we offered less activities in less hours for practice.

With these few sessions concentrated in one week, it was not possible to propose a visit with the children, for example, to a museum near the school. Instead, the teacher followed the programme of the units but always explored the opportunity to develop the topics, when considered necessary, and gave opportunity to the students to interact in the classroom.
In fact, we use the normal classroom to run the lesson as we had not lot of time (for only 45 minutes it was very difficult to move to another place, in fact we usually lost 5-10 minutes at the beginning or at the end of the lesson because or it was the first hour and not all the children were in the classroom, or because the next hour was the break, or because the previous hour was lunch or simply because of the change of teacher).

Regarding the resources, we supplied the group with the coloured photocopies that gave the basic learning support. In fact, we considered it as an instrument that must be integrated with other activities. At first, however, we emphasised that the decision to make coloured photocopies for every child would be some kind of educational support on which we should start working with the help of teachers. As we know, colours captivate the attention of children, especially in books. Pupils used their own materials such as pencils, rubbers, and pens to carry out the activities. In addition, the use of the digital whiteboards was necessary to carry out group activities and, at the same time, made it possible for the children to watch the teaching unit on the screen and also to solve some exercises.

*Consideration of Teacher about The Frog and the Ox.*

The teacher admitted that she was surprised to know that Latin can be introduced to primary schools, and has a great and important relation with other curriculum subjects and also with the Spanish language (nouns, adjectives, verbs). The teacher admitted that the unit needs other activities such as collaborative or manipulating (some of which have not been put into practice for limited time).
Adaptation to diversity

In the classroom the teacher taught the lessons to all the children, but there were no children with learning disabilities. Even though there were some children with hyperactivity, they did not have any problem during the lessons. The lessons, however, were run without any difficulty, and all the children felt connected with them without any discrimination.

The teacher used the given materials and taught the lessons as she normally does. A very positive point, in our opinion, was that the teacher already knew their students and thus they knew how their students work, how they interact, their difficulties and abilities—all of which facilitated the task of teaching a particular topic, namely the Latin language and Classical Civilisation.

In conclusion, it was not necessary to improvise the teaching activities for the group. On the contrary, the teacher improved the teaching units with their experience. Of course, future use of external spaces would be a valuable resource for the children.

Elements to improve

The teacher, in our opinion, did not face any problems in coping with the teaching unit that were designed for this project. She was comfortable in the classroom even in the presence of an external person. She also put the units into practice with passion and motivation, and without any negative prejudice about the Latin language and Classical Civilisation.

There were, however, some scopes for improvement:
• The few hours of the lessons made us to choose some activities from the ones programmed by us, excluding some parts, such as games or other collaborative exercises, and the use of the digital medium, the absence of which was lamented by the teacher. In this case, we created a specific bibliography that teachers could use. The few time also precluded the use of other spaces and materials.

• Care of preparation: Teacher has some problems with the derivatives and did not ask for any explications before the lesson, even though I was available for any doubts that might crop up.

• The teachers did not give us any previous suggestions about the teaching units. But this is possibly related with the full-time job and the daily activity at school, which perhaps did not leave a lot of time to discuss such issues.

• However, we only presented the teaching units and did not explain in deep each individual part, as we wanted to see how teachers would cope with new materials related with Classical Civilisation and Latin (we explained them in general). We believed we had to create, alongside the suggestion for teachers’ practice, a guide for teachers for each teaching unit.
Conclusions

With this study we wanted to create a future path for the present and next generations with the aim to introduce the Latin language and classical civilisation in order to stimulate the children's mind through the learning of past cultures and cultural elements and start to make them conscious about the importance of the languages especially Latin, that is a relevant key point for the understanding of our cultural heritage, history, past but also the present and the connection with the intercultural understanding.

The teaching unit we have put in practice in a primary classroom of eight-year-old students was *The Frog and the Ox* even though it not totally follows our complete unit for teaching.

The practice study, after its planning, (hours, group and activities) has pointed out some very important and positive points about our research.

First of all, this study, even if it just a practise study, evidence that is possible to teach Latin and cultural civilisation in primary education.

Secondly, it points out that teacher generally coped well without any particular problem with the teaching unit we have created but cared of some knowledge. Of course, it will depend on each individual teacher to integrate and adapt the teaching unit also depending on their interests, time, knowledge, etc...

Thirdly, the teaching unit has its positive relevance but the schedule we had made us selected some activities which have affected the best outcomes.
The contents were in line with the Education primary curriculum and they especially emphasis on significant knowledge.

The planning we studied for the units are adequate even if some activities could require more or less time.

The group has worked in groups but also individually which has a positive relevance for the learning progress.

The space used has been adequate for the practice, even if for a better and the best complete education integration with other spaces and material is essential. The materials used were basic. The teacher and children used the colour photocopies provided.

The teacher opted for a dynamic teaching, considering the previous knowledge of the children, resumed and helped them to understand new contents, and to fix new ideas as well as to contribute changing previous knowledge into new valid and fundamental information. They used different approaches to reach each student and their strategies facilitating the children’s learning through the entire lessons.

Finally, teachers did not have to adapt the contents to any particular students but, however, they improved them and made them more valuable.

Regarding the teaching unit of *The Frog and the Ox*, we can say that in general the objectives marked at the beginning of this project were fulfilled.

In fact, they gain knowledge of the classical language and pick up some Latin words and learned some words, but they also understood that they met a different language which was used in the past and that still has a relation with the present. For this
reason they had a contact with Latin and gained a general awareness of its importance and familiarise with it.

They liked the fable and were highly motivated to continue with other Latin fables, and also recognised the significance of this language and culture. This means a first step for the restoration of this language for future steps in education.

From our first interaction with children we received only a few negative responses regarding Latin and Classical Civilisation. Some children initially with *The Frog and the Ox* teaching unit thought Latin was difficult, while others compared it with Chinese. There were some different ideas initially, which considerably changed at the end of the five-day programme. In fact, children started to like and find a lot of interest in this project not only because it was something new for them but also because it was a dynamic and a fun way to learn something that is related to modern languages and cultures.

We can underline how some preconceptions changed into positive notions with this teaching unit, which is also supported by the study of McClelland L. (2011). Children enjoyed the teaching unit and asked us to read more Latin text. Overall, as in Question 4 of the qualitative questionnaire in the next chapter, we pointed out that children are more than welcome to continue with Classical Civilisation and the Latin language, as most of them were highly interested and motivated, and were not discouraged.

Their improvements in different competences has a close relation with the linguistic parts, such as the reflection on the language (adjective, verb...), the learning of new words and the ability to put them in practice; the capacity to reflect and comment about
the environments and the importance of nature and animals, but also about the past culture, objects and art; and finally be able to recognise and place dates in related with the past.
Feedback

Premises

The study of the teaching unit has required an analysis of not only objectives and contents (e.g. the methodology, strategies, and planning) but also feedback and qualitative assessments. With the purpose of improving the teaching units and understanding what is positive and what should be changed or modified, we decided to ask the children, the parents, and the teacher some questions. We proposed a questionnaire for children, one for the teacher and one for the parents, using an open-ended format, thereby allowing them to write their opinions and consequently to provide more in-depth answers.

Questionnaires for the students

The questionnaire for the students includes only four simple open-ended questions. In this way the children have the chance to write and express
their thoughts. The questionnaire did not include any closed-ended questions. For this reason we grouped the answers into different groups instead of presenting all the different answers.

For the analysis, we have taken into consideration 29 of the students’ questionnaires. The number of answers received does not represent the number questionnaires because sometimes children did not reply to a question or wrote more answers to the question.

Analysis of the answers

Question 1: Did you like the story of the Frog and the Ox? Why?

The children enjoyed the story of the two animals. They found it entertaining and interesting. Most of the children admitted that the story was also motivating because some parts are in Latin. One wrote, “I like the story because I had no knowledge of Latin, and I did not know that language before”. Others wrote, “Yes, because the frog inflated itself and exploded”, “The frog was really fun”, “I enjoyed the story because the frog is really fun and because it was in Latin”, “Yes, because Latin it is really interesting” and “Yes because I learned Latin”.

<table>
<thead>
<tr>
<th>Yes, because I learned some Latin, and it is interesting</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, because the frog is very nice and fun.</td>
<td>10</td>
</tr>
<tr>
<td>Yes, because I like animals.</td>
<td>5</td>
</tr>
</tbody>
</table>

Table n. 29: Considerations about the Fable of The Frog and the Ox.

From these answers we have not only more evidence that the children like the story of The Frog
and the Ox but also confirmation of their interest in Latin as a new activity in the classroom.

**Question 2: Write the elements or things you like the most about the teaching units.**

The second question helps us to understand what children prefer or where they focus more interest.

The answers of the group varied. The students admitted that they liked the protagonist of the fable, the frog. A relevant element is that children like Latin, which supports the idea that the children like the new subject and activities.

<table>
<thead>
<tr>
<th>The frog.</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the frog explodes</td>
<td>5</td>
</tr>
<tr>
<td>Latin.</td>
<td>5</td>
</tr>
<tr>
<td>The frog and the ox.</td>
<td>3</td>
</tr>
<tr>
<td>The animals.</td>
<td>3</td>
</tr>
<tr>
<td>The history in general</td>
<td>2</td>
</tr>
<tr>
<td>The drawings.</td>
<td>2</td>
</tr>
</tbody>
</table>

*Table n. 50: Favourite Elements*

**Question 3: Did you learn something from the Frog and the Ox?**

The following question takes into consideration students' personal opinion regarding whether they learned something from the fable of the frog and the ox.

Children pointed out that they learned some Latin sentences, animal names and other words. One boy stressed, “I have never heard Latin before”, and one girl wrote, “Lots of Latin words”. Another girl shared, “With *The Frog and the Ox* I learned to speak Latin”. Other answers, in fact, offered more in-depth reflections: “I have learned each one of us is
different”, “You have to be yourself” and “It does not matter if you are tall or not”.

<table>
<thead>
<tr>
<th>Some Latin and relation of Latin with other languages.</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be who you are.</td>
<td>8</td>
</tr>
<tr>
<td>Yes.</td>
<td>6</td>
</tr>
</tbody>
</table>

Table n. 31: What the Group Learned.

**Question 4: Would you like to read other legends or other stories with Latin?**

Finally we proposed a question with the aim of understanding whether children agree that they would like to read other fables, myths or other texts in Latin.

The majority of the children were in favour of our introducing other elements of Latin and classical civilisation into the classroom. Only two children did not agree. Some children commented on their answers, writing that it was fun and interesting or that they would like to learn more Latin. Four answers suggested that some children would like to learn lots of languages.

<table>
<thead>
<tr>
<th>Yes.</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, because it is really fun and interesting.</td>
<td>9</td>
</tr>
<tr>
<td>Yes, because I would like to learn lots of languages.</td>
<td>4</td>
</tr>
<tr>
<td>No.</td>
<td>2</td>
</tr>
<tr>
<td>Yes, to know more about Latin.</td>
<td>2</td>
</tr>
<tr>
<td>I do not know.</td>
<td>2</td>
</tr>
<tr>
<td>Yes, for example, the story of Troy.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table n. 32: Further Interest in Latin and Classical Civilisation.
Questionnaire – Parents

Together with the questionnaire for the children we also presented a questionnaire for the parents. This questionnaire requires a person only to answer the questions. As a consequence we do not have a complete evaluation from all the parents. Furthermore we do not know other elements, such as gender, maximum level of education, origin or language speaking ability. On the other hand we focused on more valuable information in terms of the evaluation of the teaching units, their opinion of classics and the future of Latin in primary education.

In a previous chapter we have analysed the position of parents with respect to the Latin language and classical civilisation. That study, which took into consideration the opinions of parents for students of two primary schools in Alicante, was structured with closed-ended questions and aimed to understand whether parents with no Latin language history might have negative preconceptions about the classics and whether they were in favour to include Latin in primary education. The study pointed out that parents with no Latin background did have negative preconceptions that could negatively influence their children’s education and that only 13% of the respondents admitted to be interested to introduce Latin.

This second questionnaire, with different questions and a different structure (open-ended questions), was geared towards stressing the importance of the evaluation of parents of children who have had an introduction to the classics and the Latin language. We were unable to give the questionnaires to the same group of parents.
With this questionnaire we wanted to underline that close contact with the materials their children studied at school and the interaction between children and parents in sharing the new experience could have a possibly positive relation for considering the study of the classics in primary education. This was a great opportunity for the education system, particularly for primary school.

**Question 1: Did your son/daughter tell you about the new activity they did at school?**

In the first question we pointed out the importance of communication and sharing between parents and children with respect to school activities.

Most of the parents responded that their children (in that week) studied some Latin with an external professional. One parent said, "They learned Latin?". Another answered, "They studied another language". Other comments were as follows: "She has learned Latin" and "Yes, Alberto came to school and taught Latin and other stories". Other answers: "Some people from the university have told a fable in Latin".

<table>
<thead>
<tr>
<th>Yes, Latin.</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, they learned some Latin.</td>
<td>8</td>
</tr>
<tr>
<td>Yes, classical culture (legend, fable or curiosity).</td>
<td>7</td>
</tr>
<tr>
<td>Yes, there was a teacher from the UA.</td>
<td>6</td>
</tr>
<tr>
<td>Yes, a story in Latin.</td>
<td>4</td>
</tr>
</tbody>
</table>

Table n. 33: Parents' Awareness of Children's Activities.

Answers varied, but the majority of the parents underlined a specific theme that their children encountered in the classroom. In this case we can see that parents were informed about the activities their children were doing in class and
underlined that this was their children’s first experience with Latin.

**Question 2: What do you think about it?**

With the second question we wanted to know what parents thought about what their children studied at school with regard to the Latin and classical civilisation programme.

We were really surprised by the answers. Most of the parents stressed that the activities in their opinion were interesting and fun: “Genius, I was really impressed by the positive attitude of education to introduce Latin”, “It is really rich because Rome and Greece give the linguistic and cultural basis; it is important to understand the fundamental aspects of the occidental civilisations”, “Very interesting Our children have to know the origins of our culture” and “Interesting and fun. It was different from the normal activities. It was surprising to see Latin language and its differences with our speaking languages”.

Others pointed out that their children were enthusiastic about the new activities: “My son was really motivated and was willing to know more”. Another parent wrote, “She was happy and she likes it very much”. Other parents shared that they were impressed by the introduction of Latin. Only one parent wrote that Latin is a dead language.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interesting, fun, motivating and positive for education.</td>
<td>12</td>
</tr>
<tr>
<td>My son was really enthusiastic.</td>
<td>6</td>
</tr>
<tr>
<td>Something new, active and changing in the programme is positive.</td>
<td>4</td>
</tr>
<tr>
<td>It is a very nice thing the introduction of classical languages.</td>
<td>4</td>
</tr>
<tr>
<td>They know some Latin now.</td>
<td>3</td>
</tr>
<tr>
<td>It is a dead language.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table n. 34: Parents’ Impressions.
Question 3: Do you think that the activities related to the Latin language and classical civilisation have been useful and interesting for your son/daughter?

The third question we planned for the questionnaire included a reflection about learning through the Latin language and classical civilisation activity.

Again, like the previous question, the majority of the answers were positive, especially in relation to our culture and language learning. One parent commented, “Yes, it is the best medium and the more adequate to build children’s personality and help them to understand the reality where they live”. Another wrote, “My daughter loved it! When she came back home she wanted to find a book on the Roman civilisation; studying the Latin and Roman culture? It is more useful than what we think”. Yet another parents stressed, “Yes, they are part of our cultural heritage”. Still other parents wrote, “These activities are basic to understanding our history” and “It is important to understand where our language comes from and they can also do other experiences such as visits to museums”. Some also added, “It is interesting and has helped my son become open to new knowledge in a topic that is not very studied”. Overall the answers were very positive.

<table>
<thead>
<tr>
<th>Yes, it helped to open the children’s curiosity and knowledge to Latin and classical civilisation in relation also to our culture and language</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I think it is dynamic and really interesting.</td>
<td>12</td>
</tr>
<tr>
<td>Too early to teach Latin at this stage.</td>
<td>1</td>
</tr>
<tr>
<td>You can never learn too much.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table n. 35: Utility of Teaching about Latin and Classical Civilisation.
Question 4: Did you study Latin or classical civilisation?

With question number four we wanted to learn whether the parents have studied Latin or classical civilisation during their education.

The question has a close relation with the questionnaire in Test the Waters in Spain: A quantitative Study. In fact, also here, the answers help us to understand the relation between the answers given and the studies the parents have had.

The vast majority of the parents have studied Latin and classical civilisation. Only one of the parents did not have any classical background.

<table>
<thead>
<tr>
<th>Latin and classical civilisation</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin.</td>
<td>2</td>
</tr>
<tr>
<td>Classical civilisation.</td>
<td>1</td>
</tr>
<tr>
<td>None.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table n. 36: Latin and Classical Civilisation Studies.

This result indicates that most of the parents already had contact with classical languages and culture and that their opinion about Latin was not guided by false preconceptions, but came from experience.

Question 5: Would you be in favour of introducing Latin language and classical civilisation in a very dynamic and interesting way in primary education?

A crucial point that is also related with question 8 from the questionnaire in Test the Waters in Spain: A quantitative Study is the possibility of introducing Latin language and classical civilisation in primary school.

On the other questionnaire we received a very negative response from the parents. In fact 29
parents out of the 218 who studied Latin or classical civilization answered that they would agree to introduce Latin in primary education, while only 24 out of the 210 parents who did not study Latin or the classics agreed.

The present questionnaire elicited several different answers. Despite few more negative or less optimistic responses, most replies were more than positive. The majority of the parents admitted that Latin and classical civilization help us to understand our cultural heritage and the past. They also suggested that this programme would facilitate the learning of other languages, particularly Spanish. Overall the idea was positively received. In this question answers were very articulate and specific. This also points out parents’ desire to explain their opinions and motivations.

| Yes, because it helps to understand different cultures, the past and our cultural heritage but also other learning | 8 |
| I will agree and it is positive and interesting | 5 |
| Yes, also because the roots of Spanish (and other languages) come from Latin. | 5 |
| Yes, for the culture, but as a cross-curriculum subject and not as a compulsory subject. | 5 |
| Yes, it a very positive idea. | 2 |
| Yes, but there are too many subjects to study. For this reason it does not have to be an overload subject. | 3 |
| Yes because humanities are important. | 2 |
| Depending on the methodology. | 2 |
| I prefer a modern language. | 1 |
| Better in secondary school | 1 |

Table n. 37: Introduction of Latin and Classical Civilization in Primary Education.

Some of the answers were as follows: “I think it is very interesting that children have the opportunity to learn the roots of the language in primary education as well as about the classical civilisations”, “Within the educational changes I
believe it is more than correct to have a new mentality with respect to Latin, as well as its revival”, “I will be more than happy because it will help children to gain knowledge and awareness about the foundation of society”, “I think it is a fantastic initiative. Very convenient that it allows pupils to better understand history and the humanities”, “It is a great idea. Fundamental for their education” and “It gives a source of riches and awakens interest for the knowledge of other subjects”.

Only a few responses were negative. They related to the number of subjects children have to study, the time that children spend with the Valencian language or a preference for another foreign language. Despite this, the most positive answer pointed out that “it could be the best step taken by the education system in the last 30 years!”
Teacher's questionnaire

The teacher's questionnaire included several questions to learn about the teacher and her opinions. We first asked about the type of qualification she has, her background with Latin and her experience as teacher.

Question 1: Before starting to put the teaching units into practice what did you think?

The first question asked about the teacher's thoughts before teaching the units. The teacher thought she needed to work on the topics, as it is normally taught in secondary school. Also she stressed that she did not have nice memories from their Latin lessons.

Question 2: Do you think that the teaching materials were adequate?

The second question asked about the adequacy of the teaching materials. The teacher admitted they needed more preparation and more command of the topic. She also stressed that the teaching units should include videos or other digital materials (not included in the practice study).

Question 3: What do you think about Latin language and classical civilisation?

The third question asked the teachers about their feelings about Latin and classical civilisation. The teacher replied that it is a question of general culture and that it belongs to our history and that they are our roots.

Question 4: What do you think about Latin language in primary education?
The fourth question asked about whether Latin language teaching belongs in primary education. The teacher answered that she was surprised to see that it is possible to use Latin to explain aspects of the Spanish and Valencian languages. Furthermore, the teacher recognised in classical culture our cultural background as a modern civilisation.

**Question 5: Provide an evaluation The Frog and the Ox teaching unit.**

Question number five asked the teacher to evaluate the teaching units more specifically. The teacher about pointed out that the inclusion of Latin sentences was very motivating and fun. Understanding was easy because of its similarity to Spanish and Valencian and because of the pictures and context. The teacher also stressed that the unit is closely related to the curriculum, as they have worked with the same grammatical aspects (e.g. concordance between noun and adjective, training present indicative, prefixes, natural science...).

**Question 6: Offer tips to improve the teaching units.**

We also asked the teacher for tips to improve the teaching units. She stressed that they would have preferred more activities involving technology and more videos, as well as some collaborative exercises.

**Conclusions**

The children's questionnaires demonstrated the positive reception of the new activity in the classroom. They enjoyed *The Frog and the Ox*. They admitted that they liked the frog as it was fun and nice. Others pointed out that they like animals.
Overall the students were interested in the frog, the Latin language and the end of the story. The children revealed that they learned some Latin words and that they should be who they are. They concluded that they would be happy to learn more Latin because they liked the language. They also stated that they would like to know more about classical culture and to learn other foreign languages.

The evaluation of the parents, for obvious reasons, as we have seen, has a close relation with the questionnaire about preconceptions about Latin. However, the two questionnaires had their limitations, so our results are not absolute.

The first questionnaire (Test the Waters in Spain: A quantitative Study) pointed out a possible relation between parents without a background in the classics and negative preconceptions. On the other hand we have also seen with the practise study that pupils with parents who have a classics background have some negative preconceptions or misconceptions about Latin: “It is difficult because it is an old language” or “It is easier than Chinese”. For this reason we cannot draw any conclusions. A classics background is just one variable that we should consider when we talk about Latin language education.

Their evaluation based on their children’s experience stressed that the children had fun and were very motivated and attracted by the new language (an old one), as well as by the different activities involving the Roman culture. The children admitted that they learned something new. They learned to speak Latin and the connection with Roman civilisation.
Their positive feedback was reflected in the comments of parents informed about their children's experience with a new subject. One parent wrote, “He was very excited by what he learned and he told me with lots of passion”. Another shared, “When she came back home she wanted to read a Roman book”. Yet another stated, “My son was really motivated: at dinner time while we were eating, he woke up and explained to us what he learned. He was really enthusiastic!”

These evaluations help us to understand the importance of putting Latin language education into practice and giving pupils a chance to learn something different, in an alternative way, introducing a fundamental element that has a great impact on past cultures, our cultural heritage, our social system and the languages we speak, with a special focus on Spanish and Valencian but also on other romance languages.

Putting into practice some teaching units also helped us to understand that children are always motivated by new things. This is a positive point to introduce other units. They are enthusiastic to study and learn about different cultures, and they found the relation between Latin and the past very inspiring and fun.

With this evaluation we also perceived that possible negative preconceptions are not an excuse to avoid introducing the classics in primary schools. Of course, this particular school welcomed our putting into practice the study, but not all the schools think the same. For this reason, this experience, but especially the feedback we have received, is a valuable source of information about the educational system,
which confirms that with this study, the project to include Latin at an early age is possible.

The teacher pointed out that at the beginning they were uncertain about the teaching of Latin and classical civilisations in primary school. She related this to their previous negative experiences even if she viewed Latin and classical civilisations as part of our cultural heritage. She concluded that this could be a link to future cross-curricular teachings within primary education.

From the observation and the teaching practice she pointed out that the unit needed additional materials, such as the use of technology, as well as other kinds of activities, such as collaborative or manipulative activities. Finally, she stressed that they would need some more preparation or knowledge of the topics to teach the unit well.
Conclusions

This research—Latin in Spanish Primary Education: An Introduction, From Theory to Practice: An Experience—has attempted a short step towards the teaching of Latin in Spanish primary education. As a matter of fact, from the beginning of this study, we have underscored the several limitations of this PhD dissertation in order to make it clear that this short step is just an introduction to future researches into the teaching of Latin language in the early stages. Therefore, we are conscious that lots of things have to be improved upon, and future investigations could help our goal of introducing Latin.

This research began with the new Educational Law of England (2013), that opened the doors to the teaching of Latin and ancient Greek in KS 2. The decision of the government of England to introduce these two classical languages is the result of a very long process, in which the importance of
foreign languages was already discussed in the first cycle of education.

We have underlined the point that a very good awareness of three Latin projects—The Primary Latin Project, run by Barbara Bell, The Iris Project, run by Lorna Robinson, and The Latin Programme via Facilis, run by Zanna Wing-Davey—together with the different cultural programmes and activities, the publishing of different Latin books, especially for children, the condition of reading skills in England that need to improve children's language skills and other communication abilities, but also the general positive opinion of some centres, parents and mentors, have led to the introduction of the Latin language in primary education.

Moreover, the situation has also highlighted the point that to become a Latin primary teacher, the requirements are still not well-defined. The result, in effect, includes several questions, such as the preparation of the professionals, because in the UK, at the moment, there is no specific degree for primary teachers to teach Latin; on the contrary, even the possibility for those who are studying Classics to teach in primary schools is missing. For this reason, it will be necessary to restructure the teaching procedure with the aim of becoming competent as a Latin primary teacher, because it is not the same teaching to pupils or to 16-year-old students. Besides, schools and centres have the opportunity to contract primary teachers with backgrounds in Latin and Classics, or talented classical teachers with passion or certificates, like the one run by Barbara Bell, to teach in primary education.

On the other hand, generally, the position of Latin and classical languages in Spain, as a result of
the different education laws, has always been confined to secondary education and a marginal position.

The current Spanish educational law, LOMCE 2013, has stressed that children could have a very first contact with classical civilisation only in Secondary Compulsory Education, in the first three years, and it would depend on the offerings of the school and on the choices of the students; furthermore, in year four, students can choose Latin or classical civilization between three other subjects, but again depending on the offerings of the centre.

In these last few years, indubitably, the position of the different associations of classics, teachers, students and experts has been emphasized by the defence and promotion of the classical languages, even though they have mainly focused on secondary education. Associations like Estudios Clásicos or Cultura Clásica have fought—and are still fighting—to defend the position of classical languages in secondary education.

The big step taken by the Ministry of Education in England and the current situation in Spain made me think about the introduction of Latin in Spain in primary education in order to make children aware of classical languages and cultures and civilizations, and stimulate their interest in Latin and humanities; familiarize children with classical culture and its influence on the present; anticipate and eliminate future negative perceptions about the Latin language; restore the importance and learning of Latin (and the Classics) and improve linguistics, writing and reading ability skills, as well as numeracy, and artistic, cultural and social abilities.
We consider that these purposes could be a meaningful challenge not only for the Spanish education system, but especially for each child's future perspectives.

To start with, we decided to make a consultation with the purpose of understanding 1) the parents' opinion about the Latin language and 2) their possible negative perception about the language. This consultation has a close relationship with the Consultation Report (2013) prepared in England, even though this questionnaire was different. The result of the English consultation was that 19% of the people interviewed were in favour of including a classical language at the primary level, which could help children understand the structure of the languages and the grammar as well as learn new vocabulary.

For this purpose, we have created a specific questionnaire divided into three parts, with a total of eight questions focused on a quantitative study and using a closed-response format.

The first part focuses on the importance of languages, the language studied by the children, a general opinion about the importance of languages, and also some data about the nationality, the level of study, and the age of the parents. The second part includes questions to understand what parents think about Latin: whether it is an interesting language, whether it is useful, easy or difficult to learn, and whether it has some similarities with the Spanish language. Finally, the third part asks if parents would be in favour of the introduction of Latin in primary education.

The questionnaires pointed out that most of the negative perceptions about the Latin language are related to parents who do not have any background
in Latin or classical civilization. Secondly, only 13% of the respondents admitted being in favour of the introduction of Latin in primary school, stressing that Latin could help understand how grammar works (derivatives, formation of the words), to understand and study Spanish, but also provide support to understanding and getting closer to other cultures. Despite this, the majority of the parents were against the introduction of Latin because they believe it is better to study a modern language that can be used and spoken; this is because Latin is not used, and would be a loss of time, and because they think it is too early to propose a classical language. Data, however, have also highlighted the negative position of Latin even in those parents who have studied Latin throughout their education.

This consultation helped us understand, even if within evident limitations, a possible general situation about classical languages, especially Latin, as well as the importance of languages for children's education.

To contrast the current situation of the marginal position of Latin and classical civilization but also to attain our aims, we believe that one of the possible actions we could do is introduce some teaching units in primary education in order to start students since childhood to focus on a language that has great importance for our cultural heritage, but also in relation to the linguistic and communication skills and the other competences such as artistic and social skills, numeracy... and so gain knowledge and improve other abilities.

Beyond this possibility, we are conscious that a part of these purposes can also be attained through some external visits to museums, and to different
archaeological sites, which, of course, support and give valuable information to children’s education. But we have also underlined that these great opportunities to work with hands and watch with eyes lack in the linguistic aspect, properly related to the teaching of Latin. For this reason, we decided to create some teaching materials that are related to the curriculum of study.

To start with, we focused on five principal questions: 1) How to include Latin? 2) Who will teach Latin in primary education? 3) How to teach Latin? 4) Which is the resource to be used? 5) What are the elements to be taught?

1) How to include Latin? To answer this question, firstly we focused on the autonomy of the centres to see if there was an opportunity to run new subjects alongside those already included in the National Curriculum. Despite this, we have seen that centres have little autonomy, and even if the different educational laws promote more autonomy, the system is a sort of a big pyramid, in which—from the Ministry of Education to the administrative centres and to each individual centre—there is a loss of autonomy and ‘power’ to build a new path for education. On the other hand, there is the possibility to create extracurricular activities or to implement the curriculum, depending on the necessity.

Teaching Latin as a cross-curricular activity is one of the possible ways of introducing Latin in Spanish primary education. In fact, this curricular method answers the necessity of opening the perspective of Latin, not only as a single discipline, but present it as a real connection with other fields and subjects that children meet in primary school, especially in year three (the year we have considered
for this study), basically because pupils at this age start to be more active and are more pedagogically open to acquiring and learning new notions and conceptions about the world and language.

In this case, the main topic is Latin, but the units have a very close relationship with different contents present in KS2, which include activities that teachers normally explain in the classroom during the year because they are part of the programme.

2) Who will teach Latin? Primary teachers have a pedagogical training that allows them to be able to teach different subjects throughout the six years of primary education. Nonetheless, primary education degrees do not offer Latin or classical subjects, and for this reason, not all primary teachers have some basis on which they can work. Despite this, at a very early stage in the teaching of Latin, it is not necessary to be proficient in Latin, but one should be able to cope with other subjects and with classical civilization. On the other hand, the preparation of cross-curricular materials requires a higher level of preparation on the part of the teachers.

To teach Latin in Spanish primary schools, it is also possible to be flanked by university students with some knowledge of Latin and previous training in teaching.

3) How to teach Latin? Latin is well-known as a non-modern language, and for this principal reason, we have to carefully present this subject within a cross-curricular plan.

In effect, we have identified different methodologies such as the ‘grammar translation’ approach, which focuses on grammar and translation and the lessons are taught in the native language; the
Of the various teaching methods available, the ‘direct method’ is one that requires complete Latin proficiency from the teachers and focuses on oral communication and usually and no other language is used in communicating; the ‘audio-oral’ method, which focuses on memorization and repetition, and the ‘reading method’, which focuses on reading and comprehension. This last method is usually associated with storytelling, where, through stories, myths, and legends, students get closer to the Latin language. In fact, we have highlighted the point that in primary education, an important way to make pupils interesting and motivated is through stories that are short, include a new language (usually pictures), and create a link to a positive way to teach children.

We believe that to introduce Latin in primary education, as other books do, the approach needs to cover more than one methodology, such as reading and some oral communication, to grab the attention of the children. Also through activities, with a hands-on approach, songs and some grammar, always taking into consideration its place in the cross-curricular activities and how it can benefit the students, the teacher and the other subjects. Last but not least we consider that an inductive method can be very useful.

4) Which resource to use? We have also highlighted that Latin teaching materials for children are absent in the Spanish language; in fact, we can only find some materials related to the classical civilization. In this case, we suggest using and adapting other materials (in other foreign languages), but always taking into consideration the fact that not all materials are good for a foreign student; are good for a Spanish one, and also because the programmes of study in other countries not always the same as the
Spanish curriculum. Furthermore, a good knowledge of English is required to understand, modify, adapt and work with other materials (if in English). On the other hand we suggest creating new materials.

5) Which elements to teach? First of all, the creation of the teaching unit has been possible after a comparison study with 10 books of Latin for English speakers. The selection of books was not by chance, but we tried to include very different books to compare them, and to point out the elements we consider fundamental for primary stages. Of course, there are several books we have not taken into consideration—also because they are expensive. For this reason, with this study, we do not pretend to fix rules and grammar parts.

The books we have analysed were the following: First Thousand Words in Latin, which is composed of 35 chapters, each concerning a particular topic and considered an illustrated vocabulary, but with the definitions given in the form of attractive pictures. Latin for Beginners, which is a Latin language book that aims to teach Latin as if it were a modern language and it is divided into 24 chapters, each explaining a topic, much like those in modern language books for tourists. Latin for Kids, divided into 16 short chapters, has the aim of introducing some general aspects of Latin language and culture. Learning Latin Through Mythology is a book that contains 14 myths, and presents in each chapter a short description of the myth in English and illustrates it through pictures and Latin taglines. Latin Words Sticker Book is an activity book devised with the purpose of helping children become familiar with the Latin language by playing with word stickers. In addition there is Minimus, a book composed of 12
chapters, and based on the story of a real family that lived in Vindolanda (north of Britain). *Prima Latina* offers 25 lessons and mixes basic English and Latin grammar with a Christian orientation, and proposes prayers and songs related to religion. *Songs School Latin Book 1 and 2* are two books that offer more than 30 chapters, each with different activities and songs to listen to on the enclosed CD, so as to introduce the Latin language via songs. Finally, *Telling Tales in Latin* is divided into 10 chapters and aims to introduce pupils to the Roman world through tales from Ovid’s *Metamorphoses*.

Through these books, we have made some reflections, and we have also highlighted the main elements of teaching Latin to children.

The main points we have underlined through this comparison are different. First of all, a great importance has the nominative case, in general with the feminine and masculine singular nominative (*a, un*); secondly, the subject and adjective agreement, such as *parva puella*; in addition, the present tense of the verb to be (*esse*), usually with all the persons. We have also identified the present of the indicative, better if not all the four conjugations altogether, the imperative form with the singular and plural such as *veni—venite*, placing emphasis on the plural form *-te*, the accusative case, usually singular and plural of the first and second declensions; some proposition such as *ad, e, ex, circum, cum, in, post, pro, sub, and super*, but also the importance of derivatives. Moreover, we have pointed out the learning of the suffix *-ne* and the dative case. Other aspects we have considered fundamental for future Latin lessons for children are: greetings (*salve, salvete, vale, valete*), numbers (usually from I to XX), colours, mythology (the most
representative are *Echo and Narcissus, Apollo and Daphne, Daedalus and Icarus, King Midas and Diana and Actaeon*. Additionally, we have stressed the importance of the Roman civilization with these main topics: the introduction of Rome and the Romans (families and slaves); soldiers’ life; feasts and food; the bathrooms; houses, games, and instruments (wax tablets, games, and jewels) and Gods.

All these elements have helped us build on our teaching unit. From this study, in fact, we have selected as topic, a fable of Phaedrus, which fall into the category of children’s stories and literature. In fact, Phaedrus’ fables are a vehicular linguistic element that is also easily connected with the other subjects of the curriculum. In particular, we chose the fable of the *Frog and the Ox* and the fable of *Lupus et agnus* (which is in the Annexes).

Subsequently, a valuable and fundamental part of our research, in order to offer a cross-curricular activity with Latin as main topic, has been the study of the Spanish primary Curriculum. We believe, in fact, that it is essential that Latin should be studied in relation with the contents of the primary education following the objectives fixed, and also because of the cross-curricular activities which engage more disciplines through a common field. For this reason, we have taken into consideration the Spanish primary Curriculum to then create the unit in relation to Phaedrus’ fable.

With the changes from the past education law, Organic Education Law LOE (Ley Orgánica de Educación) 2006, to the current Organic Law for the Improvement of Educational Quality (LOMCE, Ley Orgánica Para la Mejora de la Calidad Educativa) in 2013, we have had to focus our research after taking
into consideration the Real Decree 1513/2006, because the new education law does not specify—till now—the contents for each stage of education.

Consequently, we have studied the legal basis which refers to the education norms and legislations of the schools, Autonomy Communities, and the Ministry of Education, we have analysed the objectives in primary education which are the basis of the education of children, then we have underlined the objectives in KS2, which is the stage in which we want to introduce Latin (and the choice is also related to the introduction of Latin in England which starts from Year 7/8). Moreover we have observed the objectives in each single subject: mathematics, foreign language, social and cultural aspects and intercultural awareness, art, knowledge of the natural, social and cultural environment, physical education and, finally, we have studied the general contents of the same subjects.

The next step was the creation of the teaching unit, *The Frog and the Ox*. We focused more on some Latin aspects, such as 1) the feminine genre with the words which end with the letter *-a*, both for nouns and adjectives; 2) the verb to be (*esse*) with the first singular person (*sum*); 3) how to greet with *Salve* or *Salve*; 4) the first singular person of the verb which ends with the vowel—*o*, 5) two adjectives: *pava* (small) and *magna* (big) used for feminine words; 6) the Latin word *habitat*, 7) some animal names, such as *rana*, *galina*, *musca*, *vacca*, *ursa*...), which are feminine Latin nouns and are very similar to the Spanish language; 8) some places (*santo*, *tela*, *terra*, *silva*...), 9) the derivation with the prefix *ampl*, which comes from ancient Greek and means ‘on both sides’ 10) as well as the introduction of the frog and its
environment, 11) classical civilization with the Roman mosaic, the Coliseum but also a 12) Spanish grammar part and the noun, adjective and verb in Spanish.

For the unit, we have pointed out the general and concrete objectives, the activities to do, the competences—always related to the primary curriculum—such as linguistic communication, numeracy, science and technology, learning to learn, awareness and cultural expression, sense of initiative and entrepreneurship, social and civic and digital competences—the methodology of learning based on meaningful, active and inductive learning. When possible, the evaluation that should be global without marks, the relationship with the contents of the Key Stage 2, the sequencing (one week), the resources and materials (the photocopies, the parts of the school to run the lessons, but also external places such as the museum, botanic garden,...), and a bibliography for teachers (such as a video on YouTube, books for children or for teachers, games, etc....).

We have also written some considerations about the teaching units in which we sum up the methodologies, the sequencing, the importance of the adaptation to diversity, space and grouping, and some reflections on The Frog and the Ox, as well as the importance of the adaptations of the fable to make the text available also for children and readable, even if with some Latin words. We also have made some considerations about the evaluation and the evaluation of the teaching process.

With two graphic programs, we have designed the pictures, and we have created the teaching units using Adobe Indesign, a specific program to create the layout, and Inkscape for vectorial pictures.
With the creation of the teaching unit, the next step was to put in practice the elements we have created to evaluate our work, but also to make some considerations. For this reason, we contacted different primary schools. The research of a school has been very difficult because schools were not interested in our project, not even the two schools in which we had distributed the questionnaires. Fortunately, after six months, we found a state-subsidised Catholic school in Alicante, which was enthusiastic about giving us the opportunity to put into practice our teaching units.

After talking to the director of the primary centre, we presented our teaching unit to a primary teacher. The teacher has 11 years of experience in teaching a degree in primary education, and a background in Latin (one year during secondary education). As a follow-up, we explained to her the main activities, and how we could have put the unit in practice. Apart from this, the teacher was quite busy, and we decided to present only a part of all the activities and to concentrate the lessons into a single week: the teacher would have run the lessons as part of the normal daily activities and we would have assisted them in the classrooms. The classroom selected by the teacher for this project was a KS2 Year One (eight years old), with 29 students.

From the experience in this primary school, we have also distributed a questionnaire for the children, the teacher and parents, with the aim of understanding what they think about this project.

The three questionnaires were different and they presented several open questions in order to leave the time and space to write some considerations, avoiding, in this case, answers in a
closed response format. Therefore, the questionnaire has a more qualitative approach. The results were:

1) Children really enjoyed the lessons and actively participated. They asked several questions, they felt free to talk about personal experiences, and they did the exercises and the activities with lots of enthusiasm. They liked the teaching unit, they enjoyed the story of *The Frog and the Ox*. Moreover, children were shown to have learned some Latin words, as well as recognise and read adapted texts. A positive part is that most of them were happy to continue to do some more Latin.

2) Parents were enthusiastic about the Latin activities. They consider Latin a great opportunity to reach other languages, to improve Spanish and Valencian languages, and also to understand our cultural heritage.

3) Though the teacher was uncertain about the teaching of Latin and classical civilization in primary school, she thinks it a valuable activity to achieve an intercultural communication, even when she also pointed out that the teaching units (the reduced program) lack some ICT activities, and collaborative and manipulative exercises. She also admitted that they would require more preparations to run the lessons.

The introduction of Latin in primary schools was the main purpose of this PhD dissertation, in order to 1) make children aware of classical languages and cultural civilisation and stimulate their interest in Latin and humanities, and 2) familiarise children with classical culture and its influence on the present; 3) anticipate and eliminate future negative perceptions about the Latin language; 4) restore the importance and learning of Latin (and the Classics).
and 5) improve linguistics, writing and reading ability skills, as also numeracy, and artistic, cultural and social abilities.

1) Children have enjoyed the lesson about the teaching unit, but they have also learned something new. The introduction of Latin made children work with this language, make comments, propose ideas and thoughts, and start to think about this language and culture. In a few words, they started to adopt some considerations about the importance of the language, too, not only for the present, but also for past culture. In this case, they discovered and started to work with Latin, always in connection with the classical civilization through some objects and the arts.

With these activities, we believe children have acquired a basic consciousness about the Roman language and culture that have been related to previous knowledge in a meaningful learning.

2) Children who received a first impact of the Latin language also started to familiarise themselves with the language. From a first impression about what they think about the language, to the reading and comprehension of the text and the exercises with the different activities, they begin to work with the language with familiarity, and start to see the relationship between the words and also the differences and similarities with their native language.

3) Previous negative perceptions about Latin were found at the beginning of the lesson. In fact, children thought that Latin was difficult because it is an old language, even though none of the children admitted that Latin was not interesting or useful. On the other hand, most of the children knew the close relationship between Latin and Spanish, as also
Valencian. At the end of the lessons, students did not find it difficult, and enjoyed the Latin text as well as learned different words.

Of course, these considerations have to be carefully taken into account, also because the parents’ qualitative questionnaire pointed out a positive evaluation about the Latin teaching unit, which could possibly show a relation between the positive attitude of the children and the alternative way to introduce Latin with different activities, and so a concrete situation would be evaluable.

4) To restore the importance and learning of Latin (and the Classics), of course, it needs a long-term programme and not just a one-week session—also direct to other stages of education and to other people such as educators, mentors, teachers, as also politicians, parents, associations, schools, universities.... Despite this, we consider this a positive experience, especially for children who, through the study of the teaching unit, had fun and enjoyed the lessons. Moreover, these results positively influence their future education. In fact, the restoration of classical languages and civilization also passes through experience and learning, from education.

5) Improvements in linguistics, writing and reading ability skills, as also numeracy, and artistic, cultural and social abilities, are related to the Latin language and the classical civilization.

First of all, the children learned that Latin is a language of the past, which has a very close relationship with Spanish and Valencian, and for this reason, a lot of the vocabulary is similar and it is easier to pick up new words and understand the meaning of simple sentences. With Latin, they have revised the role of the verb, the noun and the
adjective, and have learned the noun-adjective agreements in Latin with feminine words; they have learned the first verb of the present tense ending in -O and the verb sum, different words about animals and places which were very similar to Spanish, and the prefix amphi which means ‘on both sides’. Furthermore, they have learned some nouns in Latin connected with the animals and nature, but also to understand simple sentences supported by the Spanish vocabulary.

In fact, the study of Latin opens up the opportunity to improve other skills and abilities because it is connected with the linguistic aspect, the communication, the grammar, the morphology, syntax, as also the formation of the words, the derivatives, etc.

In addition, with the game of the imitation of the animals, children acted out in front of the class and started to build the first small bricks about Latin language while guessing the animals (Gallina sum in horto vivo...). Furthermore, they have gained knowledge and respect for the natural environment, thanks to the story of the frog and the ox, and also the different habitats where an animal can live.

They also have acquired knowledge about Roman culture, with particular reference to the Coliseum and the amphora.

We are conscious, after all, that the improvement is part of a long path in which we can observe the progress—for example, in writing, or in comprehension.

Overall, we can say, always with these short steps, that we have met several positive points through this experience and with the teaching unit.
First of all, children were enthusiastic about the new activities and participated in all the activities with an active and dynamic assistance. They have found Latin and classical civilisation motivating, interesting and attractive. The majority of them admitted they would be very happy to have other lessons on Latin and its culture.

Secondly, the teacher motivated the children to pick up the new activities and topics and always used a dynamic teaching method, starting from previous knowledge, and helped the students understand the different parts and the exercises while also creating a space for interactions, commentaries and the sharing of ideas and thoughts.

Thirdly, parents have given a very positive feedback about the teaching units and the activity run in the classroom. In addition, most of them are in favour of the introduction of Latin in primary education, but always in a fun-filled and motivated way.

Other positive points are: children liked the activities we have created and selected for this project, and also liked the pictures which, in certain cases, have helped them to understand the story.

The planning we have decided for the selected activities has been mostly adequate.

After all, we have seen that it is possible for a primary teacher to run a lesson as a cross-curricular activity in daily classes.

The positive attitude of children can also influence the parent’s attitude toward classical languages.

On the other hand, there are several points which have to be improved upon.
First of all, we want to remember the limitations of our research. The limitations we have identified at the beginning of this study helped us be conscious that some parts of the study will require a ‘second chance.’

Above all, we underscore the little time we have with the teacher to emphasise the need to better organise the planning. In fact, the activities we have created required more time to be planned with the teacher and also with the current programme of study (of that specific month). To put it in a nutshell, the best situation would be a prior contact at the beginning of the academic year, and the inclusion of the activities in the key hours of the contents we included. In this way, we could have covered the other contents with this short Latin introduction in a more fluid way.

Secondly, from one week to another, with the help of the teacher, we put into practice the teaching unit. The teacher, as she has pointed out in the questionnaire, would require more time and more preparation; even we think that that particular week was already overloaded for her, because of the final examinations and the external evaluation. Moreover, we believe we should have created a teacher’s manual alongside the teaching units.

Thirdly, we recognize that the choice to include some activities and not others has changed the outcomes. The teacher, in fact, stressed that it would have been better to include collaborative, manipulative and ICT activities (which we have created, but not included, in the practice study).

In conclusion, the study that is going on—the introduction of the Latin language in Spanish primary education—has allowed us to have our
fingers in the pie, investigate and open the possibility to open a window, and mark our first steps through the ‘duo’ of Latin and primary education.

Even if this research has more limitations than aims, even if there are several points that need to be improved upon and even if this study is just an introduction, we can say without any doubts that 29 Spanish children, guided by a foreigner—crazy PhD student—had the chance to tackle something different. For a week, they tackled Latin.

The future of Latin in Spanish primary education

In primis, would be interesting for our study to see a complete practice of the teaching units we have created, and do a planning with some primary teachers at the beginning of the school year to put them in practice. In addition, would be valuable putting in practice also the second teaching unit, Lupus et Agnus which follows The Frog and the Ox.

Secondly, would be interesting to put the units in practice in more schools and see the outcomes to improve the teaching units. Furthermore, future research could focus on some aspects of the activity to try to create some alternative exercises for gifted and talented children but also for other different abilities’ children.

Thirdly, future research could do a consultation in several primary schools to understand what primary teachers think about the introduction of Latin but also about their preparation to see how many teachers generally have some Latin and classical civilisation background.

A study of the US system of teaching Latin in primary schools could also be a very interesting
point to discover new faces of the teaching of classics.

Will also be interested to plan a one-year program always in relation with the national Spanish Curriculum, or as a bigger project, create the contents which link from KS 2 to Secondary compulsory education (E. S. O.).

Future programmes of study like the joined Bachelor Degree offered by the University of Alcalá de Henares in *Humanities and Primary Education*\(^{39}\) where the students study Latin and classical civilisation could be the future of a primary teacher training to become also competent in teaching cross-curricular activities with Latin but also to create future teaching units to be planned also as extra-curricular activities.

Or, on the other hand, creating a possible path for university students of primary education but also humanities, classics, history etc., to do a practice in primary schools to teach short topics related with the program of study always with the supervision of primary teachers or mentors.

An important point will be the creation of association to diffuse Latin in primary schools through different activities even as extra-curricular activity with the aim to make pupils more aware of classical languages and acquire new skills.

The introduction of Latin language in primary education answer to the willingness of the people their interest and motivation, their desire to

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discover and rediscover this language but also the need of the society that, in a continuing changing process, is quickly marginalising and abandoning the columns of our past cultures.

Luckily, there is still space, time and willing, from some people who believe in classics and in a better and complete education.
Resumen

La presente investigación, *Latin in Spanish Primary Education: An Introduction. From Theory to Practice: An Experience*, ha tratado de ofrecer un pequeño avance en cuanto a la enseñanza del latín en la educación primaria española. Desde el comienzo de este estudio, de hecho, hemos destacado los diferentes límites de esta tesis de doctorado con el fin de dejar claro que se trata sólo de una parte introductoria para futuras investigaciones de enseñanza de la lengua latina en las primeras etapas educativas. Por lo tanto, somos conscientes de que todavía hay muchas cosas que tienen que mejorar y, por lo tanto, las investigaciones futuras podrían ayudar a nuestros propósitos de la introducción del latín desde primaria, para que los alumnos tomen conciencia de esta lengua pasada, así como eliminar los futuros prejuicios y restaurar la importancia de las lenguas clásicas, además de mejorar
las habilidades lingüísticas de los alumnos, su relación con el mundo social, las matemáticas, etc.

Esta investigación se inició con la nueva ley de Educación de Inglaterra (2013), que abrió las puertas a la enseñanza del latín y el griego antiguo en KS 2. La decisión del gobierno de Inglaterra para introducir estas dos lenguas clásicas es el resultado de un largo proceso en el que se discutió la importancia de las lenguas extranjeras ya en el primer ciclo de la educación.

Hemos subrayado que la introducción de la lengua latina en la educación primaria en Inglaterra ha sido gracias a la sensibilización generada por tres proyectos de latín (The Primary Latin Project, dirigido por Barbara Bell, The Iris Project, dirigido por Lorna Robinson y The Latin Programme via Facilis dirigido por Zanna Ala-Davey), junto con los diferentes programas culturales y las actividades llevadas a cabo; las diferentes publicaciones de libros de didáctica del latín, especialmente para niños; la situación lingüística y lectora en Inglaterra, que necesitaba ser mejorada, y la opinión general positiva de algunos centros, padres e instructores.

Por otra parte, para convertirse en un maestro de latín de primaria en Inglaterra los requisitos no están todavía bien definidos. Esta cuestión, en efecto, incluye varios problemas, tales como la preparación de los profesionales, ya que en el Reino Unido, por el momento, no existe un título específico para los profesores de primaria que los capacite para enseñar latín o, la posibilidad de que los que están cursando estudios clásicos se les dé la oportunidad de enseñar en las escuelas primarias. Por esta razón, será necesario reestructurar el proyecto educativo con el objetivo de crear maestros competentes en la enseñanza latín en
primaria, porque no es lo mismo enseñar a niños de ocho años que a adolescentes de diecisésis. Junto a esto, las escuelas y los centros tienen la oportunidad de contratar a maestros de primaria con conocimientos básicos de latín para enseñar en la educación primaria; con estudios clásicos profesionales que tengan experiencia en el campo o que hayan obtenido certificados como los que otorga Barbara Bell a través de las jornadas para aprender a dar clases con su libro, *Minimus*.

Por otra parte, en general, las lenguas clásicas y el latín en España, como consecuencia de las diferentes leyes de educación, siempre se ha limitado a la educación secundaria y a una posición marginal.

La actual ley de educación española, LOMCE 2013, ha hecho hincapié en que los alumnos puedan tener un primer contacto con la civilización clásica sólo en Educación Secundaria Obligatoria, en el primer ciclo (1-3) pero dependerá de la oferta de los centros y de las decisiones de los estudiantes; además, en cuarto de la BSO, los estudiantes pueden elegir la civilización latina o clásica entre otras tres asignaturas, pero de nuevo en función de la oferta del centro.

En estos últimos años, sin duda, la posición de las diferentes asociaciones de estudios clásicos, maestros, estudiantes y expertos se ha decantado por la defensa y promoción de las lenguas clásicas, a pesar de que se han centrado principalmente en la educación secundaria. Asociaciones como Estudios Clásicos o Cultura Clásica han luchado y siguen luchando para defender la posición de las lenguas clásicas en la enseñanza secundaria.

El gran paso dado por el Ministerio de Educación en Inglaterra y la situación actual en España me hizo pensar en la posibilidad de la
introducción del latín en España en la educación primaria, con el fin de hacer que los niños sean conscientes de las lenguas y la cultura clásica, además de estimular su interés por la lengua latina y las humanidades; familiarizar a los niños con la cultura clásica y su influencia en el presente; anticipar y eliminar futuras concepciones negativas acerca de la lengua latina; restaurar la importancia y el aprendizaje del latín (y los Clásicos) y mejorar la lingüística, la escritura y la lectura, así como la aritmética y habilidades artísticas, culturales y sociales.

Consideramos que estos supuestos podrían ser un desafío significativo, no sólo para el sistema educativo español, sino especialmente para las perspectivas futuras de cada niño.

Para empezar, hemos decidido hacer una consulta con el fin de comprender 1) la opinión de los padres sobre la lengua latina y 2) su posible percepción negativa sobre la lengua. Esta consulta tiene una estrecha relación con el Consultation Report (2013) preparado en Inglaterra, a pesar de que este cuestionario era diferente. El resultado de la consulta inglesa fue que el 19% de los entrevistados se mostró a favor de la inclusión de una lengua clásica en el nivel de educación primaria, sobre todo porque ayudaría a los niños a entender la estructura de las lenguas y la gramática, así como aprender nuevo vocabulario.

Para nuestra consulta hemos creado un cuestionario específico dividido en tres partes, con un total de ocho preguntas, centrado en un análisis cuantitativo y el uso de un formato de respuesta cerrado.

La primera parte se centra en la importancia de las lenguas, el idioma estudiado por los niños, una opinión general de los padres sobre la importancia de
las lenguas, y también algunos datos sobre la nacionalidad, el nivel de estudios y la edad de los padres. La segunda parte incluye preguntas para entender lo que los padres piensan sobre la lengua latina: si se trata de un idioma interesante, si es útil, fácil o difícil de aprender, y si tiene algunas similitudes con la lengua castellana. Por último, la tercera parte, pregunta si los padres estarían a favor de la introducción del latín en la enseñanza primaria.

Los cuestionarios señalaron que la mayor parte de las percepciones negativas acerca de la lengua latina provienen de los padres que no han tenido ningún contacto con la civilización latina o clásica. En segundo lugar, sólo el 13% de los encuestados admitió estar a favor de la introducción del latín en la escuela primaria, haciendo hincapié en que el latín podría ayudar a entender cómo funciona la gramática (derivados, la formación de las palabras), para comprender y estudiar español, y también para prestar apoyo a comprender y acercarse a otras culturas. A pesar de esto, la mayoría de los padres estaba en contra de la introducción del latín, ya que creen que es mejor estudiar una lengua moderna porque el latín no se utiliza ni se habla en la actualidad, por lo que sería una pérdida de tiempo estudiarlo, además de que creían que es demasiado pronto proponer el estudio de una lengua clásica. Los datos, sin embargo, también han puesto de relieve la posición negativa sobre la lengua latina incluso en aquellos padres que han estudiado latín a lo largo de su educación.

Esta consulta nos ha ayudado a entender, aunque dentro de las limitaciones evidentes, una posible situación general acerca de las lenguas clásicas, especialmente acerca del latín, así como la importancia de los idiomas para la educación de los niños.
Para mejorar la situación actual de la posición marginal del latín y la civilización clásica, y también para alcanzar nuestros objetivos, creemos que una de las posibles acciones que podríamos llevar a cabo es introducir algunas unidades didácticas en la educación primaria, con el fin de iniciar a los estudiantes desde la infancia en un idioma que tiene gran importancia para nuestro patrimonio cultural. Ello, además, contribuiría al desarrollo de su habilidad lingüística y comunicativa, así como al de otras competencias como la artística, la social o la matemática.

Más allá de estas posibilidades, somos conscientes de que una parte de estos objetivos también se pueden lograr a través de visitas externas a museos, y a diferentes yacimientos arqueológicos, que, por supuesto, apoyan y ofrecen información valiosa para la educación de los niños. No obstante, estas actividades no contribuyen al aprendizaje de la lengua latina como tal. Por esta razón, hemos decidido crear nuevos materiales didácticos relacionados con el currículo de estudio de primaria.

Para empezar, nos hemos centrado en cinco cuestiones principales: 1) ¿Cómo incluir la lengua latina en educación primaria? 2) ¿Quién debería impartir latín en la enseñanza primaria? 3) ¿Cómo enseñar latín? 4) ¿Qué recursos se han de utilizar? 5) ¿Cuáles son los contenidos que se podrían impartir?

1) ¿Cómo incluir la lengua latina en educación primaria? Para responder a esta pregunta, en primer lugar, nos hemos centrado en la autonomía de los centros para ver si había una oportunidad para ejecutar nuevos contenidos junto a los ya incluidos en el plan de estudios nacional. Sin embargo, hemos visto que los centros tienen poca libertad, e incluso si las distintas leyes educativas promoviesen una mayor
independencia, el sistema seguiría siendo una gran pirámide, encabezada por el Ministerio de Educación, pasando por los diferentes órganos administrativos educativos hasta llegar a cada centro educativo, en la que va produciéndose una pérdida de autonomía y de “poder” que impide construir un nuevo camino para la educación. Por otro lado, sí existe la posibilidad de crear actividades extracurriculares o para implementar el plan de estudios, en función de la necesidad de cada centro.

Enseñar latín como una actividad transversal es una de las posibles vías de introducción de la lengua latina en la educación primaria española. De hecho, este método curricular responde a la necesidad de abrir la perspectiva del latín, no sólo como una sola disciplina, sino presentarlo como una conexión real con otros campos y temas que los niños encuentran a lo largo de la escuela primaria, especialmente en el tercer curso (el año que se ha considerado para este estudio), básicamente porque los alumnos de esta edad comienzan a ser más activos y son más pedagógicamente abiertos a la adquisición y aprendizaje de nuevas nociones y concepciones sobre el mundo y las lenguas.

En este caso, el tema principal sería la lengua latina, pero las unidades tienen una relación muy estrecha con los diferentes contenidos presentes en KS 2, que incluyen actividades que los maestros normalmente explican en el aula durante el año, ya que son parte del programa.

2) ¿Quién debería impartir latín en la enseñanza primaria? Los maestros de primaria tienen una formación pedagógica que les permiten ser capaces de enseñar diferentes materias a lo largo de los seis años de educación primaria. Sin embargo, los
grados de educación primaria no ofrecen asignaturas de latín o estudios clásicos, y, por esta razón, no todos los maestros de primaria tienen cierta base sobre la que poder trabajar. A pesar de esto, en una etapa muy temprana de la enseñanza del latín, no es necesario ser experto en lenguas clásicas, pero uno debe ser capaz de hacer frente a la relación que hay con las otras materias y con la civilización clásica. Por otra parte, la elaboración de materiales curriculares transversales requiere un mayor nivel de preparación por parte de los profesores.

Por otro lado, quienes podrían llevar a cabo la enseñanza del latín en la educación primaria podrían ser aquellos estudiantes universitarios que tengan conocimientos básicos de lengua y cultura latinas y formación previa en la enseñanza.

3) ¿Cómo enseñar latín? El latín es bien conocido como una lengua antigua, y por esta razón principal, tenemos que presentar cuidadosamente esta asignatura dentro de un plan transversal. Hemos identificado tres metodologías principales para enseñar latín como el enfoque ‘gramatical-traducción’ que se centra en la gramática y la traducción y las lecciones se imparten en lengua materna; el ‘método directo’, que requiere un completo dominio del latín por parte de los profesores y se centra en la comunicación oral y por lo general no utiliza ningún otro idioma en la comunicación; el método de ‘audio-oral’, que se centra en la memorización y la repetición, y el ‘método de la lectura’, que se centra en la lectura y comprensión. De hecho, hemos puesto de relieve que, en la educación primaria, una forma importante para que los alumnos adquieran interés y motivación es a través de historias o narraciones breves que incluyan la nueva lengua (generalmente con fotos o dibujos), para
crear así un enlace positivo con el que enseñar a los niños.

Creemos que para introducir latín en la educación primaria, como otros libros hacen, el enfoque tiene que incluir más de un acercamiento, como pueden ser la lectura y la comunicación oral, con el fin de captar la atención de los niños. También a través de actividades con un enfoque práctico, como canciones, o ejercicios gramaticales, siempre como actividades transversales para que puedan beneficiarse los estudiantes, el profesor y los demás. Util también el acercamiento inductivo.

4) ¿Qué recursos utilizar? También hemos puesto de relieve que los materiales de enseñanza en latín para niños son casi escasos (por no decir completamente nulos) en la lengua castellana; de hecho, sólo podemos encontrar algunos recursos relacionados con la civilización clásica. En este sentido, se sugiere el uso y adaptación de materiales en otros idiomas, pero siempre teniendo en cuenta el hecho de que no todos los que son válidos para un estudiante extranjero lo son para un español porque, además, los programas de estudio en otros países no son los mismos que el plan de estudios español. Además, se requiere un buen conocimiento y dominio del idioma en el que estén escrito los materiales para entenderlos, modificarlos, adaptarlos y trabajar con ellos. Por otro lado, se sugiere la creación de nuevos materiales.

5) ¿Cuáles son los contenidos que se podrían impartir? En primer lugar, la creación de nuestra unidad didáctica ha sido posible después de un estudio de comparación y análisis de 10 libros de didáctica del latín en lengua inglesa. La selección de estos libros no fue casual, sino que se trató de incluir diferentes libros
para compararlos y señalar los elementos que consideramos fundamentales para las etapas primarias. Por supuesto, hay varios libros que no hemos tenido en cuenta porque muchos de ellos no estaban disponibles y otros tenían un precio elevado. Por esta razón, con este estudio, no pretendemos establecer principios generales ni definitivos.

Los libros que hemos analizado son los siguientes: *First Thousand Words in Latin*, que se estructura en 35 capítulos, cada uno relacionado con un tema en particular y que incluye un vocabulario ilustrado con las definiciones en forma de atractivas y llamativas imágenes. *Latin for Beginners* es un libro de lengua latina que tiene como objetivo enseñar latín como si se tratara de una lengua moderna y está dividido en 24 capítulos, cada uno explicando un contenido concreto, de forma semejante a cómo lo hacen los libros de lenguas modernas para turistas. *Latin for Kids*, dividido en 16 capítulos breves, tiene el objetivo de introducir algunos aspectos generales de la lengua y la cultura latina. *Learning Latin Through Mythology* es un libro que contiene 14 mitos y presenta en cada capítulo una breve descripción del mito en inglés ilustrado a través de imágenes y frases latinas. *Latin Words Sticker Book* es un libro de actividades diseñado con el propósito de ayudar a los niños para que se familiaricen con la lengua latina jugando con pegatinas de palabras. *Minimus* es un libro compuesto por 12 capítulos, basado en la historia de una familia que vivió en Vindolanda (norte de Inglaterra). *Prima Latina* ofrece 25 capítulos y mezcla la gramática básica en lengua inglesa con la latina, desde una perspectiva cristiana, y propone oraciones y canciones relacionadas con la religión. *Songs School Latin Book 1* y *2* son dos libros que ofrecen más de 30 capítulos, cada uno con
diferentes actividades y canciones para escuchar con el CD que incorpora adjunto, y tiene como fin introducir la lengua latina a través de canciones. Por último, *Telling Tales in Latin* se divide en 10 capítulos y tiene como objetivo introducir a los alumnos en el mundo romano a través de narraciones procedentes de las *Metamorfosis* de Ovidio.

A través de estos libros hemos hecho algunas reflexiones, poniendo de relieve los principales elementos de la enseñanza del latín enfocada a niños de primaria.

Los principales aspectos que hemos considerado fundamentales para nuestro propósito, a través de esta comparación, son varios. En primer lugar, la gran importancia que tiene el caso nominativo, en concreto, el nominativo singular femenino y masculino (*a, us*); en segundo lugar, el sujeto y su concordancia con el adjetivo, como *puella parva*; además, el presente de indicativo del verbo ser (*esse*), así como el de las cuatro conjugaciones; la forma imperativa de los verbos, distinguiendo el singular y el plural (*veni-venite*); el acusativo, generalmente el singular y el plural de la primera y segunda declinación; las preposiciones *ad, e, ex, circum, cum, in, post, pro, sub*, la importancia de los derivados o el aprendizaje del sufijo -ne y el caso dativo. Otros aspectos que hemos considerado fundamentales para futuras clases de latín para niños son: los saludos (*salve, salve, vale, valete*), los números (por lo general de I a XX), los colores, la mitología (los mitos más representativos son Eco y Narciso, Apolo y Dafne, Dédalo e Ícaro, el rey Midas y Diana y Acteón). Además, hemos hecho hincapié en la importancia de la civilización romana a través de temas como: Roma y los romanos (familias y esclavos); la vida de los soldados; las fiestas y los alimentos; los
baños; las casas, los juegos, e instrumentos (tabletas de cera, juegos y joyas) y los dioses.

Todos estos elementos nos han ayudado a construir nuestra unidad didáctica. A partir de este estudio, de hecho, hemos seleccionado una fábula de Fedro, a partir de la cual estructurar nuestra unidad, pues las fábulas entran en la categoría de cuentos y literatura para niños. De hecho, las fábulas de Fedro son un elemento lingüístico vehicular que se puede conectar fácilmente con las otras asignaturas del plan de estudios. En concreto, se ha optado por la fábula de *La rana y el buey* y la fábula de *Lupus et agus* (que se encuentra en los anexos).

Posteriormente, una parte fundamental de nuestra investigación, con el fin de ofrecer una actividad transversal en la que el latín se constituyera como eje principal, ha sido el estudio del currículo español de primaria. Creemos, de hecho, que es esencial que la lengua latina deba ser estudiada teniendo en cuenta los contenidos de la educación primaria siguiendo los objetivos fijados, y también en relación a las actividades transversales que dedican más disciplinas a través de un tema común. Por esta razón, tuvimos en cuenta el plan de estudios de primaria a la hora de crear la unidad didáctica sobre la fábula de Fedro.

Debido a los cambios sobre la ley de educación LOE (Ley Orgánica de Educación, 2006) en la actual LOMCE, (Ley Orgánica Para la Mejora de la Calidad Educativa, en 2013), hemos tomado como punto de partida en nuestra investigación el Real Decreto 1513/2006 porque la nueva ley de educación aún no especifica los contenidos de cada etapa educativa.

Por consiguiente, hemos estudiado la legislación en educación y las escuelas tanto en las
Comunidades Autónomas como en el Ministerio de Educación; se han analizado los objetivos en la educación primaria, que son la base de la educación de los niños. Después hemos estudiado los objetivos en KS 2, que es la etapa en la que queremos introducir el latín (esta elección la hemos tomado a partir de la introducción del latín en Inglaterra, que se inicia a partir de los 7/8 años). Por otra parte, hemos observado los objetivos en cada asignatura: matemáticas, lenguas extranjeras, ciencias sociales, arte, conocimiento del medio natural, social y cultural, así como educación física. Por último, se ha estudiado el contenido general de las mismas asignaturas.

El siguiente paso fue la creación de la unidad didáctica La rana y el buey. Centramos nuestra atención en determinados aspectos de la lengua latina, tales como 1) el género femenino de las palabras, representado por la terminación en -A, tanto en sustantivos como en adjetivos; 2) el verbo ser (esse) y su primera persona del singular (sum); 3) cómo saludar con salve y salvetes; 4) la primera persona del singular del verbo, que termina con la vocal -O, 5) dos adjetivos: parva (pequeña) y magna (grande) usados en concordancia con los sustantivos femeninos; 6) el sustantivo latino habitat, 7) algunos nombres de animales, como rana, gallina, musca, vacca, ursa ..., que son sustantivos femeninos en latín y son muy similares a la lengua castellana; 8) lugares donde habitan algunos de los animales vistos (borto, tela, tierra, silva ...); 9) la derivación con el prefijo amphi, que viene del griego antiguo y significa “en las dos partes”; 10) así como una breve introducción sobre la rana y su entorno, 11) el mosaico romano y el Coliseo como muestras características de la civilización clásica, y también 12)
una parte de gramática con la descripción del sustantivo, el adjetivo y el verbo en español.

Para la unidad hemos señalado cuáles son los objetivos generales y concretos, las actividades a realizar, las competencias -siempre relacionadas con el programa de estudios-, tales como la comunicación lingüística, matemáticas, ciencia y tecnología, aprender a aprender, la conciencia y la expresión cultural, el sentido de la iniciativa y el espíritu empresarial, competencias sociales y cívicas y digitales con una metodología del aprendizaje basado en el aprendizaje significativo, activo e inductivo. Cuando sea posible, sería conveniente incluir la evaluación (que debe ser global y sin calificaciones numéricas), la relación con los contenidos del KS 2, la secuencia temporal (una semana), los recursos y materiales (fotocopias, lugares de la escuela o lugares externos -el museo, jardín botánico...- para ejecutar las lecciones), y una bibliografía para los maestros (videos en YouTube, libros para los niños o para los profesores, juegos, etc.).

También hemos escrito algunas consideraciones acerca de las unidades didácticas en las que resumimos las metodologías, la secuenciación temporal, la importancia de la adaptación a la diversidad, el espacio y la agrupación, y algunas reflexiones sobre La rana y el buey, así como la importancia de la adaptación de la fábula para hacer el texto comprensible y accesible a niños, aunque con algunas palabras en latín. También hemos hecho algunas consideraciones sobre la evaluación y el proceso de enseñanza.

Con dos programas gráficos hemos creado las imágenes y las unidades didácticas: Adobe Indesign para
diseñarlas y maquetarlas con Inkscape para la creación de las imágenes vectoriales.

Tras la creación de la unidad didáctica, el siguiente paso fue poner en práctica los materiales que habíamos creado para evaluar nuestro trabajo y también para hacer algunas consideraciones sobre el mismo. Por esta razón, nos pusimos en contacto con diferentes escuelas primarias. La búsqueda de un colegio ha sido muy difícil porque, en general, no estaban interesados en nuestro proyecto, ni siquiera los dos colegios en los que habíamos distribuido los cuestionarios. Afortunadamente, después de seis meses, encontramos una escuela católica concertada en Alicante, que mostró mucho entusiasmo y nos dio la oportunidad de poner en práctica nuestra unidad didáctica.

Después de hablar con el director del centro, presentamos nuestra unidad didáctica a uno de los maestros de primaria. La profesora tiene 11 años de experiencia en la enseñanza, un título en educación primaria, y un año de estudio de latín durante la educación secundaria. A continuación, le explicamos las actividades principales, y cómo podríamos poner en práctica la unidad. Puesto que el profesorado disponía de poco tiempo, decidimos presentar sólo una parte de las actividades y concentrar las clases en una sola semana: la profesora impartió las lecciones como parte de las actividades normales diarias y nosotros las asistimos en el aula. El curso seleccionado por el profesorado para este proyecto fue un tercero primaria (niños de ocho años), compuesto por 29 estudiantes.

Tras la experiencia didáctica en esta escuela primaria, distribuimos un cuestionario para los niños, el profesorado y los padres, con el objetivo de
comprender lo que pensaban acerca del proyecto del que habían formado parte.
Los tres cuestionarios eran diferentes y presentaban varias preguntas abiertas con el fin de ofrecer la posibilidad de una respuesta libre, así como la de escribir las observaciones que padres, profesores o niños considerasen oportunas, evitando, así, respuestas cerradas. Por lo tanto, el cuestionario tenía un enfoque cualitativo. Los resultados fueron:

1) Los niños realmente disfrutaron de las clases y participaron activamente. Hicieron preguntas, se sintieron libres para hablar de sus propias experiencias personales e hicieron los ejercicios y las actividades con mucho entusiasmo. Además, les gustó la unidad didáctica y disfrutaron con la historia de la rana y el buey. Por otra parte, los niños demostraron haber aprendido algunas palabras en latín, así como reconocer y leer sin grandes dificultades el texto adaptado. Una parte positiva es que prácticamente todos los niños que participaron en el proyecto estarían dispuestos a seguir estudiando latín.

2) Los padres estaban entusiasmados con las actividades sobre la lengua y la cultura latinas. Consideran el latín una gran oportunidad para aprender otros idiomas, para mejorar el castellano y valenciano, lenguas derivadas del latín, y también para entender nuestro patrimonio cultural.

3) Aunque la docente no estaba seguro acerca de la enseñanza del latín y de la civilización clásica en la escuela primaria, piensa que es una actividad valiosa para conseguir una comunicación intercultural, aunque también señaló que las unidades didácticas (el programa reducido) carecía de algunas actividades en las que se hiciese uso de las TIC y ejercicios de
colaboración y manipulación. También admitió que requerirían más preparación para dar las clases.

La introducción del latín en las escuelas primarias es el objetivo principal de esta tesis doctoral, con el fin de 1) hacer que los niños tomen conciencia de las lenguas clásicas y la civilización cultural y estimular su interés por las humanidades y el latín; 2) familiarizar a los niños con la cultura clásica y su influencia en el presente; 3) prever y eliminar futuras percepciones negativas acerca de la lengua latina; 4) restaurar la importancia y el aprendizaje del latín (y los Clásicos) y 5) mejorar la lengua, la escritura y la lectura, como también la aritmética y habilidades artísticas, culturales y sociales.

1) Los niños han disfrutado de las clases acerca de la unidad didáctica, y también han aprendido contenidos nuevos. La introducción del latín ha hecho que los niños trabajaran con esta lengua, hacer comentarios, proponer ideas y pensamientos, y empezar a pensar en esta lengua y su cultura. En pocas palabras, comenzaron a tomar conciencia sobre la importancia de la lengua latina, en relación con el presente, pero también con el pasado. En este caso, descubrieron y comenzaron a trabajar con el latín, siempre en relación con la civilización clásica a través de algunos objetos y las artes. Con estas actividades creemos que los niños han adquirido una conciencia básica sobre la lengua y la cultura romana que se ha relacionado con los conocimientos previos en un aprendizaje significativo.

2) Los niños, tras un primer acercamiento a la lengua latina, a través de la lectura y la comprensión del texto, así como con las diferentes actividades, han comenzado a trabajar con la lengua familiarizándose con ella y empezando a ver la relación entre las
palabras y las diferencias y similitudes con su lengua materna.

3) Al comienzo de las clases los niños tenían una concepción no del todo positiva acerca del latín. De hecho, pensaban que la lengua latina era difícil porque es una lengua antigua. No obstante, ninguno de los niños admitió que el latín no era interesante o útil. Por otro lado, la mayoría de los niños conocía la estrecha relación entre el latín y el español y el valenciano. Al final de las clases hemos comprobado que a los estudiantes no les ha resulta difícil este acercamiento a la lengua y cultura latinas, y han conseguido disfrutar del texto en latín aprendiendo diferentes palabras.

Por supuesto, estas reflexiones se deben tener muy en cuenta porque el cuestionario cualitativo de los padres señaló una evaluación positiva sobre la unidad didáctica, lo que podría mostrar una relación entre la actitud positiva de los niños y la forma alternativa de introducir el latín con diferentes actividades, y así una situación concreta sería evaluable.

4) Para restaurar la importancia y el aprendizaje del latín (y de la cultura clásica), por supuesto, se necesita un programa a largo plazo y no sólo una semana de sesiones. Además se tiene que dirigir el programa de ‘restauración’ a otras etapas educativas y a otras personas, tales como educadores, maestros, políticos, padres, asociaciones, escuelas, universidades... A pesar de ello, consideramos este breve proyecto una experiencia positiva, especialmente para los niños que, a través del estudio de la unidad didáctica, se divertieron y disfrutaron de las clases. Por otra parte, estos resultados influyen positivamente en su futura educación. De hecho, la recuperación de las
lenguas y civilizaciones clásicas también pasa a través de la experiencia y el aprendizaje, desde la educación.

5) La mejora en la habilidad lingüística, en la escritura y la lectura y en las habilidades artísticas, culturales y sociales, así como también en la aritmética están relacionadas con la lengua latina y la civilización clásica.

En primer lugar, los niños aprendieron que el latín es una lengua del pasado que tiene una relación muy estrecha con el español y el valenciano, y, por esta razón, una gran parte del vocabulario es similar y es más fácil aprender nuevas palabras y entender el significado de oraciones simples. Con la lengua latina han revisado el papel del verbo, el sustantivo y el adjetivo (en castellano y latín), y han aprendido la concordancia sustantivo-adjetivo en latín con palabras femeninas; han aprendido la primera persona del verbo en presente, acabada en -O, diferentes sustantivos de animales y sus lugares de hábitat, cuya correspondencia en español era muy similar, así como el sufijo amph, prefijo que significa “en las dos partes”.

Además, han aprendido algunos sustantivos en latín relacionados con los animales y la naturaleza, y han podido comprender frases simples apoyadas por el vocabulario español.

De hecho, el estudio del latín ofrece la oportunidad de mejorar otras habilidades y capacidades, ya que está conectado con el aspecto lingüístico, la comunicación, la gramática, la morfología, la sintaxis, como también con la formación de las palabras, los derivados, etc.

Además, con el juego de la imitación de los animales, los niños empezaron a construir los primeros pequeños ladrillos sobre lengua latina: mientras uno de ellos imitaba frente al resto de la clase a un animal visto en la unidad didáctica, los demás
adivinaban de qué animal se trataba y dónde vivía (sum Gallina et in horto vivo...). Han aprendido a conocer otros aspectos del entorno natural gracias a la historia de la rana y el buey, y también los diferentes hábitats en el que un animal puede vivir.

Además, han adquirido algunos conocimientos básicos sobre la cultura romana, con especial referencia al Coliseo y al ánfora. Somos conscientes, después de todo, que la mejora es parte de un largo camino en el que podemos observar el progreso de los alumnos, por ejemplo, en la escritura y en la comprensión lectura.

En general, podemos decir, que a través de este modesto proyecto nos hemos encontrado varios aspectos en cuanto a la unidad didáctica y su puesta en práctica. En primer lugar, los niños se mostraron entusiasmados con las nuevas actividades y participaron en todas las que se les propuso de forma activa y dinámica. Han descubierto que aprender la lengua latina y la civilización clásica puede ser una actividad motivadora, interesante y atractiva. La mayoría de ellos admitió que sería muy feliz si tuviera otras lecciones sobre el latín y su cultura.

En segundo lugar, el profesorado motivó a los niños en las nuevas actividades utilizando siempre un método de enseñanza dinámico, partiendo de los conocimientos previos de los niños, y ayudó a estos a entender los contenidos y sus ejercicios y, al mismo tiempo, crear un espacio de interacciones, comentarios y de intercambio de ideas y pensamientos.

En tercer lugar, los padres han dado una respuesta muy positiva acerca de las unidades didácticas y sobre la actividad puesta en práctica en el aula. Además, la mayoría de ellos está a favor de la
introducción del latín en la enseñanza primaria, pero siempre de una manera divertida y motivadora.

Otros puntos positivos son: los niños han disfrutado con las actividades que hemos creado y seleccionado para este proyecto, y les han gustado mucho las imágenes y dibujos incluidos en la unidad que, además, en algunos casos, les han ayudado a comprender mejor la historia.

Por otro lado, la planificación que hemos decidido para las actividades seleccionadas ha sido, por lo general, adecuada.

Asimismo, hemos visto que es posible que un maestro de primaria ejecute una lección sobre lengua y cultura latina como una actividad transversal en las clases diarias.

La actitud positiva de los niños también puede influir en la actitud de los padres hacia las lenguas clásicas.

Por otro lado, hay varios puntos que deben mejorarse. En primer lugar, queremos recordar las limitaciones de nuestra investigación señaladas al principio de este estudio, las cuales nos han ayudado a ser conscientes de que algunas partes del mismo requieren una "segunda oportunidad".

Por encima de todo, destacamos el poco tiempo que hemos tenido con el profesorado para enfatizar la necesidad de una mejor organización. De hecho, las actividades que hemos creado requieren más tiempo para ser planificadas con la profesora y también con el actual programa de estudios (de ese mes específico). Para decirlo de forma breve, la mejor situación sería la de un contacto previo al inicio del curso académico y la inclusión de las actividades en el periodo en que se impartan los contenidos que incluimos. Así, podríamos haber cubierto los otros
contenidos con esta breve introducción del latín de una manera más fluida.

En segundo lugar, de una semana a otra, con la ayuda del profesorado, hemos puesto en práctica la unidad didáctica. La profesora, como lo ha señalado en el cuestionario, hubiese requerido más tiempo y más preparación; además, esa semana era particularmente intensa para el profesorado, especialmente por las evaluaciones finales y las evaluaciones externas. También creemos que hubiera sido de ayuda la creación de un manual para el docente.

En tercer lugar, reconocemos que la opción de incluir determinadas actividades y no otras puede haber influido en los resultados. El profesorado, de hecho, hizo hincapié en que hubiera sido mejor incluir actividades manuales y con la TIC (que hemos creado, pero no incluido en la práctica de nuestro proyecto).

En conclusión, el estudio en cuestión sobre la introducción de la lengua latina en la educación española en primaria nos ha permitido tener un primer contacto, debido a que hemos tenido la posibilidad de investigar sobre este hecho y además, de abrir un nuevo camino, marcando los primeros pasos hacia el “dúo” educación primaria - latín.

Aunque esta investigación tiene más limitaciones que objetivos, y aunque hay muchos puntos que deben mejorarse y, aunque este estudio es sólo una introducción, podemos decir sin ninguna duda que 29 niños españoles, guiados por un estudiante de filología tuvieron la oportunidad de enfrentarse a algo diferente: durante una semana, estudiaron latín.
Annexes
Questionnaire
Cuestionario de investigación

Estimados padres, este cuestionario nos ayudará a comprender la situación del Latin. Respondan con una X a las ocho preguntas. La pregunta número 7 tiene 7 apartados a contestar (a-g). La sigla P1 se refiere a las respuestas del padre; la sigla P2 a las de la madre.

Cuando la investigación esté terminada enviaremos los resultados de este estudio.

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<tr>
<th>Nacionalidad padre</th>
<th>Edad</th>
<th>Curso en el que está matriculado su hij/a</th>
<th>Género: masculino</th>
<th>femenino</th>
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<th>Nacionalidad madre</th>
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1) ¿Qué idioma está aprendiendo su hijo en primaria?
2) ¿Le gustaría que su hijo aprendiera otro idioma en primaria? ........................................... P1 [ ] sí [ ] no P2 [ ] sí [ ] no
3) ¿Usted piensa que aprender idiomas es útil para el futuro de su hijo/a? ................................... P1 [ ] sí [ ] no P2 [ ] sí [ ] no
4) ¿Usted ha estudiado algún idioma? ................................................................................................. P1 [ ] sí [ ] no P2 [ ] sí [ ] no
5) ¿Usted ha estudiado latín a lo largo de su educación? ................................................................. P1 [ ] sí [ ] no P2 [ ] sí [ ] no
6) ¿Usted ha estudiado cultura clásica a lo largo de su educación? .................................................. P1 [ ] sí [ ] no P2 [ ] sí [ ] no

7) ¿En ambos casos, que haya o no haya estudiado latín, usted piensa que la lengua latina es...?
   Elija una respuesta por cada pregunta (de a-d)

- a) Muy interesante P1 [ ] P2 [ ]
- b) Muy útil P1 [ ] P2 [ ]
- c) Fácil P1 [ ] P2 [ ]
- d) Muy similar al castellano P1 [ ] P2 [ ]

- e) El latín es un idioma que nos ayuda a entender nuestra herencia cultural P1 [ ] sí [ ] no P2 [ ] sí [ ] no
- f) El latín facilita el acceso al mundo laboral como otros idiomas extranjeros. P1 [ ] sí [ ] no P2 [ ] sí [ ] no
- g) El latín es un idioma que enriquece nuestra cultura personal y a comprender nuestra lengua P1 [ ] sí [ ] no P2 [ ] sí [ ] no

8) El Gobierno de Inglaterra ha aprobado una ley de educación que permite a los estudiantes en tercero de primaria aprender uno de estos idiomas: francés, alemán, italiano, chino, español, latín o griego antiguo.

¿Elegirían para su hijo la lengua latina? P1 [ ] sí [ ] no P2 [ ] sí [ ] no

Sí ha respondido Sí a la número 8
¿Por qué? (Puede elegir más de una respuesta)

- 1) Facilita la comprensión y el estudio del castellano P1 [ ] P2 [ ]
- 2) Facilita el acceso al mundo laboral P1 [ ] P2 [ ]
- 3) Para entender cómo funciona la gramática (donde se forman palabras, palabras,...) P1 [ ] P2 [ ]
- 4) Para comprender y acercarse a otras culturas P1 [ ] P2 [ ]
- 5) Para ser más abierto mentalmente P1 [ ] P2 [ ]
- 6) Otros (específico) P1 [ ] P2 [ ]

Sí ha contestado NO a la número 8
¿Por qué? (Puede elegir más de una respuesta)

- 1) Es demasiado prematuro proponer una lengua clásica a los niños P1 [ ] P2 [ ]
- 2) He estudiado latín pero no me ha ayudado P1 [ ] P2 [ ]
- 3) Es mejor un idioma moderno que se pueda utilizar y hablar P1 [ ] P2 [ ]
- 4) No podría ayudar a mi hijo porque no tengo conocimiento P1 [ ] P2 [ ]
- 5) El latín no se utiliza y sería tiempo perdido P1 [ ] P2 [ ]
- 6) Otros (específico) P1 [ ] P2 [ ]
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Universidad de Alicante
Lupus et Agnus
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