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The role of university student teachers in increasing Widening Participation to Classics

Evelien Bracke, Swansea University

e.bracke@swansea.ac.uk

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Abstract

Since 2011 Swansea University has run a student-led Classics Widening Participation programme with the aims of raising Higher Education (HE) aspirations of local school pupils and increasing access to the perceived elitist subject area of Classics in deprived communities of South Wales. On an annual basis, quantitative and qualitative data have been gathered through mixed-method end-of-year questionnaires, in order to explore pupils' engagement with classical subjects and student teachers, as well as pupil participation in particular pedagogical practices, such as learning about the classical world through games, and investigating Classical cultures and languages. The present article explores the context, methodology, and analysis of the past five years of data and their implications for practice development in Classics Widening Participation (WP). Quantitative and qualitative findings strongly align in demonstrating the value of student teachers as educational role models and the use of a playful teaching approach to develop constructive learning. They also highlight other, more worrying, trends such as a decreased positive response with age, and lower enjoyment of investigating classical culture than of other aspects. Some outliers and inconsistencies between data do exist which highlight trends. Data analysis therefore provides a meaningful framework which can be used to enhance Classics Widening Participation strategy and practice.

Keywords

Classics, Widening Participation, outreach, student teachers, evaluation.

Classics and Widening Participation in the UK

Since 2011, a total of approximately 650 school pupils have taken part in a Classics programme organised by Swansea University, through which university students teach Latin, Ancient Greek, and Ancient History to Year 3 to Year 12 pupils (aged 7 to 17). This project is not wholly unique inasmuch as the Iris Project,¹ the educational charity with which we collaborate, works together with a number of UK universities in providing student-led Latin teaching in primary schools. However, the use of teams of undergraduate and postgraduate students providing teaching at Swansea University, as well as provision of subjects other than Latin, is unusual. The current article therefore explores the potential role of student teachers in increasing Classics WP, through analysis of the findings from annual qualitative and quantitative questionnaires. The purpose of the project is to increase access to knowledge and understanding about Classics among disadvantaged groups. However, in order to understand this purpose more fully, it is first necessary to contextualize the challenges concerning the teaching of Classics in the UK and, more specifically, Wales.

Thomas (2005: p7-8) categorizes four types of barriers to Widening Participation in Higher Education (HE): the education system, the labour market, individual deficits, and social and cultural factors. Among the latter, the perception by under-represented groups that HE is elitist is paramount (Bibbings, 2006: p80-81). Among university degrees, Classics – by which I mean any subject area related to the ancient Greek and Roman worlds, including culture, history, and languages – is perceived as particularly elitist.² The history of the complex role of Classics in maintaining and subverting the political status-quo in the UK is beyond the scope of this article.³ However, its historical connection with selective school education and the role of Latin or Ancient Greek as compulsory subject for Oxbridge entry until the 1960s (Stray, 2003) distinctly restricted access until recently. When ancient languages were removed as an entry requirement, the number of pupils electing to study Latin at school dropped dramatically (Tristram, 2003: 7).

While student numbers kept dropping up to the 1980s (Stray, 2003; Tristram, 2003), access to ancient languages and cultures has in fact increased since then. Alongside government support and new examinations, the creation of age-appropriate text-based course books such as the *Cambridge Latin Course* (Griffiths, 2008; Paul, 2013) and *Minimus* (Bell, 2003), and innovative teaching practice emphasizing gender (McClure 2000; Hunt, 2016: 97-100) and minority groups (Macewen, 2003), have all broadened access to a part of western linguistic and cultural heritage which previously had largely been reserved for the students in the higher social strata. At university level Classics simultaneously reinvented itself to become a pioneer of the modern notion of university WP. Key in this transformation was the elimination of ancient language knowledge as a prerequisite for admission, and the removal of the requirement for ancient language study as a compulsory part of a literature or history-based degree. By offering accessible degree schemes, Morwood (2003: 145) argues that Classics departments became able to admit ‘students from across the whole social range’.

The current status of Classics in England is encouraging: approximately 25% of secondary schools offer Latin and many of those also offer non-linguistic related subjects, such as Classical Civilization.⁴ The number of comprehensive schools teaching Latin is higher than the number of independent schools.⁵ Since September 2014, ancient languages are included in the primary curriculum alongside modern ones, and 2% of primaries now teach Latin at Key Stage 2 (ages 7-11).⁶ This implies that even under-represented groups have a significant chance of encountering Classics at school in some form, which facilitates their awareness of the subject at university.

In Wales, however, the situation is different. Latin, compulsory in Welsh schools in the 1920s (Davies, 1995: 118), disappeared largely by the 1980s with the amalgamation of grammar schools into comprehensives. Latin is now only taught, mostly extracurricularly, at 11% of secondary schools (64% of which are independent schools) and twelve primary schools (0.8%).⁷ Provision of Classical Civilization and related subjects is equally limited. While Greek and Roman history features in the English Key Stage 2 History curriculum, the Greeks are absent from the Welsh curriculum, and the Romans are traditionally taught in Years 3-4. It is noteworthy that at Swansea University, for example, Welsh students have only accounted for approximately 20% of first-year students taking a Classics-related degree (joint or single honours) annually since 2011. History, by contrast, with which Classics until recently formed one Department, admits an annual average of 45.8% Welsh students.⁸ To what extent the low numbers of Welsh students studying Classics reveal a lack of

awareness among school pupils of Classics as a feasible and practical HE option is a question which requires further research; however, the discrepancy between access to Classics in England and Wales is distinct. Swansea University therefore decided to set up this project to increase awareness of Classics as an HE option in Wales, particularly among Communities First and ethnic minority pupils.

Classics in South West Wales

In Wales, Higher Education WP strategy focuses primarily on so-called Communities First areas – with low education and high benefit dependency – and ethnic minorities.⁹ Only three Welsh universities, however, offer classical subjects: Swansea, Cardiff, and Trinity Saint David. They account for 11.5% of the total of UK universities offering Classics, in contrast with 77% in England. Considering the relative lack of school pupil awareness concerning Classics, not solely among WP groups, these HE institutions face considerable challenges in determining target groups. Bibbings (2006: 80-81) lists university visits, student-pupil mentoring, summer school, and taster events among WP activities traditionally organized by universities, and the Classics Department at Swansea University offers all of these at a local and broader level.¹⁰ WP was only implemented strategically at the University in 2011, however, and even after five years of increasing interventions, Classics is still only just becoming meaningful for communities in South West Wales.

In 2011 Swansea University started a schools' Classics WP programme on the following principles. First, in order to qualify, schools should have a large proportion of Communities First or ethnic minority pupils. Secondly, to reintroduce Classics to communities which are largely unaware of their classical heritage, it was considered instrumental to introduce it from an early age.¹¹ In Years 3-4, the Romans are studied as part of the History curriculum, and student teaching was therefore designed to raise awareness of the historical and cultural aspects of Classics within it. We decided that Latin – in its historical framework – would be offered from Years 5-6 to build onto that prior historical subject knowledge. While we initially focused the project on primary schools, we have since expanded our reach to local secondary schools where Latin and Ancient Greek are taught. Thirdly, school commitment of at least one term is required, as this long-term intervention complements other short-term activities.¹² The need both to 'start early' and to focus on 'consistent and sustained interventions' is well documented in WP research.¹³ On the basis of these principles, the 'Literacy through Classics' programme was born,¹⁴ through which university students act as educational role models for pupils from Communities First areas and ethnic minorities by teaching one hour of Latin, Ancient Greek, or Ancient History on a weekly basis throughout the academic year.

The Literacy through Classics Programme

Since November 2011, a total of approximately 650 pupils in fourteen schools, as well as 180 university students, have taken part. Teams of approximately four students teach Ancient History in Years 3-4, Latin in Years 5-6 and Years 7-9, and Ancient Greek in Years 7-10. The chief limitation to the project is the number of student teachers: with approximately 35 students taking part each semester, the

project is restricted to collaborating with a maximum of six schools per year. Students attend basic teacher training given by Swansea University staff and other Classics pedagogy experts throughout the year. They can take part on a voluntary basis or through a module in which they explore pedagogical theory and practice, and are assessed by means of their teaching practice and reflection.¹⁵ Year 3-4 Ancient History tends to be taught for one term, since schools only teach the Romans or Celts for such a period; for Latin and Ancient Greek, collaboration tends to be a longer-term period of between one and four years. Discontinuation of language teaching in some individual schools has occurred for a number of reasons, such as a lack of students or dwindling school commitment.¹⁶ In primary schools, Ancient History is taught as part of the curriculum and Latin replaces a literacy slot, while in secondary schools Latin and Ancient Greek classes customarily take place as lunch-time or after-school clubs. Both Ancient History and languages are taught in a playful manner, incorporating current Modern Foreign Language approaches (Bracke, 2013) as well as talk-for-writing techniques (Corbett and Strong, 2011), while focusing on removing emotional barriers – the so-called affective filter (Krashen and Terrell, 1983: 39) – between pupil and learning. The project allows students to create their own resources (in collaboration with the project coordinator), many of which are deposited on a student-designed website.¹⁷

Data collection

At the end of each school year, pupils are asked to complete a questionnaire. Its primary aim is to ascertain whether the project is successful in raising awareness of Classics and that student teacher focus on particular aspects – such as playful activities, culture, and language – is appropriate. A mixed-method questionnaire with targeted questions was considered the most appropriate instrument because of high usability and rich analysis of pupil engagement. Data triangulation combining quantitative and qualitative questions ensures reliability.

The questionnaire asks four quantitative questions:

1. In Latin/Greek/Ancient History classes I feel...
2. Learning about Roman/Greek culture I feel...
3. Doing Roman/Greek games I feel...
4. The teachers make me feel...

While the first question assesses pupil engagement with the project as a whole, questions 2 and 3 measure enjoyment of cultural and practical aspects, and question 4 evaluates pupil response to student teachers. Emoticons are used for the pupils to highlight in response, and these are differentiated for primary and secondary school (**Figure 1**).

Figure 1: Pupil responses to quantitative questions



This rather simplified differentiation was inherited from previous Swansea University school activities but retained on account of high usability and for data consistency. Some pupils added a third option in between the two extremes, which analysis has taken into account.

A fifth question is added for those pupils studying Latin or Greek:

5. Learning to make sentences I feel...

Finally, pupils are invited to respond to the following qualitative questions:

6. Which Latin/Greek/Ancient History class did you find most interesting? Write about it here:

7. Do you talk to anyone outside class about Latin/Greek/Ancient History? Tell us about it.

While question 6 invites a personal response to the project, in order to gauge the most successful approaches which might then be duplicated and developed, question 7 explores the impact of the project beyond the classroom. This range of questions focusing on representative aspects of the project was set in place to ensure content validity, and high levels of feedback on questions 6 and 7 over a period of five assessment years suggest questions are appropriate.

Of the full number of approximately 650 pupils who have taken part to date, we received questionnaires from 428 pupils in ten schools: seven primary and three secondary. The missing data are the result of practical issues: either student teachers did not hand out the questionnaires or schools did not return them. This limits the validity of the data. However, external validity is ensured as 65% of the full group – with full sets of data available from each school which returned data – presents a representative sample for analysis. Moreover, data cover a five-year period as well as ten different schools in the Swansea area, and inter-rater reliability (i.e. pupils providing similar responses) is high: both the quantitative and qualitative data follow largely consistent patterns in time and geographical location (see **Figure 2**). Outliers – discussed below – do occur, which provide a more complex image than the general trend (Miles and Huberman 1994).¹⁸ The content of the findings will be discussed further in the relevant sections of this article.

Profile of those responding

Educational disadvantage in the UK is commonly gauged through the percentage of Free School Meals (FSM) in any given school. Of the ten schools only Schools 1 and 2 do not have a percentage of Free School Meals higher than the national average. School 1, however, at the time of testing had a very high proportion of Communities First pupils, and School 2 has a higher-than-average percentage of pupils from ethnic minorities. Therefore, for our specific WP agenda, all schools qualified.¹⁹ As the data from this project was not initially gathered for research purposes, information on gender and ability is missing; this potentially affects the reliability of the test because certain variations in the profile of different schools cannot be gauged accurately, and will be included in future measures.

Of the 428 tested pupils, 340 studied Latin (Years 5-6 in schools 1, 2, and 4, and Years 7-8 in School 3), 74 studied Ancient History (Years 3-4 in schools 7, 8, 9, and

10), and 14 studied Ancient Greek (Years 7-10 in schools 5 and 6). We received 384 primary school and 44 secondary school questionnaires. Data is thus strongly biased towards primary school and Latin learning. In order to ensure reliability, data have therefore been analysed by year, school, subject, and question.

Quantitative data

Of the full sample, 92.9% of pupils report being happy learning about their subject. While enjoyment of games scores similarly (91.8%), learning about culture (82.8%) and sentences (77.9%) score significantly lower. Engagement with the student teachers, by contrast, scores 96.2%. These data suggest that pupils enjoy the practical aspects of the project (storytelling, craft, competitions, and sport represented as ‘games’) more than cultural and linguistic aspects. Interestingly, enjoyment of the project as a whole is higher than enjoyment of individual aspects, which suggests the role of the students is particularly significant. The connection pupils are able to form to student teachers demonstrates the positive impact of student mentorship on pupils’ personal development and social participation (Duckworth and Tummons, 2010: 50).

As **Figure 2** demonstrates, while enjoyment of the project is stable from year to year and the teacher and games lines have minor fluctuations, the enjoyment of culture dips substantially in 2014. Indeed, all lines drop in that year on account of the outlying data from School 3 – removing School 3 from the equation increases enjoyment of the project and teacher engagement to 100%, games to 91.1% and culture to 72% (still a content outlier).

Figure 2: Percentages of pupils responding positively per year



Figure 3 reveals that – while inter-rater concordance on all aspects is high among schools, School 3 is an outlier on all accounts. This secondary school – which has since merged with other schools – was situated in a particularly deprived area, with low levels of attainment and regular pupil conflicts. Student teachers reported high levels of pupil disengagement and a challenging teaching environment. School 5 – another comprehensive school, with high pupil-teacher ratios because another local school recently closed – reports the next lowest scores. However, the low number of participants in Ancient Greek classes at this school distorts the image.

Figure 3: Percentages of pupils responding positively per school

	1 (LP)	2 (LP)	3 (LS)	4 (LP)	5 (GS)	6 (GS)	7 (AP)	8 (AP)	9 (AP)	10 (AP)
Project	100%	93.8%	70.3%	91.5%	75%	100%	100%	100%	100%	100%
Games	93.7%	91.7%	66.6%	97.5%	75%	100%	100%	96.1%	92.8%	100%
Culture	93.7%	72.8%	53.3%	93.9%	75%	100%	95.2%	92.3%	100%	100%
Teachers	100%	96.9%	83.3%	96.3%	100%	100%	100%	100%	100%	100%

L = Latin
 G = Greek
 A = Ancient History
 P = Primary
 S = Secondary

Figure 4 nevertheless confirms that scores are lower for secondary schools than for primary schools, though interestingly in the aspect of culture the difference is smaller than for other aspects.

Figure 4: percentages of pupils responding positively by level

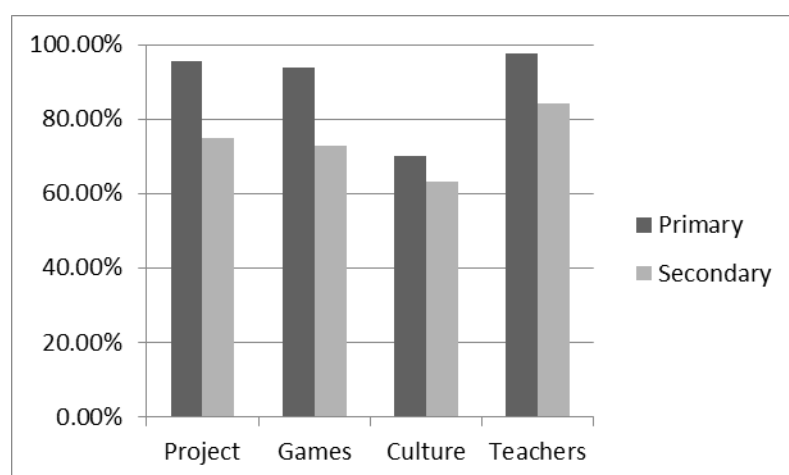
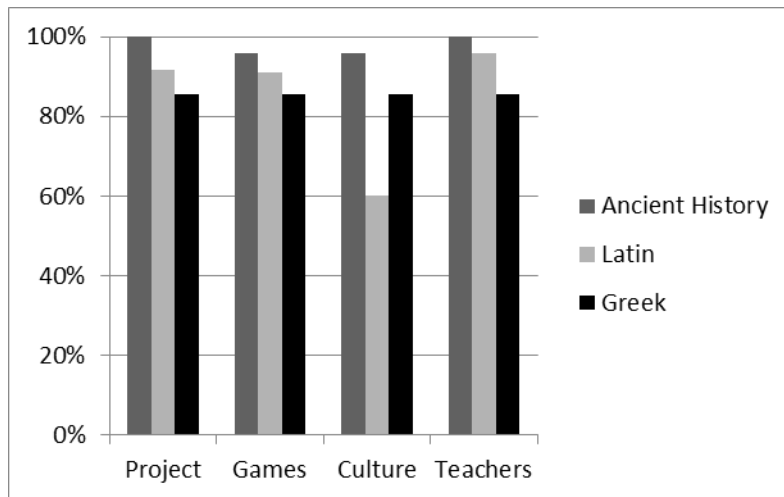


Figure 5 reveals that scores for Ancient History (only taught in Years 3-4) are higher than for Latin (taught in Years 5-6 at primary and Years 7-9 at secondary school), with Ancient Greek (only taught in Years 7-10) generally scoring lowest. Interestingly, however, only those studying Latin did not score culture highly: pupils studying Ancient Greek and Ancient History valued the culture aspect of the course more. The low score for Latin is due to particularly low scores not only in School 3, but also in School 2.

Figure 5: percentages of pupils responding positively by subject



Quantitative analysis thus demonstrates very high satisfaction rates with the project generally, which supports its success. Enjoyment levels decrease, however, with age, and extracurricular Greek classes score lower than curricular Latin and Ancient History at primary school. Extracurricular classes are often complex to manage as pupil attendance depends on other school activities and exam preparation, which means learning may be slower and less coherent. Of all aspects, culture is enjoyed the least, which might perhaps be explained by the rather hidden role of culture in the project, as it is often part of games and activities and might therefore not be perceived as a distinct aspect of the project by pupils. The linguistic aspect also scores relatively low among language learners. As groups of mixed abilities are learning Latin during school hours, it cannot be expected – and this is indeed not the aim of the project – that all pupils will be linguistically engaged. The strong overall scores, in spite of lower scores for individual aspects, demonstrate the success of student-led teaching which combines activities incorporating the historical context, and language for those studying Latin or Greek.

Qualitative data

A standard inductive approach was taken to the qualitative data, which was coded and grouped into categories and themes (Rubin and Rubin, 2012). There are some limitations to the reliability of the qualitative data, due to recurring similar responses to questions 6 and 7 from pupils sitting together – because they experienced the project similarly or were unsure what to write – and pupils favouring the final lesson owing to chronological proximity. As with the quantitative data, however, very few outliers can be determined, and inter-rater agreement across schools, years, and subjects is high. Moreover, that a majority of pupils chose to respond to the questions even though this was not compulsory suggests a high level of commitment.

When exploring the full sample of responses to question 6 regarding the most interesting aspect of the course, a nexus of positive emotive terms such as (in descending order) ‘fun’, ‘enjoy’, ‘interesting’, ‘love’, ‘exciting’, ‘like’, and ‘happy’ holds a central place. This is useful as it demonstrates that pupils did not merely indicate ‘happy’ on the quantitative questions because of the binary response division,

but their response was genuine. Among the other emerging categories, craft, games, and song are mentioned most often. The core theme is the connection of enjoyment and excitement with games, songs, and craft. However, unlike in the quantitative analysis, engagement with language – particularly creating stories, learning new vocabulary, translation, and relating Latin to other languages – is also a strong theme among language learners, and the element of achievement is mentioned often. Comments include ‘I liked the mock test because I like being challenged and learning’, ‘the Latin class I found most exciting was the lesson where we looked at the first Harry Potter book in Latin, English and Welsh’, and ‘I compare Latin to other languages with my sister who is learning Spanish and French’. Engagement with culture is again the weakest theme: while myths, gods, Caesar, Roman money, and magic are found interesting by some, they are rarely causally connected with enjoyment or other categories.

No distinction can be gauged when comparing feedback between 2012 and 2016: the themes are the same in each year. Interestingly, schools invariably have favourite activities as a group, from baking bread (Schools 8 and 9) to singing the school song in Latin (School 2), and Olympic games (School 1). With regard to age, Year 3-4 pupils are less likely to report causal connections between their enjoyment and particular aspects of learning, and more likely to report an emotive connection with student teachers: comments such as ‘I will miss you’ occur almost exclusively at Year 3-4. Higher years are more likely to comment on helpfulness of the teachers regarding their intellectual rather than emotive development. From Year 5-6, enjoyment is often reported causally: some pupils connect enjoyment with practical as well as linguistic aspects, which demonstrates that some pupils are aware of how language and activities correlate. This contrasts Modern Foreign Language research, which suggests Year 6 enthusiasm for games fades (Muijs *et al.*, 2005: 13).

At secondary school, there is a distinct difference between positive feedback from extracurricular Ancient Greek classes in Schools 5 and 6 (which rather contradicts lower rates in the quantitative data) and the school-time Latin class in School 3, which remains an outlier in qualitative analysis too, although most pupils responded to the qualitative questions and commented on two particular activities as being interesting, namely learning the persons and numbers of verbs through a Total Physical Response activities (dancing to the tune of Cotton Eye Joe) and taking part in human sums. Latin and Ancient Greek learners use the same emotional terminology – fun, enjoyment, excitement – for linguistic aspects (such as learning declensions, conjugations, and numerals) as for games and craft, which suggests those aspects are linked in their experience of the project.

Qualitative analysis thus demonstrates pupil excitement and enjoyment surrounding the project. It also corroborates quantitative analysis, as School 3 is an outlier and interest decreases slightly – though not as much as suggested by the quantitative data – with age. In general, higher inter-rater agreement can be found in the qualitative than in the quantitative analysis: themes are consistent regardless of age, school, and subject learned. Analysis also reveals how different age ranges respond differently to the project: while Year 3-4 pupils are more likely to report an emotional response in relation to the student teachers, Y5/6 start making causal connections between the various aspects of the project. Culture more than language is the qualitative outlier, which confirms that it is not considered a visible part of the project but rather the backdrop against which the language and activities take place. Positive outliers

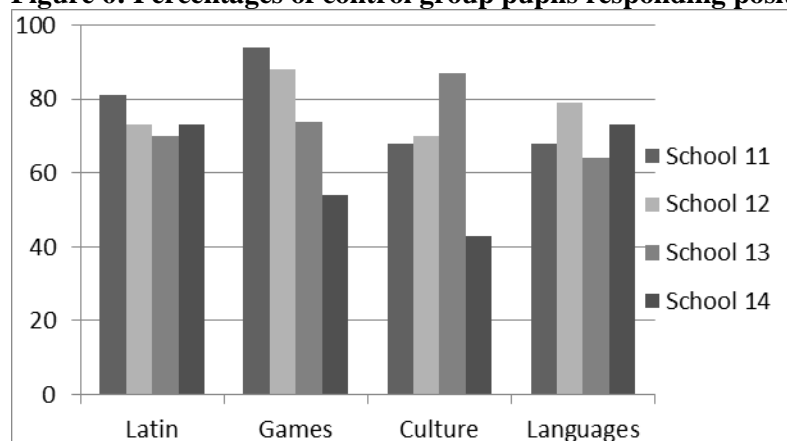
respond loving ‘everything’ to question 6, while a few School 3 outliers respond ‘no’ or ‘don’t know’.

Finally, responses to question 7 demonstrate that the project goes beyond the classroom. Again inter-rater concordance is high, as pupils of all ages discuss the project with their parents (with a slight preference of the mother), siblings, grandparents, and friends, although engagement again decreases slightly with age. All pupils are most likely to discuss what they learned in class, while Year 3-4 pupils ask parents to make a recipe, and language learners teach family and friends new words and discuss family study of Latin in the past or connections with other languages. Through pupils’ attainment, families are thus engaging with the ancient world and barriers are broken at a wider level than merely for pupils. Three outliers from Schools 4 and 9 report parents ‘almost fell asleep’, dad ‘doesn’t understand’, and siblings ‘were not interested’ when pupils mentioned what they had learned, which suggests lack of family support can scupper pupil enthusiasm for a subject, in spite of high scores on the quantitative questions.

A comparison

In 2015 a group of 129 Year 4-8 pupils in four schools studying Latin as part of the English KS2-3 Curriculum were given the same questionnaire as part of a BA/Leverhulme-funded research project.²⁰ A full-scale comparison between Welsh and English pupils is difficult, as the English pupils lived in average socio-economic areas, and studied Latin curricularly and for more hours per a year than the Welsh pupils. It is nevertheless interesting to note that, while qualitative analysis is in line with feedback on the student-taught classes, quantitative enjoyment levels were significantly lower in the English schools (**Figure 6**).

Figure 6: Percentages of control group pupils responding positively



Enjoyment of Latin as a whole (around 74%) and of the language specifically (around 70%) was similar in all the English schools, though much lower compared to 91.7% among student-taught pupils. Again, culture was the content outlier and the use of games – though fluctuating strongly between schools – scored the highest at 85.6%. While more research is required to explore the impact of different approaches

to ancient language and history teachers, a preliminary comparison suggests student engagement can enrich pupil learning.

Conclusions

As the project chiefly collaborates with primary schools, and it will be some time before the pupils reach university age, the impact on increased social mobility at Swansea University cannot yet be measured. Indeed, enrolment data reveals that while the proportion of History enrolments from a Communities First area has remained stable for the last two years at 19% per year, the proportion for Classics—because the numbers are so low – varies dramatically.²¹ Mixed-method data analysis from five years of Classics WP at Swansea University nevertheless demonstrates that the Literacy through Classics project is largely successful in widening access to Classics and raising HE aspirations among South Wales communities: enjoyment levels reported within the project as a whole are very high and suggest that it is possible to introduce a subject perceived as academically demanding in socio-economically deprived areas, and that primary school is an appropriate starting place. The quantitative and qualitative data across years, schools, and subjects are remarkably consistent with some outliers, which suggests the test is both valid and reliable.

While the project is largely successful and will be continued at primary school along similar lines, it is clear that steps need to be taken to change practice in secondary schools. Reasons for the lower enjoyment rates are legion, from the lack of time for extracurricular activities to high pupil-teacher ratio and peer pressure. This confirms the importance of introducing the subject at an early age, so that enjoyment of history and language can be introduced before exam and peer pressure sets in. As the university WP programme continues, we will monitor its impact on secondary school aspirations and attainment, and ultimately on university enrolment of under-represented groups such as Communities First areas and ethnic minorities in Wales.

Key to the project, however, is the invaluable role of students acting as role models for pupils. Even in the outlier, School 3, engagement with student teachers (84%) is much higher than with any other aspect of the project. The role of students in raising aspirations among school pupils from deprived areas is therefore clear and can play an invaluable role in promoting university WP strategy.

¹ See <http://irisproject.org.uk>.

² See Hunt (2016: 15-21) on Classics and elitism.

³ See Stray (1998) for an overview of the fluctuating place of Classics in the curriculum, and Hall and Stead (2015) for an overview of the issues concerning the role of Classics in maintaining and challenging the political and economic status quo.

⁴ Cambridge School Classics Project (2014: 3 n. 1).

⁵ CSCP counts 553 comprehensive schools and 515 selective schools; see n. 4.

⁶ Department for Education (2013) and CfBT Education Trust (2015: 121).

⁷ Bracke (2015b: 11).

⁸ Data received from the Planning Unit gives the following information for Classics and History enrolments (with columns for Wales and for Communities First areas):

Year	Classics		History	
	Wales	CF	Wales	CF
2011	21.50%	7.10%	42.30%	17.60%
2012	20.10%	27.00%	57.30%	10.50%
2013	22.10%	8.50%	50.60%	19.50%
2014	17.60%	25.00%	33%	19.10%

⁹ HEFCE (2015) and Britton (2014: 8). See Butcher et al. (2012) for the UK focus.

¹⁰ These are beyond the scope of the current article, but include – among other things – an annual Classics day (<https://storify.com/nimuevelien/swansea-university-schools-classics-day-2016>), an annual Summer School in Ancient Languages (<https://storify.com/nimuevelien/first-ever-swansea-summer-school-in-ancient-langua>), regular school visits by members of staff, teacher training (<https://storify.com/nimuevelien/cymru-wales-classics-hub-first-annual-conference>), an annual competition (<http://swwclassicalassociation.weebly.com/schools-competition.html>) and inset days.

¹¹ See also Lister (2007: 13-49).

¹² See no. 10.

¹³ Arc Network (2013: iii).

¹⁴ For the project's focus on literacy, see Bracke (2015b: 11-13).

¹⁵ See

<https://www.swansea.ac.uk/media/BA%20Classics,%20Ancient%20History%20&%20Egyptology%20Modules.pdf>.

¹⁶ Bracke (2015a: 36).

¹⁷ See www.literacythroughclassics.weebly.com.

¹⁸ The number of questionnaires varied per year:

2012: 57 (School 2: 57)

2013: 102 (School 1: 32; School 2: 70)

2014: 98 (School 2: 68; School 3: 30)

2015: 122 (School 4: 53; School 5: 8; School 7: 21; School 8: 26; School 9: 14)

2016: 49 (School 4: 30; School 6: 6; School 10: 13)

¹⁹ The following figures were taken from the Wales Online website (<http://www.walesonline.co.uk/all-about/secondary-school-ratings>) on 20 November 2015 (for some schools, data on ethnic minority percentage is unavailable):

Primary Schools: national average: 9.4% ethnic minority (EM), 20.8 free school meals (FSM).

Secondary Schools: national average: 7.9% EM, 17.5% FSM.

School 1: 9.3% EM, 15.3% FSM

School 2: 39.1% EM, 9.6% FSM

School 3: 4.2% EM, 37.3% FSM

School 4: 4.1% EM, 27.4% FSM

School 5: 21% EM, 21.1% FSM

School 6: 4.3% EM, 16.9% FSM

School 7: 38.3% FSM

School 8: 59.4% FSM

School 9: 37.4% FSM

School 10: 33.5% FSM

²⁰ BA/Leverhulme Grant SG141257. (Outputs not yet published).

²¹ See n. 8.

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