

**L'ANGLÈS A LES NOSTRES AULES:  
UNA LLENGUA PER COMUNICAR-SE?**

**Proposta per millorar l'aprenentatge de  
la interacció oral a les aules.**

**ANNEX 6:  
TRANSCRIPCIONS DELS  
ENREGISTRAMENTS REALITZATS DURANT  
LES ACTIVITATS CLIL**

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# THE ROMAN WORLD: PROCESS

**SESSIONS:** 16,18,22,23,25,29,30 of May 2007

**STUDENTS:** 11 students from a CV: “We like what we are like”. They are students from the 3 groups of 2<sup>nd</sup> of ESO: 2 from the experimental group and 9 from the reference groups.

**GROUPS:** They work in 3 groups of 3 and 1 group of two. They choose their group. Each group worked on their own with both teachers help. All groups worked properly except one.

**TEACHERS:** There was the teacher of the group with me during all the sessions except one.

## **MATERIALS:**

- One video camera
- One digital voice recorder per group
- One computer per group with the activities (two computers when they started to look for information on the net)
- An extract of the dossier with the activities they had to complete.
- The transcriptions of their conversations to read while they were listening to their recordings to complete the Evaluation charts.

## **COMMENTS, PROBLEMS AND DIFFICULTIES:**

➤ About the students and activities:

- Although we explained that they had to record all the conversation, the first two days, two groups didn't record everything, only the answers because they wanted to do it “correctly, without mistakes”.
- One student from the experimental group is a bit “problematic”. He has problems of concentration and self control. He didn't collaborate with the group and the other two members didn't do it either. So, their work wasn't very good.
- They need more practising in filing the speaking charts. They don't do it in class.

- The recordings they have to listen must be shorter. Sometimes they are too long and students became tired.

▶ About the classrooms and computers:

- As all the computers classrooms were full (some groups were doing the “Crédit de sístesi” the first day we had to go to a special class with 4 computers. It was too small to work with a minimum of comfort, so we asked for a new class for the next sessions and the teacher of music was so kind to let us her class. This day it was not possible to video record the session.
- We had some problems with the computers to open the activities from the Moodle (cookies), sometimes internet didn’t work, ...
- The volume of the sound of the listening was too low so we decided to read them.

▶ About the transcriptions:

- Some paragraphs are difficult to understand. Students speak too low or there is too much noise (all the groups are doing the activities at the same time).
- Sometimes it’s difficult to know who is talking.
- The video hasn’t got a good sound. A microphone is needed.

▶ About the strategies analyzed:

- Sometimes is difficult to analyze the intention of the speakers. So the number of the strategies used cannot be exact but we can know the most and lest strategies used by the students.

## TRANSCRIPTIONS

The dialogues of the first group were totally transcribed. The voice recording and the video recording were used. I chose this group because one of the members participated in the activities to learn strategies.

The other groups were partially transcribed using the voice recording.

## CONVENCIONS DE TRANSCRIPCIÓ

Aquestes transcripcions estan adaptades de les utilitzades pel Cercle d'Anàlisi del Discurs (CAD) de la UAB.

### Parlant

<b>PAU</b>	Nom del participant
<b>TCR</b>	investigador
En blanc	El parlant no es pot identificar
<b>L L</b>	Algun o tots els participants simultàniament

### Entonació

\	descendent
/	ascendent
?	preguntes wh-
-	manteniment

### Pauses

	Pausa petita
	Pausa més llarga
<0>	Sense pausa
<sec>	Temps de pausa (només per pauses llargues)
.	Allargament del so anterior
= =	Solapaments =text del parlant 1= =text del parlant 2=
-	interrupcions en el text

### Llengües

<b><i>cursiva</i></b>	Text en català o castellà
<b>estàndard</b>	Text en anglès

### Altres

<b>XXX</b>	Fragments impossibles d'entendre
<b>[ (?) text ]</b>	Fragment dubtós
<b>[ text ]</b>	Comentaris de la transcriptor
/dʒ/upiter	Transcripció fonètica

Les transcripcions han estat fetes per la investigadora.

La investigadora és conscient del fet que les transcripcions que ha fet no contenen detalls i anàlisis exhaustius de tots els aspectes de l'oralitat. Això és degut al fet de que l'objectiu principal d'aquesta recerca és analitzar les estratègies que utilitzen els membres dels grups per comunicar-se, tant per expressar-se com per entendre els altres.

## ESTRATÈGIES COMUNICATIVES ANALITZADES A LES TRANSCRIPCIONS/ Strategies analyzed:

CÒDI/CODE	ESTRATÈGIA/ STRATEGY
No verbal Non verbal	Llenguatge no verbal: Mímica, expressió de la cara, sons, to de veu... per expressar el que vol dir. (1) Non verbal language: using mime, gestures, tone of voice, to express what they want
Coining	"Coining words" : Dir la paraula en L1 però amb accent anglès, o inventar una paraula traduït de la L1 Coining words (" <b>gallery</b> " → " <b>picture place</b> )
circumlocució Circumlocution	Usar una circumlocució (escriure o parafrasejar la paraula) o un sinònim. Using a circumlocution (" <b>vacuum-cleaner</b> " → " <b>It sucks air</b> ") <b>or a synonymous.</b>
L1	Utilitzar el català o castellà Switching to the mother tongue (Catalan or Spanish)
Temps Time	Utilitzar paraules o expressions per guanyar temps per pensar Giving time to think ( <b>using fillers: Well, e ; m :</b> )
Usar frases Pattern	Utilitzar frases o parts de frases que ha dit l'altre l'interlocutor. Pattern imitation: copying of whole or part of utterances used by an interlocutor.
Ajut help	Demandar ajut , aclariments o repetició. Appealing for help or asking for clarification or repetition.
Ajudar Helping	Ajudar i cooperar amb els altres, repetint o explicant el que ha dit. Helping or cooperating with others, repeating or explaining.
Comprovar Check	Fer preguntes o repetir el que ha entès per comprovar o confirmar que ha comprés bé Comprehension checks
Usar frases Formulaic	Utilitzar frases apreses (2) Formulaic speech (routines and patterns)
Torn Turn	Prendre i donar el torn de paraula Turn taking and turn giving
Entès Understand	Fer indicacions amb paraules o gestos que s'ha entès. <i>Showing you understand</i>
Silenci Silence	Quedar-se callat (silenci llarg) Be quiet (long silence)

- (1) S'han analitzat a la primera transcripció ja que es va enregistrar en vídeo. La resta, donat que no es va enregistrar en vídeo, només es pot analitzar el llenguatge no verbals com sons, to de veu excepte en alguns casos en que es va prendre nota al moment.
- (2) És força difícil distingir quan utilitzen una frase apresada i quan no. Només s'ha comptat quan s'ha vist una intenció molt clara.

## **TRANSCRIPTIONS**

# TRANSCRIPTION GROUP 1

## Conversation group:

- Elena (ELE) code 49, level: good (teacher and self evaluation)
- Noelia (NOE) code 11 (experimental group class), level: sufficient (teacher's evaluation) sufficient/good (self evaluation). During the activities she is sometimes distracted or works on her own.
- Marta (MAR) code 34 level: very good (teacher's evaluation) good (self evaluation)
- They usually try to organize the task before they start to record.

**Video recording:** Total time recording: 1h 31' 30"

**First session: 16/5/2007**

### ORAL ACTIVITY 1: THE Roman Quiz

Length : 10' 21"

Files: 1 (8' 41""), 2 (24")

Comments:

0	SPEA	TEXT	STRATEGY
	<b>KER</b>		
1	NOE	We're Elena, Marta and Noe. XXX	
2	ELE	<i>Ja està gravant, eh? Rosa ha sortit eh?</i>	L1
3	NOE	What language did did the Romans speak? [laughing]	
4	MAR	Latin	
5	TEA	I don't think you can hear it XXX Continue.	
6	MAR	OK Continue.	
7	NOE	The legend says that the [laughs]    the twin brothers Romulus and Remus founded Rome. Who looked after them when they were babies? [reading] <9>	silence
8	MAR	The father	
9	TCR	Yes or not? What do you think?	
10	NOE	A mother wolf	
11	TEA	And you Elena what do you think?	
12	ELE	M· A monkey	time
13	TCR	If you don't know, look at the web   and see the the. city of Rome here    , you can find Romulus and Remo.   The legend.     Ah, no. It's the vocabulary. It's not this.	
14	NOE	The mother wolf.    The mother wolf.	
15	MAR	Good, Noelia. Good. Very good. Continue. Continuiue.	



16	NOE	Look at these leisure time activities. One was not a Roman leisure activity. Which one? [reading]    Come on, girls, come on.	formulaic
17	ELE	One moment please <16>	time formulaic silence
18	NOE	I think ·   a board game.	time
19	MAR	Mercè, Rosa, Rosa, Rosa [looking for the teachers' help] <20>	Help silence
20	ELE	A gladiato· r fight.	
21	TEA	XXX Roman leisure activities. Look at the leisure time activities. One was not a Roman leisure activity. =A gladiator fight, no? = Ok. Here are the names of different leisure activities. =I don't know= Which one is not a name. Do you understand the question?	Check formulaic
22	NOE	I don't know.	formulaic
23	TEA	Look at this leisure time activities. All leisure time activities. OK? And one, there's one not a Roman leisure activity. Which one? What do you think?	
24	ELE	A gladiato·r fight	time
25	MAR	Going to the bath	
26	NOE	Ah/ A gladiator fight	
27	ELE	Board games.	
28	TEA	OK. OK. You can check you have to check if you're not sure. Yeah, you check it here and it says: designing for a bathroom. So if you click here maybe you find something. So, a Roman soldier, yes. Do you think that gladiators exist?	
29	MAR	Yes.	
30	TEA	Do you think that gladiators exist?	
31	L L	Yes, yes	
32	TEA	Was it a Roman a Roman e·r =a gladiator= So gladiators fight was a Roman leisure?	
33	LL	Yes	
34	TEA	Board games. Let's check it. You go backwards	
35	L L	No, no, no, boards games no.	
36	TEA	Let's see if we find something here.	
37	NOE	Fashion, festival fashion. <17> [looking for information on the net]	silence
38	MAR	One moment.	formulaic
39		I don't know. E·	Time formulaic
40	TCR	Go to the main page. To the main- Ok. Home.	
41	NOE	Is very slow.	
42	TCR	Yes. It's slow. =Yes= But it's the only option. But the others were full today [waiting for the web page]	
43	MAR	<28>No podem parar I començar després? Perquè ens està quedant... La Rosa parlant.	Silence L1
44	NOE	Uy que lento, madre mía.	L1
45	ELE	Podem posar pausa. [whispering]	L1
46	LL	Ah. No es pot parar. No [to another group] <17>	L1
47		Pasamos a la siguiente pregunta.	L1
48	TCR	Let's think the next one.	
49	ELE	OK, OK.	
50	NOE	Who usually went to school? [reading]	
51		M· I think =boys= gladiators	time
52		Boys	
53	NOE	Girls. The answer correct i's I don't know	formulaic
54		Is   m· A	time
55		A?	
56		Yes, yes	
57	NOE	B,   B	

58	ELE	One moment please. <18> [laughs]	formulaic Time silence
59	TCR	Now you have to stop the recorder. Yes? When you see this you go to the next activity. OK?	
60		Oh, please. XXX Come on [Internet doesn't work]	
61	ELE	<i>Quin és pausa? Quin és pausa?</i> [to another group] [they stop the recorder]	L1 ♦
62	NOE	What's the name of the school children's goddess or god? [reading]	
63	ELE	M· Jupiter	Time
64	MAR	Venus. Venus.	
65	NOE	Saturn	
66	NOE	The answer correct is Venus. [laughs] [they stop the recorder]	
67	ELE	Who usually went to school? Boys, girls, gladiators. [reading]	
68	NOE	The answer correct is boys.	

## ORAL ACTIVITY 2: Let's remember some facts about the Romans

First session (16/5/2007): length: 1' 35''

Second session (16/5/2007): length : 9' 56''

Files: 3 (1' 35''), 4 (9' 56'')

Comments:

69	LL	Who were the Romans? Ai, Let's remember some facts about the Romans. Who were the Romans? [reading]	
70	LL	The Romans, m· the Romans =are= are the people beautiful and pretty. <7> XXX [They whisper] And the Romans were people who em· em· em· <i>Bueno</i> , the Romans are<10> The Romans are very intelligent.	helping time L1 silence (2)
71	MAR	Who were the Romans?	
72	TCR	Ok, Ok [catching students attention to finish the activity] [they stop the recorder]	

## 2nd session: date: 16/5/2007

73	NOE	Who were the Romans? [reading]	
74	MAR	The Romans were people, were were the people from a city called Rome in what is now Italy... [reading from the net]	
75	NOE	Rome was the greatest city of th- its time [reading from the net]	
76	ELE	At one time it had nearly one million people li- living there [reading from the net]	
77	MAR	The Romans were very clever and very good at organising things. [reading from the net] [pointing the screen and the exercises]	
78	NOE	What was the Roman Empire? [reading from the net]	
79	MAR	The Roman started as a city and finished as an Empire. What is an Empire? Write a definition. [reading]	
80		<i>Hostia</i> [whispering] [pointing the screen]	Help

81		One hundred [whispering]	No verbal helping
82	MAR	About one mi- mi· [looking at the others asking for help]	No verbal help
83	NOE	<i>mil vuitcents</i>	Helping L1
84	ELE	one million eight	helping
85	MAR	one thousand eighty eight hundred years ago Rome was the centre of a big empire. [reading from the net]	
86	NOE	Roman soldiers had conquered large parts of the Europe and North Africa. [reading from the net]	
87	ELE	The Roman army would return to Rome and march through the city to show off all the riches they had plundered from the people they had beaten. [reading from the net]	
88	MAR	The Roman army [laughs] =was skilled= was skilled at fighting and defending [repeats singing] =defending= [laughs] the borders from attack and clever civil servants governed each country. And we· write. [they mime writing]	helping helping no verbal
89	ELE	OK	
90	MAR	XXX Jo <i>no escric</i> . [whispering]	L1
91	ELE	<i>Rosa, Rosa, què fem? Posem pausa?</i> [whispering]	L1 help
92	TEA	<i>You have to follow this</i> XXX	
93	MAR	<i>Que ja ho hem dit. Ho tenim que</i> write.	L1
94	MAR	We have write. [she mimes writing]	no verbal help
95	TEA	Yeah, write.	
96	MAR	Have we· write this-?	Help time
97	TEA	Do we have to write	
98	MAR	Do we have to write this·? [pointing the screen]	pattern
99	TEA	Yes, you have to answer these questions. = <i>podem posar pausa?</i> = according according to what you have read yet. =XXX= No, does it say was there?	L1 help
100	ELE	Who were the Romans? [her face shows she doesn't understand]	no verbal help
101	TEA	Does it say was? Yeah? Were? No? So let's continue. You have to stop this when it is said here.	
102	ELE	<i>Ja ho hem acabat.</i>	L1 ♦
103	MAR	But we· we· [ she mimes writing]	time no verbal
104		Ah, yes but we do have to know · the XXX	
105	TEA	Talk with your group and answer.	
106	MAR	But we· writing. [she mimes writing]	no verbal
107	TEA	Mercè, do we have to write? [asking to the TCR]	
108	TCR	Yes.	
109		<i>Ho parem?</i>	L1
110		Answer.	
111	MAR	Oh my good.	formulaic
112		Why?	
113		<i>Estarem aquí parlant i ens sentiran.</i>	L1
114	LL	Come on, come on, come on, girls. Write. Write pencil. A XXX	formulaic
115	MAR	Pencil. A pencil please.	
116	NOE	<i>No en tinc.</i> I haven't got. [mimes: I haven't got]	L1 no verbal
117	ELE	A pencil. <i>Algú té un pencil?</i>	L1
118	NOE	<i>Espera que aquí viene la</i> XXX	L1
119		S'ha equivocat de XXX [laughs]	L1

120	ELE	<i>Després, després.</i>	L1
121	ELE	Oh my go'd! <22>[laughs]	Formulaic silence
122	MAR	What are you doing? What are you doing? What   are   you   doing? <6>	silence
123	ELE	Fast, fast	
124	ELE	Ok, thanks.	
125	MAR	Ok. <i>De dónde has sacado esto?</i>	L1
126	ELE	<i>Yo copio lo primer i tu lo segon.</i>	L1 turn
127	MAR	<i>Molt bé, jo t'ho dicto.</i> The Romans were the people of the-. The Romans we're the' people from a city =ah, si= from a city called Rome in what is now Italy. [laughs] Called Rome in in what is now Italy. <10>The Romans were very clever, were very clever, and very good at organising =very good= at organizing things. [reading slowly, dictating]	L1 Understand silence
128	ELE	<i>Vele, ara jo et dicto.</i> OK.   About-	L1
129	MAR	What is an Empire? What is an Empire?	help
130	ELE	What is an Empire?   E' The Empire is the was the centre of a big- Ah no, Empire. <12> <i>Mercè, XXX perquè anàvem ràpids.</i>	time L1
131	MAR	What is an Empire?	help
132	ELE	An Empire	
133	LL	No, is this. Roman soldiers- Roman soldiers had conquered large parts of Europe and North Africa. The Roman army would return to Rome and march through the city to show off all the riches they had plundered from the people they had beaten. The Roman army was skilled at fighting and defending the borders from attack and clever civil servants governed each country. [reading from the net] [they help each other, interrupting to read]	
134	NOE	Very well. <9>	silence
135	MAR	What do we have to write? [whispering]	Help patern
136	ELE	Eh' m'     Mercè, what do we have to write? [asking to the researcher] One moment, please. <i>Mercè, una pregunta, què escribim-</i>	time help L1
137	TCR	In English.	
138	MAR	What do we have to write? <i>Es que és molt difícil</i>	Patern L1
139	TCR	Look for the answer.	
140	ELE	But XXX	
141	TCR	Put it short.	
142	ELE	Més o menys què posem?	help
143	TCR	What do you think? It's your option.	
144	MAR	Eh'    About-    <i>A veure.</i> <22>	L1      time silence
145	NOE	<i>Quin Word hi ha aquí? On està el Word?</i>	L1
146		<i>Ja sé, ja sé.</i>	L1
147		<i>No, no, no. On està el Word.</i>	L1
148		<i>Però ara no podem</i>	L1
149	MAR	<i>A veure quin Word és?</i>	L1
150		<i>But. E?</i>	
151	NOE	<i>Oh, vaja merda, aquest no en té.   </i>	L1
152	NOE	<i>Espera que lo miro</i>	L1
153	ELE	M' About   About <9>	Time silence
154		Noelia, va.	L1 turn
155	NOE	<i>Yo queria [singing]</i>	L1 ♦
156	ELE	/complet/?	help
157	NOE	/complit/	helping

158	MAR	<i>Ah, és igual.</i>	L1
159	MAR	Compare this map with an actual map of Europe. Here you can have a look to a map in English/ [reading]	
160	ELE	No, no, no.	
161	TCR	You must stop the recorder and switch on again. Do you remember? Stop. [they stop the recorder] [TCR heps with the exercises]	

### ORAL ACTIVITY 3: The Roman Empire

First session: length: 13' 3"

File: 5

Comments:

162	ELE	More than two thousand years ago, [reading]	
163	MAR	Rome was the capital of the largest Empire of the Ancient World, the Roman Empire. [reading]	
164	NOE	Thanks to a po- powerful army they conquered all the Mediterranean area, from the North of Africa of Africa to Europe and west Asia. [reading]	
165	ELE	Most of our culture comes from the Roman legacy and we have a lot of material and written sources to study them.    [reading]	
166	NOE	Look at the map: The extent of the Roman Republic and Roman Empire[reading]	
167	MAR	Ok. Compare this map with an actual map of Europe. [reading] Here you can have a look to the map in English/ [reading]	
168	NOE	This is not a question.	helping
169	MAR	Yes,	
170	NOE	is, e- is	time
171	MAR	Write the names of 5 present European countries conquered by the Romans. [reading]	
172	NOE	one, two	
173	ELE	One moment, please.	formulaic
174	NOE	Three, four, five. I don't know.	
175	ELE	No, this.	
176	NOE	Oh, write.	
177	ELE	<i>Ah, que van conquerir els romans. Claro/ I què van conquerir els romans? &lt;10&gt; No, crec que XXX Lo verd, lo groc,   </i>	understand L1 silence
178	TCR	So now   <i>Vale</i> , you must write five European countries conquered by the Romans. The name of- If you don't know the names in English, you click here. No.    So	
179	LL	France,   Austria, Austria, Finland, Austria, Austria, Bosnia, Romania, Romania, XXX, Finland, and what, what?, Finland, and France XXX <i>Tenim que posar cinc.</i>     Romania, Russia, Spain   [[pointing the screen] <i>Ah/ OK. Russia, Ireland. I els marrons aquests.</i>     Africa. [they look at the map and all name different counties ]	help L1 no verbal L1
180	NOE	<i>Què passa ara XXX</i>	L1
181	ELE	<i>Ah, que és Europa. Turkey</i>	L1 understand
182	NOE	<i>Ah, es veritat, clar.</i>	L1 understand
183	ELE	Sorry  Eh·	time
184	TCR	If you put a paper it works better. [the mouse doesn't work properly]	
185	NOE	Oh, thank you.    <i>Hi ha molts countries. Vols dir? Ah, no, això és</i>	L1

		<i>la Mediterrània. Hem de mirar que aquest posarà el nom, eh? Vols dir que són aquests els països?</i>	help
186	ELE	I don't know. <12>	Formulaic silence
187	NOE	Dinamarca. Denmark. XXX <i>Me lo estoy pasando pipa.</i> Denmark, Ireland   <i>Aquí a dalt.</i>	L1
188	ELE	XXX <i>I que abans hem posat XXX</i>	L1
189		I la XXX m'ha dit XXX	L1
190	ELE	And Germany, Poland.	
191	NOE	Pau, Pau, Pau, Pau. Listen. Listen.    Pau, Pau, Pau, [calling Pau's attention.] XXX <i>Te l'ha donat? Si? T'ha fotut bronca o què? [Pau answers] Es que la tia li estava fotent bronca, estava escoltant música. &lt;16&gt; Que asco. Rose, Rose, No podem gravar a un altre lloc?</i>	L1 silence
192	MAR	Rosa, can you help?	help
193	TEA	Yes	
194	MAR	What is the Roman- the map of the Roman Republic?	
195	TEA	This.	
196	NOE	XXX	
197	MAR	And the Roman Empire is this? [pointing the screen]	no verbal
198	TEA	Let's have a look. Look at this map of the European Union. Now. This is the European Union.     A' Look at the map The extend of the Roman Republic and the Roman Empire. Is this one, Ok? The extend of the Roman Republic and Roman Empire. = <i>Que asco, que asco</i> = Yes? And the other. Compare this map with an actual map of Europe, which is this one.   Yeah, yeah, ok. Right? So this is the map of today European Union =Yes= and you have to compare.	L1 understand
199	ELE	Ah! <i>Tenim que comparar.</i>	Check L1
200	TEA	Compare this map to an actual map of Europe. Here you can have look to a map in English. And write the names of five present European countries conquered by the Romans. Write the names of five present European countries not conquered by the Romans. Yes? =Yes= Ok, you have to compare.	understand
201	NOE	<i>És un rollo.</i>	L1
202	ELE	Compare XXX <12> This [pointing the screen]	Silence no verbal
203	MAR	This [pointing the screen]	no verbal
204	ELE	<i>Això?</i>	L1
205	ELE	Yes, Ok. <i>Això és un collar o una polsera? &lt;10&gt; Oh! Ok. Switzerland.   XXX Switzerland</i>	L1 silence
206	MAR	Ok. XXX Bosnia	
207	NOE	Bosnia, eight points.	
208	MAR	Russia, Ok. Oh/ Russia.	
209	ELE	No, no, no, Norway, Norway.	
210		XXX [they whisper]	
211	ELE	Montenegro	
212	NOE	Oh, Montenegro.	
213	ELE	And one, <19>	silence
214	MAR	[she denies moving her head and points] Turkey	no verbal
215	MAR	Turkey	
216	ELE	Compare XXX	
217	NOE	<i>Mercè, quantes hem XXX d'això? Mercè.</i>	Help L1
218	ELE	<i>Les que durin, a veure, Noèlia.</i>	L1
219	NOE	<i>No jo vull veure una persona avui.     Oh, m'he fet pupa. M'he tallat avui.</i>	L1
220	MAR	This is wrong. = <i>ara ho vull deixar</i> [whispering] = Is wrong this.   [pointing the screen] Wrong. No està bé.	Help no verbal L1

221		What?	help
222		M·   Why?	time
223	NOE	<i>Com vols que sigui Roma si XXX</i>	L1
224	MAR	M· <i>Aviam.</i>	L1 time
225		What do you think about. Sobre què.	help
226	MAR	<i>Aquí posa que són els que estaven però que ara no estan. Aquí els que els que estan i estaven.</i>	L1 helping
227	ELE	Ok.	understand
228	NOE	Hello, my little ones. Hi! What are you talking about. You don't look very happy. [reciting the play they are learning now]	formulaic
229		Ok, ok, XXX	
230	NOE	Rec. <i>Ei, que està gravant.</i>	L1 ♦
231	ELE	This is m· Spain, Madrid.	time
232	MAR	France	
233		Madrid	
234		France	
235	NOE	Paris,	
236		m· Switzerland, Britain,	time
237	ELE	Britain. No?	check
238	MAR	No. XXX Belgium	
239		Ok XXX	
240	ELE	<i>Ara ho llegeixo.</i>	L1
241		Stop the recorder.	
242	ELE	<i>Espera, ara llegim, no?</i> Listen to- Ok. Compare it with the map of the Roman Republic and Roman Empire. Write the names of 5 present European countries conquered by the Romans and who are members of the European Union. [reading]	L1 check
243	MAR	Rome, Spain, France, Britain and Belgium. [reading]	
244	ELE	Write the names of 5 present European countries conquered by the Romans and who are not members of the European Union. [reading]	
245	NOE	Switzerland, Bosnia, Croatia, Montenegro and Turkey. [they stop the recorder]	

### 3rd session: date: 23/5/2007

They listen to their recordings, while they read the transcriptions provided by the researcher. After that, they complete self evaluation.

**Comments:** They are quite attentive and interested. While they listen they correct or complete some activities and they comment on how they talked and what they said. They also correct the transcription. The researcher explains them how to fill in the chart.

## FORTH SESSION: date: 25/5/2007

### ORAL ACTIVITY 4: Roman Engineering and architecture

First session: length: 24' 06''

File: 6

Comments: They complete the exercises while they look at the net.

246	MAR	<15> Això?   This is the aqueduct, no? [pointing the screen]<17>	Silence (2) L1 check no verbal
247	NOE	<i>Aquest o aquest. Ai! On ho heu posat? &lt;33&gt;</i>	L1 silence
248	MAR	It's XXX [they whisper] <11> Ok. <29> What's this?	Silence (2)
249	ELE	XXX	
250	MAR	What's this? <15>	Silence help
251	ELE	[(?)Diguem el teu nom.]	L1
252	MAR	<i>Jo crec que this, road is this.    Road.    Yes.    Eh· The Roman temple jo crec que és aquesta. No?</i>	L1 time check
253	ELE	Sí.	L1
254	MAR	What?	
255	ELE	A Roman- Ah, no això. XXX Sí. <12>	L1
256	NOE	<i>Això és el fòrum. No, no, o l' amfiteatre o el teatre.</i>	L1
257		<i>No està.</i>	L1
258		Triumphal Arch. <8>	
259	MAR	This? [pointing the screen]	no verbal
260	NOE	The Roman bath.	
261	MAR	Sí, no? <14> Amphitheatre. This. School.	L1 check silence
262		M· What	Time help
263	NOE	<i>Anglès</i>	L1
264		Eh· Quin	L1
265	NOE	<i>Anglès</i>	L1
266	MAR	<i>Abans n'he fet un.   </i>	L1
267	ELE	<i>Quin pal ara anglès.</i>	L1
268	MAR	A Roman house. XXX Is this.   Forum, this	
269		Yes	
270	NOE	O Amphitheatre	
271	ELE	Hadrian's   Hadrian's wall.     <i>Quina queda? =Temple =. M· School</i>	L1 help time
272	MAR	School eh· Roman house	time
273	NOE	<i>Què ens queda. Només, només queda un.</i>	L1
274	MAR	Yes. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen. One, two, three, four, five, six, seven, eight,   twelve. [counting]	
275	ELE	<i>I què és allò? L'escola o la Roman house?  </i>	L1
276	ELE	Roman house, no?	
277		<i>Si no, school. &lt;17&gt;</i>	L1 silence
278	MAR	Ok.   Read the definitions and write its names. Ok. [reading] <11> [pointing where Noe has to read]	no verbal
279	NOE	It's a structure for carrying water across land into towns, especially one that looks like a high bridge with many arches, which carries pipes or a canal across a valley. [reading]	



280	MAR	What's this?     What's this? <11>	Help silence
281	NOE	I don't know	formulaic
282	MAR	M. The second? It's a circular or oval area of ground around where Romans went to watch animals and people fighting. [reading]   No? [mimes writing] Try? Yes? <16>	time no verbal silence
283	TCR	M. Remember. Did you do this? <i>Vale</i> . If you- M. When you finish to write this you have to do a listening   to see if it's correct or not. =Ah= OK? And when you finish this you do the next exercise. Yes, if you look, if you look at the web you see all the exercises, it says it here. Ok? Ah. Am-, <i>perquè això ho he canviat</i> . First try to write the names and after that do the listening. Ok? So if you have finished this I read you the listening. Ok?   =XXX= Ok. Ah, <i>com no funcionava</i> - As you- it was difficult to hear I'm going to read you this, Ok?   Are you ready for the listening?   Ok. [The video recording stops]	understand
284	MAR	But	help
285	TCR	Now, you listen to me and you're going to see if it's correct. Yes, because the voice is very low and it's very difficult to listen. Ok. Number one is an aqueduct.   =Ah= And now you have to write here number one. Ok?	understand
286	ELE	Ah, ok.	understand
287	TCR	Number two. Roman people lived in houses called domus.	
288	MAR	What? Can you repeat it, please?	Help formulaic
289	TCR	Yes. Roman people lived in houses called domus. You have here, =Roman house= Roman house. Ok. You must write number two. Number three. Rich people lived in Villas.	
290	MAR	A Roman Villa.	
291	TCR	Number four. The Romans sometimes went to the temple to give gifts- =Temple= to the gods and goddesses.	
292	ELE	Temple.	
293	TCR	Temple. Number five. Roman people liked to go to the public baths. Number six. Romans built roads to go from one place to another.   Number seven. In the forum there were markets.   Number eight: Romans went to the circus to watch sports.	
294	ELE	Circus	
295	TCR	Number nine. Romans went to the amphitheatre to watch fights.   Number ten. The Hadrian's wall is in Great Britain.	
296	ELE	Hadrian's wall.	
297	TCR	Number eleven. People enjoyed going to the theatre to watch plays. Ok. Let's see now if it's correct.   There's the number here. So, which one we didn't say? It was this. One-	
298	ELE	<i>No, el teatre és el dotze.</i>	L1
299	TCR	No, I don't mention triumphal arches. OK? So, forum, Roman village, Roman bath, Roman houses, circus, aqueduct, Roman road, amphitheatre, Theatre, Roman temple and Hadrian's wall. Ok. Now, you try to read this and complete and after that, I'm going to read you and you can see if you have the correct answers. Ok?	
300		Ok.	understand
301	ELE	I read this.   A long hard surface built to be able to move soldiers and all their baggage around the Empire. [reading]     <10> Road, no? The road.	Silence check
302	MAR	Or Hadrian's wall. <7> Hadrian's wall, no?. <16>	Silence (2) check
303	NOE	It's a large house in the country. Some villas were farmhouses and some were like palaces. [reading]	
304	MAR	M. Villa, no? Roman Villa, no?. <17>	Time silence check

305	MAR	The area in the middle of the town used for public business. It was the main marketplace and business centre, where the ancient Romans went to do their banking, trading, shopping, and make- marketing. It was also a place for public speaking. M- Forum, no? Or public-		
306		[(?)Forum és] [wispering]	L1	
307		[(?)Public XXX ]		
308		[(?)Per parlar, a no, XXX]	L1	
309	MAR	Forum, no?		
310	NOE	No sé. <16>	L1	silence
311	ELE	It was built as a permanent barrier to create a frontier to protect Roman Britain from raids by the tribes that lived in Scotland. It took the Roman legionaries about six years to complete the job. [reading] <17>	silence	
312		This.   Oh.   This, Hadrian- <20> [pointing]	Non	verbal
			silence	
313	NOE	It was another public entertainment centre, used mostly for chariot racing. <10> School, no? <9>	Silence (2)	
314		This is Roman XXX Això no seria l'escola, que estudien els boys?	L1	
315		Yes, yes		
316		What?		
317		Què és public-?	L1	
318		Això és Roman house.	L1	
319	MAR	And this is public latrines.		
320		M?	help	
321	NOE	Què significa?	Help	L1
322		XXX no? Roman XXX		
323	MAR	It's a building, room or outside structure with rows of seats, each row usually higher than the one in front, from which people can watch a performance or other activity. [reading] Theatre, no?		
324		O XXX <10>	silence	
325	NOE	Jo crec que això és Roman house.	L1	
326	ELE	It's a building which people, usually one family, lived in. [reading]		
327		XXX		
328		What?	help	
329		Roman house. <21>	silence	
330		This is		
331		Temple		
332		Yes <11>	silence	
333	TCR	Problems? No problems?		
334	ELE	Mercè,		
335		XXX [reads mumbling]		
336		What?	help	
337	ELE	The Roman Villa. Són els bancs. Són XXX No?	L1	help
338		Yes.		
339		Quin queda?	L1	
340	MAR	It's a large house in the country. Some villas were farmhouses-   Ah, a lo millor és això. Public-   XXX No? <19>	L1	help silence
341		Ok.   It was another public entertainment centre- els XXX, no?	L1	help
342		Què diu? <13>	L1	help silence
343		And this is XXX Oh, no/.     This is Roman bath, no?		
344		M [agrees with a noise] It's a XXX [reads mumbling] Roman bath, i aquí Roman villa. <16>	Non verbal	L1 silence
345	TCR	Problems? No? Have you finish now?		
346	ELE	Ho hem gravat? Ho tenim que dir tot.	L1	help

347		No, ho tenim que dir tot.	L1
348	TCR	Eh?	
349	MAR	<i>Ho tenim que dir tot.</i>	L1 help
350	TCR	<i>No, però, que no heu anat gravant mentre discutíeu?</i>	
351		No. Yes.	
352	TCR	<i>No m'interessa que llegiu. =Yes= I'm not interested to hear reading this. Now I'm reading it. A Roman temple is a building used for the worship of a god or goddess. The ancient Romans brought- [reading] =Yes= Yes?</i>	Understand understand
353		Yes.	
354	TCR	The theatre is a building, room or outside structure with rows of seats, =què = each row- =Yes = The Hadrian's wall was built as a permanent barrier to create a frontier to protect Roman Britain from raids by the tribes. =Yes = Ok? An aqueduct is a structure for carrying water across land into towns, especially one that looks like a high bridge with many arches, which carries pipes or a canal across a valley. =Yes = An amphitheatre is a circular or oval area of ground around where Romans =No= went to watch animals and people fighting. [reading]	Understand Understand understand
355	NOE	<i>Què hem posat?</i>	L1
356	ELE	<i>Amfiteatre..</i>	L1
357	TCR	A school is the place where children, usually boys, studied =Yes= reading, writing, and counting. A Roman Villa is a large house in the country. Some villas were farmhouses and some were like palaces. [reading]	understand
358		Ah- Just a moment please.	formulaic
359		Can you repeat, please?	Formulaic help
360	TCR	Yes. A Roman Villa is a large house in the country. Some villas were farmhouses =Ah, ok= and some were like palaces. [reading]	understand
361		Roman village?	
362	TCR	Yes. The name of Roman village, where we are, XXX a house in the country.   A roman road is a long hard surface built to be able to move soldiers and all their baggage =Yes = around the Empire. A Roman house is a building which people, usually one family, lived in. A Roman bath is a building where Roman women and men =Yes= tried to visit at least once every day. A Forum is the area in the middle of the town =Yes= used for public business. A Circus was another public =Yes= entertainment centre, used mostly for chariot racing. [reading]	understand understand understand understand
363		Ok. So now, if you have a look at the web. The best one is this one. Yes? [they stop the recorder] Yes. [they stop the recorder]	

## FIFTH SESSION: date: 29/5/2007

### ORAL ACTIVITY 5: Choosing a building or construction

First session: length: 2' 10''

File: 7

Comments:

364		...to think a building or XXX [reads mumbling] <30>	silence
365		This? Yes. Ok.	
366		M· Hadrian's wall, yes or not?	time
367		No.	
368	MAR	Hadrian's Wall, Roman bath, aqueduct, Roman temple, /amfite-/ amphitheatre, Roman house, Roman road, forum, circus, theatre, school or Roman villa. <9>	silence
369		M·   Roman bath. Yes? Ok.	time
370		Now we're m·   / la segona? M· The second?	time L1
371		M· Amphitheatre.	time
372		What?	help
373		Amphitheatre.	
374		Amphitheatre?	Check
375		Now, we're going to work all the class together. [reading]	
376	TCR	Stop the recorder.	
377		Oh, yes.	
378	TCR	And we said we're not going to- [they stop the recorder]	

## ORAL ACTIVITY 6: Completing the speaking evaluation chart 2

First session: length: 8' 58''

File: 8 (total length 30' 08'')

Comments: they start listening to their last recording to complete the questionnaire 2. They have difficulties and the researcher helps them. Noe looked for some help from the first part of learning strategies sessins.

379		<i>Què significa això?</i>	L1 help
380		M· XXX <i>Vale, vale, XXX i tu dius XXX</i> [they whisper trying to organize the activity 45']	L1 turn
381	NOE	M· M· I don't know. [laughs] I don't know.	Time formulaic
382		Things we do XXX [they whisper trying to organize the activity 16']	
383	NOE	Pause, pause.   One moment, please.     A moment, please. [laughs] 	formulaic
384	ELE	<i>A, vale. Es que no, no, no...</i>	L1
385	TCR	Do you have problems, when you speak in English? Are there things that you need   or things that you say- You have to speak lauder, perhaps. No? It's- Other aspects, speak lauder, for example. And do you speak a lot in Catalan or not?	
386	LL	No.	
387	TCR	No?	
388	LL	M· Yes, yes, yes	time
389	TCR	Well, I think that in general almost all the groups speaks a lot in English but   sometimes you can- Ok, "but sometimes when I- when	

		I'm thinking I speak in Catalan or-". Sometimes but it's normal. Do you want to improve or not? Do you want to do it better? <i>Ho voleu fer millor, o no?</i>	
390		Yes	
391	TCR	Would you like- So, what things can you improve? It's not that you do it very bad, no. You can do very good and try to do better. Ok? Yes?	
392		Ok. <26>	Understand silence
393	ELE	Things we do now better. New expressions used. [reading]	
394	MAR	New expressions? <15>	silence
395		What are you doing?   Noe, what are you doing?	
396	NOE	One moment, please. <10>	formulaic silence
397	ELE	Ok.   The expressions.	
398	MAR	Expressions.	
399		[they whisper]	
400		Em. <58>[they whisper]	Time
401	ELE	Expressions.	
402	NOE	Expressions.    Em. <11> <i>Aquesta, aquesta.</i>   <i>Aquesta</i>    Can	Time L1 silence
403	NOE	A one expression is: Can we go now?	
404	ELE	Yes.	
405	LL	M. Yes, yes. No Yes No    M. <28>	Time silence
406	ELE	Ok. Thinks that we still need to improve. Expressions we need to learn.[reading]   It's your turn. Excuse me, teacher. Could you help me, please?	formulaic
407	NOE	Could you say it again, please?	help
408	ELE	Ok. Other aspects.	
409	NOE	Speak louder.	
410		Repeat, please.	help
411	NOE	Speak louder.	
412		Ok.   Things I'm going to do in order to improve my speaking. [reading]	
413	MAR	Ask for a help.	
414		Ok.	
415		Can you repeat, please?	help
416	MAR	[laughs] Ask for a help.	
417		Ok. Good. Finish. [they didn't stop the recorder at the end of the activity]	

## ORAL ACTIVITY 7: Looking for information

First session: length: 21' 10''

File: 8 (total length 30' 08'')

Comments: It was the last session. They didn't finish the whole activity.

418	MAR	Looking for information. XXX [[laughs] Now it's time to start to look for information about one example of the construction you chose to make your poster or PowerPoint. Try to find this information. [reading]
419	ELE	Ok. Name of the building or "construction". [reading]
420	NOE	A picture. [reading]
421	MAR	Where is it? [reading]
422	ELE	When was it build? [reading]

423	NOE	Who built it? [Somebody whispers to help her] Architect or emperor. [reading]	helping
424	MAR	A short description about what is it or what was it used for? [reading]	
425	ELE	Can you name other constructions of this kind? [reading]	
426	NOE	Why do you think it was an important construction in those times? Write at least two reasons. [reading]	
427	MAR	Any other relevant information. [reading] Ok. <15>	
428	MAR	Excuse me, teacher. Could you help me, please? =Yes= Ok. Ui.	Help formulaic
429	TEA	Come on, Marta. What do you have to do?	
430	MAR	No. In what web-	
431	TEA	Yeah. They're here.	
432	MAR	No, here no.	
433	NOE	The information?	
434	TEA	Where can we- Where can we find the information?	help
435	NOE	<i>Lo que- lo que jo deia.</i>	L1
436	TEA	There is a photocopy where you can find many addresses, webs.	
437		No.	
438	TEA	Wait, wait, I will check it. <19> [they wait for the teacher's help]	silence
439	MAR	Finish.	
440	NOE	No, no.	
441	TEA	Ok. You have to open it at the place and you have it on the screen.	
442	NOE	[laughs] XXX the Internet. And Morcilla. <11> The internet is "merdation". [laughs]	Coining silence
443	TEA	The internet what?	
444	NOE	<i>Res, res.</i>	L1
445	TEA	You want to do this one, no?	
446		No. [laughs] <22>	silence
447	ELE	<i>Punt pp punt cat.</i>	
448	NOE	Is point.	helping
449	ELE	<i>Ah, perquè és això. La w no és.</i>	L1 helping
450		<i>Ah, és veritat.  </i>	L1 understand
451	LL	Yes.	
452	LL	<i>Saps que la doña XXX [rlaughes] [they gossip whispering about someone for 36 ']</i>	L1
453	TCR	Which one did you choose? The Roman bath. Ok.	
454	NOE	Ah. M. She   did you come on in this institute, M. Carla m. she   =s'ha anat a viure a Extremadura=	Time (4) L1
455	ELE	M. She	
456	MAR	What are you talking about? Ah! What are you talking about?	help
457	ELE	I don't know.	formulaic
458	LL	[laughs and whispers 20']	
459	MAR	<i>What web</i>	
460	NOE	<i>Quantes webs? A lot of webs.</i>	L1
461		Oh/ <i>Otra vez.</i>	L1
462	MAR	Ok. We choose Roman bath.   Name of building or construction. [reading]	
463	NOE	You can't repeat the same. [reading]	
464		What? What?	help
465	ELE	Can you repeat, please, Marta? [laughs]	help
466	MAR	We choose Roman bath.   No?	
467	LL	Yes, yes, yes.	
468	NOE	Ok. I don't know, eh? I don't know.	formulaic
469	MAR	You're stupid.	
470	NOE	Oh! No, no, eh?	
471		Sorry.	

472	NOE	Stupid you	
473		You, you.	
474	MAR	What's this? [Noe whistles]	
475		Ok.     A picture.	
476	LL	A picture, picture, a picture. Come on!	formulaic
477	ELE	You can find a lot of pictures. [reading]	
478		Ok. Can.	
479	MAR	Can? No.	
480	ELE	Ok, ok. <20>	
481	MAR	This is wrong.	
482	NOE	This is a-	
483		Em passeu la XXX [Noe whistles]	L1
484		Eje, eje, images, je, je, je/ [somebody whistles]	
485	ELE	M- Excuse me, teacher. Can you help us, please?	Help time formulaic
486	TEA	Yes.	
487	LL	No, no..	
488	TEA	It doesn't work.	
489		<i>No funciona. Yes</i>	L1
490	TEA	You can find a lot- Ok. Yeah, try to write it here.	
491	NOE	How do you say =right= m-	Help understand
492		Oh- / the-	
493	TEA	It doesn't work. Can you go- Can you go backwards? And   where is it?	
494	NOE	The <i>ratolí</i> is- The mouse, [miming] the mouse is   is merdation is merdation]	L1 coining no verbal
495	TEA	Where is the page where you can find all the addresses?	
496	MAR	I don't know.	formulaic
497	TEA	Where- Marta, can you tell me where is the page where =I don't know= you clicked for the address?	formulaic
498	MAR	What?	help
499	TEA	Can you go backwards to see the the address that you want?	
500		What, what?	help
501	TEA	Marta, yes or not?	
502	MAR	I I don't understand.	help
503		Oh, my god! [laughs]	formulaic
504	NOE	What's the meaning of XXX	help
505	TEA	<i>Obre</i>	
506	MAR	No, no, no	
507	NOE	<i>Cancel·la</i>	L1
508	TEA	Ok, so	
509		What are you doing?	
510	TEA	Ok, Marta, can you, can you find the page where all the addresses appear? Ah. Ok, this one.	
511	ELE	[laughs] <i>No, no funciona. No.</i>	L1
512	TEA	If you write it directly you XXX. It doesn't work.	
513	MAR	No, copy "pegui".	coining
514	TEA	Sorry?	
515	MAR	Copy "pegui" [laughs]	coining
516	TEA	Yes, you can do this.	
517	MAR	Yes, but	
518	TEA	It doesn't work. =yes= Ok. [she goes to ask to the researcher]	
519	TCR	Which one? <i>Si, hi ha una que no sé què ha passat.</i>	
520	ELE	<i>Aviam això de XXX ?</i>	L1
521	TEA	If they try to find it in Google	
522	TCR	Yes, or try another computer.	
523	LL	Ok. No, no.	

524	TEA	And what about this computer?	
525	NOE	No, the computer- No, the internet <i>no funciona</i> .	L1
526		It doesn't work.	
527		This? This?	
528	TCR	Which address are you looking for?	
529	MAR	For the pictures.	
530	NOE	The pencil.	
531		A picture.	
532	TCR	What picture are you looking for?	
533		This. [pointing the screen]	no verbal
534	TCR	Ok. And you can't open it.	
535	TEA	If they copy it and xxx	
536	TCR	So, what are you looking for? But a picture of what? A Roman bath? You have here four addresses =yes= and here you are going to find a lot of information. Go there directly.	
537		Ok.	understand
538	TCR	Ok?	
539	MAR	What?	help
540		Yes, yes. [pointing]	no verbal understand
541	MAR	Ok.   This is <i>una altra cosa</i> .	L1
542	TEA	Another thing.	
543		Other thing. Another.	patern
544	MAR	Oh! [mimes: long]	no verbal
545	TEA	What's the trouble?	
546	NOE	Oh! <i>Ala, ala, ala!</i>	L1
547	LL	Very, very, very =Long= information! =Long= long information =Long = It's very long. [miming: long]	no verbal time
548	NOE	The image eh- he in the-	
549	MAR	No woman, no-	
550	NOE	Roman boys, m- yes.	time
551	ELE	No. [laughs]	
552	MAR	The public bath. Oh/	
553	NOE	<i>Va ploure ahir. No em vaig poder muntar el XXX. =Aha= Però em vaig muntar, Ush XXX. in Bumerang, la carcel, m- el làtigo, [wispering]</i>	L1
554		<i>Què més?</i>	L1
555	NOE	<i>No, va ser un altre.</i>	L1
556	NOE	Ok. Finish, finish. l- m-   m-   La uve.	time
557	ELE	Ok La vi, vi. <11>	Helping silence time
558	NOE	My cousin- em-	
559	MAR	Try to do this.	
560	NOE	<i>Després t'ho explico.</i>	L1
561		Ok, Ok. M - <16>	time
562	ELE	<i>Mercè, hi ha molta lletra.</i>	help
563	TCR	So, the important thing now is to chose one important bath, for example =the Roman bath= in Bath is in England, is a city in England called Bath because the Roman bath was very important. So if you get there, if you find information about when was it built, who build it, Ok? You have it here.   Roman bath. And which one? For example, the the Roman bath in Bath. Ok? Well, you must find the picture, where is it.	
564	NOE	Where is it?	help
565	ELE	In- in Bath. A picture	
566	TCR	It's in Bath, England. M? And for example, you can find a map of England and- or a picture, ok? =m- And if you want to know =England, England= who build it and all this, if you want more	understand



		concrete information about this, about the baths in Bath, if you go here, the first, this one, and you type the name you find the basic information. =Ok, Ok = It was built in tan, tan, tan. =Ok, Ok = This one, the first one.	understand (2)
567	LL	Vale	L1 understand
568	MAR	I'm sorry.	
569	NOE	Yes.	
570	MAR	The name of the building. [mimes type]	no verbal
571		A. <i>Ens ho inventem? Ens ho inventem?</i>	Time L1 help
572	MAR	No, the Roman bath, in Bath.	
573	ELE	Ah-!	understand
574		Name [typing]	
575		The bath	
576	ELE	The o in Bath?	help
577	MAR	Bath. England	
578	ELE	Name of-	
579		<i>Aquí? &lt;19&gt;</i>	L1 silence
580		Marta	
581	TCR	Did you find it? Bath in-	
582	ELE	M. <i>Mercè, =yes= com que XXX?</i>	time help L1
583	TCR	Ah, Because it only has three more =Ala!= minutes to record. Ok?	
584		Ok,Ok.	
585	TCR	Did you   <i>a veure</i> ,   did you type Bath? Ah, <i>vale</i> . Roman bath in Bath.    Bath, no,    <i>potser no surten tots</i> . You can try this one if you want to change, instead of the bath in Bath. You have a look at this.    [helping them to find information on the net]	
586	LL	Bath, bath	
587	TCR	The architect isn't known, we don't know the architect, but- Ok?	
588	ELE	Italy m. Ok.   Roman baths	time
589	TCR	When was it built, ok? =OK= For example, if you like this or if not =OK= you.	Understand understand
590	MAR	I don't write.	
591	ELE	Ok.	
592	NOE	Write, Elena. It's your turn.	turn
593	ELE	Baths at Ostia?	
594	NOE	Baths   at   Ostia.	
595	ELE	Tatxo?	L1
596	NOE	Yes.	
597	ELE	<i>No, borro. Ah, no tinc goma. Tatxo. M. [singing] Baths at Ostia. Ai</i>	L1
598	NOE	<i>Després ho llegim tot.</i>	L1
599	ELE	A picture. m. Què	time
600		No, XXX	
601		M'ho XXX	L1
602		[She reads whispering] Where is it?	
603	ELE	Where is i-t?	
604	LL	Ostia. Ostia. Italy. Italy. Map. Map.	
605	LL	Map no. No, map no. [laughs]	
606	MAR	I-t's, <i>on està</i> , here, here,	L1 helping
607	NOE	<i>A on?</i> Where is it? Where is it? Am. Ostia.	Time helpi
608	TCR	Ostia. This is the city.	
609	ELE	When was it built?	
610	NOE	Yes.	
611	ELE	But, <i>quan va ser construïda?</i>	L1
612	NOE	XXX	
613	ELE	XXX <i>ciento cincuenta</i> .	L1
614	ELE	Data, =sí= no?	understand
615	NOE	Yes. Yes, Yes.	

616	ELE	Circa, XXX circa de lo [laughs]	
617	LL	Ok Ok	
618	ELE	A/a, a short description! Ah! Construction system.	
619	NOE	Marta, Marta is angry.	
620	ELE	Marta, <i>aquí?</i>	Help L1
621	MAR	Who built it?	
622	NOE	Unknown	
623	ELE	Is this.	
624	NOE	Unknown.	
625		This, this.	
626		Unknown.	
627	MAR	But, No, no, no, no!	
628		We don't know.	formulaic understand
629		Ah, unknown.	
630		We   don't   know.	
631	MAR	Em· Excuse me, teacher, can you help us?	Help time
632	TCR	Yes	
633	MAR	Em· This? [pointing]	Time help no verbal
634	TCR	A short description =Yes= about what was it or what was it used You must explain for example the room- [the recorder stopped]	

## TRANSCRIPTION GROUP 2

**Conversation group:** Dani R (DA.R) (code 15), Ivan (IVA) (code 46), Dani G (DA.G) (code 42)

**Comments:** The level of this group is not very good. Two of them have an insufficient level and one is good. They had difficulties to be working properly.

I only transcribed the first session for the difficulties of this group to follow the instructions correctly.

### ORAL ACTIVITY 1: THE Roman Quiz

Date: 16/5/2007

Length : 1' 12"

0	SPEAKER	TEXT	STRATEGY
1	IVA	What language did the Roman speak? [reading]	
2	DA.G	It's French, it's French [feigning not to know the answer]	
3	DA.R	No, Dani, , tontin, tontin, it's Latin	coining
4	IVA	The legend says that the twin brothers Romulus and Remus founded Rome. Who looked after them when they were babies? [reading]	
5	DA.G	A monkey, a monkey [feigning not to know the answer]	
6	DAN R	The monkey, you're a monkey. It's a mother wolf.	
7	IVA	These leisure time activities. One was not a Roman leisure activity. Which one? [reading]	
8	DA.G	Going to the bath!	
9	DA.R	No, stupid, you're in the bath. The Romans em leisure activity which one is board games.	time
10	IVA	Who usually went to the school? [reading]	
11	DA.G	Gladiators.	
12	DA.R	You never go to school, no? Stupid. It's boys.	
13	IVA	What's the name of the school children goddess or god? [reading]	
14	DA.G	It's a Jupiter.	
15	DA.R	Em. Your pronunciation it's very bad. It's not /f/upiter. It's /dʒ/upiter. And the correct answer it's Minerva. [they stop the recording]	Time helping

### ORAL ACTIVITY 2: Let's remember some facts about the Romans

16		First of all. Who were the Romans?	
17		The Romans were the people from a city called Rome in what is now Italy. Rome was the greatest city of its time. At one time it had nearly one million people living there. The Romans were very clever and very good at organising things. [reading from the net]	
18		What was the Roman Empire?	
19		About eight eh.     <i>Saps com es diu?</i> Nineteen, eighty thousand	Help

		years ago =eighteen thousand= eighteen thousand years ago Rome was the centre of a big empire. Roman soldiers had conquered large parts of Europe and North Africa.    Is an Empire.	L1 Helping
20		<i>No, això d'aquí adalt.</i>	L1
21		<i>S'ha gravat això. [they stop the recording]</i>	L1

### ORAL ACTIVITY 3: The Roman Empire

22	DA.R	Write the names of 5 present European countries conquered by the Romans. [reading] One, Germany. Two, Netherlands. Three- <i>Por el culo tararí.</i> It's- What's name is Ivan?	L1
23	IVA	Germany	
24	DA.R	XXX your figure. Now, this, Italy, Italy, Yes, yes. And number four is Spain. Number five <i>por el culo te la hinco.</i>	L1
25	IVA	Write the names of 5 present European countries conquered by the Romans and who are not members of the European Union. =soso= Norway, Sweden, Finland and Iceland. [they stop the recording]	L1

## TRANSCRIPTION GROUP 3

### Conversation group: Laura (LAU) (code 43), Duna (DUN) (CODE 20)

Comments: One student has a very good level and the other is sufficient.

#### ORAL ACTIVITY 1: THE Roman Quiz

First session: 16/5/2007

Length : 2' 45''

Comments: They only recorded the answers, not the process.

0	SPEAKER	TEXT	STRATEGY
1	LAU	Today is Wednesday e· 16 <sup>th</sup> of May. We're Duna and Laura.	Time
2	DUN	What language did the Romans speak? [reading]	
3	LAU	I think that is/ was Latin. em· The legend says that the twin brothers Romulus and Remus founded Rome. Who looked after them when they were babies? [reading] I think that their mother.	Time
4	DUN	Look at these leisure time activities. One was not a Roman leisure activity/. Which one? I think that gladiators fights.	formulaic
5	LAU	Who usually went to school? [reading] I think that it's boys.	formulaic
6	DUN	What's the name of the school children goddess or god? [reading] I think that it's Minerva. [they stop the recording]	formulaic

#### ORAL ACTIVITY 2: Let's remember some facts about the Romans

First session: length: 1' 32''

Second session: length :

Comments: They only recorded the answers, not the process. They read the answers.

7	LAU	Who where the Romans? [reading]	
8	DUN	The Romans is the name of the people that lives in Rome. And Rome was a very important city in its time. [they stop the recording]	
9	LAU	Va, pregunta. e· What is an Empire?	Turn Time
10	DUN	Roman, ui, sorry. [laughs] Ai, com es diu XXX	Help L1
11	LAU	I think that XXX	formulaic
12	DUN	Equivocat.	L1 help
13	LAU	Em· wrong.	Helping Time
14	DUN	This answer is wrong. Em· An Empire is a group of soldiers that that con- that conquer a· a large parts of of a world. In the e·   Romans, the Roman empire e· conquered parts of Europe and North Africa. [they stop the recording]	Time (4)

## SECOND SESSION: date: 18/5/2007

15	TCR	<i>Això ja ho tinc aquí escrit.</i>	L1
16	DUN	Write the names- Write the names of five present European countries conquered by the Romans. [reading] The first country.	
17	LAU	Spain.	
18	DUN	Second country.	
19	LAU	French.	
20	DUN	Third country.	
21	LAU	Italy.	
22	DUN	Fourth country.	
23	LAU	Greece.	
24	DUN	Fifth country.	
25	LAU	Britain.	
26	DUN	Write the names of five present European countries not conquered by the Romans. [reading] First country.	
27	LAU	Germany.	
28	DUN	Second country.	
29	DUN	Ireland.	
30	LAU	Third country.	
31	DUN	Poland.	
32	LAU	Fourth country.	
33	DUN	Netherlands.	
34	LAU	Fifth country.	
35	DUN	Belgium. Write the names of five present European countries conquered by the Romans and who are members of the Europe- of the European Union. [reading] The first country is.	
36	LAU	Spain.	
37	DUN	The second.	
38	LAU	Portugal.	
39	DUN	The third.	
40	LAU	France.	
41	DUN	The fourth.	
42	LAU	Italy.	
43	DUN	The fifth.	
44	LAU	Croatia.	
45	DUN	Ok. Write the names of five present European countries conquered by the Romans and who are not members of the European Union. [reading] The first country.	
46	LAU	Turkey.	
47	DUN	The second.	
48	LAU	Cartago.	
49	DUN	The third.	
50	LAU	Egypt.	
51	DUN	The fourth.	
52	LAU	Algeria.	
53	DUN	And the fifth.	
54	LAU	Libia.	

### THIRD SESSION: date: 23/5/2007

#### ORAL ACTIVITY 3: Some facts about Roman architecture and engineering: I. Vocabulary

Length: 5' 5''

Comments:

55	DUN	/amfiteater/ /æmpɪ'θiətə' / i-s   is this, no?	helping
56	LAU	M. Yes.	Time
57	DUN	Write this here . A-	
58	LAU	Aqueduct I think that is this.	
59	DUN	Yes, I write this. You know what's what is forum? Look look in the computer.   [they look on the net] Forum is this?	help (2)
60	LAU	Yes. Yes, no?	check
61	DUN	Write, write.   A-	Time
62	LAU	Hadrian's wall	
63	DUN	Tatxo. Hadrian's wa-ll.	L1
64	LAU	I think that it's this no?	check
65	DUN	Yes. But this is a road.	
66	LAU	Yes.	
67	DUN	Don't, don't don't write this. Roman bath i-s =this=   OK. But bath is <i>lavabo</i> .	Helping Time L1
68	LAU	<i>És el bany. I és la dutxa.</i>	L1
69	DUN	This e is the Romans-	Time
70	LAU	<i>Són els banys. No, aquesta, això és un mural.</i> Hadrian's wall.	L1
71	TEA	Speak in English, please.	
72	LAU	Is Hadrian's wall.	
73	DUN	Ok. Put this here.    Roman house   is is this.	
74	LAU	A road-	
75	DUN	Road is this.	
76	LL	A temple	
77	DUN	Temple is this. [Another group ask them for help <35> ] A- Roman villa   is in the in the ne- the next of the temple. Is this.	Time
78	LAU	What? Roman village?	help
79	DUN	Yes.     Schoo-l, school is I don't know what's school. This? Or I don't' know. Triumphal arch is this. Triumphal arch. It is Triumphal arch.And what is this?	help
80	LAU	And road is this, no?	
81	DUN	I don't know.    But this is Triumphal arch sure. <19>	silence
82	LAU	The school is	
83	DUN	The school a- Roman bath are   the school and Roman bath. No?	Time
84	LAU	Yes.	
85	DUN	Ok. We stop the recorder?	
86	LAU	Yes.	

#### ORAL ACTIVITY 4: Listen and read: Read the definitions and write its names

Length: 10' 45''

Comments:

87	DUN	It's a structure for carrying water- [reading] Carrying? What means carrying?	Help
88	LAU	This. [they look at the glossary]	no verbal
89	DUN	Carry, <i>portar</i> . Vale.   Water across land into towns, especially one that looks like a high bridge with many arches, which carries pipes or a canal across a valley. [reading] Pipes, what means?	L1
90	LAU	M· A· Canonada. It's canonada. I think that it's aqueduct.	Help Time L1
91	DUN	Yes, that's correct. It's a circular or oval   XXX, <i>bueno</i> , area of ground around where Romans went to watch animals and people fighting [reading]	L1
92	LAU	Circus.	
93	DUN	But I because,   because animals	
94	LAU	Were in circus	
95	DUN	Yes. In the theatre there isn't animals. There aren't animals. A long hard surface built to be able to move soldiers and all their baggage around the Empire. [reading] M·     What means hard? The third, the three word.     Hard, però hard, what means hard? The third word.	Time
96	LAU	Hard is   <i>treballar</i> . <i>Treballar durament</i> .	help Helping L1
97	DUN	And surface?	Help
98	LAU	I· I don't know. <11>	Formulaic silence
99	DUN	Baggage, what means baggage?	Help
100	TCR	The baggage. The- If you have to wear your bags and the food,	
101	LAU	Ah/ L'equipatge.	Understand
102	TCR	Yes. <11>	
103	DUN	What do you say before?	help
104	LAU	M·	help
105	DUN	<i>Què has dit abans?</i>	Repeating L1
106	LAU	Amphitheatre. But it's wrong.	
107	DUN	But soldiers? No no go- no go there.   And baggage there no.     Past to the forth.	
108	LAU	Ok.	
109	DUN	It's a large house in the country. Some villas were farmhouses farmhouses and some were like palaces. [reading] Ah, temple.	
110	LAU	Yes. Temple.	
111	DUN	Roman temple.	
112	LAU	Yes. Eh· The area in the middle of the town used for public e- business. It was the main marketplace and business centre, where the an- ancient Romans went to do their banking, trading, shopping, and marketing. [reading]	Time (2)
113	DUN	Forum, no? It was also a place for public speaking. [reading] Forum, I think that is Forum, no?	help
114	LAU	Yes.	
115	DUN	It was built as a perm- permanent barrier- [reading] Barrier is <i>barri</i> , no? Means <i>barri</i> in <i>català</i> ? Ok. To create a frontier to protect Roman Britain from raids by the tribes- tribes? <i>Tribu</i> ? than lived in Scotland. It took the Roman legi- legionaries about six years to complete the job. [reading]	Help (2)
116	LAU	I think that it's Hadrian's wall.	
117	DUN	Ok.     It was another public entertain- Oh, wall is <i>paret</i> ! Means <i>paret</i> in Catalan.	L1
118	LAU	Yes	
119	DUN	<i>Ara me n'he adonat</i> . It was another public entertainment centre, used mostly for cha-	L1



120	LAU	I think that it's theatre.	
121	DUN	XXX Ah, <i>vale</i> .	L1
122	LAU	The theatre.	
123	DUN	Yes. Theatre [repeating while writing] It's a building, room or outside structure with rows- [reading] Rows means Ah- row, <i>filera</i> . Ok. Read you. Read you.	L1 Turn
124	LAU	Of a god or goodness. The ancient Romans brought offerings of meat meat and other items to many temples. Honouring their gods was part of ancient Romans everyday life. [reading the wrong text]	
125	DUN	Amphitheatre.	
126	LAU	Roman house, no?	check
127	DUN	No. <i>Diu</i> : It's a building, room or outside structure with rows of seats, <i>fileres de seients</i> , each row usually higher than the one in front, from which people can watch a performance, performance, or other activity. [reading] Is amphiatre. Amphitheatre. <14>	L1
128	LAU	It's a building which people, usually one family, live in. [reading] Roman house.	
129	DUN	Yes.	
130	LAU	Roman house. [repeating while writing]	
131	DUN	It's a building used for the worship- Worship means   <i>adorar</i> . Ok. of a god or goodness. The ancient Romans brought offerings of means and other items to many temples. Honouring their gods was part of ancient Romans everyday life. [reading]	L1
132	LAU	Vale.    Roman Ville.	L1
133	DUN	But Roman Ville is the town and it's a building.	
134	LAU	Warship and XXX. Temple. But	
135	DUN	Yes, temple.    Roman temple.    Roman temple. XXX Laura.	Turn
136	LAU	It's a building where Roman women and men tried to visit at least once every day. There were hot and cold pools, towels, slaves to wait on you, steam, rooms, saunas, exercise rooms, and hair cutting salons. [reading] Roman bath. It's the place where children, usually boys, studied reading, writing, and counting.	
137	LL	School	
138	DUN	School. [repeating while writing]	
139	LAU	Yes	
140	DUN	Public latrines, Roman villages i roads. [reading the words they didn't write yet]	
141	LAU	A long hard surface built to be able to move soldiers and all their baggage around the Empire.	
142	LL	Roman road.	
143	DUN	Ok. It's a large house in the country. Some villas were farmhouses and some were like palaces.	
144	LAU	Public latrines.	
145	DUN	XXX Algunes XXX [she translates whispering] Ok. Stop the recorder.	

## TRANSCRIPTION GROUP 4

**Conversation group: Andrea (AND) (code 53), Mireia (MIR) (code 21), Jesica (JES) (code 55)**

Comments: The level of this group is not very good. One student has an insufficient level, other sufficient and the other good.

### ORAL ACTIVITY 1: THE Roman Quiz

First session: 16/5/2007

Length : 15' 12''

Comments: They stopped the recorder after each question so they didn't recorder the process.

0	SPEAKER	TEXT	STRATEGY
1	JES	Work with your friends. You have 10 minutes to try to guess the answers. Only one is correct. Later we are going to check the answers all together. [reading] Check the- [they stop the recording]	
2	AND	What language did the Romans speak? [reading]	
3	JES	C, Latin.	
4	MIR	The legend says that the twin brothers Romulus and Remus founded Rome. W- How looked after them when they were babies? [reading]   Letter b, a mother wolf.	
5		A mother wolf. [they stop the recording]	
6	JES	Look at these leisure time activities. One was not a Roman leisure activity. Which one? A, gladiator fight.	
7	AND	How usually went to school? [reading] A, boys. [they stop the recording]	
8	MIR	What's the name of the school children goddess or god? [reading] D, Minerva. [they stop the recording]	

### ORAL ACTIVITY 2: Let's remember some facts about the Romans

Length: 4' 31''

Comments:

9	AND	Talk with your group and answer. How, how were the Romans? [reading] The Romans are a people with the Rome.
10	MIR	Rome started as a city and finished as an Empire. What is an Empire? Write a definition. [reading]
11	TCR	If you need information you must go to this address of XXX information.

12		<i>Ja ho hem intentat però es que no podem entrar.</i> It's slow. <6>	L1 silence
13		<i>No va.</i>	L1
14		<i>No va.</i>    [internet doesn't work]	L1
15		<i>Copiar.</i>	L1
16	MIR	<i>S'ha copiat dos cops</i>	L1
17		<i>Vale.</i>   <i>Borra una.</i>	L1
18		<i>Espera.</i> <20>	L1 silence
19	MIR	An Empire is a ·    An Empire is not <i>una ciutat.</i>    A Empire is a ·	Time L1
		one, <i>es que no sé,</i>   <i>no sé, no sé.</i>	Help
20	TCR	<i>A ningú s'us obre?</i>	L1
21	MIR	<i>No, Es que no me'n recordo què és un imperi.</i>	L1
22	TCR	<i>Es que aquí us explica.</i>	
23	MIR	<i>Ja però</i>	L1
24	TCR	<i>Intenteu posar una adreça qualsevol aviam si s'us obra internet.</i>	
25	MIR	<i>Posa Hotmail aviam si ho obra.</i>	L1
26	TCR	<i>Va ara diu que sí. Ara sí. Vinga, proveu ara. =No tira-= Endarrera.</i>	
27	MIR	<10> <i>Aquí.</i>    <i>Dic això, dic això.</i> About 1,800 years ago Rome was	silence
		was the centre of a big empire. Roman soldiers had conquered	L1
		/conquer/ large parts of Europe and North Africa. The Roman army	
		would return to Rome and march through the city to show off all	
		the riches they had plundered from the people they had beaten.	
		The Roman army was skilled at fighting and defending   and	
		defending the borders from attack and clever civil servants	
		governed each country. [reading]	
28	TCR	But you need to· only to put the things, not everything. XXX part	turn
		or-	

### ORAL ACTIVITY 3: The Roman Empire

First session: length: 10'

Second session: length: 14''

Comments

29		<i>Això no cal escriure-ho. Va, XXX</i>	L1
30		<i>Como dices los XXX</i>	L1 help
31		One thousand.	Helping
32		¿Cómo?	help
33	AND	The Roman Empire. More than 2000 years ago, Rome was the capital of the largest Empire of the Ancient World, the Roman Empire. Thanks to a powerful army they conquered all the Mediterranean area, from the North of Africa to Europe and west Asia. Most of our culture comes from the Roman legacy and we have a lot of material and written sources to study them. Since the Fall of the Roman Empire the idea of unity has been present in European culture. The the creation of the predecessors to the present European Union was however specific to the years immediately after the Second World War. Look at the map. The extent of the Roman Republic and Roman.   Compare this map with the actual map Europe. Here you can have a look to a map in English. Map of the world. =Espera=<33> [reading] [they look for the map on the net ]	L1 silence

34	JES	<i>No se'ns posa.</i>	L1 help
35	TCR	Which one? <11>	silence
36		<i>Surt el mateix. &lt;15&gt;</i>	L1
37	MIR	<i>Posa aquí a veure què hi ha.</i>	L1
38	TCR	Are you doing this activity? Are you doing this activity?	
39		Yes.	
40	TCR	OK If you put the XXX on the country, you can see the name of the country.	
41		OK	understand
42	TCR	If you don't know the name in English you can have a look at here.	
43	JES	<i>Tu dius tu dius el país i jo la · tu dius el país i jo XXX</i>	L1 turn
44	AND	In Spain	
45	JES	Madrid	
46	AND	Portugal	
47	JES	Lisbon	
48	AND	France	
49	JES	Paris	
50	AND	Britain	
51	JES	London	
52	TCR	You have to look at the map of the Romans and the name here. OK? Any of these countries you can write.	
53		XXX (23')	
54	AND	Italy	
55	JES	Roman <11>	silence
56	AND	Greece	
57	JES	Athens<12>	silence
58	AND	[ Agence? ] <15>	silence
59	JES	Mediterranean sea. <23>	silence
60	AND	Spain <11>	silence
61	AND	Belgium	
62	JES	Brussels	
63	AND	Netherland	
64	JES	Amsterdam	
65	AND	Germany	
66	JES	Berlin <26>	silence
67	AND	Greece	
68	JES	XXX is missing <18>	silence
69		<i>Es que no XXX &lt;15&gt;</i>	L1 silence
70	AND	Russia	
71	JES	I don't know.	Formulaic
72	AND	Ireland.	
73	JES	Dublin	
74	AND	Belgium	
75	JES	Brussels	
76	AND	Denmark	
77	JES	Cop- Copenhagen	
78	AND	Africa <20> Sweden	silence
79	JES	Stockholm	
80	AND	Norway	
81	JES	Oslo	
82	AND	Finland	
83	JES	Helsinki	
84	AND	Look at this map of the European Union Expansion. [reading]	
85		<i>Per a què serveix aquest mapa?</i>	L1 help
86		Italy, France, Luxemburg, Belgium, Germany, The Netherlands	
87	JES	<i>Què fem amb aquest mapa, es que no ho entenc.</i>	L1 help
88	TCR	You must compare. Look at the map of the European Union. Look at the map of the Romans. =XXX= of the Romans. Now you must	

		compare this map and the other map, and you must find five present European countries conquered by the Romans.	
89		OK	understand
90	TCR	Countries of the Union, and and- =XXX = 5 countries conquered by the Romans and   members of the European Union. Union	
91		<i>Però d'aquella època</i>	L1
92	TCR	For example, Spain is a member of the European Union =Portugal= and conquered by the Romans too.	
93		Ok. <i>Ah vale.</i>	Understand L1
94		Em Spain, Portugal,   Greece   France, Italy. [they stop the recording]	

## 2nd session: date: 18/5/2007

95		Write the names of the 5 present European countries conquered by the Romans and who are not members of the European Union. [reading] [they stop the recording]
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### ORAL ACTIVITY 4: A- Some facts about Roman architecture and engineering: I. Vocabulary

Length:

Comments: They didn't record this activity.

### ORAL ACTIVITY 5: A- Some facts about Roman architecture and engineering:II. Listen and read:

Length: 1'49" + 7' 9"

Comments:

96	AND	It's a structure for carrying water across land into towns, especially one that looks like a high bridge with many arches, which carries pipes or a canal across a valley. [reading] Aqueduct	
97	MIR	It's a circular or oval area of ground around where Romans went to watch animals and people fighting. [reading] Eh- Circus.	Time
98	JES	A long hard surface b- built to be able to move soldiers and all their baggage around the Empire. [reading] Eh- Road	Time
99	AND	It's a large house in the country. Some villas were f- farmhouses and some were like palaces. [reading] Roman village	
100	MIR	The area in the middle of the town used for public bus- business. It was the main marketplace and business centre, where the ancient Romans went to do their banking, trading, shopping, and marketing. It was also a place for public speaking. [reading] Eh- Forum	Time
101	JES	It was built as a permanent barrier to create a frontier to protect Roman Britain from raids by the tribes that lived in Scotland. It took the Roman legionaries about s-ix years to complete the job. [reading] Eh- Hadrian's wall. [they stop the recording]	
102		<i>No, no, aquest no.</i>	L1
103		<i>Espera, espera.    </i>	L1
104	TEA	Are you ready? Oh, you haven't finished?	
105	MIR	No. Eh- This     row. Row, <i>espera, filera.     No l'entenc aquesta.    </i>	L1 help Time

106	TEA	And what about the others?	
107	MIR	<i>Què? No, ja les hem fet.</i>	L1
108	TEA	What do you think? Andrea, what are you doing?	
109	AND	It's a building, room or outside structure with rows of seats. [reading wispering]	
110	LL	M- Amphitheatre.	Time
111	MIR	<i>No, és la dels-</i>	L1
112	TEA	Which words don't you understand?	
113	LL	Theatre. Theatre.	
114		XXX	
115	TEA	Which words you don't understand? Can you tell me?	
116	AND	It's a building, room or outside structure with rows of seats, each row usually higher than the one in front, from which people can watch a performance or other activity. [reading]	
117	TEA	And what do you thing is this? What do you say, Andrea?	
118	AND	Theatre.	
119	TEA	Yeah. Which words don't you understand here?	
120		<i>Aquesta ja la tenim.</i>	L1
121	TEA	OK.	
122		Theatre.	
123	TEA	But is there any word that you don't understand in here? Is there any word?	
124		The Roman house.	
125		It's a building which people, usually one family, live in. [reading]	
126	MIR	It's a building used for the worship- worship és adorar, of god or goodness. The ancient Romans brought offerings of meat and other items to many temples. Honouring their gods was part of ancient Romans everyday life. Eh- temple.	Time
127	TEA	What do you think the others? Jesica. Do you agree?	
128	JES	<i>Aquests?</i>	L1
129	TEA	Yes. You have to work together, not to XXX	
130	MIR	<i>M-   Jo crec que és temple. Home, si diu que va a adorar als deus.</i>	L1
131	TEA	Yeah. Ok.	
132	JES	<i>Temple, però això ja no està.</i>	L1
133	TEA	You have to work together.	
134		<i>Tot això XXX the Roman house.</i>	L1
135	AND	It's a building where Roman women and men tried to visit at least once every day. There were hot and cold pools, towels, slaves to wait on you, steam rooms, saunas, exercise rooms, and hair cutting salons. [reading]	
136	MIR	Roman bath.	
137	AND	M- It's school. It's the place where children, usually boys, studied reading, writing, and counting. [reading]	Time
138	LL	School.     Ja està. Finish.	L1
139	MIR	<i>Sobra una, eh?</i>	L1
140	TCR	Yes. It says-	
141		<i>I ara què fem? XXX</i>	L1 help
142	JES	<i>Ens llegeixes? [asking to the teacher]</i>	L1
143	TEA	I read and you check if it's the right one.	
144	JES	<i>Nos lo lees, Rosa i després nosaltres ho tornem a dir.</i>	L1
145	TEA	Yes. You check if it's the right thing. Ok. A Roman temple-	
146		<i>Què? XXX</i>	L1 help
147	TEA	I would I would read something and you have to listen and you have to tell me what is it. Yes? And which XXX is it. Yes? A Roman- <i>Ah no,</i> <i>però si els dic, Mercè, com va això? Jo els he de llegir?</i>	
148	TCR	<i>Sí, els hi llegeixes tal qual I ells han de veure què han posat el nom bé amb la definició.</i>	
149	TEA	OK. A Roman temple is a building used for the worship of a god or	

		goddess. The ancient Romans brought offerings of meat and other items to many temples. Honouring their gods was part of ancient Romans' everyday life. [reading]
150	LL	Temple
151	TEA	The theatre is a building, room or outside structure with rows of seats, each row usually higher than the one in front, from which people can watch a performance or other activity. [reading]
152	LL	Theatre.
153	TEA	The Hadrian's wall was built as a permanent barrier to create a frontier to protect Roman Britain from raids by the tribes that lived in Scotland. It took the Roman legionaries about six years to complete the job. [reading]
154	LL	Hadrian's wall.
155	TEA	An aqueduct is a structure for carrying water across land into towns, especially one that looks like a high bridge with many arches, which carries pipes or a canal across a valley. [reading]
156	LL	Aqueduct.
157	TEA	An amphitheatre is a circular or oval area of ground around where Romans went to watch animals and people fighting. [reading]
158	LL	Amphitheatre.
159	TEA	A school is the place where children, usually boys, studied reading, writing, and counting. [reading]
160	LL	School.
161	TEA	A Roman Villa is a large house in the country. Some villas were farmhouses and some were like palaces. [reading]
162	LL	Roman Villa
163	TEA	A roman road is a long hard surface built to be able to move soldiers and all their baggage around the Empire. [reading]
164	LL	Road.
165	TEA	Yeah. A Roman house is a building which people, usually one family, lived in. [reading]
166	LL	A house.
167	TEA	Yeah. A Roman bath is a building where Roman women and men tried to visit at least once every day. There were hot and cold pools, towels, slaves to wait on you, steam rooms, saunas, exercise rooms, and hair cutting salons. [reading]
168	LL	Roman bath.
169	TEA	A Forum is the area in the middle of the town used for public business. It was the main marketplace and business centre, where the ancient Romans went to do their banking, trading, shopping, and marketing. It was also a place for public speaking[reading]
170	LL	Forum
171	TEA	A Circus was another public entertainment entertainment centre, used mostly for chariot racing. [reading]
172	LL	Circus
173	TEA	Ok. Right.
174		<i>Ja estâ?</i> [they stop the recorder]

L1

## ANALYSIS OF THE LEARNERS LANGUAGE

### GROUP 1

TOTAL NUMBER OF UTTERANCES DURING THE ACTIVITIES: 634

CODE	TOTAL	TO INTERACT	TO SOLVE THE ACTIVITIES	OTHER
Non verbal	22	5	17	
Coining	6	4		2
Circumlocution				
L1	137	20	82	35
Time	52	20	36	5
Pattern	4	1	3	
help	53	6	46	1
Helping	12		12	
Check	17		14	
Formulaic	26	4	17	4
Turn	3		3	
Understand	30	5	25	
Silence	57		55	2

### GROUP 2

NUMBER OF UTTERANCES TRANSCRIBED: 25

CODE	TOTAL	TO INTERACT	TO SOLVE THE ACTIVITIES	OTHER
Non verbal				
Coining	1			1
Circumlocution				
L1	6	1		5
Time	2			
Pattern				
help	1			
Helping	2			
Check				
Formulaic				
Turn				
Understand				
Silence				



**GROUP 3**

NUMBER OF UTTERANCES TRANSCRIBED: 145

CODE	TOTAL	TO INTERACT	TO SOLVE THE ACTIVITIES	OTHER
Non verbal	1		1	
Coining				
Circumlocution				
L1	16	9	6 (vocabulary problems) + 1	
Time	18	18		
Pattern				
help	14		10(vocabulary problems) +4	
Helping	5	2	3	
Check	4		4	
Formulaic	5	5		
Turn	3		3	
Understand	1		1	
Silence	3		3	

**GROUP 4**

TOTAL NUMBER OF UTTERANCES TRANSCRIBED: 174

CODE	TOTAL	TO INTERACT	TO SOLVE THE ACTIVITIES	OTHER
Non verbal				
Coining				
Circumlocution				
L1	41	7	17	17
Time	9	2	7	
Pattern				
Help	8	2	5	1
Helping				
Check				
Formulaic	1		1	
Turn	2		1	
Understand	3		3	
Silence	16		16 (looking for information, the net is slow)	

## STRATEGIES USED

