<u>Matthew Mordue: Supplementary Appendix</u>

<u>*Contentio* Questionnaire</u>

Please tick this box if you opt-in for your questionnaire answers to be used as data in the research project ☐

1. I used the story's title and accompanying picture when reading the Latin of the story *Contentio*.

Strongly Disagree	Disagree	Agree	Strongly Agree
☐	☐	☐	☐

2. I used the contextual clues that were delivered verbally and written on the board when reading the Latin of the story *Contentio*.

Strongly Disagree	Disagree	Agree	Strongly Agree
☐	☐	☐	☐

3. Teachers should use contextual clues on the board when teaching Latin stories.

Strongly Disagree	Disagree	Agree	Strongly Agree
☐	☐	☐	☐

4. If you found the contextual clues helpful, what part of the Latin story did they help you understand most?

Student Transcript

Teacher / interviewer: How much did you use the title when reading the story?

Student 1: "Not very much" (all students agree).

Teacher / interviewer: Do you usually use the title?

Student 2: "I sometimes look at it, but it never sticks in my head. I'm not always sure what the point of the title is".

Student 1: "Yeah, not really".

Teacher / interviewer: Did you use the pictures to guide the translation?

Student 1: "I did. I could infer that Salvius and Agricola were having an argument from the pictures. I guess I could also have gotten that from the title but I didn't think about it".

Student 5: "Yeah it did guide my translation, it helped me understand the atmosphere of the story".

Student 7: "It helped me get a gist of the story" (four students nod in agreement).

Student 3: "The pictures did not help me as much. I find them more useful in the cartoons [the model sentences].

Student 4: "The pictures help me understand individual words rather than the story itself. A good example is when the cat attacks Eutychus. It helped me learn the word cat in Latin".

Student 3: "I feel like some pictures are more useful than others. Just seeing two people having a conversation isn't so useful. It doesn't give much context".

Teacher / interviewer: What did you use the contextual clues about the story most for? General story, paragraphs, lines? (Part One)

Student 7: "The general story. For some stories there isn't much to know because it can feel separate from the other stories."

Student 4: "Yeah I also used them most for the story. I found the context of Agricola helpful in reading the story."

Teacher / interviewer: Did you find the clues more useful when they were delivered verbally or written on the board?

Student 4: "The verbal conversation helps more. If there was no discussion I feel like I'd be confused if they were just written on the board. I feel like that way generally" (three other students nod in agreement).

Teacher / interviewer: What did you use the contextual clues about the story most for? General story, paragraphs, lines? (Part Two)

Student 7: "Going back to what I used the clues most for, I used them most for the story. A good example is when Salvius talks about "meaningless victories". It was easier to translate that line with the background that Agricola is a military general".

Student 3: "Yeah, knowing who the characters were made it easier to predict what was going to happen. You could tell they would throw insults at each other".

Teacher / interviewer: Do you usually predict what is going to happen when you are reading Latin stories?

Student 1: "If you follow on from the last sentence you can tell what's going to happen in the next sentence. For example, when the spider fell on the soldier's face, you can tell he was going to be scared."

Student 2: "Yeah with some stories it's hard to do that. In *Canes* in Book 1 it was hard to predict what was going to happen, you could only guess what was going to happen".

Student 3: "Sometimes you can guess from the verb".

Student 5: "If you know four or five of the main words then you can predict what is going to happen in the sentence. The small words [words like *et* and *ita*] are largely unnecessary.

Teacher / interviewer: Do you think there could have been more clues? This was one of the most common pieces of feedback I received in the questionnaires.

Student 7: "Yeah I want more clues in other stories" (three other students nod in agreement).

Teacher / interviewer: What about this story in particular?

Student 7: "Oh for this story, it was about fine, I was thinking of more clues for normal lessons."

Teacher / interviewer: Oh, I was meaning more clues for the lesson I taught.

All students laugh.

Student 7: "Oh no, we were thinking about more clues for normal lessons" (all students nod in agreement).

Student 4: "It depends upon the story. In that story the clues were necessary because it was complicated and it made translating it easier. It's not so necessary for stories which do not need a lot of background context".

Teacher / interviewer: Would it have been more useful for you to have had a general framework about what had happened to the characters previously in the overarching story?

Student 7: "We have recently done those stories so I could roughly remember what had happened".

Student 1: "If there was a reference to a story that had happened a while ago then that would be more helpful".

Student 2: "I wasn't sure who Salvius was. Sometimes the *CLC* jumps about in the story and you forget who the characters are".

Teacher / interviewer: So, something I've found interesting is that you preferred the verbal discussion of the contextual clues. Would you like more discussion in Latin classes?

Student 4: "Yeah I'd like more discussion. There are lots of discussion in our teacher's class but less so in other Latin lessons. We do have a lot of discussion in History but not so much in Latin" (all students nod in agreement).

Student 5: "It makes the lesson more fun and engages you more. You don't really absorb anything if you just have to move from one line to the next." Student 7: "Yeah it helps jog your memory if you haven't translated in a week".

Student 3: "The stories make more sense rather than exercises. If someone is having an argument and then suddenly they are carrying something it doesn't make any sense". Student 1: "Yeah it makes the lesson less boring" (students nod in agreement). If you are just doing pure translation then it just makes you bored so you don't want to do it anymore.

Student 2: "it helps you remember the translation."

Teacher / interviewer: Was it helpful working in pairs and using the contextual clues?

Student 7: "Yeah, other people can help when you don't know what to do. We can talk together about the clues" (all students nod in agreement).

Student 4: "The focus on the story in the discussion helps. I can learn about the Latin narrative rather than forget about it."

Student 3: "And we can go back over the story and remember it".