

NATIONAL LATIN SURVEY

Description of the research: **Why do people take Latin?** There are many reasons. The purpose of this study is to survey middle and high school students and teachers all across the United States and find out the many different reasons why people study and teach Latin. **Your opinion is important** because what you say may help authors write new Latin textbooks and **provide Latin teachers with valuable information to validate current practices and to improve pedagogy.**

Time involvement: **Participation will take approximately 20 minutes.**

Benefits and risks: There are no direct benefits to you for participation in the study. A possible indirect benefit of participation may be a raised awareness of the benefits of Latin study, but this cannot be guaranteed. The risks associated with this study are questioning why teaching Latin benefits you and possible boredom. Participation is voluntary and you may stop at any time.

Data storage to protect confidentiality: Your individual responses will be kept in a password-encrypted folder on a password-protected computer in a secret location. Data will be coded so that **it is impossible to identify you by your responses.** The investigator will not publish any information or combination of data points that can be used to identify you. **You will be asked for the name of the school where you teach and its location – neither of these pieces of data will be published and they will only be used by the researcher.**

How will results be used: The results of the study will be used to look at student and teacher responses from across the United States. Latin teachers, curriculum designers, and textbook authors from around the world may use the results to design Latin classes that match what students want to learn and what teachers want to teach.

In order for the results of this study to accurately represent what teachers want in Latin class, it is important that each survey be completed in its entirety and returned. Please complete the survey at your earliest possible convenience. **If you choose not to complete the survey, please write a reason why on the signature line on the next page and return the survey by mail.**

Your participation is greatly appreciated. Thank you in advance for your help.

Sincerely,



Elliott Goodman
Principal Investigator, National Latin Survey
ekg2113@tc.columbia.edu

SIGN NEXT PAGE



TO CONTINUE

Informed Consent: Participant's Rights

Principal Investigator: Elliott Goodman

Research Title: National Latin Survey: Latin in Secondary School Needs Analysis

IRB Protocol Number: 13-285

- I have read the Research Description. If at any time I have questions about the purposes and procedures regarding this study, I can contact the investigator, who will answer my questions. The investigator's e-mail address is ekg2113@tc.columbia.edu and his phone number is (310) 613-7070.
- **My participation in research is voluntary.** I may refuse to participate or withdraw from participation at any time without jeopardy to any entitlement.
- The researcher may withdraw me from the research at his professional discretion.
- If, during the course of the study, significant new information that has been developed becomes available which may relate to my willingness to continue to participate, the investigator will provide this information to me.
- **Any information derived from the research project that personally identifies me will not be voluntarily released or disclosed** without my separate consent, except as specifically required by law.
- If at any time I have comments or concerns regarding the conduct of the research or questions about my rights as a research subject, I should contact the Teachers College, Columbia University Institutional Review Board/IRB. The phone number for the IRB is (212) 678-4105. Or, I can write to the IRB at Teachers College, Columbia University, 525 W. 120th Street, New York, NY, 10027, Box 151.
- I should receive a copy of the Research Description and this Participant's Rights document.
- **By signing and returning the survey, I express my informed consent to participate in the study and that:**
 - the purpose and nature of the study have been fully explained to me.
 - I understand what is being asked of me, and should I have any questions, I know that I can contact Elliott Goodman, principal investigator, at any time.
 - I also understand that I can quit the study any time I want to.

Signature: _____ Date: ____/____/2013

(or reason for not participating)

mm/ dd

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Please respond to the following questions.

1. In Latin class, what topics do you want students to learn about in Latin?

Complete the sentence: *"I want students to learn about...."*

2. In Latin class, what topics do you want students to learn about in English?

Complete the sentence: *"I want students to learn about...."*

3. In Latin class, what do you want students to learn to do using Latin?

Complete the sentence: *"I want students to learn how to...."*

4. In Latin class, what do you want students to learn to do using English?

Complete the sentence: *"I want students to learn how to...."*

For questions 5 and 6, think about what you want students to learn in Latin class.

5. What do you think will be relevant or useful in students' jobs or careers in the future?

6. What do you think will be relevant or useful in students' personal lives in the future?

7. What do you think is your students' favorite part of the Latin learning experience?

8. What would you change (add or take away) about your students' Latin learning experience?

CONTINUE ON THE NEXT PAGE

1-Strongly Agree**2-Agree****3-Neutral****4-Disagree****5-Strongly Disagree**

Using the scale above where "1" means "strongly agree," circle the number that best reflects your opinion.

Right now, why are you teaching Latin?

		Strongly Agree			Strongly Disagree			
		←					→	
9.	to teach Latin grammar	1	2	3	4	5	N/A	
10.	to teach ancient history	1	2	3	4	5	N/A	
11.	to teach ancient mythology	1	2	3	4	5	N/A	
12.	to teach how to speak Latin	1	2	3	4	5	N/A	
13.	to teach how to translate well	1	2	3	4	5	N/A	
14.	to read ancient literature with students	1	2	3	4	5	N/A	
15.	to teach a new way of looking at the world	1	2	3	4	5	N/A	
16.	to improve students' English language skills	1	2	3	4	5	N/A	
17.	to teach ancient warfare, military, and battles	1	2	3	4	5	N/A	
18.	to help students connect with an ancient civilization	1	2	3	4	5	N/A	
19.	to teach students interpersonal communication skills	1	2	3	4	5	N/A	
20.	to build student motivation to learn a foreign language	1	2	3	4	5	N/A	
21.	to help students develop a connection with their religion	1	2	3	4	5	N/A	
22.	to prepare students for a specific job (e.g. lawyer, doctor, archaeologist)	1	2	3	4	5	N/A	
23.	to teach vocabulary for the SATs or other standardized tests	1	2	3	4	5	N/A	
24.	to encourage students to become life-long language learners	1	2	3	4	5	N/A	
25.	to provide a language option for kids who don't want to speak in language class	1	2	3	4	5	N/A	
26.	to teach skills useful for life <i>Please give one or more brief examples: _____</i>	1	2	3	4	5	N/A	
27.	to teach how to read Latin with translation	1	2	3	4	5	N/A	
28.	to teach how to read Latin without translation	1	2	3	4	5	N/A	
29.	I can't explain it. Latin is just awesome!	1	2	3	4	5	N/A	
30.	because my employer requires me to teach Latin	1	2	3	4	5	N/A	
31.	Other: _____	1	2	3	4	5	N/A	

CONTINUE ON THE NEXT PAGE

1-Very Interested**2-Interested****3-Neutral****4-Uninterested****5-Very Uninterested****What topics are you interested in teaching in Latin class at any level?**

		Very Interested			Very Uninterested			
		←			→			
		1	2	3	4	5	N/A	
56.	art history	1	2	3	4	5	N/A	
57.	mythology	1	2	3	4	5	N/A	
58.	Latin grammar	1	2	3	4	5	N/A	
59.	translation skills	1	2	3	4	5	N/A	
60.	Latin vocabulary	1	2	3	4	5	N/A	
61.	Medieval history	1	2	3	4	5	N/A	
62.	English vocabulary	1	2	3	4	5	N/A	
63.	military history and battles	1	2	3	4	5	N/A	
64.	Christian Bible and/or Mass	1	2	3	4	5	N/A	
65.	Early Christian history (e.g. Augustine, Perpetua)	1	2	3	4	5	N/A	
66.	literary devices (e.g. meter, alliteration, chiasmus)	1	2	3	4	5	N/A	
67.	archaeology (e.g. coins, stratigraphy, carbon dating)	1	2	3	4	5	N/A	
68.	Roman games and spectacles (e.g. chariot races, gladiators)	1	2	3	4	5	N/A	
69.	construction and architecture (e.g. roads, aqueducts, temples)	1	2	3	4	5	N/A	
70.	ancient daily life (e.g. Roman clothing, houses, religious practices)	1	2	3	4	5	N/A	
71.	a specific passage of ancient literature <i>What author and text?</i> _____	1	2	3	4	5	N/A	
72.	vocabulary/skills to prepare students for a specific job (e.g. lawyer, doctor, archaeologist)	1	2	3	4	5	N/A	
73.	history of the Roman Republic (e.g. kings, Punic wars, Julius Caesar)	1	2	3	4	5	N/A	
74.	history of the Roman Empire (e.g. Augustus, Marcus Aurelius)	1	2	3	4	5	N/A	
75.	Other: _____	1	2	3	4	5	N/A	

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In what year of study do you currently teach the following topics? (Circle all that apply.)

Consider one year of study to be equal to one school year. Circle "N/A" if you do not currently teach the topic.

76.	art history	first	second	third	fourth	fifth and/or higher	N/A
77.	mythology	first	second	third	fourth	fifth and/or higher	N/A
78.	Latin grammar	first	second	third	fourth	fifth and/or higher	N/A
79.	translation skills	first	second	third	fourth	fifth and/or higher	N/A
80.	Latin vocabulary	first	second	third	fourth	fifth and/or higher	N/A
81.	Medieval history	first	second	third	fourth	fifth and/or higher	N/A
82.	English vocabulary	first	second	third	fourth	fifth and/or higher	N/A
83.	military history and battles	first	second	third	fourth	fifth and/or higher	N/A
84.	Christian Bible and/or Mass	first	second	third	fourth	fifth and/or higher	N/A
85.	Early Christian history (e.g. Augustine, Perpetua)	first	second	third	fourth	fifth and/or higher	N/A
86.	literary devices (e.g. meter alliteration, chiasmus)	first	second	third	fourth	fifth and/or higher	N/A
87.	archaeology (e.g. coins, stratigraphy, carbon dating)	first	second	third	fourth	fifth and/or higher	N/A
88.	Roman games and spectacles (e.g. chariot races, gladiators)	first	second	third	fourth	fifth and/or higher	N/A
89.	construction and architecture (e.g. roads, aqueducts, temples)	first	second	third	fourth	fifth and/or higher	N/A
90.	ancient daily life (e.g. Roman clothing, houses, religious practices)	first	second	third	fourth	fifth and/or higher	N/A
91.	a specific passage of ancient literature (Please refer to the text that you wrote for #69.)	first	second	third	fourth	fifth and/or higher	N/A
92.	vocabulary/skills to prepare students for a specific job (e.g. lawyer, doctor, archaeologist)	first	second	third	fourth	fifth and/or higher	N/A
93.	history of the Roman Republic (e.g. kings, Punic wars, Julius Caesar)	first	second	third	fourth	fifth and/or higher	N/A
94.	history of the Roman Empire (e.g. Augustus, Marcus Aurelius)	first	second	third	fourth	fifth and/or higher	N/A
95.	Other: _____	first	second	third	fourth	fifth and/or higher	

CONTINUE ON THE NEXT PAGE

94. Which of the following tests do you prepare or offer for students to take? (Check all that apply.)

- ALIRA (ACTFL Latin Interpretive Reading Assessment)
- AP Latin: Vergil and Caesar
- IB Latin SL/HL
- Medusa Mythology Exam
- National Latin Exam
- SAT II: Latin
- SCRIBO
- Other: _____
- I do not prepare or offer any standardized tests for my students.

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree 5-Strongly Disagree

Choose any one of the tests you selected in the previous question. Write its name on the line below.

Name of test: _____

Why do you use this standardized test?

	Strongly Agree				Strongly Disagree	
	←				→	
	1	2	3	4	5	N/A
95. I like the content of this test	1	2	3	4	5	N/A
96. There is no better alternative	1	2	3	4	5	N/A
97. It helps students in their study skills	1	2	3	4	5	N/A
98. It covers topics that I find important	1	2	3	4	5	N/A
99. Scholarship opportunities for students	1	2	3	4	5	N/A
100. External validation of my program/teaching	1	2	3	4	5	N/A
101. It helps me organize my syllabus and course content	1	2	3	4	5	N/A
102. It allows student recognition via the awards it provides	1	2	3	4	5	N/A
103. It helps students stand out in their college applications	1	2	3	4	5	N/A
104. Students experience a sense of personal accomplishment	1	2	3	4	5	N/A
105. It provides a capstone experience synthesizing a variety of topics	1	2	3	4	5	N/A
106. It shows students an assessment different from what they normally see	1	2	3	4	5	N/A
107. Participating in this test is part of a shared experience for Latin students everywhere	1	2	3	4	5	N/A
108. The results provide useful information about students coming into my Latin program (e.g. I use the scores for placement.)	1	2	3	4	5	N/A
109. Other: _____	1	2	3	4	5	N/A

110. What is a strength of this test? List as many strengths as you want.

111. What would you change (add or take away) about this test?

In what year of study do your students read at least two unadapted lines of these authors?

(Circle all that apply.)

Consider one year of study to be equal to one school year. Circle "N/A" if your students do not read the author. "Unadapted" text retains original word order, grammar, and vocabulary and may include notes or other scaffolding.

112.	Augustine	first	second	third	fourth	fifth and/or higher	N/A
113.	Caesar	first	second	third	fourth	fifth and/or higher	N/A
114.	Catullus	first	second	third	fourth	fifth and/or higher	N/A
115.	Cicero	first	second	third	fourth	fifth and/or higher	N/A
116.	Eutropius	first	second	third	fourth	fifth and/or higher	N/A
117.	Horace	first	second	third	fourth	fifth and/or higher	N/A
118.	Livy	first	second	third	fourth	fifth and/or higher	N/A
119.	Martial	first	second	third	fourth	fifth and/or higher	N/A
120.	Old or New Testament	first	second	third	fourth	fifth and/or higher	N/A
121.	Ovid	first	second	third	fourth	fifth and/or higher	N/A
122.	Petronius	first	second	third	fourth	fifth and/or higher	N/A
123.	Phaedrus	first	second	third	fourth	fifth and/or higher	N/A
124.	Plautus	first	second	third	fourth	fifth and/or higher	N/A
125.	Sallust	first	second	third	fourth	fifth and/or higher	N/A
126.	Sulpicia	first	second	third	fourth	fifth and/or higher	N/A
127.	Vergil	first	second	third	fourth	fifth and/or higher	N/A
128.	Inscriptions/Graffiti/Epigraphy	first	second	third	fourth	fifth and/or higher	N/A
129.	Other: _____	first	second	third	fourth	fifth and/or higher	N/A
130.	Other: _____	first	second	third	fourth	fifth and/or higher	N/A

131. What textbook(s) do you use at your school? (Circle all that apply.)

- | | | |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Cambridge Latin Course | <input type="checkbox"/> Disce! | <input type="checkbox"/> Ecce Romani |
| <input type="checkbox"/> Henle | <input type="checkbox"/> Jenney's ("Purple," post-1991) | <input type="checkbox"/> Jenney's ("Red," pre-1991) |
| <input type="checkbox"/> Latin for Americans | <input type="checkbox"/> Latin is Fun | <input type="checkbox"/> Latin for the New Millennium |
| <input type="checkbox"/> Latin via Ovid | <input type="checkbox"/> Learn to Read Latin | <input type="checkbox"/> Ørberg's Lingua Latina |
| <input type="checkbox"/> Oxford Latin Course | <input type="checkbox"/> Wheelock's Latin | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> I/we make our own materials and use them <u>as well as</u> a textbook. | <input type="checkbox"/> I/we make our own materials and use them <u>exclusively</u> . | |

CONTINUE ON THE NEXT PAGE

132. In one sentence or less, how would you summarize your teaching methodology? *You might use terms like "grammar-translation," "reading method," "TPRS," "college seminar," or "oral communication."*

133. In one sentence or less, how would you describe your use of oral/spoken Latin? *You might use phrases like "only reading texts aloud before translation," "never," or "my goal is more than 90% of class time."*

134. Do students from your school attend at least one regional or state Junior Classical League (JCL) event each year?
(Check one.) **yes** **no**

135. Have you led students on a trip to connect with Latin or ancient culture? (Check all that apply.)
 yes, to Italy **no** **yes, to _____** (e.g. to Greece, Nashville Parthenon, local museum)

136. On average, how often do you have time to read Latin literature outside of the texts you teach?
(Check one.)
 never **less than once a month** **once a month** **2-3 times a month**
 once a week **2-3 times a week** **daily**

137. What is your favorite passage of Latin literature or author to read on your own?
Author: _____ Text and Passage: _____

138. What is your favorite passage of Latin literature or author to read with students?
Author: _____ Text and Passage: _____

139. Is there anything else important to know about your Latin teaching? Anything left out above?

School Information

The questions in this section are about the school where you currently teach Latin.

(If you work at multiple schools, pick one. Reminder: All information will be kept confidential.)

Please fill in the blank or check the appropriate response.

A. What grades do you currently teach? (Check all that apply.)

Describe tutoring or work other than elementary, middle, or high school next to "Other" below.

- | | | | | |
|-----------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------|------------------------------------------|------------------------------------------|
| <input type="checkbox"/> 5 th | <input type="checkbox"/> 6 th | <input type="checkbox"/> 7 th | <input type="checkbox"/> 8 th | <input type="checkbox"/> 9 th |
| <input type="checkbox"/> 10 th | <input type="checkbox"/> 11 th | <input type="checkbox"/> 12 th | <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> 4 th or younger | <input type="checkbox"/> My current school does not use traditional grades. | | | |

For B and C, consider one year to be one completed school year. If this is your first year, write "first year."

B. How many years have you taught Latin in total? _____

C. How many years have you taught Latin at your current school? _____

D. School Name: _____

E. City and State of School: _____

F. What kind of school do you currently work at? (Check one.)

- | | |
|------------------------------------------------------------|----------------------------------------------------------------------------------|
| <input type="checkbox"/> public (traditional) | <input type="checkbox"/> home/other: _____ |
| <input type="checkbox"/> charter/magnet/specialized public | <input type="checkbox"/> religious: Catholic |
| <input type="checkbox"/> private/independent | <input type="checkbox"/> religious: other than Catholic
(denomination: _____) |

G. At your school, how many students are currently enrolled in Latin in total? _____

H. What is the average class size of a Latin class at your school? (i.e. What is the average number of students in each period of Latin?) _____

I. At your school, how many currently enrolled Latin students are learners whose first language is not English (i.e. ESL/ELL)? _____

CONTINUE ON THE NEXT PAGE

J. At your school, how many currently enrolled Latin students have an IEP (Individualized Education Plan) or are part of a Special Education program? _____

K. Does the school you work at require students to take Latin? yes no

L. At your school, are there students who stop studying Latin? What reason(s) do they give for leaving Latin? List as many as you want.

Background Information

M. Age? _____ **N. Sex:** (Optional) female male other: _____

O. What is your native language? _____

P. Ethnicity: (Optional, Check all that apply.)

- | | | | |
|--------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Arab/Middle Eastern | <input type="checkbox"/> Black/African-American | <input type="checkbox"/> East/Southeast Asian | <input type="checkbox"/> European/Caucasian/White |
| <input type="checkbox"/> Hispanic/Latin American | <input type="checkbox"/> Native American/Pacific Islander | <input type="checkbox"/> South/Central Asian | <input type="checkbox"/> Other: _____ |

Q. The next question asks about formal education your parent(s)/guardian(s) completed. Think of one parent/guardian who raised you: (Check one.)

- mother father grandmother grandfather legal guardian other: _____

How much formal education did this parent/guardian complete? (Check one.)

- | | | |
|--------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> no formal education | <input type="checkbox"/> did not begin high school | <input type="checkbox"/> some high school |
| <input type="checkbox"/> completed high school (e.g. G.E.D.) | <input type="checkbox"/> some college | <input type="checkbox"/> completed college (e.g. AA, BA, BS) |
| <input type="checkbox"/> some graduate study | <input type="checkbox"/> completed graduate study (e.g. PhD, MD, JD, MA) | <input type="checkbox"/> N/A or I don't know |

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S. When did you begin studying Latin?

R. When you were a student, who played the primary role in your decision to choose Latin or attend a school requiring Latin? (Check one.)

- My parent(s)/guardian(s) made the decision
- I chose myself
- My parent(s)/guardians and I decided together
- A guidance counselor or academic advisor made the decision
- Other:

T. Is there anything you'd like to add that you have not been asked about?

Thank you very much for completing this survey.

Please be assured that all individual responses will be kept confidential. Your participation helps Latin teachers and students better know how to make the best Latin learning experience!

WHEN YOU FINISH THE SURVEY

I. CLOSE THE BOOKLET

II. FOLD SO THE RETURN ADDRESS IS VISIBLE

III. STAPLE OR TAPE THE EDGES TO SEAL THE BOOKLET

IV. DROP IN ANY MAILBOX

CONTINUE ON THE NEXT PAGE

Help us hear student voices!

Thank you very much for completing this survey. In order to know more about what students want, we'd like your students to participate! If you're interested, please fill out the information below and you'll be contacted about getting your students involved.

The student survey is different from the teacher survey and takes about 10-15 minutes to complete.

This information will be separated from your survey responses. Your answers and identity will remain confidential. We will not share this information with anybody.

Name: _____

State: _____

Phone number: _____

E-mail address: _____@_____

National Latin Survey
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New York, NY 10027-6696

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

NATIONAL LATIN SURVEY

Thank you for your help!

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