

Transcriptions for PhD thesis:

Links between Memory and the Acquisition of

English as a Foreign Language

Thesis submitted in accordance with the requirements of the
University of Liverpool for the degree of Doctor in Philosophy

By

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September 2010

Table of Contents

Transcriptions	1
Case 1 - Natalie.....	1
Interview	1
Dialogue.....	4
Role play	8
Natalie: Reading Comprehension: oral protocols.....	12
Reading passage 1: Hands Off? No, Hands On!.....	12
Reading passage 2: Six Good Reasons for Subscribing to the Science Scene	15
Reading passage 3: Europe's Common Language	20
Case 2 - Aya.....	26
Interview	26
Dialogue.....	28
Role-play.....	32
Case 3 - Ori.....	36
Interview	36
Dialogue.....	42
Role Play.....	45
Ori: Reading Comprehension: oral protocols.....	47
Reading passage 1: Hands Off? No, Hands On!.....	47
Case 4 - Shandy	53
Interview	53
Dialogue.....	56
Role Play.....	60
Shandy: Reading Comprehension: oral protocols	64
Reading passage 1: Hands Off? No, Hands On!.....	64
Reading passage 2: Six Good Reasons for Subscribing to the Science Scene	66
Case 5 - Omer	71
Interview	71
Dialogue.....	73
Role Play.....	78
Case 6 - Eli.....	82
Interview	82
Interview	84
Dialogue.....	86
Role play	90
Eli: Reading comprehension: oral protocols.....	94
Reading passage 1: Hands off? No! Hands on	94

Transcriptions

Transcription codes

Written in bold:	stressed words
<u>He speaks slowly</u>	word stretched
(pause)	my remarks
<high tech devices>	read from the text by the pupil
***	unclear speech
What does it mean?= =no sorry I meant	overlapping speech
SABABA felt necessary)	words said in Hebrew (given in Hebrew phonetics when felt necessary)
{ <i>Pulls a face</i> }	my remark

Case 1 - Natalie

Interview

(conducted in Hebrew and translated)

1. T: I would like to ask you some general questions about your English studies.
2. N: Fine
3. T: Could you tell me about your 'history' with the studies of English.
4. N: With English? I have always liked this language. I like to watch films in English and read books in English. I have always been attracted to this language.
5. T: And at school? When did you start learning English at school?
6. N: In fourth grade.
7. T: and how did you do in English?
8. N: Very well.
9. T: Very well? Always?
10. N: I was always in the high level groups.
11. T: Did you have high grades?
12. N: yes.
13. T: Do you remember your final grade in Junior high?
14. N: Junior high? 85% I was in the second level group.
15. T: Why were you placed in the second level group?
16. N: Because it was simply more convenient for me to be there. But exactly before I finished Junior high, they remembered that they want to put me in the higher level. But obviously it was too late.
17. T: When you have a test in English, what is the most difficult thing for you?
18. N: What's most difficult? (thinks a few seconds) Ahh grammar with cloze when they give you a number of possibilities. When they give me a story, it confuses me when they give me too many options. When there are separate sentences it's easier, when it's a story it's more difficult for me.
19. T: So what's difficult is the part of understanding the text itself. So, Actually it's difficult for you to understand the passage. Reading comprehension is what's difficult, right? It's like what we saw here (in the reading comprehension part of the research). You can sometimes understand the words, but not the text.

20. N: If I sit on an unseen passage for an hour and go word by word as needed, eventually I understand. But if I don't have the patience I just ***.
21. T: You don't have patience? in a test? Isn't it important enough for you?
22. N: Sometimes in a test*** to open the dictionary and check every word, so I just*** and that's it!
23. T: But it doesn't work always, does it?
24. N: Sometimes it does and sometimes it doesn't! That's the risk that I take.
25. T: So what you are saying is that vocabulary could be improved right?
26. N: Yes, but sometimes when they give me a word; ask me what a word means, it just suddenly disappears, but I know it; it just disappears. I have to think about it a bit.
27. T: You mean you can't say it in Hebrew.
28. N: Yes, but I can give you a sentence in English with it.
29. T: O.K next time you get lost for a translation we'll try and see it in a sentence.
30. N: O.K
31. T: (pause) How is your reading in English?
32. N: SABABA (a Hebrew slang for 'okey-dokey' or something that means "no problem at all")
33. T: And reading comprehension?
34. N: It depends, as I said
35. T: I saw in your reading that sometimes you can understand every word separately, but not understand the words together in a sentence.
36. N: Yes
37. T: Did your brothers and sisters have difficulties with English?
38. N: No
39. T: Have you ever had private lessons in English?
40. N: No, I don't think so.
41. T: Could you describe an English lesson in your class.
42. N: Just sit there. Because me, the way I see it, don't have any business sitting in a 4 point matriculation (not the most advanced matriculation class) class.
43. T: What do you mean?
44. N: I sit there sort of bored.
45. T: What do they do?
46. N: They study things that I know, more or less. I know this material already. It's boring.
47. T: I see. How do you learn new words in English?
48. N: Only by movies.
49. T: If you have a list of words for a test?
50. N: I read a word, I learn its meaning, sometimes I do it again, sometimes I write it to remember it better, and then go on to the next word. Sometimes I go over them all again.
51. T: Does it sometimes happen that you read a word incorrectly and because of that you don't know its meaning?
52. N: Yes, lots of times. I once had in a test the word "cigarette" (a cognate: the same in Hebrew) and I didn't read it correctly. It took me ages to find it in the dictionary and at the end I see its "cigarette". Funny!
53. T: So I understand that sometimes you do have difficulties in decoding the word.
54. N: Yee, but it happens once in a ***
55. T: Suppose you have a test. How do you study for it?
56. N: In English?

57. T: Yes.
58. N: I usually don't study for tests in English. Unless there is a story, then I learn the story.
59. T: I would like to go back to how you learn new vocabulary in English. Lets assume you have a new word, how do you learn it.
60. N: I will open a dictionary and look it..
61. T: No, I mean lets say that the teacher gave a list of words and... Wait, I'll give you an example. If the teacher gave you this word (Tammy writes down on a piece of paper the word 'scrupulous' which she assumes Natalie isn't familiar with). You need to learn this word for a test (Tammy gives Natalie the Hebrew translation. The situation now is that Natalie can see the word written down in English and knows what the word means in Hebrew).
62. N: How do you say ** s c are uuu puuu luus? (tries to read it out loud)
63. T: So first you would try to say it to yourself, would you?
64. N: Of course so that ***
65. T: And if you couldn't work out what it sounds like?
66. N: I would go to the teacher and ask her.
67. T: So without hearing it you wouldn't even try to learn it.
68. N: No. Until I know what it sounds like I wouldn't start learning it.
69. T: Why is that?
70. N: Cause without *** the word I won't be able to remember it. I have to know how it sounds.
71. T: I understand. O.K so I am telling you now that the word is /scrupulous/ (Tammy says the word out loud).
72. N: (repeats the word after Tammy whilst dividing it to syllables) scru/pu/lous.
73. T: (repeats) scrupulous.
74. N: (repeats) scrupulous.
75. T: Now lets say you have this word and ten more words to study for a test, how do you study them?
76. N: Fist I draw a table with all the words. Then I see which words are more difficult and focus on them.
77. T: What do you mean by "focus"?
78. N: I read the words a few times, and the translation a few times.
79. T: Do you only read them?
80. N: I read the word..... Cause if I know the word (its sound), I'll remember the translation CHICK CHACK (a slang expression in Hebrew which means: real fast.) no problem. +.....
81. T: Don't you write down the word?
82. N: Ye, Ye could be. There are times that I don't catch a word I'll write it down about ** 20 times until I get it. +.....
83. T: Do you say it to yourself every time you read it?
84. N: What? The meaning?
85. T: No, the word itself. Do you say to yourself in your heart (sub-vocalize): /scrupulous/?
86. N: Obviously! I do it several times.
87. T: Do you sometimes say it to yourself out loud?
88. N: Yes. I sometimes say it out loud because sometimes when I say it in my heart it disappears. The thought about the sound always helps me.

Dialogue

(in English)

(Natalie is shown the learning style grid)

1. T: I would like you to tell me a little bit about the way you study; about your preferences in studying. For instance, let's talk about the environmental factors first.

What about light? How much light=

2. =N: I need ehh a lot of light because if ehh the light will be weak (? Question intonation as if to get an assurance that the word weak is appropriate)

3. T: yes

4. N: If the light will be weak,
so I start to be tired.

5. T: Ah ha. So what kind of light do you have in your room? Do you have fluorescent?

6. N: I have a regular light.

7. T: But strong.

8. N: Ye.

9. T: And what about background noises or backgrou=

10. N: = No! I need ehh completely silent

11. T: Yes?

12. N: Ye.

13. T: And you cannot even hear music?

14. N: Not, not even because if I hear something so I start to not concentrate.

15. T: So what do you do about the noises that come from outside?

16. N: There is no noises in Shoham. (The name of the city where she lives)

17. T: No noises outside?

18. N: Silent!

19. T: Really! That's good. And what do you do if your dog starts barking?

20. N: I put him *** the garden or something.

21. T: And, people speaking outside your room?

22. N: No!

23. T: What happens if your brothers sta=

24. N: = No, if I-I am tell them to be quiet ***

25. T: Ah ha. So you need complete silence.

26. N: Ye.

27. T: And what about the temperature?

28. N: I like to eh I like eh I prefer eh, no eh I don't care!

29. T: You don't care.

30. N: Not, but if it really hot, so I turn on the air-condition and then the the ***

31. T: go under the blanket...

32. N: Ye

33. T: What about your room? Is it tidy? I mean do you study when your room is tidy or=

34. N: = No. Never! Never! Never!

35. T: Never what? Tell me about it.

36. N: Always my room will be clean.

37. T: It will be clean?

38. N: Ye. Because..

39. T: Tidy.

40. N: Tidy – CLEAN O.K. I need the room always tidy because if will be mess in my room, so it will be mess in my mind. I can** eh **eh in my room eh and study when he eh when he eh not clean eh not tidy.
41. T: Ah ha. O.K. So, if the room is messy in the morning and tomorrow you have an exam, what do you do?
42. N: I clean the room, and then I start to study. {L1 interference}
43. T: Ah ha. And, are things always in the same place?
44. N: Ye. Ye!
45. T: So you are a very tidy person.
46. N: Ye.
47. T: O.k. fine. Now let's talk about the physical elements. How do you study better? For instance you have a test in History.
48. N: O.K
49. T: Do you study better by listening to the teacher, or by listening to someone talk about the subject, or by reading about it.
50. N: No, someone is talking about it – better. If I read, so eh just go eh from my mind.
51. T: So you are saying that you are not very visual in your studying. You are more =
52. N:= I need always someone that speak with me and eh and eh eh
53. T: and explain?
54. N: explain, ye
55. T: So for a History test, do you not study at home? Do you not read the material again or =
56. N: No, of course I I'm reading but with someone. I always need, in History, someone with me. It's a bore** It's very boring to learn ***by myself ***.
57. T: You say that you need someone. What does this someone do?
58. N: Explain to me better eh and take care of me that I am not going to sleep.
59. T: So is this someone a friend? A classmate?
60. N: Ye, but someone that know very good the material.
61. T: Someone that knows the material better than you?
62. N: Yes. Of course.
63. T: But for instance, in History I think, it's not always just to explain. It's a lot to remember.
64. N: I know, but I need someone that explain me in his words because the words that my teacher DICTATES?
65. T: the words that your teacher dictates?
66. N: Yes. So it's hard to me to to to
67. T: To understand?
68. N: O.K to understand.
69. T: You mean the teacher dictates things to you? Don't you take notes in the lesson?
70. N: No, of course, but eh eh eh
71. T: Of course what?
72. N: Of course eh I take eh notes, but I need someone to eh notebook eh=
73. T: = does the teacher dictate? You mean at a certain point the teacher says "Now take out your pens and write?"
74. N: yes. Of course.
75. T: And this you don't understand?

76. N: No. I need the notebook eh *** when I eh eh study for for a test, so I need someone that explain me, but I need my notebook in front of me so I can look eh look it and hear explain me in the same time. {"explain me": L1 interference}
77. T: So what you are saying is that you need to combine=
78. N:=Ye
79. T: between the visual=
80. N:=Ye, O.K, Ye
81. T: and the auditory.
82. N: Yes.
83. T: Is this because otherwise you do not understand or because otherwise you do not remember?
84. N: I not remember. It's a lot of material to remember.
85. T: So you are saying that connecting the visual with the auditory helps you remember.
86. N: Ye, ye
87. T: And if you have a long chapter in History just to study from the book. Let's say the teacher says: "Take your books and read chapter 7".
88. N: I never start to*** I never eh can eh study all by myself because I don't eh understand eh the language that they write. ****inistory special in History.
89. T: So you have problems in, so you're saying actually that you have problems in reading comprehension; in understanding reading (question-like intonation).
90. N: Ye. Ye
91. T: O.K (intonation of: very interesting).
92. T: When, at what time of day do you like studying best, or when is it most efficient for you to study?
93. N: No. I'm coming home, I do the regular things: eating eh, clean, stuff and eh if I have homework so I first of all I do my homework and **then** I start to learn eh, afternoon. Something like that start in the afternoon and finishing in the evening. I can* in the night and I can* in the morning.
94. T: Can or can't?
95. N: I can't in the night. Can't, cause I tired.
96. T: Because you're tired. But, let's say you came home from school and you went to sleep and you woke up at seven o'clock, could you then start studying?
97. N: (laughs), ye, because I, because I sle* so I can eh eh.
98. T: So it has to do with yourself, not with the light or the time of day.
99. N: No. Its depend on me. Depend on me.
100. T: How do you like studying? Do you sit at your desk?
101. N: No. I donhve a desk.
102. T: You don't have a desk?
103. N: I don't need a desk. I have my bed. Its perfect (both Tammy and Nataly laugh) **! Ah maybe, sometimes I learn in the garden *** do there and its *** good to my head; to clean my head.
104. T: And if you need to write something?
105. N: I'm going to the garden.
106. T: To the garden. And if it rains,
107. N: So I go to the eh living room.
108. T: So in order to write, what do you do?
109. N: Sometimes in my bed,
110. T: You write in your bed?
111. N: If it's comfortable, in my bed, and if I need to sit so I sit in the living room.

112. T: In the kitchen?
113. N: No, in the living room.
114. T: In the living room?
115. N: Yes.
116. T: Do you consume more food when you study?
117. N: **Of course.** (both laugh) I need a lot of food to study.
118. T: Really?
119. N: Ye!
120. T: How does this happen?
121. N: Because I don't have no.. noth.. nothing else to do. I just eating eating..
122. T: Well, just describe, I would like you to describe the scene to me.
123. N: O.K=
124. T: = You come, you go you do what?
125. N: I take eh from the kitchen all the things I want (both laugh), put it on my bed, and then eat eat eat*** ...
126. T: Ah, so you prepare this ahead of time.
127. N: Ye!
128. T: It's not that you study for ten minutes and then go to the fridge.
129. N: No.
130. T: What kind of things?
131. N: Candy.
132. T: Oh oh
133. N: cookies
134. T: sweets.
135. N: Ye, sweets.
136. T: What happens if you don't understand something, or if something gets hard, or if it's a lot of material?
137. N: I call my friend and ask her for help.
138. T: What kind of help? Ah
139. N: To explain me.
140. T: Ah ha. You will not just say: "Oh, whatever, I won't study this time"
141. N: No! Its depends if I eh if I care about it.
142. T: Meaning, if you have a test?
143. N: Ye. If I have a test and ***very very very important so I ***give up.
144. T: So it goes back to the=
145. N: =I need a lot=
146. T: It goes back to the element of motivation.
147. N: I need a lot of motivation to study.
148. T: What motivates you?
149. N: I need to see if I, if I study hard and then I get eh very low so all my motivation will just go.
150. T: And then for the next test will you not study?
151. N: No. I study, and I study harder I'll do my maximum and if not, so bye!
152. T: So if not so..
153. N: I give up! I give up very fast.
154. T: You give up fast. O.K. Thank you Natalie. Let's go on to our next task.

Role play

(in English)

1. T: Natalie, why did you shut the sprinklers, the water on the flowers. I told you to leave it open for 5 hours.
2. N: No, but it's a waste of water. The the there is very very little, no, (long pause) There isn't a lot of water in our country. We need this water for human bein and not for em trees and all (pause).
3. T: Yes, but Natalie, you can not want to live in a place that is dry and brown and these flowers, I need theses flowers. These flowers need a lot of water.
4. N: Of course, but eh two minutes eh, its enough.
5. T: Two minutes?
6. N: Yes.
7. T: These flowers cannot survive on two minutes of water. Please go and open it!
8. N: No! (laughs)
9. T: No?
10. N: I don't do.
11. T: Why are you so stubborn?
12. N: Because because we need water.
13. T: Why do you care about the environment so much?
14. N: Because it's a very important thing.
15. T: You know, if you care so much about the environment, and health and everything, why did you bring in this **ugly, dirty, sick dog**?
16. N: Because he so poor. He does have what to to eat and to and he lonely.
17. T: It's lonely?
18. N: Ye.
19. T: You know how many lonely dogs there are?
20. N: O.K so I bring all of them..
21. T: You will bring all of these lonely dogs?
22. N: Yes
23. T: No I disagree. Where did you find this dog anyway?
24. N: In the street.
25. T: And..how did you bring him. He's so big.
26. N: I ***told him "come".
27. T: You told him "come"?
28. N: Ye
29. T: And
30. N: I took him with me.
31. T: Do you realize this dog may be very ill?
32. N: So I'll go to a ve veterinar and and he'll be heal heal***
33. T: I want you to tell me what you are going to do with this dog everyday now from today to the end of the week.
34. N: I'm going to feedim.
35. T: Feed him?
36. N: Feed him, and to take care of him and to love him and to give him a lot of attention and
37. T: and then
38. N: and then he stay!
39. T: He can't stay. We have three other dogs.

40. N: So now we have 4!
41. T: No no no no! This is out of the question! I want you to have another plan.
42. N: So I * find him a family
43. T: You will find him a family?
44. N: Ye
45. T: O.K If you promise to find him another family, then I agree.
46. N: O.K
47. T: Where are you going to keep this dog?
48. N: Until I find, I find**Here.
49. T: What do you mean here?
50. N: In ourouse.
51. T: Where?
52. N: In miroom.
53. T: O.K but **that** is the only place this dog is going to be.
54. N: Ye
55. T: Look how dirty it is.
56. N: I clean him.
57. T: How?
58. N: In Ba***
59. T: In your bath.
60. N: Ye
61. T: Not in mine!
62. N: No. In mine
63. T: With your shampoo.
64. N: Ye
65. T: Not Mine!
66. N: No (both laugh)
67. T: O.K um, um, Have you eaten anything today?
68. N: No.
69. T: Why not?
70. N: Because I not hungry.
71. T: But this is impossible. I would like you to tell me what you ate yesterday.
72. N: I ate yesterday (pause)? Salad and (pause) and (pause) that's all.
73. T: Salad?
74. N: Yes.
75. T: That is not enough!
76. N: But I'm not hungry so I can't eat.
77. T: Why don't you eat some meat? I=
78. N:= No! No=
80. T:= I'll make you a schnitzel (fried chicken breast in bread crumbs)
81. N: No! no! no!
82. T: Why?
83. N: Because meat it's from animal and its bad that the animals need to suffer because you need to eat. **They** ve feeling too and they have their own life so I'm not going to eat meat.
84. T: But this is against nature.
85. N: O.K. bu I nev I never eat meat **neve**
86. T: But you look unhealthy.
87. N: I prefer to look unhealthy ah ah ah
88. T: than?

89. N: Than eat animals.
90. T: Why do you look at it that way? I can prepare a schnitzel for you so that you won't even realize its an animal.
91. N: No! no! I don't want because I **know** its from animal so I'm not eating.
92. T: How much do you weigh?
93. N: (Nataly doesn't understand the question)
94. T: weigh (translates the question to Hebrew)
95. N: Eh (doesn't know and both laugh)
96. T: I think you weigh 40 kilo.
97. N: Ye something ye
98. T: It's not enough.
99. N: What's so bad in salad?
100. T: I don't say it's bad; it's just not enough. You know, vegetarians eat fish. Maybe you want to eat fish.
101. N: (pause) No!
102. T: I can prepare you a fish.
103. N: No! No!
104. T: It's very healthy.
105. N: It can be healthy but I don't like to eat it. It's animal too. 106. T: You think fish have feelings?
107. N: (laughs) No but they like to be in the water and to swim there and I don't want to ruin that.
108. T: (sighs) I really don't like this, I must tell you because you really worry me and you worry me also with what you want to do at school. What did you decide you want to take at school?
109. N: Ah, eh I'm going to major eh music eh and art.
110. T: Why?
111. N: Because it's what I like. It's what I want.
112. T: But you have such good grades in Mathematics, in Physics.
113. N: So what? I like it, and if I major in something that I don't like so I am not going to study. I can't I don't have the motivation to study.
114. T: But you have good marks. You have good grades.
115. N: But I don like to learn Math and..
116. T: Lets think a bit about the future. What do you think you will be able to do with Art and Music in the future?
117. N: I, I ca, I can paint, I can sing I can do everything.
118. T: And you can marry a millionaire!
119. N: Of course (both laugh).
120. T: No, really, seriously. How are you going to make a living?
121. N: If I'll be a very popular singer, so I'll **** money and then I'll get a rich guy..
122. T: What makes you think you'll be a popular singer?
123. N: I can take the eh the resk.
124. T: The risk?
125. N: The risk.
126. T: Don't you think it's a bit too much of a risk?
127. N: I take eh risk in my life.
128. T: You're too young to take risks.
129. N: No I'm not! I'm 17 years old.
130. T: 17 years old. Do you think you know everything?

131. N: Not everything. Nobody know everything. I know what I need to know for my age.

132. T: What you need to know for your age is not enough for life and that's why I'm telling you take at least one thing that is practical.

133. N: No. I want to study it. It's my decision.

134. T: O.K Don't come to me afterwards to complain. Don't come to me for money..

135. N: O.K I do it all by myself! {*No future tense.*}

Natalie: Reading Comprehension: oral protocols

Reading passage 1: Hands Off? No, Hands On!

(The oral protocols were conducted in Hebrew and translated into English. The parts read from the text <...> were in English.)

1. T: I see that you answered the first and second question correctly, but the third you didn't answer at all. I would like you to tell me why. What was the difficulty?
2. (The question is: "Name TWO ways in which children's museums in America attract visitors.")
3. T: (Nataly translated the question to herself in Hebrew on the page as following:
4. "Name two ways in which museum children in America are attracted visitors")
5. N: It was here somewhere (points to the correct paragraph in the passage).
6. T: Right.
7. N: I didn't have any direction.
8. T: What do you mean you didn't have any direction?
9. N: I don't know. There wasn't even the slightest hint, as if the question isn't at all related to this story.
10. T: If this is what you thought, maybe you didn't understand the question correctly. Read the question again and read what you wrote above it in Hebrew. Let's read the question=
11. N:= Ah I need to erase that (points to her Hebrew translation and goes for the eraser)
12. T: No, no you don't need to erase that. On the contrary, it enables me to follow your line of thought. Let's read the question.
13. N: (Starts in Hebrew slowly translating word by word) <Name two ways.> (pauses, reads very quietly in English then goes back to Hebrew). In which children's museums visitors are more attracted? I don't understand!
14. T: What happened here is that you didn't understand the question.
15. N: Maybe I simply understood it differently ***
16. T: What do you think you are asked here? Don't translate word by word because then it comes out funny.
17. N: (Natalie reads the question again and is at loss. She can't make any sense of it. She mumbles something unclear.) I don't understand this question.
18. T: O.K I see you don't understand what they want.
19. N: No I don't.
20. T: If "which" is (Gives the Hebrew meaning of the word as a relative pronoun, not as a "wh"question), Now try to read the question again.
21. N: That there are two ways in which children are attracted.
22. T: No, no. What is the subject of this question?
23. N: The children; the children's museums.
24. T: Right! The children's museums; they are the subject, right?
25. N: Yes, right.
26. T: Where?
27. N: In America.
28. T: So the children's museums in America. What do they do?
29. N: Attract ***visitors sort of.

30. T: Yes. Attract. Attract visitors, and not: are attracted (as she understood it to be before). Now you say that the museums of?
31. N: children
32. T: Yes, in?
33. N: America
34. T: Yes?
35. N: Attract, visitors?
36. T: Attract visitors, right? Now, what do they want to know about this?
37. N: That I will say two ways in which children's museums attract visitors?
38. T: Yes. Name two ways in which children's museums attract; what they do in order to attract visitors.
39. N: O.K
40. T: Did you understand the meaning of "attract" or did you understand it as a different "attract".
41. N: No, attract I know it's "to be attracted sort of".
42. T: Why do you do it passive: to be attracted. It's to attract not to be attracted. Do you understand what I mean? What do they want in this question? Don't translate word by word.
43. N: That I will name two ways that sort of, museums eh that children eh are attracted *** (gets completely mixed up)
44. T: The problem is that you're translating.
45. N: Name two ways, sort of how, eh how..
46. T: Yes, that's it. Leave the "Name two ways" think about "how".
47. N: How are people attracted to children's museums?
48. T: Is the subject the people who are attracted, or is the subject the museums that attract?
49. N: Ah, How do museums eh children's museums attract visitors?
50. T: And there is probably more than one way right?
51. N: Yes. There are two here and two here (in two different paragraphs).
52. T: Now let's read. Did you understand this paragraph?
53. N: No.
54. T: Do you know where you are stuck?
55. N: Not exactly I just don't understand this paragraph.
56. T: O.K. let's read here.
57. N: <Carters of the new>
58. T: Curators. Curators are?
59. N: I don't know.
60. T: (explains in Hebrew)
61. N: <Curators of the new museums often really>
62. T: Often, often what?
63. N:<really really rely>
64. T: What is rely?
65. N: (gives the correct translation). <on high teach>
66. T: On high?
67. N: <teach>
68. T: Not teach. High-tech
69. N: Ah high-tech. I didn't understand. I know that ch together make; /ch/
70. T: You're right, but sometimes it's /k/.
71. N: O.K (continues) <electronic devices>? (intonation of not understanding what is read)

72. T: What's "high-tech electronic devices" or, what's "devices"?
73. N: devices? I don't know.
74. T: Device is (gives the Hebrew word). So what is "high-tech electronic devices"?
75. N: Electronic, (pause) what did we say is "devices"?
76. T: (Tammy gives the Hebrew word again)
77. N: As if, sort of high standard electronic devices?
78. T: What is high-tech?
79. N: high-tech, computers.
80. T: Yes, things which have high technology, right?
81. N: Yes.
82. T: Look at the text. Isn't it the case that all these (points to the words "high-tech electronic" describe this (points to the word "devices"))? What kind of things are they? First of all they are..
83. N: electronic things.
84. T: Right, and they are not just electronic things but they are clever, sophisticated electronic things, **high-tech** electronic devices.
85. N: (says in Hebrew) high-tech electronic devices.
86. T: So, what do these curators rely on? They rely on..
87. N: (says in Hebrew again) high-tech electronic devices.
88. T: Why?
89. N: <to attract children and hold their interest>
90. T: What does this mean?
91. N: (in Hebrew) to attract the children and hold on to their interests to stay there. (Natalie interprets the word "interest" as something to gain, since in Hebrew the word INTERES is gain or profit)
92. T: No, not INTERES as in Hebrew, but interest as in something interesting.
93. N: Ah, so this is one way.
94. T: Exactly. They bring in high-tech electronic devices.
95. N: <With the same aim in mind>
96. T: With the same?
97. N: I'm?
98. T: aim. What's aim?
99. N: Don't know.
100. T: aim: (gives the Hebrew word) with the same aim..
101. N: <in mind, many of them offer exabations> (pause) what's this?
102. T: Tammy gives the word in Hebrew)
103. N: <on subjects that appeal> ?!
104. T: Tammy gives the word in Hebrew.
105. N: <to a young eh eh> (can't decode)
106. T: (reads the word): audience, what's "audience"?
107. N: Gives the correct word in Hebrew. <such as comics, space flight or ecology>.
108. T: Do you understand now?
109. N: The second one?
110. T: What's: "with the same aim in mind"
111. N: What did we say "aim" is? (Gives the correct word in Hebrew) With the same aim (says in Hebrew correctly), many of them? (question intonation)
112. T: Who is them?
113. N: The children.
114. T: No, no

115. N: No, no Ah, the curators.

116. T: Right.

117. N: Ah, now I see. At the beginning I thought the question has nothing to do with the passage.

118. T: (both laugh) Do you seriously think of this as a possibility?

119. N: I didn't understand the question, so I didn't really give this passage a try.

120. T: (Nataly now writes down the answer and we go on to the next reading passage.)

Reading passage 2: Six Good Reasons for Subscribing to the Science Scene

1. T: I would like you to say what you have just said. I asked you to read it again in order to be able to answer the question.

(The question is: "Which of the six reasons specifically mentions the following?
Write the number of three reasons one number in each space.

...a) The magazine offers many different options.

...b) The information is relevant to the readers' own lives.

...c) This magazine has an advantage over similar magazines.)

And you said that?

2. N: That I can't because I read and I forget the first *** This kind of exercise is not good for me.

3. T: It could be that this kind of exercise isn't good for you as you say because already the first question requires an integration between all the text parts. Actually, most of the questions here require this kind of integration. I can see why this was so problematic for you.

4. N: I once had such a test. Last year I had such a test and I didn't know what to do with it. I completely failed.

5. T: This is one kind of text that appears in the matriculation test so we'd better find a good strategy to cope with it. One thing I can suggest at the onset is to write next to such question a few words in Hebrew reminding you what you are actually asked to do.

Let's read the first question. Even before, let's read the title.

6. N: <six good reasons for s ub sec ribing to the eh Science eh Scene.>

7. T: What's subscribing?

8. N: I don't know. I knew but I forgot now. Sort of ...

9. T: (Tammy gives the word in Hebrew) Is this what you thought

10. N: No, I thought something else.

11. T: O.k, now, "to the Science Scene"=

12. N:= Yes, but I understood more or less what it means

13. T: What's the Science Scene?

14. N: Ah, what they do it for.

15. T: The name of=

16. N: The name of it.

17. T: In the title, you cannot afford to understand more or less. You need to understand=..

18. N:= But I understood sort of. I understood like this=

19. T: But you don't know=

20. N:= But I understood.
(There are a few minutes missing from the tapes, where Natalie read understood and vocalized the question, and then it goes on as Nataly reads from the text)
21. N: <...important discoveries. Get the eh get the let, latest news about scientific and technology (pronounced as in Hebrew TECHNOLOGIA)>
22. T: (corrects) technological
23. N:<technological eh adventure>
24. T: advances
25. N: <The special eh the sense sense give y >
26. T: The Science scene
27. N: <gives you more up to date information tha than any other popular science magazine.> It shows that this magazine has more advantages than others.
28. T: right. So here (points to c) you can write that the information is in reason 1. How do you know it has advantages over others? Because of the word?
29. N: because it's written "more"
30. T: Yes because it says "more up to date information", right
31. N: <Understand how sci eh science up-lies>
32. T: applies
33. N: What's applies?
34. T: Gives the word in Hebrew.
35. N: <Read about the eh eh pra par eh>
36. T: practical
37. N: <practical application of scientific break t tr trough> what's this?
38. T: Gives the word in Hebrew.
39. N: <and their significance to you>. I think this? (Points to b)
40. T: What does this say?
41. N: The information relevant to the person himself.
42. T: Yes, exactly. Because it says / practical applications and their significance to you/. =
43. N: = Ye. <Read articles writin, written especially for you>. But this is also sort of for you.
44. T: yes, you're right but this says that they were written to suit you, but not necessarily that they are relevant to your life.
45. N: Ah O.K. <Get comprehe comprehensive analyses>
46. T: analysis.
47. N: <Analysis plus bri, fer, reve reviews>
48. T: What does this mean? Do you understand what you're reading?
49. N: eh
50. T: What's comprehensive analysis?
51. N: compre, comprensive I donknow.
52. T: Analysis is (gives the word in Hebrew), and comprehensive?
53. N: ***no?
54. T: (Tammy gives the word in Hebrew, and even the two words: "comprehensive analysis.)
55. N: Ah O.K (repeats the words in Hebrew, and wants to go straight on reading.)/plus/
56. T: (Tammy interrupts and asks) A comprehensive analysis of what?
57. N: <plus brief, briefer reviews> (intonation of not understanding)

58. T: What's "reviews"?
59. N: Repeats slowly reviews..
60. T: Gives the Hebrew word. What's "brief"?
61. N: "brief"? I don't know.
62. T: Tammy gives both words "brief review in Hebrew.
63. N: O.K. <of the most resent>
64. T: recent
65. N: <recent scientific discoveries, all written in clear and simple terms> This isn't connected to anything (meaning the elements of the question).
<Get the role picture>
66. T: Get the **whole** picture. What does this mean?
67. N: (Nataly gives the correct Hebrew sentence)
68. T: Right.
69. N: <The Science Scene presents a va, var, var..>
70. T: variety. What's variety?
71. N: variety? Eh, eh there's some kind of society called Variety.
72. T: (laughs) Yes, you're right, but this isn't what it means here. It's a word in English (gives the word in Hebrew). A big variety of..
73. N: <of viewpoints>
74. T: what's "viewpoints"?
75. N: *** view (as in scenery) now?
76. T: What's "point of view"?
77. N: point of view? Eh (quite a long pause) then gives the right Hebrew expression almost together with Tammy who steps in to give it)=
78. T: = point of view is: (gives the expression in Hebrew) view point is also (gives the same expression in Hebrew). So it presents a variety of viewpoints (says it in Hebrew)
79. N: <giving you all sides of the story>. This can be- a.
80. T: Yes, it's a
81. N: O.K. Because I worked in an orderly manner...(recording concerning this question stops here)
82. T: Let's look at the second question. (Natalie didn't answer it at all) What happened in the second question? What was the problem? Read the question please.
- (The question is: "How does the magazine make its articles easier to understand? In your answers relate to two of the six reasons. Complete the sentences (two words in each space)
1. It uses.....
 2. It uses.....)
83. N: (Reads the question fluently and clearly)
84. T: Do you understand it?
85. N: Yes (says it correctly in Hebrew. She also wrote it in Hebrew near the English text)
86. T: Very good. I see that you have also written it correctly. Now they give you restrictions.
87. N: Yes I need two. What? Just a minute.
88. T: You need to take it from two of the six reasons.
89. N: Now I have to read them all again.

90. T: Not necessarily. Maybe you just have to read on. Let's see (goes back to the reasons that Natalie has already read refers to the first one and asks) Does the text say how it is made easier to understand here?

91. N: Eh no.

92. T: and here? (refers to the second reason)

93. N: eh eh no.

94. T: What about here? (refers to the third reason)

95. N: This looks a bit eh could be.

96. T: Why?

97. N: Because they sort of write it especially for me so..

98. T: O.K so read this again and tell me if your suspicion is justified or not. (Natalie reads it silently partly vocalizes and partly not. After a few second she says very decisively)

99. N: Yes!

100. T: right. Why?

101. N: Because they say it's all written in an easy way to understand and clear.

102. T: right. Now here (points to the fourth reason) do they say anything about it? Do you remember?

103. N: No, they don't.

104. T: Go to five. Let's read it.

105. N: <Enjoy the most ad adv>

106. T: advanced. What's advanced?

107. N: advanced?

108. T: What's graphics?

109. N: (gives the Hebrew word which is almost the same as in English) GRAPHICA

110. T: right. (in Hebrew) The most advanced graphics.

111. N: It doesn't look as if it's connected (to the question).

112. T: To make it easier to understand? Maybe yes and maybe no. read on a bit.

113. N: (long pause as she reads silently)*** No. It's not connected.

114. T: Why? This **is** actually connected.

115. N: That they help bring the information now sort of?

116. T: No. Read the whole sentence. What's eye catching?

117. N: Sort of the perception of their eye?

118. T: No. The nouns are "graphics and photographs". Here (points to eye-catching) this describes the graphi=

119. N:= Ah, their eye catches=

120. T: No. It's not that their eye catches. This is not the subject of the sentence. The subject is actually "eye-catching graphics and photographs" all this. But within the subject this (points to eye-catching) **describes** and this (points to graphics and photographs) is what **is described**. What is described? Graphics and photographs. How are they described? They are eye-catching.

121. N: So, that's what I said.

122. T: No, You said that our eye catches. You made our eyes the subject

123. N: So sort of our eyes are attracted to these things.

124. T: But we are not speaking about our eyes. Our eyes are not the subject here. The subject is the graphics and photographs.

125. N: right

126. T: What kind of graphics and photographs? In other words, nice, pretty, modern etc eye-catching.

127. N: Ahh

128. T: Do you now understand?

129. N: Yes

130. T: You changed and made this (the eyes) the subject. The minute we understand that we are talking about the graphics and photographs, what do they do? They illustrate.

131. N: What's that?

132. T: gives the word in Hebrew. And clarify (gives the word in Hebrew) the text".. helping to bring the information to life." (gives it in Hebrew) So this makes articles easier to understand. (Tammy gives an explanation about word order which is not transcribed. Now, Natalie answers the question correctly.)

Let's read the next question.

The questions is:

"Copy two phrases which show that the magazine deals with new developments. Take your answers from two of the six reasons".

133. N: (reads) <Copy two phra>

134. T: phrases.

135. N: <which show that the magazine deals with new developments. Take your answers from two of the six reasons.>

136. T: What are you looking for?

137. N: Actually, I need to find eh eh (long pause) two reasons..

138. T: You don't have to find reasons.

139. N: Sort of two parts that show us that the magazine deals also with

140. T: Not also. It deals with?

141. N: with new developments.

142. T: So we need to show it deals with new developments and we need to take it from two reasons. Now you wrote in your answer: "Get a good value for your money". What does this sentence mean?

143. N: Where is it written?

144. T: Here

145. N: Ahh, I thought I was supposed to take two titles not two parts. Is the second one also like this?

146. T: Why did you think so?

147. N: I don't know.

148. T: Maybe you thought that "phrases" are "titles". Phrase is a part of a sentence.

149. N: Ah O.K

150. T: But still, what does "get a good value for your money" have to do with new developments?

151. N: Oh I mixed myself up.

152. T: The second one you wrote is fine. A discovery is like a new development. Look for another one.

153. N: (reads silently) Shows reason two.

154. T: Why? Where do you see it?

155. N: Because they say <read about practical applications of scientific>

156. T: scientific what?

157. N: <breakthr ah> (gives the word in Hebrew)

158. T: right. That's your word.

Reading passage 3: Europe's Common Language

1. T: The first question was fine. However, the answer to the second question was completely incorrect. There are two parts to this question. I would like you to read the question in order to try to see what caused the problem.

(The question is:

"According to paragraph 2, before the 1980's European companies did not use English much because:

- 1.....)
- 2.....)

2. N: <According to paragraph 2, before the (says 1980's in Hebrew)>

3. T: (says 1980's in English)

4. N: (repeats) <1980's Euro -pen compains..>

5. T: companies

6. N: Ah,(repeats) <companies did not use English much because:>

7. T: So what are you asked?

8. N: (pause, and then says in Hebrew) European companies didn't really use English.

9. T: Yes, so what are you asked?

10. N: Why didn't they use it?

11. T: Right, because... and you need to write because of what.

12. N: What did I write here? I don't even understand what I did.

13. T: And there is more than one reason, right? You wrote in your answer: (wrote in Hebrew) "For them it was natural for the same language to be used in Business". I don't know how you arrived at this answer, or rather maybe I do have a bit of an idea. Let's try and see. Read this (points to the beginning of paragraph2) in the way that is best for you. How do you read it when you do the unseen?

14. N: Eh usual. What do you mean by "How do you read?"

15. T: How do you approach it? Do you begin here and scan or..?

16. N: Read, sentence, understand. Read, sentence, understand.

17. T: O.K I understand.

18. N: Do you want me to read?

19. T: Yes.

20. N: <In the past, eh managers of Euro -pen eh compai eh companies eh ra eh rar eh/ rarely rear..>

21. T: rarely

22. N: <rarely needs to communicate>

23. T: needed

24. N: <needed to communicate with eh fo, for, forjin, forjiners>

25. T: Foreigners

26. N: (repeats) foreigners

27. T: What's "foreigners"?

28. N: I don't have a clue.

29. T: (Gives the word in Hebrew) Go on.

30. N: Ah, at work. (wants to continue) Bef=

31. T: = Do you understand what is said here?

32. N: Eh (in Hebrew) In the past, (reads the following words very quietly to herself) sort of managers in European countries, the word rar rari rarely?

33. T: rarely
34. N: What's this?
35. T: (Gives the Hebrew word and adds: They hardly ever had to..)
36. N: <needed to communicate with> (says in Hebrew) Ah, they didn't need to communicate with strangers at work. (Nataly now goes on with her reading the text) <Before the 1980's, companies in Ye in Europe generally sold pr, pro, produc, products in their own countries (pause) and heared?, heared? Hired?>
37. T: Yes
38. N: Ah <hired workers loc, locally>.
39. T: What is said here?
40. N: (says in Hebrew) that before 1980, eh companies eh in Europe, generally, I forgot this word.
41. T: (Gives the Hebrew word)
42. N: Ah, usually sold them products in their own country, sort of, and employed workers (mumbles to herself "locally" in English) sort of from the area.
43. T: O.K Do you remember the question?
44. N: Eh (wants to look at the text)
45. T: Wait, don't look at the text yet. Do you remember the question?
46. N: Ah, Yes. Why they didn't use the language, sort of why they didn't use the English language.
47. T: when?
48. N: Before 1980, ***but it isn't written exactly. It's something I need to understand by myself.
49. T: It's fine that you need to understand. It doesn't have to be written word to word. So there are actually two reasons, right?
50. N: Just a minute, because, I don't understand, they sold products in their own country because they employed workers sort of, from the area?
51. T: Do you see a relationship of cause and effect between selling the products locally and employing the=
52. N:= That's it. That's what I said that I don't understand because you said there were two reasons.
53. T: Yes, but there is no cause and effect here.
54. N: So it's not this.
55. T: I didn't say that it's not this. I only said that it's not cause and effect. There are two reasons here and one is not a result of the other. What is the issue here; what is the question?
56. N: Why they didn't speak the English language.
57. T: Right, Why they didn't **need** to speak English. Two reasons why they didn't **need** to speak English. One..
58. N: That they didn't communicate with foreigners? At work? (long pause) That's the only thing that seems suitable here.
59. T: What?
60. N: These two reasons.
61. T: What two reasons? Spell them out.
62. N: I did that. That they didn't have to communicate with strangers and that they employed people from the area.
63. T: O.K fine, good, but it's not cause and effect. The fact that they didn't communicate with foreigners is a bit less related than this (points to the next sentence).
64. N: Ah, now I see

65. T: Try to formulate two correct answers using this sentence. Basically, what you're saying is right, but you aren't putting it together right. Try to formulate it directly without "sort of" and "as if" just try to answer straight forward, why.
66. N: They sold products in their own country so they didn't need to communicate with others sort of..
67. T: right
68. N: and the next was because they employed people from the area.
69. T: and then they also didn't need to communicate with others either, right?
70. N: Ye!
71. T: So the problem here was what?
72. N: I don't know, but I did understand the question.
73. T: So the problem was with the paragraph.
74. N: Ye
75. T: Let's look at the next question.

(The question is:

"What do we learn about the English language from the last three lines of paragraph 2"?)

Nataly's answer was: "That it's important to know the English language because it is an international language and once not everyone knew how to speak it and it was difficult to do business").

Here you got some of the points, but not all of them. Read the question again, you can read it silently if you want...=

76. N:= No, on the contrary. It's better for me to read it out loud.
77. T: O.K
78. N: (reads very fluently and clearly) <What do we learn about the English language from the last three lines of paragraph 2>? (Says what is asked, in Hebrew, correctly)
79. T: So Where do you look for your answer?
80. N: To the last three lines of paragraph 2.
81. T: Right, actually a bit more than three lines, almost four, three and a half.
82. N: (reads) <English was already a dominant language in the fields of international fi, finance? (Pronounced with a short /I/ sound very similar to its cognate in Hebrew)>
83. T: finance. What's "finance"?
84. N: I don't know. It reminds me of a word but it doesn't seem right. (says the word as it is pronounced in Hebrew) FINNANCY?
85. T: Yes, of course it financial. What's the meaning of FINNANCY?
86. N: Eh, I don't know.
87. T: If your FINNANCY situation is bad, what does it mean?
88. N: Ah, my money situation sort of.
89. T: O.K, so international finance is?
90. N: The, sort of eh, situation, eh national, financial? The, sort of, money situation.
91. T: What's "international"?
92. N: national
93. T: No.
94. N: Ah, **international** is national.
95. T: **International**, what is it? Is it national?

96. N: Yes.
97. T: No.
98. N: international?
99. T: Yes. This is national (separates the national from **international**). (Gives the Hebrew word) and what's **international**?
100. N: (pause)
101. T: **international** (gives the Hebrew word) between nations, not within one nation.
102. N: Ah, Ah,
103. T: It's not the same thing!
104. N: Ye, I know. I just got stuck on this national.
105. T: So international finance is (Gives an explanation in Hebrew)
106. N: (goes on reading) < and eh **TECHNOLOGIA**>.
107. T: technology
108. N: I don't know how to say this word.
{Even though I had just said it to her.}
(continues reading) <It was therefore only natural for the same language to become dominant in business as well>. (Reading here is quite mechanic; words are not separated according to natural rhythm)
109. T: Do you understand what is said here?
110. N: Ah ha, ye, more or less.
111. T: There is no "more or less"
112. N: "dominant" is this **DOMINANTI**?
113. T: Yes. What is said here?
114. N: That English was, sort of, already eh dominant.
115. T: In what areas?
116. N: In the area of technology and money. It was natural for the language..=
117. T:=Is there cause and effect here or not?
118. N: (long pause after which she says hesitantly) ye.
119. T: Which word shows there is cause and effect here? There is a specific word that points to this relationship.
120. N: therefore?
121. T: Exactly. What's "therefore"?
122. N: donknow
123. T: (Gives the Hebrew word) It's the same as because; shows the relationship between the two sentences. So, first of all it was dominant in finance and technology and **because of this** - cause and effect - go on
124. N: (starts quietly to herself) <only natural for the same language> (switches to Hebrew and translates word by word)
125. T: Say it in your own words, not by translation.
126. N: Ah, that it was already eh (pause)
127. T: Try to start your sentence with – because-
128. N: Eh eh (very long pause) simply the language was natural.
129. T: Where does it say the language was natural?
139. N: /It was therefore only natural for the same language/ It was natural for the same language to be dominant eh for business.
140. T: Great. Now let go of the words of the text. Try to formulate it with: because of x then y. (Nataly goes for the text and Tammy asks her to try not to look at the text)
141. N: Because the language was very natural, no

142. T: don't go to the words of the text. Tell me what you understand from this sentence. Try because of x them y.
143. N: Because this language is sort of eh international so it was eh used eh for business eh and eh (pause)
144. T: What happened first?
145. N: It wasn't used.
146. T: No, after that. After it was already used, what was it used for?
147. N: In technology and international finance.
148. T: Right! And then, when there was a need for an international language for business?
149. N: They used English.
150. T: Yes, it was only natural to use English. Now, what did you write here?
151. N: (Reads her answer quietly)
152. T: Where is it written that=
153. N:= I thought that, eh I saw the word "international" that the English language now is international and all this ***
154. T: O.K, English is an international language. It's written that it was an international language especially in two areas.
155. N: Ye, I didn't mention this.
156. T: But you understood two or three words, and built your own story around English as an international language. You wrote that it's important to know English because it is an international language. This may be the implication, but it isn't written here. Now with all this information that you have, try to formulate an answer to this question.
157. N: English used to be a dominant language in two areas: technology and international finance and then they needed a language for business and it was natural for English to become that language.
158. T: Great! Now, let's look at the next question. Here you got half of the points. Please read the question.

(The question is:

"According to the context of paragraph 3, what advantages do Europeans who know English well have?")

159. N: <According to the context of paragraph three, what adventures>
160. T: no
161. N:< ad, adven,>
162. T: advan..
163. N: <adventure>
164. T: no advanta
165. N: <advantages>
166. T: Yes. What's advantages?
167. N: (says the correct word in Hebrew). <Do Euro-pins who know English well (pause) have>? Ah
168. T: What do they ask?
169. N: (Repeats the question in Hebrew correctly)
170. T: Right. According to which paragraph?
171. N: 3
172. T: Right. Now please read what you wrote.
173. N: The percentage of their sales will be much higher than others'.

174. T: O.K. Let's look for the place where this is written.
 175. N: Ah, did I invent this as well?
 176. T: Would you like to read this? (Natalie points to a place in the text) You're pointing to a line. Could you read it out loud please?
 177. N: (reads) <Their sa, salearies may be> Ah, (says in Hebrew) 20% to 30% higher than
 178. T: What does the word "salaries" mean?
 179. N: From the word sale.
 180. T: **Here** is the problem. The word salary is (gives the Hebrew word). So it's not sales.
 181. N: So their salary will be higher.
 182. T: So "Their salaries"..
 183. N: (completes the sentence in Hebrew correctly).
 184. T: Good. Read the next question please.

(The question is:

"Why is English so important in Ms Gant's job?")

185. N: <Why is English so important in Ms Ja>
 186. T: (corrects) Gant
 187. N: Gant's job? Ye, this one I'm sure I knew. It just went well.
 188. T: Look for the place where your answer is.
 189. N: From the beginning?
 190. T: No. Where will you look for it? What are you looking for?
 191. N: I will look for Ms. Gant.
 192. T: Right. Where is this?
 193. N: Maybe it isn't here?
 194. T: (laughs) Yes it's here. Try again.
 195. N: Ah here. <Today she is a well paid secretary at a medical laboratory. "My English got me the job," she says. "I use it every day – mainly to talk to my Spanish boss.">
 (Nataly wrote in her answer: Because clients, who talk English as well come to her and she needs to know how to communicate with them and also in order to communicate with her boss.)
 196. T: So why is it so important for her? What does she use it for?
 197. N: To communicate with her boss.
 198. T: Where is it written that clients come to her, who know English as well, and she needs to communicate with them?
 199. N: Idunno. If it isn't written it is just pretty obvious.
 200. T: That could be. It could be that it's obvious, but when you answer the questions you can't make things up, even if they are obvious. (Natalie still tries to find where it is written about the people who come to see Ms Gant and can't find it).
 201. N: What about the next question?
 T: It was fine.

Case 2 - Aya

Interview

(conducted in Hebrew and translated)

1. T: Hello Aya; I would like to ask you a few questions in Hebrew O.K?
2. A: fine.
3. T: How old are you? What's your date of birth?
4. A: 22nd December 1985.
5. T: Do you remember at what age you started studying English?
6. A: From third grade. I was nine years old.
7. T: How was your history with studying English at school?
8. A: All through elementary school I was very good. I was good at Junior High as well. Now in high school my grades have gone down a bit. The material is more difficult. This year, or even, it started two years ago, there is a deterioration. But all and all I don't find it very difficult.
9. T: Do you attribute it to the materials; to the teacher; to the effort you put in studying? What do you attribute this deterioration to?
10. A: To the effort I make, since there is no way I can study for the tests which consist of unseens and cloze tests; this year there is a problem of a teacher and also the material, which is obviously getting more and more difficult.
11. T: What are the easiest things for you in studying English and what are the most difficult things?
12. A: The most difficult (pause) I have a problem with vocabulary. There are many words that I don't have which makes it difficult with unseen passages. There usually I lose points in tests.
13. T: Where? In unseens?
14. A: In unseens. Yes, to understand, unless the passages are easy, but on the whole that's my biggest problem. Sometimes also to express myself, but usually I can manage with that.
15. T: What about grammar?
16. A: Grammar eh I think I'm more or less O.K.
17. T: You said that you have a problem with vocabulary. Let's say you have studied a story and you have a list of new words to learn, how do you approach this task?
18. A: Eh, I just write them down a few times eh, it's no problem to remember them. The problem is that afterwards, after some time I forget them. For one day, for a test, I can manage.
19. T: What do you mean when you say that you have no problem to remember them?
20. A: If you now give me a list of words,
21. T: That you aren't familiar with?
22. A: That I'm not familiar with, and you tell me to write them down, it's most likely that I'll succeed in writing all of them.
23. T: Do you mean correct spelling?
24. A: From the point of view of spelling; from the point of view of translation, everything. The next week, there's a chance I'll forget them.
25. T: When you study these words, do you memorize their sound? Let's say you have a new word: "supercalifredgelistiexpielidocious" for example, When you want to learn

it do you just try to memorize the way it is written, or do you try to save and reconstruct the way it sounds as well; the memorize the way it is said?

26. A: Eh eh yes. If it's a long word then yes I do. It makes it easier to remember. I divide it=

27. T: You divide it? Don't you say it as a whole?

28. A: I do as a whole as well, but if I see it's difficult for me, I remember a bit from the beginning, then from the middle like that.

29. T: I understand.

Dialogue

(in English)

(Aya is shown the learning style grid)

1. T: Aya and I will talk about elements of individual learning styles. I would like to ask you some questions about your own individual learning styles and I would like you to relate to some of the things in this grid. For instance, from the point of view of light, what can you tell me about your likes and dislikes.

2. A: O.K actually, eh I don't really care eh I prefer eh a lightening room but eh eh eh

3. T: Excuse me? You prefer

4. A: light

5. T: a lot of light. Yes O.K

6. A: Actually, I don't care.

7. T: So, if I turned off the light now? It would be O.K. with you. It wouldn't bother you.

8. A: No. no eh ehm (pause) I can learn in the dark. I don't care.

9. T: O.K. And what about the element of sound? How do you study better?

10. A: O.K it depends. If the material is difficult I prefer without sound, but if I know the material, I can learn with music; with the television opened I don't care.

11. T: Define, what do you mean: "if the material is difficult." Does it have to do with the topic with the subject or...

12. A: Ye. With the subject eh eh for example eh Math eh kind of difficult f for me I I can't sstudy for a test with music *** eh eh

13. T: What do you do when you study for a Math test?

14. A: eh eh exercise eh

15. T: practice?

16. A: yes, a lot of exercising eh eh

17. T: So you can't listen to music while practicing Math

18. A: No, no (long pause) eh eh

19. T: but

20. A: (laughs) eh eh eh for example, eh eh French. eh, the eh the material is very is very easy for me eh so I I can study I can eh eh while I am ssstudying I can putting music eh watching television eh doesn't bother me so.

21. T: Could you listen to speaking, is it just music =

22. A:= Ah eh doesn't really matter. Can, it's eh music eh speaking eh it's the same for me. I don't care.

23. T: If you have to study for a test in History for instance?

24. A: Ah, so eh without eh without eh music or sound. I need to concentrate and (pause)

25. T: So, maybe this has to do with things that have to do with memory?

26. A: Ye, If I have to, to eh (long pause seven seconds) eh

27. T: Try. If you have to

28. A: eh (pause five seconds). If it is material that eh (pause 14 seconds!)

29. T: What's the difference between Math and History for you?

30. A: O.K eh History is eh about memory and I need to eh read and then I need to eh eh

31. T: to memorize?

32. A: Ye, to memorize the dates eh the events all this, and Math is just practicing the exercises so=

33. =T: Ah ha. But you say that in both Math and History you can't study with sound, so these two probably have something in common for you.

34. A: Ye. They're both eh very difficult for me, so I prefer (pause) study it without sound.

35. T: So what you're actually saying is that when you really need to concentrate, you need quiet.

36. A: Ye, Ye

37. T: O.K fine. And what about the temperature in the room.

38. A: I don't care. Eh (pause) Of course, I prefer eh eh (pause) the heat, but actually eh

39. T: Even if it's 40 degrees?

40. A: Ye so, there's an air-conditioner so I don't care.

41. T: So you do turn on the air-conditioner.

42. A: Ye

43. T: You like it to be comfortable.

44. A: Ye

45. T: What about the design structure? Could you describe the way your room has to be before you start studying. I mean really studying, not just doing some homework.

46. A: O.K eh eh (pause) I prefer it (pause) eh organized, but eh actually eh I study here next to my desk so (pause) if it's messy eh or something like this eh I don't care.

47. T: and the desk?

48. A: Desk? organized. (pause) I prefer it organized (pause) eh (pause) it helps, it helps me.

49. T: In what way?

50. A: Eh I don't know, it's something (pause), psychology***.

51. T: That's what I'm trying to get at. What is it?

52. A: Ah Ah

53. T: What would it do to your thinking if you start studying and everything is on top of everything else on you desk, and why would that matter?

54. A: O.K, I get confused. I can't concentrate eh I start to, to lose papers and eh eh Idunno it's like eh eh (long pause) Idunno (pause) its ma it makes me confused so Idunno I prefer it organized.

55. T: Would you say there is a connection between the state of your desk and the state of your mind?

56. A: Eh (long pause)

57. T: Do you understand what I'm asking?

58. A: Ye (long pause) eh I don't know to reply. Eh **coul

59. T: Would you like me to repeat the question?

60. A: Yes

61. T: I was asking if you could find any connection between the state of your desk and the state of your thinking.

62. A: Yes, there is a connection, but

63. T: In what way, what kind of connection?

64. A: Ah eh

65. T: Just try with examples.

66. A: O.K eh (pause) for example O.K eh in History eh, I need all the material eh organized eh eh (pause) if the eh desk is messy or eh Idunno (pause) eh papers all over it eh (pause) I eh actually I can't find myself.

67. T: So there is a connection.

68. A: Ye

69. T: O.K, Fine. Tell me something, how do you think you study better? By listening to something or by reading something or by practicing something or maybe some of these things together or , just try, let's say you have a chapter in History to study, how would you go about it and how would you study best?
70. A: O.K eh I think it's, eh I prefer reading the test eh the text, eh eh practicing eh , actually I can't because it's History so I don't have something to practice.
71. T: and if it's not History, if it's English?
72. A: English, practicing ye practicing so
73. T: So how do you practice it?
74. A: I have my books eh so I do exercises so I eh (pause) that's it.
75. T: All and all how do you remember things better by listening to them or by reading them?
76. A: Reading! reading, cause I see it eh (pause) front of me so eh.
77. T: So when you come to a test, how do you retrieve things; by what?
78. A: (pause)
79. T: You come to a test and you want to remember, what is it that you remember?
The sound of the teacher speaking
80. A: No!
81. T: The way it was written on the page
82. A: Ye ye! The way it was written on the page. Ye, actually.
83. T: and if you have a hundred pages?
84. A: It doesn't matter. I have a good memory so (pause) I can I can eh memorize eh just by looking at ah ah O.K
85. T: Do you have any preference as to the time of day you study?
86. A: eh eh ye eh, I prefer not to study in the night because I'm very tired. Eh In the morning eh ah I'm tired too but I can** study.
87. T: Can or can't
88. A: Can. Can. Actually the best time (pause) afternoon eh evening.
89. T: Afternoon, evening. Not night.
90. A: No no
91. T: and could you relate to this picture.
92. A: That way it's eh not my way to study.
93. T: Can you describe this way to the tape-recorder (both laugh)
94. A: O.K there's a man who eh sitting on a couch and reading, so eh (pause) I don't like this photo cause eh eh I think it's not serious, Idunno I prefer eh sitting next to desk eh books eh notebooks eh not this way.
95. T: So you have to sit upright, straight.
96. A: Ye
97. T: By the way, do you find it helpful to summarize material when studying or not?
98. A: ah (pause) I didn't understand.
99. T: Do you find it helpful to write down some of material?
100. A: Ah Ah ah ye if ah ah*** (long pause 21 seconds) every time I know I will forget so I, I'm writing it but ah
101. T: O.K Do you like eating? Do you need to eat when you study a lot?
102. A: ah ah actually (pause) eh I can study with food; I can study without the food so it doesn't really matter.
103. T: What motivates you?
104. A: Ah eh (long pause) to (long pause) Idunno eh to get eh ah (long pause 18 seconds) when I know that eh (pause) this is a subject that I know very well and eh eh

and I can get and I can get and I can get eh good notes so eh I try to study a little bit more so

105. T: So success motivates you.

106. A: Ye, success, ye.

107. T: How do you prefer studying?

108. A: eh, alone, because eh eh when I'm try to study with my friend eh we cannot concentrate so we talk all the time we are talking all the time so (pause) I prefer to study alone.

109. T: always?

110. A: Ye

111. T: In every subject?

112. A: Ehm Yes. If I have a problem in something eh I, I don't care if I study with someone who knows that material.

113. T: Could you say something about this? Do you think you are more analytical in your way of studying; more logical or more associative?

114. A: Ah eh (pause). It depends in the subject (pause) if it's for example History or the Bible or eh Idunno something like this it eh eh I

115. T: associative?

116. A: Ye, but if I study for English or Math or French or ah eh (pause 10 seconds)

117. T: Then what? Then are you analytic?

118. A: Yes, I think eh Idunno (pause).

119. T: Could you give me an example?

120. A: (long pause) O.K

Here there was probably a problem with the Tape recorder and it jumped to something else.

Role-play

(in English)

1. T: Why did you shut the water outside in the garden? I told you to leave it on for a few hours.
2. A: O.K eh I think that eh eh there is not enough water in Israel ehm eh we should ahm ahm
3. T: save?
4. A: Ye save save ah eh the water and eh ah eh (pause)
5. T: But my flowers look, it's a very hot day and all the garden looks so terrible and this kind of flower here, needs so much water please. Leave the water on. I don't care really about=
6. A:= O.K so you can take a glass of water and you jus ah ah=
7. T: =I can take what?
8. A: a glass
9. T: A glass?
10. A: Ye
11. T: of water?
12. A: Ye, and water the flowers.
13. T: How do you think a glass of water is enough?
14. A: It's enough (laughs), ah a couple of glasses.
15. T: A couple of glasses?
16. A: Ye
17. T: No! This needs water; a lot of water.
18. A: So take ah Idunno ah ah
19. T: Just open the tap!
20. A: No! ah ah
21. T: Why are you so concerned with these things; with the environment and everything?
22. A: Because eh it's very ah important. We are live, we are living in ah in this environment and eh eh without the water we we cannot live so
23. T: You know, if you're so concerned with the environment, can you tell me why you brought in this ugly shaggy sick horrible looking dog?
24. A: Because ah eh I can't leave them in the street like this ah they need ah ah family, they need food ah eh they need ah eh people who ah take care of them so eh we cannot letem live in the streets and I Like=
25. T:=You care about, it seems that you care about the dog more than you care about me.
26. A: No, it's not true. It's just that you have everything you want and the animals theyave I know water from from the ground=
27. T:= You know I'm allergic to animals!
28. A: So eh we can keep it keep them in my room it won't disturb you.
29. T: But you know, this dog that you brought in yesterday looks very ill. I'm not prepared to have this dog in the house. It might have rabies.
30. A: eh eh so I promise to take care of him so ah eh you shouldn't be worried about it.
31. T: What do you mean; what can you do against this little dog being ill?
32. A: eh feed it, ah=
33. T:=but if it's ill it won't help if you feed it.

34. A: So I'll take it to ah
35. T: To the vet?
36. A: Ye, to the vet ah ah and that's it.
37. T: And then what? You already have three dogs in your room, so what will you do after this dog gets better?
38. A: ah eh maybe ah I want to keep it so ah Idunno but=
39. T:= I don't want you to keep it. Do you have any other ideas?
40. A: Eh Idunno, if some of my friends want it, I don't care.
41. T: So what will you do?
42. A: I'll give it to to one of my friends.
43. T: Do you want to give it to one of your friends?
44. A: Ye, ye
45. T: Do you have anyone special in mind?
46. A: ah eh I have a friend that already has a dog so, Idunno but, I will find s, I don't really worried.
47. T: Speaking about friends, who is this guy you're hanging around with lately?
48. A: Ah he is a very nice guy. We are partners ***my class and he's very nice he's he helps me a lot=
49. T:= but he's much older than you isn't he?
50. A; Eh ye, but=
51. T:= How old is he anyway?
52. A: Ah twenty eh two ha
53. T: Twenty two?
54. A: Ye
55. T: Why do you think you should go out with people twenty two years old?
56. A: Ah eh ah eh (long pause) the eh eh the other kids eh eh in my age are very boring eh. I prefer the eh older kids.
57. T: Well twenty two years old is not a kid.
58. A: Ye. That right, but ah that's why I like to hang out with him and not with other kids.
59. T: But don't you think it can be dangerous for you?
60. A: No because he's a really good guy. I know him very good; very well ahm andhe=
61. T:= He could just take advantage of you and=
62. A: No eh=
63. T: =How do you know? Where is he from?
64. A: Eh I know him from the neighbourhood.
65. T: What do you mean from the neighbourhood? You haven't known him for many years have you?
66. A: No, but ah ehm eh I've met him a couple of times and we just talked and he seemed to me to be a very a very good guy.
67. T: But you don't go only with him. You go with all his friends.
68. A: Ye ah ah=
69. T:= You're completely loosing contact with your friends.
70. A: That's because they're very boring. They like they like other things.
71. T: Like what?
72. A: Like eh Idunno watching television all day and I don't like it.
73. T: And he?
74. A: He like=
75. T:= What's his name>

76. A: Ariel. He likes to hang out and eh eh
77. T: What's so interesting about hanging out?
78. A: Idunno eh eh ssseetheworld Idunno ah ah
79. T: Is it because of him that you are eating so little lately?
80. A: Ah I don't think so. Actually, he's kind of fat sso ah (both laugh).
81. T: But you look terrible lately; you look so skinny. Why have you decided not to eat meat?
82. A: Cause eh eh (pause) I can't think about the fact that this meat was an animal so O.K sso Idunno something Idunno ah eh (long pause 9 seconds) I can live without it. I I can eat eh vegetables fruits all those things.
83. T: But do you know the importance of meat for the body?
84. A: Yes, I know but eh
85. T: How do you get your proteins?
86. A: Eh, vitamins.
87. T: Vitamins? So you'd rather eat vitamins than eat properly?
88. A: Ye
89. T: Are you taking vitamins?
90. A: Ye
91. T: How much do you weigh? I think something like 35 kilo?
92. A: No ah
93. T: Yes, so how much do you weigh my dear little daughter?
94. A: Ah 45 (laughs) something like this.
95. T: This is very, very little. Let's make a deal=
96. A: =O.K
97. T: You will eat a steak once a weak=
98. A: =Once a weak? (thinks) O.K
99. T; Yes? You will eat a steak once a weak and I won't speak to you again about this and I will give you a nice surprise.
100. A: O.K
101. T: Yes? You will eat a steak once a week=
102. A: Ye
103. T: O.K fine. I'm very happy about this. Now there's just one more thing I wanted to talk to you about and this is about school.
104. A: Ah O.K
105. T: You know you're so talented in Math. Why don't you want to go on studying Math?
106. A: Ah I'm good at Math, but ah ah it's very boring so eh ah (pause) I dunno ah (pause) I prefer to study other things that really interesting me.
107. T: Like?
108. A: Like eh ah acting
109. T: Acting? O.K but what do you think you will be able to do with acting?
110. A: Ah Idunno be an actor (laughs).
111. T: You want to be an actress?
112. A: Actress
113. T: Do you think someone can live by being an actress?
114. A: Ye, of course why not?
115. T: Because you need to be very famous in order to be able to make a living as an actress.
116. A: O.K but this is what I like to do so you can't, you can't tell me what to do about it.

117. T: I can't tell you but I can ask you to try and listen to someone with experience.
118. A: Ye bu ah ah Idunno
119. T: You're not a baby you know.
120. A: Ye that's why=
121. T:= It's the final year and you have to make some responsible decisions.
122. A: Ye so my decision is to study
123. T: to study?
124. A: acting
125. T: O.k. Don't come to me afterwards=
126. A: =O.K
127. T:= when you don't find a job.
128. A: O.K

Case 3 - Ori**Interview**

(conducted in Hebrew and translated)

1. T: Hello Ori. I have explained to you what we are going to do. Just a few background questions O.K?
2. O: O.K
3. T: How old are you?
4. O: 17.
5. T: What is your date of birth?
6. O: 26.6.85
7. T: Where do you study?
8. O: Yehud comprehensive high school.
9. T: What kind of class are you in? (There are academic classes and vocational classes.)
10. O: Academic.
11. T: I would like you to tell me a little bit about your history with studying English as a foreign language.
12. O: What we study?
13. T: Not just now; I mean from the very beginning when you started to study English. When did you start studying English at school?
14. O: In 4th grade.
15. T: Did you yourself start studying English in 4th grade or beforehand? (I ask this question because there are many children who start earlier in private courses)
16. O: I started in 4th grade like everyone else until in the middle I quit and I was disconnected from English I quit ***
17. T: Let's go back to the beginning. It's 4th grade; you start studying English, and =
18. O: = Good. It was good because it was the beginning. 5th grade also; 6th grade eh not really; 7th grade eh (pause) it was also good, sort of O.K eh =
19. T: = Why did you say "not really" about 6th grade? What there anything specific?
20. O: The teacher. The teacher was not really, apart from the fact that as a subject, I never really connected well to English; since a young age I hate; I never; I find it sort of difficult to=
21. T: but you said that in 4th grade it was O.K?
22. O: Yes, cause it was the beginning; there were just small things and also in 5th; and then in 6th, the teacher didn't teach well and she was eh sort of and then in 7th it started to affect things.
23. T: But you said that in 7th grade things were good?
24. O: Yes, because the teacher was excellent. 8th Grade was more or less O.K. We were split into levels and I was put in second level (not top level) at first and then I got good grades and was transferred into the first level. Oh sorry, that was in 9th grade the levels and the transfer. I started 9th grade in second level and was transferred into the first. Then I stayed in the first level because I really wanted to get into the academic classes in high school (first level English was a prerequisite for this). At the beginning it was O.K but then it started getting really really hard. In 10th grade it was too difficult and I couldn't stay in first level anymore.

25. T: When you say: "It was too difficult for me", are there things that are more difficult for you in English than others? What is the most difficult for you?
26. O: I think, lack of vocabulary. If I read a text, about 1/4 of the words I know. The rest I am not familiar with, and then it drags onto English, the grammar because you have to be able to understand in order to cope with the. If you have to insert a verb in its correct form you have to understand the sentence.
27. O: But grammar, I know that if I study, I know it because it's all about rules=
28. T: Where there's a rule=
29. O: Yes. When there's a rule I'm O.K., but generally, to write it's difficult because I don't know words.
30. T: You mean free writing like in a composition?
31. O: Yes, to answer a question also.
32. T: How is your reading?
33. O: O.K
34. T: Do you find it difficult?
35. O: No, not difficult. There are words that are difficult, but generally it's O.K.
36. T: and speaking English?
37. O: (laughs), I can't talk at all. Through all school, I have never spoken in the lessons; maybe at the very beginning.
38. T: Do you understand what goes on in class?
39. O: partially, only partially. I had lots of private teachers for English, but I don't any more.
40. T: When was that?
41. O: When I was in 9th grade in the first level English class. I had a private teacher for quite a long time, but it didn't really help, I mean it helped, but not really.
42. T: So then you stopped with the private teacher?
43. O: Then I quit.
44. T: What do you mean when you say you quit?
45. O: I didn't connect with anything in the lessons; I don't understand anything.
46. T: But you were in the classroom.
47. O: Yes, I was in the classroom.
48. T: Physically, you never stopped coming to class.
49. O: No, I always came to the lessons.
50. T: How are you doing in other subjects at school?
51. O: O.K, not brilliant but O.K.
52. T: What about Hebrew language lessons?
53. O: O.K. We have already finished studying this subject.
54. T: What was your final mark?
55. O: Eh I think 70%.
56. T: and Mathematics?
57. O: I got 100% but in a three point matriculation.
58. T: really! That's good!
59. O: No it's not what I wanted. Whereas I was always bad in English, I was always very good in Math.
60. T: So why did you take only a three point class?
61. O: The teacher. The teacher in 10th grade, I *** and then I didn't really study properly in 10th grade; because of the teacher. Then in 11th grade right at the beginning we were divided into levels and I was only two points short of getting into a four point class, but they wouldn't let me.
62. T: Did you try to talk to someone at school about this?

63. O: No, because the teacher went on a Sabbatical and there was no-one to talk to.

64. T: What a pity. But, you know that in Math you can take the higher test at a later stage.

65. O: Yes, I know. I will do it. What I like best at school now is economics which has a lot of mathematical elements in it.

About the other subjects, eh History, I had problems in 11th grade.

66. T: What kind of problems?

67. O: With the teacher. I didn't study; because of the teacher; I couldn't connect to her. There are teachers I can't connect to; I didn't connect to her and I didn't study all the year and then in the summer vacation I joined a project of doing the matriculation test at the end of the summer and I succeeded. Eventually I got 70% without putting in too much work. If I had been willing to put in more work, I would have succeeded in getting a higher mark.

68. T: And how did you do with Bible studies?

69. O: Here, the teacher gave me quite a good grade, but the matriculation was really difficult so I didn't get a good final grade, I think 65%. All the pupils said it was a very difficult test. (The final matriculation grade in Israel is calculated as a mathematical average between the mark given by the class teacher taking into consideration performance throughout the year, and the external matriculation test itself.)

70. T: What do you like best in school?

71. O: Sports.

72. T: Really, anything in particular?

73. O: Gymnastics. I practiced gymnastics for a few years and I was good at it, but then I quit.

74. T: Why did you quit?

75. O: Because everyone else did.

76. T: When you started school (first grade) do you remember if you had any specific difficulties?

77. O: No, I don't think so. I liked it and I was O.K.

78. T: What about reading and writing?

79. O: It was O.K.

80. T: Do you have spelling mistakes?

81. O: In Hebrew?

82. T: Yes.

83. O: Now?

84. T: Yes.

85. O: I used to have, but now maybe just very few with words I am not familiar with. But basically no, I don't have.

86. T: And in English?

87. O: Oh yes. I've got lots of spelling mistakes.

88. T: How do you study vocabulary in English?

89. O: When we have a test in English, for example, we now had a test in English and the teacher gave us 62 new words in English to learn. We had to learn their meanings. At least we didn't have to learn their spelling, because until recently we were supposed to learn the spelling as well. How do I study? I recognize words by the structure of the word. For example, if there is a long word, I remember its beginning and that's how I remember. That's my way.

90. T: Can you give me an example for such a word?

91. O: (hesitates) eh eh

92. T: Let's say the word 'composition'.
93. O: Ye, composition.
94. T: So how do you remember it?
95. O: I remember the beginning eh com
96. T: So you remember the 'com'?
97. O: Ye. 'com'
98. T: But then what happens if there are other words with the same beginning like 'comprehension', for example?
99. O: So I get mixed up.
100. T: or computer
101. O: I get mixed up. But if there is a specific word that I already know like 'computer' then I don't confuse it. But if it's a new word, that's how I learn it: I learn the beginning, the structure of the word.
102. T: That's how you learn it? Don't you try to learn the whole word, or is it that you don't remember the whole word?
103. O: I learn the whole word, but I don't remember the whole word. Let's say the words appear in a text and the word for 'disaster', just an example, began with 'com', and in the text there is an unfamiliar word beginning with 'ex', I know this word doesn't mean 'disaster'.
104. T: So you learn words according to some kind of =
105. O: = Look (she opens a textbook that was on the desk) let's say this word <relegetate> (The word was 'relegate') (gives the Hebrew translation which was provided next to the word in the book), I sort of remember it by the way it's written=
106. T: = You mean visually?
107. O: Yes. I know, for instance, that I will confuse between this, this and this (points to the words "recover, reversible, relegate").
108. T: and what if I tell you that, many times, 're' is an addition to the root word? Did you know this?
109. O: Not at all!
110. T: I would like to ask you again about the way you actually study for a vocabulary test. Let's say you have the word 'veteran' for a test what do you do?
111. O: First of all I read, no. First of all, if I have sixty words, I divide them and study ten words at a time.
112. T: What do you mean by dividing? Do you do it in separate sittings or in one sitting?
113. O: In one sitting, but I divide the words and study ten at a time.
114. T: What do you mean by "I study", what do you actually do?
115. O: I read them and then read the meaning; read and read the meaning. Then I write the words in English, and give their Hebrew translation without looking at it. If I don't remember, I do it a few times.
- But sometimes we have to study a set of words for a test and I study and do well, and then some of those words appear later in another test as well; it happened not long ago and I didn't remember them very well. It didn't go as well as in the former test.
116. T: So you say that you remembered them well in the short term, but not permanently.
117. O: Yes.
118. T: When you study, do you try to put the words into some kind of context; to use them in sentences or something?
119. O: No, just like that.
120. T: Do you try to write the words in English from memory?

121. O: Only when we had to learn the spelling.
122. T: You told me beforehand that at the beginning of your English studies it was O.K because there were small things. What do you mean by that?
123. O: It was the ABC and the very simple words like 'dog' small things like that.
124. T: Do you mean =
125. O: = Now the language itself gets complicated.
126. T: Do you mean short words? Is that what you mean when you say "small things"?
127. O: Less complicated words, sort of. It also depends on how the word is read. If I can't read the word correctly, it's more difficult for me to learn.
128. T: So is the length of the word a factor?
129. O: Yes.
130. T: Do you think it is easier for you to learn a word like 'dog' than a word like 'air'?
131. O: No, I don't think so.
132. T: 'dog' is more concrete, something you can visualize, and 'air' isn't.
133. O: You mean "hair"?
134. T: No, I mean 'air' (I give the Hebrew word).
135. O: 'air', 'hair'? No, I don't think there's a difference.
136. T: So when you say "small" you mean short.
137. O: Yes, and also there are words that have a few meanings. This complicates things. If there is a quiz and I need to put a word into a context, it is more difficult if the word has more than one meaning. Although many times the difference in meaning is very small. It almost means the same thing. It really confuses me.
138. T: Let's go back in time a little bit. When you acquired reading in Hebrew, did you feel just like everybody else?
139. O: Yes. It was fine.
140. T: And in English?
141. O: O.K but there are things that I can't pronounce. I can read, but not pronounce it correctly.
142. T: You mean you don't read the word correctly. Do you refer to words that don't look like what they sound?
143. O: Yes. They are not supposed to sound like they do (meaning non-phonetic words).
144. T: Words like 'dangerous', for instance?
145. O: yes, exactly. I can read it 'dunggerus'.
146. T: Even if you know the word 'dangerous', is it possible that when you see it written, you will read it as 'dunggerus'?
147. O: Yes. And then I don't understand what it is.
148. T: How do you study for a test in grammar?
149. O: I haven't studied grammar for a long time, probably since 9th grade. I read the rules and did the exercises sometimes it worked. That's what I used to do.
150. T: And now, don't you have tests in grammar?
151. O: Yes, we do, but I can't study for them because there are always words to insert in sentences; add 'ing' or 'ed'. Although I know the rules I don't succeed because I don't understand the sentence itself. And in cloze tests, if I don't understand the passage I don't know what word to put in.
152. T: What did you say is the most difficult thing for you in English?
153. O: words and unseens.
154. T: What about writing?

155. O: Usually the writing has to do with stories that we read and we are supposed to write about. I sit and translate lots of words with a dictionary and try to understand the content at home. Then if I understand the questions in the test, I know how to write. Although I can't write perfectly, but I can still write something and the fact that I know the content helps me.

156. T: So it seems that between reading, writing, understanding and speaking, writing is the skill you are best at.

157. O: Yes, I think so.

158. T: You said that in class you understand only a part of what goes on. Could you elaborate?

159. O: When the teacher talks, I only understand small things.

160. T: Why is this? Is it because of her flow of speech?

161. O: Yes. The speed and also what she says.

162. T: The words?

163. O: Yes.

164. T: Can you describe an English lesson?

165. O: The teacher enters the class; starts speaking "Take out your homework", which I don't do because I can never succeed in preparing it. She is used to it. She knows I am not a part of the lesson. We do clozes; sometimes she reads a story from the literature to us and then she gives class work: to answer questions about the text. Again I fail to do this because I don't understand the text. That's it.

166. T: So English lessons are quite a nightmare for you.

167. O: Yes. Sometimes I do my own thing and then I sit and instead of listening to her, I look for words from the text in the dictionary and then I understand better.

There will never be a situation where I will actually participate actively in English.

168. T: When you are given an unseen passage, how do you approach it? What is the first thing that you do?

169. O: (laughs) I go to the dictionary and start translating word by word. Sometimes I start reading to get a general idea, but then if I see that I don't understand what's going on, I start with the dictionary and then I try to make connections. But sometimes, even after I have the translation, it is difficult for me to make these connections and to understand the sentence. There are times when I can understand the sentence. If I started out with understanding a part of the sentence and got a word here and a word there from the dictionary, I can understand the whole sentence. At other times, I find it difficult to make connections between the words.

Dialogue

(in English)

1. T: I would like us to talk about your learning styles and refer to this grid. Did you understand what I explained to you about this in Hebrew?
2. O: Yes.
3. T: Let's talk about the environmental factor. Does it matter to you whether it is quiet or noisy when you study?
4. O: Yes, I study to eh to sound, eh to not sound. Eh quiet eh ***
5. T: How quiet?
6. O: Eh (pause) lonely.
7. T: Alone? What about music?
8. O: Eh when I studying?
9. T: Yes.
10. O: No, I don't eh listen to music eh *** in eh WHEN when I study.
11. T: What about noises in the house?
12. O: Eh eh what? (Doesn't seem to have understood the question)
13. T: What if your brother =
14. O: =Ah when I studying I eh I love quiet and eh eh when the my brother or eh sister eh talking I said eh them that eh that they eh we quiet.
15. T: I understand, so you ask them to be quiet.
16. O: Yes.
17. T: and what about the telephone or cell phone?
18. O: The cell phone eh (pause) eh shut.
19. T: What kind of a light do you like when you study?
20. O: Eh (long pause after which she says LIGHT). I love love that eh eh this is not eh this is not eh DISTURB ME.
21. T: What doesn't disturb you?
22. O: The light.
23. T: What **kind** of light do you like?
24. O: I don't know the question.
25. T: Do you like strong light?
26. O: eh I don't know.
27. T: Do you know what /strong/ means?
28. O: No.
29. T: A lot of light. Do you understand?
30. O: Yes, a lot.
31. T: Where is the lamp? In the ceiling or =
32. O: = No, in the ceiling.
33. T: And what about the temperature?
34. O: This is not eh not eh DISTURB ME.
35. T: What do you do when it's very hot in the summer?
36. O: Nothing eh this is not eh =
37. T: = So you don't mind.
38. O: Yes.
39. T: Is your room tidy when you study? Tidy, everything in its place.
40. O: Yes. Because I didn't love to study in the eh MESS.
41. T: In a mess. You don't like to study in a mess. So let's say that in the morning your room is very very messy, but you have an exam tomorrow. What do you do?

42. O: I'm eh fixing (pause and laugh) the room and I eh study.
43. T: Can you describe your room to me?
44. O: What?
45. T: Can you describe your room to me? Describe: tell me what there is; what is where.
46. O: Ah, eh I didn't eh table in the room.
47. T: You mean you don't have a table in the room.
48. O: Yes. I study in the FLOOR.
49. T: Ahha, On the
50. O: Yes ci =
51. T: Floor? (Tells her what it means)
52. O: ON A RUG.
53. T: So what do you mean you study on the rug. Do you lie down?
54. O: No, I eh study SIT.
55. T: You sit.
56. O: Yes
57. T: And what if you need to write?
58. O: I'm eh writing eh ON MY LEGS.
59. T: On your legs.
60. O: Yes.
61. T: Can you understand your writing?
62. O: Yes.
63. T: Do you like to study with someone else?
64. O: No, I studying with eh self.
65. T: You like to study by yourself; always?
66. O: Yes, no. eh to eh REVISE THINGS eh I meet with my friends and I study him eh, but eh ONLY FOR REVISION.
67. T: So let's say that a week from tomorrow you have a very big test in History, what do you do now, today, when you go home?
68. O: In all the week?
69. T: Yes, relating to this test.
70. O: I'm reading the eh MATERIAL
71. T: material
72. O: and I'm eh answer to question about =
73. T: = by yourself?
74. O: Yes, and I eh eh and I eh (long pause) I'm reading the eh eh
75. T: Do you write anything when you study?
76. O: The question.
77. T: Ah, so you do this in writing.
78. O: and I eh the day LAST
79. T: the last day
80. O: the last day, I meet with my friends and eh eh she ASKS ME QUESTIONS
81. T: Try in English.
82. O: She (pause)
83. T: (I give her the word) asks
84. O: She asks me question, and I answer and THE OTHER WAY ROUND. I ASK HER AND SHE ASKS ME.
85. T: Try to say that in English. Then I...
86. O: ask you (pause) question and you ask me (pause) question.
87. T: Do you ever study in a group?

88. O: (Repeats in a tone of not understanding the question) In a group?
89. T: In a group: with more than one friend.
90. O: No.
91. T: Only one friend at a time; you will never study with some friends together.
92. O: No.
93. T: When do you like to study best?
94. O: In the light, IN THE EVENING.
95. T: Why don't you like to study during the day?
96. O: Because I tired.
97. T: During the day? Are you tired during the day?
98. O: Yes. In the day I eh I sleep (pause) other the school. (meaning after the school) Other eh I study.
99. T: When do you begin?
100. O: IT DEPENDS when I eh when I eh eh wake up, but eh eh eh (pause). How do you say /sometimes/?
101. T: (gives her the word.)
102. O: But sometimes eh I study eh in the day; tis not eh MATTER sort of.
103. T: Until what time can you study?
104. O: It's very eh DEPENDS because the (pause) because sometime (no /s/) I very very want to sleep oder the school and I not eh and I didn't know to study when I tired, so I go to sleep and other I study. I sleep eh *** and other I study.
105. T: Until =
106. O: = But if I eh don't tired, I study and when I study I tired, so I go to sleep one hour (aspirated /h/) and oder CONTINUE TO STUDY.
107. T: Like a new person.
- T&O: (Both laugh).
108. T: O.K Ori, this is enough for this part. Thank you.

Role Play

(in English)

1. T: Could you water the flowers please. It's very dry outside.
2. O: Yes eh. What the question?
3. T: I would like you to give a lot of water to the flowers. Just open the tap and leave it open.
4. O: In the flower?
5. T: Yes.
6. O: Eh I very worry the flower.
7. T: Why?
8. O: Because I think that eh (long pause) the flowers eh is eh (pause) very important to the (pause) ENVIRONMENT =
9. T: = environment
10. O: environment and eh =
11. T: = So water them! Go on, give them water.
12. O: I don't =
13. T: = A lot of water; give them a lot of water.
14. O: I give them water, but not a lot lot of water because =
15. T: = Why?
16. O: Because eh the eh (pause) eh (long pause)
17. T: Why don't you want to give them water? Do you want a beautiful garden?
18. O: Yes.
19. T: So go on; give them water!
20. O: Eh but the water need, but the presen (maybe meaning person) the people need water and eh I don't think that the water need that eh that the water eh I need to give the eh water a lot of the the eh the flowers.
21. T: I don't know why you won't do one little small thing I ask you to. You always have to argue with me. So now I'm going to take a big bath with a lot of water and you can do whatever you want.
22. O: Why?
23. T: What's wrong with taking a big bath.
24. O: But it's eh (long pause). You didn't give to the eh a lot of water to the garden.
25. T: O.K. You didn't give a lot to the garden so you'll give a lot to your mother. Your mother will take a big bath.
26. O: (laughs) No!
27. T: Again "no"? You're a difficult kid. Why not?
28. O: Because didn't have eh in the country a lot eh, a lot water.
29. T: So now you are worried about the country.
30. O: Yes.
31. T: If you are so worried about the environment, can you tell me why you brought into the house this dirty sick little dog. This is really unhealthy. It's bad for you.
32. O: Because I eh worry to dog.
33. T: You're worried about the dog and you're not worried about me.
34. O: A street dog. Eh I worried you but eh you need to eh CONSIDER with the street dog and eh injoina (unclear word) and eh. No, excuse me with the environment (pause) and the and the country.
35. T: But this dog may be sick.
36. O: What the question?

37. T: It may be sick. Do you understand /sick/?
38. O: No
39. T: (Gives the word in Hebrew.) What will you do to make sure?
40. O: I eh WILL TAKE CARE OF THE DOG.
41. T: What will you do?
42. O: I taked him to the eh(pause) the doctor to the dog.
43. T: When will you do this?
44. O: In eh (long pause) so I forget it (meaning the word /vet/). Doctor in eh
45. T: To the vet; and then what?
46. O: And then I (long pause) eh
47. T: O.K. You take the dog to the vet. Now what? After that, what will happen?
48. O: I am sell them.
49. T: Will you sell the dog?
50. O: Yes, to the other people they want eh to TAKE CARE OF IT.
51. T: Do you want to sell it for money?
52. O: Yes.
53. T: Who will pay for this sick ugly dog?
54. O: Because eh the money that I eh need eh to eh eh PAY to the doctor dogs
I eh WILL GET IT in eh the people they want eh to buy them; to buy the dog.
55. T: Do you think someone will want to buy this dog?
56. O: Eh I am eh find.
57. T: O.K. Let's switch roles. Now you can be the mother and I will be the girl. You can talk about me being very skinny and not eating enough and not eating meat.
58. O: O.K. Why you didn't eh why why you why you eat why you little why you eat very little and why eh look and look eh (pause) AT YOURSELF!
59. T: I think I look fine. Everyone tells me I look so well.
60. O: but I didn't think and you need to eat to must eat.
61. T: But I don't like things that you want me to eat. What would you like me to eat?
62. O: eh (pause) You didn't you didn't eat (long pause) (mumbles quietly)I don't know to say =
63. T: = I eat salad; that's enough!
64. O: No! It's not enough because eh eh eh YOUR BODY need eh vitamin (pronounced like in Hebrew with short /i/) and eh
65. T: What do you want me to eat?
66. O: You need to eat eh MEAT and
67. T: Meat!? But that is an animal. I can't eat animals!
68. O: So you will eh BE WEAK. How do you say?
69. T: Weak?
70. O: Yes, and I think that you need to eat eh no ONLY SALAD.
71. T: Well, I think we will never agree about this. I think that I'm going to find another dog...
72. O: (laughs).

Ori: Reading Comprehension: oral protocols

(The oral protocols were conducted in Hebrew and translated into English. The parts read from the text <...> were in English.)

Reading passage 1: Hands Off? No, Hands On!

1. T: You had difficulties with the reading comprehension passages. I would like to understand what the problem was. Could you please read the first question?

(The question is: "What TWO things were people NOT allowed to do in museums in the past?")

2. O: <What two thin thing were people not aloe alloed to do in eh in musmens museum in the past?> (very long pause) eh something in a museum in the past.

3. T: and you answered:

1. to lower their voice.
2. to put their hands in the pocket.

What do they ask in the question?

4. O: About children in America in the museum. I didn't understand the question correctly before.

5. T: Do you understand it now?

6. O: Yes. And here, (points to the second question) I have to give two examples.

(The question is: "Give TWO examples of "experiences" offered today by American children's museums.)

7. T: Two examples for what?

8. O: I don't know exactly the word, but I know what they want.

9. T: Let's see what you wrote here:

(She wrote:

1. How children dream to be doctors by taking a part of a plastic frame and trying to get into it together.
2. Engineers aspire to explore a model of a coal mine.)

What lead you to write these answers?

10. O: This word (points to the word experiences and now says the Hebrew word for 'experiences)

11. T: Here (points to the third question) what was it that you didn't understand: the question or the text where you looked for the answer.

(The question is: "Name TWO ways in which children's museums in America attract visitors.")

12. O: I understood the question, but not the text.

13. T: What do they want to know in the question?

14. O: What are the attractions for children in a museum in America?

(We had to stop here and the next part of the protocols are done a few days later)

15. T: Please read out loud the title and the first paragraph.

16. O: <Hands hoeff? Eh No hand hands on. Eh A desade (stressing sade) ago visiting a children eh muss moosem eh was not very different from visiting any other eh muss moosem> (computer like intonation)
17. T: Do you understand the sentence?
18. O: More or less.
19. T: What do you understand?
20. O: A visit of children to a museum (pause) wasn't different from another visit to a museum.
21. T: O.K
22. O: <They all had the same rules: keep your voice down and your hands in your pockets.>
23. T: What does this sentence mean?
24. O: rules (gives the word in Hebrew)
25. T: What rules?
26. O: eh (very long pause)
27. T: What does the paragraph mean on the whole?
28. O: Eh (pause)
29. T: (points to the word "they") What's this word?
30. O: They
31. T: What does it mean?
32. O: Gives the Hebrew word.
33. T: Who are "they"?
34. O: (answers mistakenly) the children.
35. T: (points to the word "had") What's this?
36. O: Gives the Hebrew word for "had".
37. T: Had what?
38. O: Eh (long pause) Not sure about "the same". They had rules: to speak quietly and hold the hands in the pockets.
39. T: Let's read on.
40. O: <In the USA today this is no longer the case eh>
41. T: Do you understand this?
42. O: Eh In America today it's not eh eh...Does "longer" mean different? Eh and case is an event isn't it?
43. T: So what's the meaning of the whole sentence?
44. O: I don't know. Maybe in America today it's not a case there.
45. T: What case is the text talking about?
46. O: The visit in the museum. (not sure at all about it)
47. T: How does this connect together with the first part?
48. O: The children's visit to the museum. (hesitantly) In America the visit of children to the museum.
49. T: Let's go on.
50. O: <Adopting a new approach, (pause) American children, Moossems no incroge young visitors to handle exhibitis and intract with them.> (Her reading is hesitant, completely mechanical and implies lack of understanding.)
51. T: I didn't understand from the reading, Did you?
52. O: No.
53. T: Let's try this. I'll read the text to you and we'll see if you understand it better.
54. O: O.K

55. T: (reads: "A decade ago, visiting a children's museum wasn't very different from visiting any other museum. They all had the same rules: keep your voice down and your hands in your pockets.

In the USA today that is no longer the case. Adopting a new approach, American children's museums now encourage young visitors to handle exhibits and interact with them.")

Do you have a better understanding of the text now?

56. O: Yes.

57. T: What do you understand now?

58. O: In American today it is different.

59. T: What is different?

60. O: The visit.

61. T: How is it different?

62. O: They prefer that the visitors eh I don't understand these words.

(In our next sitting I asked Ori to start with reading the text again)

63. T: Ori, lets begin reading the text.

64. O: <Hands hoff>

65. T: (corrects her): "Hands off"

66. O: (Doesn't seem to take in the correction and in the following doesn't pay any attention to punctuation.) <Hands Hoff no hands won.>

67. T: Hands?

68. O: (Corrects herself) <on>.

69. T: What does "Hands off" means?

70. O: Open hands?

71. T: (corrects her and explains.) Let's read the question again.

72. O: <What two think s were people not (pause) always (pause) to do eh eh in in muss in moessems in the past?>

73. T: What did you understand the question to be?

74. O: What two thoughts =

75. T: = No

76. O: think thought

77. T: It says "thing" and not 'think'. Things are (gives the word in Hebrew)

78. O: Ah, so what two things.

79. T: Let's try again.

80. O: O.K <What two things were people always> =

81. T: (corrects) allowed.

82. O: What does this mean?

83. T: (Gives the word in Hebrew.) So what are you asked?

84. O: (Translates quietly to herself word by word.)

85. T: Try to understand what you are asked, not just to translate the words.

86. O: What couldn't people do in the past in museums?

87. T: Yes, what weren't they allowed to do in museums? Right?

88. O: Yes.

89. T: and you wrote:

1. to lower their voice.

2. to put their hands in the pocket.

What weren't they allowed to do? Why isn't it correct what you wrote?

90. O: Ah, exactly the opposite.

91. T: Right. So let's read the text.

92. O: <A desade> (stressing the /sade/)=
93. T: Decade. What's /decade/?
94. O: I don't know.
95. T: Gives her the word.
96. O:<visiting a children eh children's mooessem> =
97. T: = museum
98. O: <was not very different from visiting any other muesment>
99. T: Do you understand what you read?
100. O: Yes. A visit of children to a museum wasn't... Is "different" like "the same"?
101. T: No, the opposite. (Gives her the Hebrew word for different.)
102. O: (Goes on translating) Wasn't different from visiting another museum?
103. T: Yes
104. O: Did the children visit the museum or
105. T: No. A visit to a children's museum: a museum especially aimed at children visitors.
106. O: <They hall had> =
107. T: all, not hall=
108. O: <They hall>=
109. T: all
110. O: <all ad the same rules keep your voice down and your hand in your poocket.>
111. T: So if we look at the question again you are looking for two things that were forbidden, right?
112. O: Yes.
113. T: So what was forbidden?
114. O: Eh sort of to shout; to talk loudly.
115. T: right, and what else was forbidden?
116. O: (hesitates and reads to herself) to put the hands in the pockets.
117. T: No=
118. O: = Eh, sort of
119. T: Why did they want people to keep their hands in their pockets? Because it was not allowed to
120. O: To touch the exhibits.
121. T: Exactly, So what two things were forbidden?
122. O: To touch exhibits in the museum and to talk loudly.
123. T: Yes, that's it. Now read question number 2.
124. O: <Give two examples of experaaaces>=
125. T: What's this word?
126. O: I don't know.
127. T: (Gives the Hebrew word for "experiences".) Go on please.
128. O: <offered (wrongly stressed with the stress on /fer/) today in children's moossooms.>
129. T: What are you asked?
130. O: Eh, Give two examples for experiences (pause) something that children in America did =
131. T: What's "offered"?
132. O: I don't know.
133. T: (gives the Hebrew word)
134. O: O.K Two examples of experiences offered by children in the Museum.
135. T: Not by children in the museums. What's children's museums?

136. O: (Hesitates + pause) Museum of children?
137. T: Yes, Do you understand now?
138. O: Yes.
139. T: Let's try to answer.
140. O: Reads from the text: <In the USA today that is no longer the case. Adopiting> =
141. T: Adopting. What's adopting?
142. O: I don't know.
143. T: (Gives the Hebrew word). Go on.
144. O: <a new apporache>=
145. T: What's this?
146. O: (Shrugs her shoulders)
147. T: (Gives her the word)
148. O: (translates quietly to herself: "to have a new approach".) <American children's museums no> =
149. T: = now
150. O: <now encourage (stressed wrongly) young visitor (no /s/) to handle exhibitis> =
151. T: "To handle exhibits" What does it mean?
152. O: I don't know/
153. T: (gives the word)
154. O: <and intruckt with them.> What's "to handle"?
155. T: Gives the word again. {Auditory verbal STM + CE}
156. O: <In Birminjem, Alabam (wrongly stressed) > =
157. T: Wait, Do you understand "interact with them"?
158. O: (Says to herself) intruckt, (doesn't know)
159. T: = interact (pronounces correctly & gives the word in Hebrew). So what do they encourage children to do?
160. O: To touch the exhibits and have interaction with them.
161. T: Exactly. Do you understand the concept of interaction?
162. O: (hesitantly) eh ye.
163. T: Are you sure?
164. O: (smiles and mutters) Not really.
165. T: (Gives a short explanation) Let's continue.
166. O: <In Birminjem A> =
167. T: Birmingham Alabama. What does it mean if these start with a capital letter?
168. O: That they are names or places.
169. T: Yes. These are names of a city and a state.
170. O: <for example, kids how dream>=
171. T: =who, not how
172. O: <who dream off becoming doctor (no /s/) can learn about Antony> =
173. T: anatomy (+ gives the word in Hebrew to make sure she understands)
174. O: <by taking a plastic skulton> =
175. T: skeleton. What's skeleton?
176. O: I don't know.
177. T: Gives the word in Hebrew. And "to take apart"?
178. O: Like to participate (confused it with to take a part in).
179. T: Corrects her mistake.
180. O: <and then trying to put it back together again.>
181. T: What does this mean?

182. O: (starts translating) and they tried =

183. T: What are these children allowed or encouraged to do?

184. O: To take apart a skeleton and they let them do it *** together?

185. T: To build it. To put back together from its parts. It's an expression.

So what was your question?

186. O: About experiences offered by museums.

187. T: So could this be one of the experiences?

188. O: Yes, this is one: to put together parts of a skeleton. (Goes on reading) <In
Oa> Ah these are names, <a spring en ge ners can explore a model coal mine>

What's this? (Refers to aspiring, explore and coal mine) I didn't understand it.

189. T: (Gives the meaning of it all.)

190. O: So this is another one.

191. T: You're right this is another experience.

Case 4 - Shandy

Interview

(conducted in Hebrew and translated)

1. T: Hello Shandy, before we start could you please tell me how old you are; the exact date of birth.
2. SH: 17th October 85.
3. T: Please tell me about yourself as an EFL pupil. First tell me what the situation is at present and then we'll talk about your EFL history.
4. SH: At present my average grade is not good in 5 point matriculation (the highest matriculation test standard) but in 4 point it's better.
5. T: Could you try to define the most difficult aspect of EFL for you?
- 5a. SH: The grammar.
6. T: The Grammar? And what about vocabulary?
7. SH: Also, but here I can use a dictionary so it's better.
8. T: Between writing and reading, what's easier for you?
9. SH: Reading!
10. T: So it's easier for you to understand what is written than to write things yourself?
11. SH: yes.
12. T: And if we think about comprehension, what is easier for you to understand what is said=
13. SH: yes=
14. T: =or what is written? Reading comprehension or listening comprehension?
15. SH: Listening comprehension is easier.
16. T: and between writing and speaking?
17. SH: Writing.
18. T: Is it easier for you to write?
19. SH: Yes. Definitely!
20. T: And between speaking and writing you say writing is easier?
21. SH: Yes.
22. T: And between speaking and reading?
23. SH: reading. Speaking is the most difficult thing for me.
24. T: So that if we were to scale the difficulties, you find it most difficult to speak in English, then reading comprehension and then listening comprehension.
25. SH: Ye
26. T: What was your grade in the report card for five points?
27. SH: In the last one I got 63%.
28. T: and the one before that?
29. SH: That is the only one this year.
30. T: So what was your final grade last year?
31. SH: Last year I got 70%.
32. T: So your performance can be described as intermediate at a five point level with a slight decline at the beginning of this school year. What do you think is the difference between the end of last year and the beginning of this year that could have made the difference?

33. SH: I think that the teacher. Last year's teacher gave easier tests than this year's teacher.
34. T: I understand. So actually the material is more difficult.
35. SH: right.
36. T: The material this year focuses on reading comprehension doesn't it?
37. SH: Yes it does.
38. T: So the reading comprehension tests are more difficult this year than last year. Is this what you're saying?
39. SH: Yes.
40. T: Could you try to remember your past experience with English. Do you remember when you started studying English?
41. SH: In third grade.
42. T: At school or in private ex-curricular courses?
43. SH: I think that a friend of my Mother was an English teacher and she sat with me, almost everyday.
44. T: Is that when you were in third grade?
45. SH: That was at school, but when I was in first grade I ***English.
46. T: Why?
47. SH: Because she taught me. She sat with me all the time. She didn't have children so she was always at my mom's and she taught me English. And eh=
48. T: = What kind of things did she teach you? Not writing.
49. SH: No, at the beginning numbers and whatever they teach in the first year of English at school, she taught me everything. I came to school, I already knew everything (pause) in English. I think that in 8th grade (pause)=
50. T: The writing as well? Letters as well?
51. SH: No, only to speak, not reading.
52. T: Did you study with a book?
53. SH: pause
54. T: Did you have a workbook or a book?
55. SH: Yes. What she had. She brought and (pause). I think that somewhere in 8th grade my English grades began to deteriorate because until then I had about 90% in the report-card. Even in 8th grade I had 85% in the report-card, but here it stopped.
56. T: In 8th grade?
57. SH: In 8th/9th grade the ability to study English stopped. It is sort of difficult for me to learn this language. I'll tell you something: It's the only subject that spoils my report-card!
58. T: So how do you explain it?=
59. SH: I don=
60. T: =What was after this that wasn't there before?
61. SH: I don't know. That's what I also don't know!
62. T: Was there a different teacher or a different school or?
63. SH: No. In 10th grade I started high school=
64. T: I mean at that point where you say it was difficult for you to study English.
65. SH: No, the same teacher. It was just difficult for me. I simply don't know why.
66. T: You have no...=
67. SH:= ye I don't know. All of a sudden grades started to drop to 80% and from 80% dropped to 70% just like this.
68. T: Ahha. How are your grades in the other subjects? You said that they are high.
69. SH: Yes.

70. T: How are you in Language (Hebrew)?
71. SH: 90%
72. T: Mathematics?
73. SH: 4 points I have 100%.
74. T: 100%?
75. SH: Yes.
76. T: and Bible?
77. SH: final grade 80%.
78. T: History?
79. SH: Final? Everything final? 90%
80. T: What's more difficult in Bible studies than in History?
81. SH: (laughs) Bible studies I didn't like at all, Bible and English.
82. T: Bible studies are also language studies to a certain extent.
83. SH: Ye, right.
84. T: The reason why I'm asking you these questions is that I'm trying to compare between things at school=
85. SH: =Bible and English. **Theses** are the subjects that I specifically hate. Hate because I don't succeed in them.
86. T: because it's difficult for you?
87. SH: Yes. History, Literature, they're O.K
88. T: O.K Shandy. Now lets have a look at your reading comprehension.

Dialogue

(in English)

1. T: I would like to ask you about the environmental factors in studying, for instance: How does sound affect your studying?
2. SH: I can't learn with the sound just in Math I can with sound, but eh eh English and eh all the subjects I can't ** with sound.
3. T: You cant?
4. SH: Yes
5. T: What's the difference?
6. SH: No, because Math is not the Hebrew. It's not (RELATED TO)
7. T: related to
8. SH: relate to words. Just numbers.
9. T: and
10. SH: It's not eh, I can't, eh I cant.
11. T: So are you saying that you **do** study with music when you study Mathematics?
12. SH: Yes.
13. T: Does it actually help you?
14. SH: Ah ha. Helps my brain.
15. T: So what happens? Just describe if you were studying for a test in History and the tape recorder were on. What would have happened?
16. SH: I can't eh=
17. T:=You can't what
18. SH: I can't learn.
19. T: Describe what goes on in your brain.
20. SH: Nothing.
21. T: (laughs)
22. SH: I can't.
23. T: When did you find this out?
24. SH: ***long time.
25. T: And what is it in music that helps you with Mathematics?
26. SH: (laughs) I don't know.
27. T: You've never thought about it?
28. SH: No.
29. T: And what about other kinds of noises. Not music but noises.
30. SH: I can't do nothing, a a about eh silence.
31. T: Say that again. I didn't understand you.
32. SH: Not in Mathematics. In Hebrew I can't eh I can't eh listen even the eh smaller noise I can't. I need silence.
33. T: What can't you do?
34. SH: (doesn't understand)
35. T: What can't you do when there is noise? You can't, you can't what?
36. SH: learn.
37. T: So what do you do?
38. SH: HOW DO YOU SAY SCREAM? (Remembers by herself) Scream! (laughs) Scream on my mother; my father.
39. T: Scream on them?
40. SH: Ye
41. T: So let's say you're going to study for a test now.

42. SH: In what?
43. T: In History. What do you do?
44. SH: Close the door, ehm and study.
45. T: O.K. When you sit to study, is your room can you study in a messy room or does it have to be organized or Describe your room when you study.
46. SH: It's not matter.
47. T: Its
48. SH: Its not matter.
49. T: Ahha. Describe your desk. (She looks as if she doesn't understand what I want) Describe it. Just now, can you remember what's on your desk.
50. SH: Now? Nothing.
51. T: Nothing? It's clean? And usually?
52. SH: Yes.
53. T: What yes?
54. SH: It's eh HOW DO YOU SAY CLEAN?
55. T: Clean.
56. SH: clean?
57. T: clean
58. SH: It's clean now eh and eh most of the time it's clean but sometime I eh I don't have power to clean and I do (meaning /don't/) like this and eh maybe my mother come and clean my desk.
59. T: Ah your mother cleans your desk. And what happens if she looses things?
60. SH: (laughs) it's never happen.
61. T: It never happens?
62. SH: No.
63. T: I would like to speak to you a little bit about the physical factors of your learning style. For instance, how do you learn best? By hearing things in the lesson; by reading them in a book; by writing things maybe by writing and summarizing for yourself.
64. SH: Writing and summarize and sometimes I need to read it and I understand. But to listen eh no! Its not work.
65. T: It doesn't work when you listen?
66. SH: No. Most of the case I learn alone not with teacher *** In the lisen I eh do eh
67. T: In the lesson?
68. SH: I talk. I can't learn in the class.
69. T: But let's say if you were concentrated; if you tried to concentrate in the lesson and listen?
70. SH: **Just** for 5 seconds something like that. I can't; I can't. It's a bad thing because I need to learn *** but I can't.
71. T: So I don't understand now if you don't remember things that you listen to because your memory from hearing is less good or you never gave it a chance.
72. SH: No, I give it a chance. I give, but I can't I
73. T: What do you mean you give it a chance?
74. SH: I'm try all the time.
75. T: Try what?
76. SH: to HOW DO YOU SAY TO CONCENTRATE?
77. T: concentrate
78. SH: (can't say the word) in the class. I can't eh I can't. I'm try but I can't
79. T: But again if you don't really listen, you don't know how your memory is from listening right? You don't know if it's good or bad.

80. SH: No, I think it's bad, because my memory is not good.
81. T: All and all is it bad?
82. SH: Aha.
83. T: Let's say you have a History test tomorrow, what do you do?
84. SH: Reading. and that, the writing I, no the **important** things I write (pause) writing and reading again reading I'm study BY HEART how do you say?
85. T: by heart
86. SH: By heart.
87. T: You study by heart? And if it's 500 pages?
88. SH: It's not a matter to me.
89. T: What do you mean?
90. SH: I can eh I have eh A VISUAL MEMORY How do you say?
91. T: a visual memory. So say that
92. SH: I don't remember
93. T: Visual memory. Say that: I have
94. SH: I have
95. T: a visual memory
96. SH: a visual memory.
97. T: So you can remember by heart 500 pages?
98. SH: Not 500, but I can in a test I can remember where this LINE
99. T: line
100. SH: lie
101. T: line
102. SH: line in the paper and I can really see while I write.
103. T: Ah so you **do** definitely have a visual memory.
104. SH: Yes, but not all the time.
105. T: When not?
106. SH: When a lot of papers I need to study I can't.
107. T: So how do you do it?
108. SH: HOW DO YOU SAY REHEARSE?
109. T: Say it over and over and over again.
110. SH: and summarize it all the time.
111. T: So it helps you to summarize?
112. SH: Ye
113. T: How do you summarize?
114. SH: I read, I write the important things. Sometimes I add to it but not a lot of things.
115. T: How do you study? Do you sit at a desk?
116. SH: Yes. I can't eh in another eh (HOW DO YOU SAY- WAY)
117. T: way.
118. SH: way
119. T: What about food?
120. SH: No, (laughs) not me. Eh don't, not manner to me I eat when I hungry not if I want eh to study.
121. T: What motivates you?
122. SH: to succeed. I want to succeed. Not if I look to another man how he succeed. I want to succeed by myself eh; I want to get to the higher level than I can. I'm not looking for someone else eh want to get to eh want to get (pause) to where he go eh he get.
123. T: I don't quite understand this. Can you give me an example?

124. SH: If I, I want to succeed in English, for example, I eh know that I, I can't succeed in five points so I don't really eh (HOW DO YOU SAY TO MAKE IT HARD?)
125. T: make it hard
126. SH: Make it hard to myself and eh (FORCE)
127. T: force
128. SH: force myself to do five points.
129. T: Ah, O.K. How do you like to study? Do you like to study by yourself?
130. SH: Yes. Just myself! I can't with another people.
131. T: Never?
132. SH: Ye
133. T: ever?
134. SH: Ye
135. T: No time?
136. SH: No.
137. T: O.K, let's say that you don't understand something, what do you do with it?
138. SH: Eh, call a friend. (said it unclearly)
138. T: You
140. SH: Calling to my friend.
141. T: and if your friend doesn't know? If you don't understand,
142. SH: Calling to a friend. If she don't know, ***to another friend*** doesn't matter something that (maybe meant /something like that) friend, friend friend.
143. T: So, you will not just say:" never mind."
144. SH: Sometimes I say this, but te just eh if I don't have a choice I do this eh but not eh if I not try to eh (FIND)
145. T: find
146. SH: find the answer.
147. T: So first of all you will?
148. SH: call to my friend.
149. T: When do you give up?
150. SH: When eh I don't have power to eh to the study or if I know that I am not succeed in the test or something like this I **give up.
151. T: So if you think that you are going to fail.
152. SH: Ahha
153. T: O.K, thank you.

Role Play

(in English)

1. T: Shandy, didn't I tell you to open the water on the flowers and leave it on until I tell you to shut it.
2. SH: But Mum, you can't waste the water. We don't have a lot.
3. T: I don't have what?
4. SH: water.
5. T: Of course there's water. I open the tap and there's water.
6. SH: No but in the Kinneret we have a little.
7. T: So! Why does this interest me?
8. SH: Because you need to eh (long pause)
9. T: I want a beautiful garden!
10. SH: O.K but you need to (HOW DO YOU SAY TO CONSIDER)
11. T: consider
12. SH: You need to consider the environment we don't have a lot of water and we need to (HOW DO YOU SAY SAVE?)
13. T: save
14. SH: We need to save the water that we have.
15. T: And do you think that if I don't water the garden, this will save the water problem in Israel. Yes?
16. SH: Yes. If all the people in Israel think like that our water will save.
17. T: But, if all the people in Israel think like that, we will have such an ugly country.
18. SH: Why?
19. T: Everything will be brown.
20. SH: O.K, so you need to open the water of the garden in the morning or in the evening, not now. Now it's eh noon.
21. T: But now it's very hot, so the flowers need the water now.
22. SH: No!
23. T: No? O.K I'll open it by myself never mind. But tell me, if you're so concerned about the environment why did you bring in this ugly, dirty sick looking dog. Throw him out of the house!
24. SH: Because he very (pause) HOW DO YOU SAY MISERABLE?
25. T: miserable
26. SH: Because he's very miserable *** and fraid he want to eat and I bring him to the house to give him water and food.
27. T: But now he'll stay here.
28. SH: So, he cute.
29. T: who's cute?
30. SH: the cat.
31. T: the dog...
32. SH: (laughs) the dog.
33. T: No it's not cute! Look, you know, this dog. He's so ugly and he **stinks!**
34. SH: So, He beautiful.
35. T: But he stinks!
36. SH: So we clean him and *** he smell good.
37. T: He will smell good? If we clean him?
38. SH: Ye
39. T: But even if he smells good, maybe he's ill?

40. SH: So we take him to the (VET?)
41. T: vet.
42. SH: vet and we see what we can do.
43. T: Who is "we"?
44. SH: I and you, come with me.
45. T: No, I'm not coming with you to the vet.=
46. SH: =Why?
47. T: Because I don't like animals.
48. SH: So, come with me.
49. T: No! You want this animal; you want this dog, take it to the vet. You can take it by yourself, but then what?
50. SH: Eh, We treat him and he eh stay in eh our house.
51. T: But you know I'm allergic to dogs.
52. SH: O.K eh I bring him to my friend.
53. T: You will bring him to your friend?
54. SH: Ahha
55. T: O.K. That's a very good idea.
56. T: So maybe you friend can take him to the vet.
57. SH: O.K
58. T: (laughs) There was something else I wanted to talk to you about: your eating habits. Look at yourself. What do you see?
59. SH: I see a fat people.
60. T: You're fat?
61. SH: Yes.
62. T: You weigh about 45 kilo. No, you're so skinny.
63. SH: No.
64. T: But, what do you eat? When have you eaten meat last?
65. SH: eh eh I don't remember; I think yesterday I think.
66. T: You ate meat. Eh how much did you eat?
67. SH: **I don't remember. I think I ate a leg, a leg of a chicken.**
68. T: So you're not vegetarian anymore.
69. SH: No.
70. T: So what do you eat?
71. SH: I eat (long pause) the only meat I eat is the legs of a chicken.
72. T: Why?
73. SH: because I don't like the other meat. It's ugly.
74. T: and what do you eat; describe a whole meal to me. What do you eat? You're so skinny.
75. SH: I don't eat a lot I don't have eh (APPETITE)
76. T: appetite
77. SH: appety, I don't have.
78. T: but you need to eat a little bit more.
79. SH: Why? I'm not hungry. It's O.K.
80. T: but you look horrible.
81. SH: It's good.
82. T: no, it's not.
83. SH: it's good.
84. T: Why is it good?
85. SH: Because I don't want to be fat.
86. T: You don't have to be fat, but you can look better.

87. SH: No, I don't think so.
88. T: You're such a difficult girl.
89. SH: I know, I know.
90. T: You bring in all these animals and you don't eat to eat properly and now this thing about school.
91. SH: What?
92. T: You know what. What do you want to take as a major subject at school?
93. SH: Eh (long pause) I want to take art and music.
94. T: Art and music (both laugh); and then what will you be? What will you do with art and music?
95. SH: I don't know. It's fun!
96. T: And what do you think; you know; how old are you?
97. SH: 17
98. T: Do you know that you are going to enter life soon? What will you do with Art and Music?
99. SH: I don't know. I don't want to continue in my future with this major, but I want to have fun now and want to learn art and music.
100. T: but you are so talented in Mathematics and physics and computers.
101. SH: so, I want to learn this because it's fun, and I want to enjoy the life and not eh learn all the time.
102. T: but this is not practical.
103. SH: I think it is.
104. T: What do you mean it is? Explain how you can benefit from Art and Music/
105. SH: O*** I don't continue this in my future but I, eh now I want to learn this because I want to (pause) have fun and enjoy the life I don't, I'm still young I don't want to learn subjects that I don't want.
106. T: but you're good at them.
107. SH: so, *** this eh (long pause) next year.
108. T: O.K I hope you will. Who is this guy that you're hanging out with; who are all these people you're hanging out with?
109. SH: They my friend from new school and eh=
110. T:= No they're not. They can be yo=
111. SH: (laughs) father?
112. T: you're father, yes?
113. SH: they looks eh big, but they not.
114. T: they're not big?
115. SH: No. They looks older, but they not.
116. T: How old is this John guy?
117. SH: nineteen or
118. T: nineteen? That's all?
119. SH: Ye
120. T: I don't think he's nineteen. He doesn't have hair on his head.
121. SH: (laughs) eh tomorrow when he will come I eh HOW DO YOU SAY TO INTRODUCE?
122. T: Try, find another way to say it.
123. SH: When he will come I (WILL INTRODUCE HIM TO YOU)
124. T: you will introduce him to me, and then what? so he can be my boyfriend; he looks so old.
125. SH: (laughs) No. You see that he not so older.
126. T: How did you meet him?

127. SH: In my job.

128. T: in your job? I didn't know that you had a job...

129. SH: (laughs) I have a job you know!

130. T: What is your job now?

131. SH: I'm wait ress.

132. T: Ah ha. And what was he doing there?

133. SH: He's a waitress like me.

134. T: Ah he's a waiter like you. O.K so I'll meet him tomorrow, but you have to know that I will ask him about his age.

135. SH: O.K Mum

136. T: Bye-bye

Shandy: Reading Comprehension: oral protocols

(The oral protocols were conducted in Hebrew and translated into English. The parts read from the text <...> were in English.)

Reading passage 1: Hands Off? No, Hands On!

1. T: We are now going to do what is called oral protocols on the first reading passage: Hands off? No, Hands On! What I'll try to do is to bring you to think out loud what led you to write, for example, this answer.
2. SH: That is incorrect.
3. T: Yes. It is incorrect.

(The question is: "Give TWO examples of experiences offered today by American children's museums.")

4. T: You wrote: In New York teenagers were invited to develop their film (the film negative) in the studio. Please show me what led you to this answer.
5. SH: (reads quietly) <... New York Ci** cinema museum younger eh youngsters are invited to produce their own films in a real studio> that's it.
6. T: Fine. So tell me what you understand from this.
7. SH: That in New York youngsters were invited to develop their film in a real studio.
8. T: O.K I understand your problem here. The problem is in the word "produce" because to produce is not to develop as you understood it to be, but to produce. (I gave her the word for it in Hebrew.)
9. SH: Ah
10. T: So it was a problem of vocabulary.
11. SH: So they wanted to produce a film?
12. T: Exactly. They are invited to produce a film, a whole film in the studio.
13. SH: O.K
14. T: Now let's go to the third question.

(The third question is: "Name TWO ways in which children's museums in America attract visitors.")

15. T: Did you understand the question?
16. SH: Yes.
17. T: You wrote: Museums display exhibits which are directed towards teenagers like comics and space. This is fine, but you had to name two ways. So let's look for it.
18. SH: I have looked for it I remember.
19. T: Let's read it. Where did you find it.
20. SH: <With the same aim in mind>
21. T: Just a minute, O.K read it.
22. SH: < With the same aim in mind many of them offer> (pauses and says: "I can't pronounce this word")
23. T: exhibitions
24. SH: <on subjects that appeal to a young (pause) audience such as comics space flight or ecology>

25. T: O.K you wrote that they exhibit things that are aimed at youngsters, right?
26. SH: Yes
27. T: Good. But what does it mean "with the same aim in mind"?
28. SH: With the same aim.
29. T: And what is the aim?
30. SH: To attract a young audience to museums.
31. T: Right. So if it says with the same aim in mind, and they suggest this (points to the place in the text where she looked to find her answer) where logically do you think will be the answer for two ways. Here, after this there is one way, so where will the other way be?
32. SH: Before.
33. T: **Ah**, you understand? So the minute they say "with the same aim in mind" it means that beforehand they have talked about something that relates to this aim. So please read what's written before?
34. SH: <eh c (pause)>
35. T: curators (she doesn't understand and T says the word in Hebrew)
36. SH: <of the new museum often really>
37. T: rely
38. SH: (repeats) <rely on high tech elec>
39. T: high tech
40. SH: Ah, <high tech electronic deveese>
41. T: devices
42. SH: <devices to attract children and hold their interest.>
43. T: So how?
44. SH: That they rely?
45. T: That they rely, or bring, O.K they rely. They rely on what? What's high tech electronic devices?
46. SH: What's devices isn't devices an aim?
47. T: Devices is (gives the word in Hebrew). What kind of devices?
48. SH: Electronic devices.
49. T: In order to do what?
50. SH: to attract children, **ah** in order to attract their interest.
51. T: Right. So one is comics and space and the other one is?
52. SH: Electronic devices.
53. T: Right high tech electronic devices. So what was your problem here? The problem was that you didn't know how to take advantage of cohesive markers. If you were aware of the significance of "with the same aim in mind" to understanding the text, your understanding of the text would have been better. A tip as to the problem with the word "produce": If you are absolutely sure about the word then there is nothing to do, but if you are in doubt and you are in a test situation, it's probably better to look it up in the dictionary (when possible).
54. SH: How do you say to manufacture?
55. T: You can also say to produce (in English).
56. SH: Ah
57. T: But it's not to develop. It's to manufacture or to produce. If we are talking about industry its (gives the Hebrew word) and if we're talking about films it's (gives the Hebrew word. In English the word "produce" could be used for industry and for films. In Hebrew these are different words.)
- Now we will move on to look at the second reading comprehension text. "Six Good Reasons for Subscribing to the Science Scene and it was very difficult for Shandy.

Reading passage 2: Six Good Reasons for Subscribing to the Science Scene

1. T: Why was this reading passage so difficult for you? I would like you yourself to try to pinpoint the difficulty.
2. SH: It wasn't stable it wasn't a kind of a story; it was like drops of information.
3. T: and the second thing? Are you saying that the vocabulary was=
4. SH:= Yes the words were difficult for me.
5. T: O.K Let's go over the questions. (T starts reading: "Which of the six reasons specifically" and then stops and says: No. I would actually like you to read.)

(The question is: "Which of the six reasons specifically mentions the following?
Write the numbers of three reasons (one number in each space.)

-a) The magazine offers many different options.
b) The information is relevant to the readers' own lives.
c) This magazine has an advantage over similar magazines.

6. SH: <Which of the six reasons specifically {*slowly in a decoding style*} mentions, mentions {*reads with the strong /s/ sound*} the following. Write the number of three reasons one number in each space.>

7. T: What do they want to know?
8. SH: To read all the three and each is related to, sort of what is the main idea of each paragraph.
9. T: I don't understand; explain it to me again.
10. SH: I read this, this and this (points to a) b) and c) and see in which paragraph they talked about it.
11. T: O.K so you have understood. And where do you find your answers? Can you take them all from one paragraph or not?
12. SH: No. There are other things as well.
13. T: No, I mean to emphasis that you are asked to take your answer from three different reasons.
14. SH: Yes.
15. T: namely you can't take all three from the same reason even if the text allows it.
16. SH: Yes.
17. T: How did you approach this question?
18. SH: I read this (points to a paragraph) then these (points to the reasons) and like that.
19. T: Overall your approach is a good one. The problem is that this type of unseen does not send you specifically to the lines where you can find your answer like many unseens you are used to tackle. This is a bit more difficult. Fine, now please read b). a) was fine.
20. SH: <The information is relevant to the readers own lives {*pronounced with a short /i/*}>
21. T: (corrects) own lives (pronounced with long /i/ sound). O.K What does this mean?
22. SH: That the information is relevant to the reader to the reader's lives.
23. T: right, to the reader's lives. And you wrote that this is taken from reason number 1. Please look at the text and tell me where it is.
24. SH: What do you m=

25. T: =Where within reason number 1. Where did you think it was? Why did you write number 1?
26. SH: Eh because of "information" I made the connection because I didn't find anything else. I simply didn't have a choice=
27. T: = Did you go technically and look for information"?
28. SH: Yes, no, I tried and found nothing else that is connected so I figured I may as well try 1 because of the word "information".
29. T: Do you understand what it means?
30. SH: What?
31. T: "The information is relevant to the readers' own lives"
32. SH: (answers correctly) that the information is relevant to the reader's life.
33. T: O.K so go on reading reason number 2.
34. SH: (reads silently)
35. T: Read out loud please.
36. SH: <Understand how science aaappeals to you >
37. T: Applies
38. SH: applies to you
39. T: What's "applies"?
40. SH: I don't know.
41. T: Again there is the problem of not knowing a word. "Applies is (gives the translation). Now it reads: "understand how science applies to you" What does it mean?
42. SH: To understand how science applies to yourself.
43. T: Now read this (points to the continuation)
44. SH: <Read about the particular>
45. T: practical
46. SH: <practical appe eh lications to sc..>
47. T: of scientific
48. SH: <of scientific b ehrik tought and their sssig n ifi cance>
49. T: significance
50. SH: <significance to you.>
51. T: What's "significance"?
52. SH: Because of the "to you" I can know
53. T: Yes. "Significance to you." You're right. Now you've got it. Read this please (points to c).
54. SH: <This magazine has an advantage aadvitage over similar magazines.>
55. T: What is the meaning of this?
56. SH: That it has an advantage over other magazines.
57. T: sim=
58. SH= magazines like them.
59. T: O.K go over these reasons. You wrote reason 6. Could you tell me what lead you to this answer?
60. SH: Because what they say here is that you don't have to read every time, you can read every period.
61. T: So why can't it be done with other magazines?
62. SH: Cause other magazines ** this magazine is like sort of continued stories*** in comparison to the others.
63. T: Where does it compare this magazine to others here?
64. SH: (she looks for it)
65. T: It's not written.

66. SH: It's not written, but if they mentioned it, it means in comparison to..
67. T: In comparison to who?
68. SH: They wouldn't mention it with no reason.
69. T: mention what? Where? There is no comparison with anything else here. Read this sentence please.(points to reason 1).
70. SH: <The Science Scene gives you more up to date information than any other popular> ahh That's it.
71. T: Right. More... than points to the advantage. Let's read the next question number 5.

The question is:

"How does the magazine make its articles easier to understand?
In your answers, relate to TWO of the six reasons.
Complete the sentences (TWO words in each space)."

72. SH: Shall I read?
73. T: Yes.
74. SH: <How does the magazine make its articles easier to understand?>
75. T: Before you go on, do you understand?
76. SH: Yes. <In your answers relate to two of the six reasons. Complete the sentences two words in each space.>
77. T: So you have to relate to two, right?
78. SH: Yes.
79. T: What did you write? He uses.....
80. SH: clear language.
81. T: Where did you find this?
82. SH: (Points to reason 3 and reads)<all written in clear and simple terms>
83. T: Yes, that's right but
84. SH: they wanted two
85. T: Yes, "clear" and "simple terms" are the same thing which is taken from the same part. They wanted two different things and to be taken from two parts of the text. Now you have to go to other reasons and look for how the articles in this magazine make it easier to understand. (The recording stopped for a moment. Shandy asked me what was to clarify and to illustrate and I told her).
86. SH: Starts laughing ah it's this.
87. T: Read the sentence.
88. SH: < Our eye-catching graphics and photographs illustrate and clarify the text, eh helping to bring the information to life.>
89. T: So what does he use?
90. SH: What's this word?
91. T: Illustrate is (gives the translation again), but what does it use?
92. SH: Drawings, graphics and photographs or pictures.
93. T: Let's go on. Read this (Points to the next question). The question is:

"COPY TWO phrases which show that the magazine deals with new developments.
Take your answers from TWO of the six reasons."

94. SH: <Copy two (hesitates) p eh (pause)>
95. T: phrases. Phrases are parts of sentences, right?

96. SH: Ye <that show that the magazine deals with new developments?{*Intonation of not understanding*}.
97. T: What's "new developments"?
98. SH: (gives the correct word in Hebrew)
99. T: So the emphasis is that you have to copy parts of sentences that show that it deals with?
100. SH: The newest latest developments.
101. T: Right. And again you have to take it from?
102. SH: Two=
103. T:=Two of the six reasons. You didn't do it correctly. Both things you wrote are incorrect. "Giving you all sides of the story" is what you wrote. Where does it say something about new developments?
104. SH: It doesn't.
105. T: "Presents a variety of viewpoints" (was the second thing she wrote).
106. SH: No, I probably didn't understand the question right.
107. T: Ah
108. SH: I can see this by my answers.
109. T: O.K So try again.
110. SH: (goes through the text again)
111. T: (Shandy pointed to reason 3 and read):
112. SH: <bre fe r reviews of the most re cent sci enstic discoveries> I don't understand this (points to briefer reviews)
113. T: (gives the meaning) but what is interesting for us is?
114. SH: most recent scientific discoveries.
115. T: right. That's one. And the other?
116. SH: ***
117. T: Say that again?
118. SH: <sscientific breakthroughs>
119. T: What's "breakthroughs"?
120. SH: Eh eh it has a word for it I know
121. T: gives the Hebrew word. So if it's a breakthrough it's a new development. O.K?
122. SH: Ye
123. T: Now let's read question 7.
The question is:

According to reason number 6, it is worthwhile subscribing even if you don't have.....

124. SH: <According to the reason number 6, it is (pause) worthwhile sub su>
125. T: subscribing
126. SH: <even if you don't have>
127. T: You wrote: even if you don't have time
128. SH: to follow all the magazines that you get to your house.
129. T: This is incorrect. "Even if you don't have time to".. up to here it's correct but not to follow all the magazines but: "too busy to read the science scene from cover to cover" What's from cover to cover?
130. SH: From time to time
131. T: No, What's cover?
132. SH: (Doesn't know)

133. T: cover is (gives the Hebrew word) so even if you are too busy to read the Science Scene from beginning to end "Don't worry, even reading just a few articles in each issue will keep you well informed" So we're talking about the Science Scene here and not about other magazines. Again a vocabulary problem with "from cover to cover"

134. SH: Is this an expression in English "from cover to cover"?

135. T: Yes it is.

Case 5 - Omer

Interview

(conducted in Hebrew and translated)

1. T: Hello Omer, I would like to ask you a few questions about yourself.
2. O: O.K
3. T: When were you born?
4. O: Hebrew or English?
5. T: Hebrew for now.
6. O: 14.4. 1985
7. T: Fine. Could you tell me when you started to study English?
8. O: In 4th grade.
9. T: How did you do with English studies?
10. O: Average. I was never a great success but I never failed. I never scored less than 70%. I think that it's the same now: average, that's it.
11. T: Did you have private teachers for English?
12. O: I had in 9th grade when I had to pass the 85%. (in order to get into a high level class in high school)
13. T: Did it help?
14. O: Ye, sort of. Especially where technique was needed cause English is all about technique in exams.
15. T: Do you mean strategies for reading comprehension questions?
16. O: Ye, reading comprehension and all sorts of small things like in the clozes there are always things that are repeated and in unseens. Apart from that I didn't take any private lessons.
17. T: What is the most difficult thing for you when dealing with EFL?
18. O: Grammar, grammar and obviously also to express yourself. It's a foreign language and you need to think ahead. It's not a native tongue so you think in Hebrew and then you translate it in your head to English so than you don't say complete nonsense so it always takes more time.
Apart from that eh vocabulary, vocabulary is O.K but also sometimes you get stuck for a word so you can't express yourself fluently and it's English. What can you do, a foreign language; what can one do?
19. T: Let's say you have a passage to read, but there is also the possibility of someone reading it to you, what's easier for you?
20. O: To read by myself! In Hebrew as well, by the way. If I study for a test and I am read to, I don't absorb everything, even in Hebrew where I understand everything, I don't absorb everything. If I read it myself, I am more focused. Even more so in English.
21. T: So you think that you remember better by seeing things than by hearing them.
22. O: Yes, undoubtedly so!
23. T: What is the easiest thing in English for you?
24. O: I read books. I did when I was in the United States. I try to read, but ever since I came back I sort of stopped.
25. T: How long were you in the United States?
26. O: Three, four months.
27. T: How was it there from the point of view of English?

28. O: When I came back from there my level was O.K, actually really fine.
29. T: Did people understand you?
30. O: O yes.
31. T: How old were you?
32. O: It was last year, about 16.5. I was understood, yes. I had friends; I still keep in touch with them.
33. T: In English?
34. O: My accent is bad. I have a difficult accent; a very Israeli accent. I still have.
35. T: So they found it difficult to understand you?
36. O: Ye
37. T: Did you find it difficult to understand them?
38. O: No, not really, apart from the slang that you acquire with time.
39. T: How did you manage at school?
40. O: I was about three months, ye; at the beginning it was difficult. They have what is called ESL, you know, English as a second language. They have 1234 and I got into 4 which is almost mainstream, but it was still hard. There were all sorts of... for example they had Shakespeare that I can hardly read in Hebrew, let alone in English. So they are considerate and give you simpler things.

Dialogue

(in English)

1. T: Let's look at this grid and talk about factors that influence your studying. Let's talk about the sound. How are you more comfortable studying?
2. O: Eh generally I like I like to beee with myself alone eh without any sound eh around eh I like eh
3. T: music?
4. O: Ye I know, I can't
5. T: You can't?
6. O: No, I can't, it's disturb me.
7. T: why?
8. O: Idunno it's just if I read something so I have to be very eh con con con
9. T: cen
10. O: concen (pause)
11. T: concentrated?
12. O: Ye O.K and if someone eh call me or my mother is eh eh cooking so eh I can't eh study very well.
13. T: Your mother is cooking and this actually disrupts you?
14. O: Ye, Ye. If I'm learning in the ch kitchen and she is cooking so I can't learn. I need a very quiet eh area.
15. T: Is your room close to the kitchen?
16. O: No, but eh I mean usually eh I'm learning eh in the kitchen. I don't know why.
17. T: Yes?
18. O: Yes. Maybe because this. Idunno. The food, where is the food?
19. T: So could you elaborate upon this?
20. O: Eh eh
21. T: Could you say something more about it?
22. O: Oh ye. When I'm study, I have to eat something. It's like ehm energy.
23. T: How often?
24. O: (pause) eh all the all the process.
25. T: Yes?
26. O: I need eh bread or coke eh or pasta things like that=
27. T:= So just describe it to me. Let's say you are studying for a test in History, and you start at two o'clock, now what do you do?
28. O: I'm sitting and I'm start to study=
29. T:= where?
30. O: probably in the kitchen or, I don't like my room; it's like very quiet. I need some I need some sound. Not very loud, O.K so then I'm start to study and I connected this one
31. T: What about the food. I don't understand.
32. O: Oh
33. T: Do you prepare beforehand?=
34. O:= just mum can you give me a coke please; can you give me a toast eh make me a toast please eh Idunno eh O.K I'm hungry I would like to eat my lunch something like that eh each 15 minutes eh***
35. T: Are you actually hungry or do you need a break?
36. O: No. eh O.K I'm heating and while I'm studying at at in the same time. It's not like I'm studying and then I'm taking a break I'm going and then I'm I'm then I'm

eating food. I'm eating while I studying all the time. So it's not a break it's just because I'm hungry.

37. T: So you're actually hungry.

38. O: Yes yes, all the time.

39. T: And when you are not studying, are you also hungry all the time?

40. O: Yes, all the time.

41. T: Good for you. You are skinny. (both laugh)

42. O: That's because I practice a lot.

43. T: Ah you work out.

44. O: Yes

45. T: There is some kind of a contradiction here isn't there?

46. O: Yes.

47. T: You said that you like it quiet but on the other hand you don't like to study in your room because it's too quiet.

48. O: O.K I'll explain myself. In my room it's very quiet. I mean it's like eh silent and I can't, I can't. I need to see people I need to you know I need to be I need to be near my mother she will give me food something like that, but if I'm in the kitchen and she cooking I can't study because it's very very loudly, but in the other hand I can be in the kitchen when she is read books something like that so I can=

49. T:= so she also reads in the kitchen

50. O: Yes the kitchen *** the sofa

51. T: The living room

52. O: Yes the living room. I love quiet, but but not very quiet.

53. T: Do you have brothers or sisters?

54. O: Yes, I have two brothers and one sister. My big brother is 30=

55. T:=really?

56. O: Yes, my parents are very very eh o

57. T: (laughs) grown up...

58. O: O.K

59. T: not old. So you're the youngest.

60. O: Yes. I have a brother eh 23 and a sister she's 20. She's in Brazil right now.

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61. T: So they're not at home.

62. O: No, no. My big brother in France- like seven years. He's living there. My medium brother is in the home.

63. T: So he's living with you?

64. O: Ye, he have an apartment eh and I have two dogs.

65. T: So your middle brother is he with you?

66. O: Yes, yes. Yes he is. He has his apartment near the house.

67. T: So your brothers don't interrupt your studying.

68. O: No.

69. T: Let's talk about perception. Some people like to read things for themselves, others can just listen to the teacher and it's enough for them; others like things to be said to them. How about you?

70. O: I like to read the material, I mean my preferal*** to read the material and then remember it alone and then after I read it and I and I eh can remember it so I can talk with someone. So I study to a test, I reading alone like two days the material then I'm meeting with my friends and I'm talked about it *** the material.

71. T: In all the subjects?

72. O: In Math I just eh you just just eh you solve problems. You can't talk about it; it's science, I mean it's just numbers. But in History and eh ci ce civil s
73. T: civil studies
74. O: Ye civil studies eh and eh Idunno eh English you need to talk.
75. T: Do you ever find that summarizing helps you?
76. O: No, no. I like to read books or eh so I will eh I, I don't like to read something eh summarize *** 5 pages I like to *** 20.eh*** O.K
77. T: again
78. O: again. I like to write books, eh to read books O.K so eh
79. T: Are we talking about fun books or books for studying?
80. O: Fun books but but it's relate to to study book because if I read eh 300 books so eh I don't care to read History books as well eh I mean it's the same thing. So I can read eh I can ssleep and read in the time and llie down and then read History book 300 pages eh just like that I dnlike to summarize t.=
81. T: You don't like
82. O: No
83. T: And you still maintain your concentration=
84. O: =Ye=
85. T: = Even if it's very boring?
86. O: Yes, I like to read.
87. T: When do you like studying most; what time of the day?
88. O: Afternoon, after school I lie down like one hour, I read something and then eh afternoon 5:00 eh 5:00 something.
89. T: and at night?
90. O: No, I'm tired.
91. T: So you don't study
92. O: No
93. T: How do you study, do you sit=
94. O: =Sit down, I can't lie because I'm fell asleep.
95. T: You fall asleep
96. O: Ye, I fall asleep.
97. T: What about this, moving around?
98. O: O.K so each 15 minutes I have tooo eh get up and I walking or eh eating or eh talking talking with someone eh eh THORNS IN MY BUTT.
{An expression equivalent to /ants in my pants/.}
99. T: (laughs) Can you say that in English?
100. O: Eh eh no (laughs).
101. T: O.K Does this not break your concentration?
102. O: No, it's help, I mean it's helps my conce con-cen-tration eh bu cause if I eh if I'm learning one hour eh one hour so I can I can't study like very well, but if I study each 15 minutes with a break in the middle so I can I can study.
103. T: And you pick up exactly where you have stopped?
104. O: No, no.
105. T: So where do you start when you begin again?
106. O: Oh, in the material or in the place?
107. T: In the material.
108. O: Oh, yes.
109. T: What motivates you?
110. O: Eh maybe the fact that I know that I study then toooo have success or eh build you eh good life eh Idunno if I If I eh don't study so eh so I can't in the future I I

can't study the university or had a degrees eh eh my parents doesn't eh my parents don't motivating me ***

111. T: They don't?

112. O: *** I'm not a very good student but=

113. T: =But you're a motivated student.

114. O: Yes, I think so.

115. T: Do you think that you should get better grades in relation to the time you put in studying?

116. O: No, I put like eh 3 hours a week study something like that and af just just before tests O.K so we have 2 tests in a month eh something like that generally and I two days or three days before I study it's not so not so long time but in the other hand I I Idunno it's eh I think that studying in the high school it's a lot of eh generally eh GENERAL KNOWLEDGE.

117. T: Say that again.

118. O: I mean the the high school eh education is not so complicated. If you have a good brain and you have eh you have eh eh very good eh eh eh (pause) ifyousmart O.K ifyousmart so it's eh you don't need to to study a lot so it's comes comes comes along

119. T: Naturally

120. O: Yes that's right, and if I go to the university so I I should eh learn it more.

121. T: Then you will also be studying what you are interested in.

122. O: Ye but I don't know what that is yet.

123. T: Maybe you haven't yet been exposed to this thing.

124. O: Ye Probably.

125. T: Did high school not give you any direction?

126. O: No.

127. T: Nothing? Is there nothing you are interested in more than other tings?

128. O: I know the elimination, you know=

129. T: =You know what not.

130. O: Yes, I know what not. The elimination eh eh the elimination O.K, so I know that I'll not gonna study Geography or eh eh History or something like that. I like Math or eh ***

131. T: If you don't succeed in something, what do you do with this?

132. O: Nothing (smiles), I mean I If I just failed in a English test so next time I do eh I do my best, but it's not so it's not so critical I mean it's just eh it's just eh studies and Idunno it's not my important thing in my life.

133. T: If you don't understand something, what do you do? Let's say not in English, in physics you really need to understand this. What do you do?

134. O: First of all I, I go to a friend that maybe he can explain me something like that eh you know something that you, someone that can help you and generally he helps you and then if I don't understand eh then I'm going to the teacher something like that so it's, if if I don't understand something so I eh it's very very I care about it.

135. T: so you do have the persistence.

136. O: Ye. I care about it. I aware of the problem (said it unclearly)

137. T: You are?

138. O: aware

139. T: Ah O.K good. When you study, do you think you are more analytical namely you study step by step by step until you get the whole picture or do you think that first of all you get the whole picture and then you do, or don't do the analysis?

140. O: eh eh

141. T: Do you understand the question?

142. O: I understand, but I***

143. T: You don't know what kind you are?

144. O: I never thought about it, no. I know that analytic person is someone who know, someone eh like play chess so you can see the eh eh, you play chess?

145. T: No, I don't

146. O: To play chess you can see the eh the goal

147. T: The future?

148. O: Yes the future O.K. You can see the future, so if you do like that and then you have to think about it like 3 acts after O.K. I know this is analytic, but I don't understand the other one so eh, but eh probably analytic Idunno why.

149. T: Let's say you are studying for a History test. The reasons for World War 2; Is it the whole environmental picture that caused the war, or do you see it stage by stage by stage every country separately.

150. O: I think the whole environmental reasons because Idunno eh maybe eh maybe I read all the material and then I just get it. Not step by step by step.

Role Play

(in English)

1. T: I asked you to eh eh

leave the water on the plants open. Why did you shut it?

2. O: Ok Ok so eh... I'm very eh eh environmental caring about eh ok so if you tell me to leave the water eh I mean eh flowing

3. T: yes

4. O: soooo I care about it because I know that there is a eh problem in the world that there is no water eh for eh some people and especially for Israel for Israel we have no water cause the Kinneret and eh the condition that goes around and I care about that and ...and eh eh

5. T: Why are you giving me this lecture, I only told you to leave the water open, I don't care about the world now

6. O: Yes, I know but ok so maybe you care

7. T: I want flowers, go on leave it on

8. O: Ok so you care about your eh garden and eh your flower and eh and the beautiful garden but I care about eh the world eh, I think eh I think I think that eh eh the eh human eh health is eh better is is i i important than your eh than your flower and eh I care and I I don't I don't agree to do it....

9. T: So you think that if you leave the water on for about half an hour, the **whole** world will be in trouble

10. O: OK, so it's like it's like I give I give you eh an example so when I'm eat I'm eat something and I'm leave eh something and I'm leave something in eh in the in the eh PLATE

11. T: Plate

12. O: In the plate, O.k and then I'm I'm eh ehm put it in the eh garbage so so my father tell me that there are people in Somalia that don't don't have food and I'm tell, and then and then I'm telling him that it doesn't matter if if I put it in the garbage or eh I dunno give it toooo some.....else because it's very very ehm small amount of food but eh if I relate it to the water so if I'll eh I'll save water and eh you save and eh the neighbour and eh my friend and eh

all the country and all the world so maybe the water problem will solve will eh will ehm end the problem, it's very important for the world, so that's it.

13. T: You know what? If you're such an enthusiastic environmentalist,

14. O: Ok

15. T: How come you brought into the house this **ugly sick dirty little dog**

16. O: (laughs)

17. T: This is not such a good news for the our environment, our **house** environment

18. O: Right. Eh ..But eh....ok ...eh I saw this dog and hevery....very...cold outside, and he's very dirty and ...you know ..es eh I mean you know he's (pause).....so (pause)...so (pause)...I...he look at me like , you know, like he does he doesn't have a house, he need the food, so I took him, and maybe your house again maybe your heise house is dirty right now, but this dog eh gets showered and..eh.. has what to eat...and he has love (pause)... and...eh Idunno... you can can explain it (pause)...I just

19. T: You know how many dogs like this there are outside, you want to bring them **all** into our house?

20. O: No, But if I if I took one so it's....it's enough, I did myself, I did my my job ok ... eh...ju.. I can't I can't see a dog outside like this and don't do nothing, I have to do something
21. T: But did you know that I am allergic to dogs?
22. O: I didn't know that.
23. T: You didn't know that?
24. O: I did know?
25. T: You don't know that?
26. O: No
27. T: You don't? OK. So now I'm telling you that I am allergic to dogs
28. O: This is new fact (laugh) ...eh...I don't know
e eh can do a compromise eh maybe the dog can be outside, in the garden, with the flowers
29. T: The dog can be outside in the garden?
30. O: Yes
31. T: But it's cold outside
32. O: So we can buy him a ...eh...
33. T: kennel?
34. O: Kennel O.K, yes, he can sleep in my; he can sleep in my eh bed.
35. T: in your bed?
36. O: Yes
37. T: And then you will be ill.=
38. O: I don't care=
39. T: You know actually, I think this dog is very ill. He looks very ill.
40. O: Ok we can s take it to the eh to the veter ve vet veterinary? (not sure how to say the word)
41. T: To the vet?
42. O: Vet, O.K and he can he can look at him, he can tell us what to do eh maybe some injects eh something like that.
43. T: Listen, I agree that you take this dog and take care of it, but when it gets better, I don't want it in the house. So what will you do then?
44. O: But I mean eh, we can take ca, take care of him eh until he's gets eh very good very eh
45. T: Yeah
46. O: And then we should drop him? or something.
47. T: I don't know, you decide what you want to do with him afterwards.
48. O: I don't understand why eh why eh O.K, a dog is very eh very good eh very good animal I mean=
49. T: =But I am allergic
50. O: So
51. T: I don't want to go with tissue all the summer
52. O: Ok, so he can live outside. I mean in Israel we have eh...we have summer, it's not so cold, so he can be in the garden, we can eh feed him.
53. T: Who is we?
54. O: I'm I**tachareit (probably meaning take care of it) I promise.
55. T: I know, but you know like it was with the chicken, you wanted a chicken and in the end I had to feed the chicken.
56. O: No
57. T: You wanted a cat, at the end I had to feed the cat.
58. O: O.K so we can eh, we can sign eh an eh we can sign an agreement.

59. T: (laughs out loud)
60. O: Yeah
61. T: We can go to a lawyer (laughs out)
62. O: Yes, O.K, if you want, if you wish. I think it's very important
63. T: Ok, I will make a **deal** with you. I'm not going anywhere **near** this dog
64. O: O.K
65. T: So it's all your thing. **You** have to take care of it, **you** have to feed it, **you** have to build a little kennel for it=
66. O: =O.K
67. T: O.K? O.K, fine?
68. O: O.K
69. T: But now, you know, I would like to talk to you about this **new crazy** thing, ehm....this very vegetarian **mode** that you are in. What's this all about? I mean, you look terrible. Look at yourself. You're green almost.
70. O: Eh eh (pause)
71. T: I would like you to eat some meat.
72. O: (interjects with ehs....)
73. T: It can't go on. I would like you to eat some meat!
74. O: I can't....I can't eat meat. I understand eh I read (as in the present tense) a lot of materials and I understand that I can't eat animals anymore: not eh fishes eh and meat eggs eh Idunno eh (pause) milk eh because it come from the cow so I can*** because it's like, it's like when it's like someone came to me and say O.K eat your mother or eat your brother=
75. T: =No animal eats his mother!
76. O: Why not I, My dog is like my brother. O.K I love him like my brother.
77. T: This one? That you brought in yesterday?
78. O: No, but O.K maybe eh ten years eh further; It's like you connect to a dog to an animal O.K? So why should we eat animals like that?
79. T: But you don't eat dogs; you eat beef, chicken;
80. O: O.K a cow***it's beautiful =
81. T:= you don't have a pet cow.
and she suffer when you cut her legs O.K you have we,.you have to think about eh (pause) I just (pause) can't do it***
83. T: Where did you get these crazy ideas? Is it because of these new friends of yours? Who are these people anyway; these people you hang around with; these old people?
84. O: O.K I tell you. My my eh eh (pause) my friends from the past were eh you know my neighbours in the class and my friends to to the class and to to eh the scouts and now I understand that I can't, I can't hang out with them because we are not the same person we are not the same eh thinking way of and eh I just I met with those people who are eh 31, 32 and we got eh weave weav weav weav eh eh eh eh weave the same eh ideas to talk about; the same eh the same thoughts=
85. T:= Where did you meet them?
86. O: Eh (long pause) we a a a I went to a vegetarian eh and you know eh association. O.K so weav, weav the same, weav the same way of thinking.
87. T: Ahh, so by definition all these people are vegetarians.
88. O: Yes. By definition.
89. T: But you know that if you don't eat meat you have to eat replacements.
90. O: O.K so I can eh eh vitamin D or something.
91. T: You need to learn about this.

92. O: To learn?

93. T: Yes, you need to learn what you need to eat because otherwise you will get very ill.

94. O: O.K so in this association eh eh we are learning how to eh how to (pause) how to eh replace and to get this vitamin.

95. T: Oh you are?

96. O: Yes

97. T: O.K let's cut a deal. I won't nag you about being vegetarian, but you will also have to do something for me.

98. O: O.K

99. T: You will study: **not art** (pause), **not music**, but Mathematics and physics because you are good at it. Do you agree?

100. O: NO!

101. T: What do you mean "no"?

102. O: O.K you a you ask me tooo to compromise about issues that I, I can't compromise O.K? So if I like art and this is what I want to do in my life so you can't, you can't force me to to to study physics and math because I wanna, and also if I'm vegetarian so I'm vegetarian and I I can leave the house. O.K?

103. T: So now you're threatening me?

104. O: No, I don't, but if you comes to me with the with this idea that I have to compromise in issues that I, I can't do it; you know, it's my red limit so I'm 17 and I'm and I'm eh=

105. T:= and you think you know everything.

106. O: No I don't but I think that ** 17, a eh, eh childhood is, is eh is independent and lave my idea and ***can decide what to do it.

107. T: O.K I'll have to think about it.

Case 6 - Eli**Interview**

Conducted in two sittings- first sitting (conducted in Hebrew and translated)

1. T: Hello Eli. I would like to ask you a few questions.
2. E: O.K
3. T: How old are you?
4. E: Seventeen and a half.
5. T: What is the date of birth?
6. E: 5.3.85
7. T: Where do you study?
8. E: Inhigh school.
9. T: What level class are you in?
10. E: I am in the highest class level.
11. T: Are you strong in EFL?
12. E: Yes.
13. T: Have you always been good in English?
14. E: Yes.
15. T: Can you tell me about your English studies. When did you start learning? Did you attend private courses before you started it at school?
16. E: I started studying English in the regular procedure in 4th grade. I didn't go to any pre English courses beforehand and I have always been good at it. I absorbed it well. All and all it seems that in our family we are good at learning languages. My sister always had it easy with languages, my parents as well. It's a sort of a thing that flows easily. It was also very easy for me to study Arabic and I know some French.
17. T: If we divide the skills in English between Listening comprehension, reading comprehension, writing, what is the easiest for you and what is more difficult?
18. E: I think that there is no problem with reading. Sometimes when I read books, I bump into words that I don't understand, but I usually can understand them by the context. Listening comprehension, I don't really have much experience with that, but I don't think I have a problem with it.
19. T: When you hear people talking in English=
20. E:= If I hear people talking in English? Yes; I think I understand. As far as expressing myself, I am not sure I am so good. I don't think I have enough of the ah I am sure I will get stuck every now and then and also in the grammar when I speak because when you write it or you are given an exercise and you are told to fill in and you have to decide if it's future or past it's something you think about; you stop to think about it and it's easier, but in speech in a conversation I am sure I make mistakes. I don't, I don't feel that I have the fluency to conduct a completely fluent and accurate conversation.
21. T: So you are helped with the rules of grammar in the process of processing language?
22. E: I try not to because I don't remember the grammar; I do it according to my hearing; according to what sounds better.
23. T: You say that when you write, you have time to think. Do you mean to think about words or what?
24. E: When I have to fill in a worksheet in grammar, for example, I don't have any problem with it. I know more or less what is suitable and what not, but when I speak, if we converse in English, I am sure I'll have mistakes every now and then like

confusing haven't or weren't etc. It's not natural like people who really speak the language as a mother tongue it flows correctly.

25. T: Do you have spelling mistakes in English?

26. E: I don't think so, unless it's a word I am not familiar with and I write it according to what I hear and then I may be right or wrong.

27. T: How do you study for a test in English?

28. E: Usually there are words that you have to learn their meaning and spelling. I look at the list once then write the Hebrew translation near the word and write it in English next to the Hebrew.

29. T: You look once and you remember?

30. E: Most of the words I remember after the first time. There are some words that I get a bit stuck with so I go over them a few times. Look at them a few times and then remember.

31. T: In writing or looking or rehearsing the letters?

32. E: I look, and then I write. And as to the grammatical part I take a look at the book of grammar rules; make sure I understand and practice. There are the texts, articles for content (not unseen passages). I read the article; there are always questions after it so I look at them and see I understand. What I have developed for myself lately, mainly thanks to the fact that I study literature as a major subject at school and work a lot with texts, is that I go paragraph by paragraph and write down next to the text a few lines with the main idea=

33. T: = In English or Hebrew?

34. E: in English, and then I remember the content of the article. One must show content knowledge and it is stupid to remember the whole article by heart so I read in order to understand.

35. T: What about unseen passages?

36. E: O.K

37. T: Mini cloze?

38. E: Also fine.

39. T: What is the level of exposure you have to English? Were there times when you were more exposed to English?

40. E: I don't think so. The basic level of exposure: Television, films, programs, nothing special.

41. T: As a child did you watch many television series in English?

42. E: No.

43. T: What about reading in English?

44. E: I try, but I don't do it enough. During the summer vacation I always read a book, a big book, in English and during the school year one or two books: what is demanded at school.

45. T: In class do you have any problem to understand?

46. E: No.

47. T: Was there any time that you felt that you are a bit stuck?

48. E: Eh in Junior high, 8th grade, I remember that we studied at a very high level. In 8th and 9th grade they divide the class according to achievement and the top group was taught at a very high level in order to prepare us for high school. It worked because in high school it all looked easy. I had a bit of a crisis then.

49. T: What did you do with it?

50. E: I didn't do much. I would study more for tests and sometimes felt a bit left out in class, but eventually things were fine.

Interview

Second sitting on a different day (conducted in Hebrew and translated)

1. T: I notice that you are left handed. Are you a lefty in everything?
2. E: completely!
3. T: If you were now to kick a ball, which foot would you use?
4. E: I think left. This is also my strong foot in dancing.
5. T: (Here I gave Eli a roll of toilet paper and asked her to look at me through it) Look at me through this Eli. Eli takes the roll, puts it to her left eye and looks at me through it. What eye did you use? (Both laugh)
6. E: The left eye. **I'm a lefty (she laughs) completely so!**
7. T: You certainly are. I want to ask you if you learn better by reading things or listening to things? Let's assume there is a test in History, what is more significant for you: what you hear and absorb in class or what you read in the book at home?
8. E: History is a specific issue because I studied History completely by myself. I sat and read summaries and books all by myself because in class I wasn't able to concentrate.
9. T: And was it enough?
10. E: Yes.
11. T: So you succeeded in learning that way
12. E: Yes. but in Literature, for example, I find that I learn and internalize the material much better when I listen in class and concentrate when the teacher speaks because then when I read the material, am already familiar with it and I don't need to learn the details when I already understand.
13. T: But if you were to read it once, and then read it again, wouldn't it be the same thing? Do you think the visual route complements the auditory or=
14. E:= It could be that it would have been the same. I don't know if one complements the other because I can do with both. In the humanistic subjects like History or Bible studies it is difficult to listen. I also don't think the lesson contributes much. It depends on the teacher. It depends on the teacher if he has more knowledge than the book (laughs). It isn't always the case. It seems that both things are important, but it is possible to do with the reading only.
15. T: Let's say you get a new word, or even before that, a date to remember.
16. E: It helps, it helps the visual when you have a number in front of your eyes like 1/12/ that's how I remember my Mother's birthday.
17. T: Let's say you got a new word that you don't know, what will you do with it?
18. E: A new word that I have to know how to write?
19. T: No, not only to write, to learn from starts; a word that you have never heard before. I'll find you one. (Looks in the dictionary)
20. E: It helps me, I look at it and try to read it. If someone who is familiar with it and can pronounce it I will try to repeat after him. Let's say I had the word "description" and I didn't know it, I would try to read it; ask someone who can say it to say it out loud and try to repeat after him. It's easier that way.
21. T: Let's say you had this word. (Shows her the word scrupulous), Do you know it?
22. E: Scropless? No.
23. T: and you have to learn it and I tell you it is..
24. E: How do you say it?
25. T: and if I don't tell you how you say it?

26.E: So I see the /luos/ which is an ending that you meet sometimes, this is already helpful and I know the two first letters are consonants they are together, and then I have /ru/ and /pu/ It's a sort of visual thing so I will now sc and then on.

27. T: So will you see it like this and know it is (gives the word in Hebrew)?

28. E: Yes, I can visualize it.

29. T: How will you read it?

30. E: (reads /scrupulous/ correctly.)

31. T: Would it have been easier if I would have told you?

32. E: Yes.

33. T: and then what do you do?

34. E: I repeat it and I learn it visually.

35. T: Spelling as well?

36. E: Ye

37. T: You say that you try to visualize. Do you say the word to yourself as well?

(There is a knock on the door. We stop the tape and forget to turn it on again until after a few minutes when we are into the oral dialogue done in English.)

Dialogue

(in English)

After you have spoken without the tape recorder ... Eli was telling me about the environmental factors in her learning style. Could you just please repeat what you have said before?

1. E: About the temperature, it has to be hot since I can't study when I'm cold. The design structure eh I study on my bed always eh because it makes me feel like eh I'm not really studying.

2. T: What if you have to write something?

3. E: On my bed. That's one of the disadvantages of studying on a bed.

4. T: Do you lie down

5. E: Sometimes I lie on my stomach and sometimes I'm sitting.

And when you lie on your stomach where do you put your books?

6. E: On the bed ... The sound – I listen to music eh it has to be low.

7. T: What kind of music?

8. E: Radio Galgallats (a radio station in Israel) or CDs that I like

9. T: What happens if they speak in the middle doesn't this disturb you?

10. E: I lower the voice I can't hear the news, for example.

11. T: So you are busy with the radio all the time?

12. E: Not all the time. Once in a while

13. T: And what about the light?

14. E: The light? It's normal.

15. T: What kind of light do you have fluorescent?

16. E: Fluorescent

17. T: You don't study with a lamp at your desk. You don't study at your desk at all

18. E: No.

19. T: The design structure I think means here whether your room is tidy or if it's a mess? Does this matter to you when studying or not?

20. E: Usually it's a mess.

21. T: And does this bother you at all?

22. E: I don't let it be so messy because it's not good for my eyes. I can't see my room when everything is all mixed up. So I try to organize it once a week, once a month.

23. T: But for studying? Can you study when everything is a mess around you? Does it bother you?

24. E: The mess is never too big so I can handle it. But my bed has to be clean and nothing except for my books is on it. I, I, I do try to organize my books and my papers because when I study I, I always take lots of things I can't study just from my eh just from my notebook. I always need that book and that book and sometimes I use notes from other people so it has to be well organized so I can see it so I would feel that I don't have a lot of material and it won't make me eh (pause)

25. T: Won't intimidate you?

26. E: Yes.

27. T: And what about the perception remember we talked about this before whether you are a more visual person or more auditory person. Can you say something about this at all?

28. E: Yes, yes, it's depends on what subject I study. In math, for example, my eyes are not relevant at all because all I need for to succeed in math is eh to practice a lot and eh that's something that my hands do and my brain does...

T: ***

29. E: It's more the brain's work than the visual things. For English I think that my eyes are important because I find myself many times looking at words especially and it's easier to learn them by looking at them then memorizing.

30. T: But then as we spoke before you also say the word even if you don't say it out loud, you say it inside your head.

31. E: Yes that helps a lot, because when I see a word that is eh that is not familiar to me when I know how to say it, I think about and, and then I feel like I know this word if I know how to pronounce it I can write it as well.

32. T: And then you can use it better.

33. E: Yes

34. T: When do you like studying best?

35. E: When it gets dark I think that my brain is off duty. I try not to learn in the night but it's hard since I go back, I get back from school sometimes at 4 o'clock, or even 5 o'clock so if I want to rest a little bit and especially now in the winter I can't study when it's night, but I think during the years I got used to the idea that I have to study at night. It's more, it's more I don't know it's depressing.

36. T: That's interesting. Do you feel that you absorb the material better during the day

37. E: Yes, definitely, there is more light everything is more alive.

38. T: Have you ever tried waking up very early in the morning in the summer?

39. E: No, no, I can't study in the morning when I, when I wake up I need at least an hour to get used to everything around me...

40. T: So you do not do very well with zero hour? (In Israel, school sometimes starts at 07:00 in the morning instead of the normal 08:00. This is called the zero hour.)

41. E: No, no, definitely not

42. T: Have you ever had the zero hour?

43. E: Yes yes.

44. T: and what happened?

45. E: It doesn't matter. The first hour is always a zero hour for me because 8:00 is early too. When you have to wake up it's early it doesn't matter when.

46. T: And what about mobility. Do you have to move all the time or are you more or less static when you study?

47. E: I usually have to move a little bit because I have to do some other things, to take a break from studying, because I have the ability to study eh lots of hours but eh I don't like it. In the past I used to study much more but during the years I've learned that the less I learn to tests the more I succeed.

48. T: Really, that's interesting. Maybe that has to do with some kind of psychological pressure.

49. E: For sure it has to do with psychological (pronounces the p) pressure, yes. We will get to this when we talk about self confidence.

{I said psychological correctly, but she said it as it is pronounced in Hebrew with the /p/.

50. T: Ahh

51. E: That's something that it's a big change in my life that made me eh HOW DO YOU SAY TO GET RID OF?

51(a).T: Get rid of

52. E: To get rid of lots of pressure that I had in school. It changed my life completely
53. T: Oh, yes? So what did you do to get rid of that pressure?
54. E: eh (pause), What did I do? Eh it wasn't something eh that I did. It was a process of change, of understanding what I'm worth; that I'm good at school that I'm a good student that I can succeed without studying so much.
55. T: And now you feel much more self confident. And this is like a cycle.
56. E: You feel you don't have confidence you have to study more you don't know the material very well, you can keep on memorizing and studying and then you are very nervous on tests and it's a circle.
57. T: I would have self confidence if I were you. What about motivation? Do you want to succeed?
58. E: Of course. It's important to me.
59. T: Anything in particular that motivates you; that you want to succeed in
60. E: Psychology (pronounces the p) I don't know what the future holds, but this is what I want to do.
61. T: Do you know what kind of psychology?
62. E: Clinical
63. T: Clinical, very nice.
64. E: I also want to write a book or two, just for eh
65. T: Really? And you know exactly what you want to write about?
66. E: I'm writing right now.
67. T: Oh you are? That's interesting. About yourself?
68. T: Yes?
69. E: Yes
70. T: Do you let anyone read this or is it deep, deep in your drawer
71. E: No, I publish, I write songs and short stories as well.
72. T: Yes?
73. E: So I publish it. There's an internet eh SITE=
74. T:= Site
75. E: New Stage, that eh that young people and eh, everyone can write so I publish it there and my friends, my close friends read it.
76. T: Do you get any comments?
77. E: Yes.
78. T: Good?
79. E: Everyone says good, good, but the real, the real thing is to hear it from people that are objective and have the authority to tell you if it's good or not, and I get this from my SUPERVISOR?
80. T: Supervisor
81. E: In. I am in a group WRITING WORKSHOP
82. T: Writing workshop
83. E: Writing 'worshop'
84. T: Workshop. Workshop.
85. E: There I have a supervisor, his name is ... if you heard about him.
86. T: Oh yes, of course
87. E: and of course it's more important to me to hear his opinion because I know he's more objective.
88. T: He's good
89. E: Yes. He is amazing.
90. T: Where is this workshop?
91. E: Beit Ariela

92. T: I wish you success

93. E: Thank you

94. T: So when you study do you study by yourself?

95. E: Usually yes. By myself and sometimes I study with one of my friends that I realize that we have mutual learning skills. We study in about the same way so it's easy for us to learn together but not more than that I can't study with 4 or 5 people...

96. T: You can't study with a team ...

97. E: It's usually a party, not a study group.

98. T: Ye

99. T: OK. You want to say anything about this. Do you think you are more analytic or more global?

100. E: I think I used to be more analytic when I didn't have eh, when my studying skills weren't that good because I wasn't eh I didn't have enough self confidence so I used to learn more eh by the help of analytic side - by memorizing, by trying to remember, trying to understand a pattern of something, but today I, I I'm more, how to say it? I try to understand, I try to to to (pause) try to I try to get the eh the full picture of the material and then eh more thinking about it than memorizing.

101. T: Processing

102. E: Yes.

Role play

(in English)

1. T: Eli, why did you shut the water, I told you I want to water the garden I want to water the lawn and it needs to be on for at least 2 hours. Go and - open the water.
2. E: No.
3. T: What do you mean no?
4. E: No!
5. T: Why not?
6. E: You waste water.
7. T: So?
8. E: (laughs) (I have a problem with this because I'm used to opening the water)
9. T: So?
10. E: You know the Kinneret? (The Hebrew name for The Lake of Galilee, where Israel gets most of its water from.)
11. T: The Kinneret?
12. E: Remember we were in vacation in the Kinneret two years ago? Remember how it look like?
13. T: Yes?
14. E: Remember how it look like?
15. T: Yes.
16. E: The level of water was very high. You know how it looks today?
17. T: No. Have you been there?
18. E: Yes, there's no water
19. T: What do you mean? Is it completely dry?
20. E: Not completely but almost. We have no water in our country you can't keep on wasting it. You have to think about other people. You have to think about-eh about our country about the problem we have with water. We don't have a lot of money.
21. T: What does this have to do with my flowers?
22. E: Your flowers can, MAKE DO WITH
23. T: Make do with
24. E: Make do with small amount of water but you don't have to WATER
25. T: To water
26. E: You don't have to water it with eh with (pause) HOSES
27. T: With sprinklers, you mean?
28. E: Sprinklers
You don't have to water it with sprinklers. You can take just a little, some water and water them.
29. T: OK you know what? I'll try. But if these flowers look bad in two or three days, I don't care, I'm going to water them.
30. E: They won't look bad. Trust me.
31. T: OK. You know what? If you worry so much about pollution and about health why did you bring in this dirty sick looking dog? Do you think this is very good for your environment?
32. E: Wouldn't you want me to care and to help you if you were eh (pause) if you were sick?
33. T: But I'm not sick I mean this is a dog-
34. E: Yes but it's the same-
35. T: No! How is it the same?

36. E: He's an animal and - you're a person=
 37. T: =And I'm an animal?
 38. E: You're not an animal you're a person but it doesn't matter. He has the right to live and he has the right to be healthy and if I can help him why wouldn't I?
 39. T: But you're bringing this animal into the house and this dog may be sick. He may have rabies for all I know so how come our environment is less important than the general environment.
 40. E: You know what?
 41. T: What?
 42. E: I promise I'll go to the doctor and get a shot for eh
 43. T: Rabies?
 44. E: Rabies, yes.
 45. T: And then what will you do with this dog?
 46. E: And then I'll take him and I'll feed him I'll take him to the veterinarian and then when he will be healthy I'll give him to some family that will raise him.
 47. T: (change of tapes) We were talking about this dog and I asked you who is going to watch this shaggy baggy ugly dog?
 48. E: Everyone who has a heart.
 49. T: I don't have a heart?
 50. E: You have but eh you have the potential but eh I have to work on it.
 51. T: **Thank you my daughter.** Thank you very much. What are you going to give this dog to eat?
 52. E: What am I going to give him to eat? meat? What dogs eat.
 53. T: Speaking about meat, look at yourself. Look how skinny you are. How much do you weigh?
 54. E: Mum, I told you. It's not fair that you're saying it that just because I don't eat meat you think that I don't eat anything except for meat.
 55. T: Like what, for instance?
 56. E: You can eat bread and egg and vegetables and CARBOHYDRATES
 57. T: carbohydrates
 58. E: Say that again
 59. T: carbohydrates.
 60. E: carbohydrates. Think about it. How meat do you eat in a day?
 61. T: Well, I eat once a day.
 62. E: So just a little part of the=
 63. T: =When was the last time you ate some good and healthy bread and butter?
 64. E: This morning
 65. T: You did?
 66. E: Yes.
 67. T: How much do you weigh?
 68. E: I have no idea.
 69. T: Let's go and weigh you, O.K.
 70. E: O.K.
 71. T: and if you don't weigh 50 kilo, will you eat some meat?
 72. E: No.
 73. T: Why? Why this resistance?
 74. E: It doesn't have to do with my weight. I don't eat meat because I think it's cruel. I can't eat something that was alive. I can't eat a dog or a cow or a chicken.
 75. T: I didn't ask you to eat a dog.

76. E: O.K so let's not talk about dogs, about a cow, for example. Why should I eat a cow? It was alive and people killed it because they wanted us to have food. You don't have to eat animals in order to, in order to exist. We can eat other things.
77. T: Who put all these ideas into your head, all these **new** friends of yours?
78. E: No it's me
79. T: They're all ten years older than you?
80. E: No, it's me.
81. T: Who are all these people?
82. E: None of my friends are vegetarian.
83. T: Why do you hang around with these people? Do you know how old this Avi fellow is?
84. E: It doesn't matter.
85. T: You're just a girl.
86. E: I'm not just a girl.
87. T: Of course you are, you're 17. How old is he?
88. E: He's eh 31.
89. T: O.K so, you can almost be his daughter.
90. E: Yes I can. But it doesn't matter. We have a lot of things in common; we can talk about things that I cannot talk with none of my friends. Look at the boys my age. They are so childhood and I can't talk with them.
91. T: You can talk to your father.
92. E: Yes, but my father is my father. He is not my friend.
93. T: Why does this have to be?
94. E: I don't mean it like that. He can be a friend he can also be a friend but first of all he's my father. And I have to have people around me that aren't so worried about me that aren't eh that doesn't have the job of parents.
95. T: Well, I'm not so sure about that. I, Is he married?
96. E: No.
97. T: I think you're naïve.
98. E: Why?
99. T: because I think that this relationship might turn into his taking advantage of you. Where did you meet him anyway?
100. E: I met him in a club.
101. T: Well I told you shouldn't go to theses clubs.
102. E: **Why shouldn't I.** I want to dance, I want to enjoy.
103. T: You meet thirty year old people there.
104. E: But I also meet twenty year old people there.
105. T: O.K Well maybe he can talk some sense into you about this music bug that you have and the art thing=
106. E:= You always complain!
107. T: Yes, I know because you're such a talented girl and why do you want to waste your life with studying art?
108. E: It's interesting. I like it. It helps me to relief stress; to to express myself better.
109. T: And do you think you can go to the shop and buy your weekly supply by being an artist?
110. E: Yes. I think I'll find a way to to (long pause) I think I'll find a way to create things and eh practice art and combine some other things.
111. T: and make a living?
112. E: Yes
113. T: I doubt it. Why don't you be a teacher?

114. E: a teacher?

115. T: So good and comfortable...

116. E: What's so good about it?

117. T: (laughs) You go into class and 40 kids want to kill you...

118. E: It sounds exciting.

119. T: Yes, but you have good vacations.

120. E: It doesn't matter. I want to do something that I like; something that my heart stands to do.

121. T: O.K, you have always been a stubborn little child...

122. E: I took it from you

Both laugh.

End of role play.

Eli: Reading comprehension: oral protocols

(Eli's answered all of the questions correctly and I asked her some questions to find out about her reading strategies)

Reading passage 1: Hands off? No! Hands on

1. T: How do you approach such text?
2. E: I start reading the text. If I see there are words that I don't know, I usually mark them.
3. T: Do you start by reading the text?
4. E: Yes, and say there are words that look to me as key words or important things, I write down points that look important. For example here they talk about the fact that the children will have interaction with the display and not only look at it; that they will have the possibility to apply and understand. So I write a few words. For example here I wrote: "handling the skeleton" because it looked logical to write it.
5. T: Before you even read the question?
6. E: Yes. Things like this that seem important. Usually in an unseen passage I do look first at the first question and if, for example, they write "paragraph 1" I read the paragraph, stop reading and answer the question. I find that it's easier when it's fresh in my head and not to have to go back at the end of the text.
7. T: Were there words you didn't understand here?
8. E: I wasn't sure about devices.
9. T: Was that the only word you didn't know?
10. E: Yes.
11. T: Would you please read me a passage from here?
(Eli reads fluently and accurately)
12. T: So you say that you first read the passage. Then marked words that seemed important without even knowing the questions and then you read the questions and answered them. How did you know, when you read the question, where to go back to in the text?
13. E: Here, for example, which things are allowed or forbidden to do in Museums, I remembered it was right at the beginning.
14. T: So actually you could rely on your memory. You didn't have to go through the whole thing again and do a long search.
15. E: In all the questions my memory worked fine. It was not such a long passage.
16. T: (referring to "Six Good Reasons to Subscribe to the 'Science Scene'")
This is a different kind of unseen. How do you approach it? Here you need to give three reasons when every reason is from a different paragraph.
17. E: Here I read the whole passage first.
18. T: You read all of it?
19. E: Yes, and then I just connected everyone to where it belongs.
20. T: Could you explain the process.
21. E: I read all the text and then looked at the question.
22. T: Let's say you read the question

(The question is: "Which of the six reasons specifically mentions the following?)

Write the numbers of three reasons (one number in each space.)

-a) The magazine offers many different options.
b) The information is relevant to the readers' own lives.
c) This magazine has an advantage over similar magazines.

23. E: Here I saw "offers many different options" and here I remembered there was "a variety of viewpoints" so it gave me a hint it could be suitable. I read it again and saw that it's right.

(Eli had marked "a variety of viewpoints" whilst reading the text as something that may be important even before reading the questions)

24. T: I see that you have marked "a variety of viewpoints" for yourself even before you read the questions.

25. E: Yes, things that seem to me important. Like when they ask about "The information is relevant to the reader's own life

26. T: This unseen (the third one) did you approach it in the same way? I'm asking because I see that you have more things underlined. This is something that wasn't so outstanding before.

27. E: I read the first paragraph and I saw that here they are asking about it so I immediately underlined and then I saw that here they are asking about the second paragraph so I read the question up to the end and then I looked at the paragraph and marked what seemed relevant.

28. T: Were there words that you didn't understand here?

29. E: No. It was very easy for me; it really flowed, really easy.

30. T: Even though it is much longer than the other two? Maybe the questions were more focused to the paragraphs?

31. E: They were quite focused beforehand too, but maybe the thing with giving the paragraph makes work easier.