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**THE BENEFITS OF MEDIA IN LEARNING: CASE
STUDIES OF BLIND LEARNERS OF ENGLISH AS L2**

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Graduation Thesis

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ABSTRACT

Media have a large impact on peoples' lives, and an especially high influence in learning and learning processes. Exposure to English through media can have multiple benefits for language learning, however, the question we are interested in is: Considering that media are a platform predominately geared towards the sighted, does language acquisition through media apply to the blind and visually impaired? Part of the study geared towards answering this question was conducted with blind and visually impaired secondary school learners through case studies. Results from the case studies show that blind and visually impaired learners can benefit from media exposure when it comes to learning the English language.

Key words: media, the blind, visually impaired, English, learning

1. INTRODUCTION

In this day and age we are surrounded by media everywhere we turn and, whether we want it or not, media have a large influence on our lives. From intentional interaction to incidental exposure and the effect of it, media play a large role in the everyday life of the people in contact with them. The term *media* used in this paper refers both to the means of broadcasting and distributing news, entertainment, education, or any type of data, and to the means of storing such data, e.g. CD-s, DVD-s, disks, tapes, etc. As we discuss different types of media and their varying influence on language learning, we have decided to treat *media* as a plural noun, even though as a collective noun it could take a singular verb.

The age group that has the most exposure to media are teenagers. They are exposed to all types of media, including the Internet, practically since birth, and, hence, are probably largely influenced by them. They are the ones who predominately use different media, whether listening to music, surfing the Web, or using social networks like *Facebook*, *Twitter*, or *Instagram*, and these are all available to them with only a couple of touches on their smart phones. This is the main reason why secondary school students were chosen as a primary group for this study.

As the content accessible through media is predominately in English, we may assume that such media exposure influences language knowledge. A large amount of research regarding media exposure has been conducted to date; however, not much research has focused on whether the same applies to the blind and visually impaired. We can concur that most media, especially the Internet, predominately rely on images, so the main question is whether the impact they have on the blind and visually impaired in comparison to sighted individuals is the same, similar or even if there is any impact at all. This question motivated us to conduct this study.

We questioned several blind and visually impaired secondary school English language learners about their experiences with media. The purpose was to find out whether there was any impact of exposure to the English language through media for the blind and visually impaired learners, as well as whether that impact had any benefits for learning English.

As the time allocated for conducting this study was not sufficient for a longitudinal study, we had to rely on participants' self-perceptions to answer the question at hand. While we cannot fully rely on the participants' self-perceptions to openly claim that exposure to English through media does have a positive impact on the knowledge of English, we cannot, on the other hand, fully claim that there is no impact whatsoever from their responses. Users

of media cannot claim with a high degree of certainty what specifically they did or did not learn from being exposed to media. The reason for this is that they may have absorbed some aspects of knowledge without being openly aware of it. This would also be quite difficult to measure with language tests because learners of English are usually exposed to the language both in formal education classes and in informal situations, so it is difficult to make a clear-cut separation of the two sources and see which had an impact and to establish the degree of their impact. Therefore, we have to rely on their own self-perceptions to understand the impact media have on language learning; however, we should be cautious with interpreting the results.

Another factor in relation to the varying results is the amount of exposure to the language that each participant had through media. Undoubtedly, all participants experienced different levels of exposure to different types of media. Had they all been exposed to the same amount of the same type of media, their responses might have been more similar and the result of the study more precise. However, here arises the issue of blind versus visually impaired students. Indisputably, the types of media that rely mostly on images would prove troublesome for the blind, so the question is if blind learners' exposure to English through predominately visual media has a positive impact on language development. This study will try to answer that question.

2. THEORETICAL BACKGROUND

2.1. MEDIA AND THE BLIND

Media are very important to all people, but especially to people with disabilities such as the blind and visually impaired. Some traditional forms of disseminating information, i.e. printed media, which the sighted may take for granted, are inaccessible to the blind. They could get information from those types of media, but would have to rely on the sighted for it. The effort to support independent access to information is why the Internet has such immense importance for people with disabilities, namely the blind and visually impaired. Not only is the Internet a major source of information, but it also enables the blind and visually impaired to access information whenever they need it without having to depend on other people for it. The European Commission DGXIII (n.d., n.p., as cited in Williamson, Wright, Schauder, and Bow, 2001) describes the term “independent life” as when “persons with a disability take control over their lives, access the same opportunities and face the same choices in every-day life that non-disabled persons take for granted”. Something that may seem as minor to the sighted community as being able to read the newspapers can be of great importance to those that cannot perform such action.

The Internet not only provides the blind and visually impaired with the opportunity to access newspapers, but all other forms of disseminating information as well, including the radio. However, although the use of the Internet has many benefits, aside from access to information for those who cannot easily access it from other media sources, it is not available to many people with disabilities which further perpetuates their inequitable status in society (Goggin and Newell, 2003). The inability to access information can make a person feel isolated and maladjusted. There are various reasons why the blind would not have access to major sources of information like the Internet. Aside from the cost and having appropriate hardware and software which is configured to allow them use of the Internet, much of the Web is still inaccessible to such programs.

Another major benefit of having internet access for the blind and visually impaired, aside from access to information, is communication. Communication is a vital part of people’s lives. Not only does the Internet make communication affordable and easily accessible, it also enables people with disabilities to escape isolation and the stigma that sometimes accompanies their impairment (Dobransky and Hargittai, 2006). Like many other people,

regardless of ability, the people in the blind community may not be as confident and open to interaction with other people around them. The blind and visually impaired have a further disadvantage of limited mobility to interact with others around them as often as desired. Online communication allows the blind and visually impaired to encounter and interact with other people to a degree that might not be otherwise possible. It gives them the opportunity to interact with people with the same disability or to hide their disability. Unlike social networks where you are expected to present an accurate likeness of yourself, video games and virtual worlds make it possible for people with disabilities to present alternate identities which in turn creates the feeling of liberation as they do not have to identify as a person with a disability (Ellis and Kent, 2011). Online communication via games, chats, forums, or blogs gives them a choice whether they want the person they are communicating with to know about their disability, which is not possible in face to face contacts. In this way, those who are shy about their disability might be more open to interaction with others and could establish new relationships.

2.2. MEDIA, LEARNING AND THE BLIND – PREVIOUS RESEARCH

Another important area where the blind can benefit from having access to all media is learning. Media are no stranger to the English language classroom. With audio, visual, and animation effects, multimedia plays a positive role in promoting students' activity, initiative, motivation, and learning interest in the English language classroom (Solanki and Phil, 2012). What is great about media is that it is accessible to the majority of all places, so students can continue the work they have started in the classroom outside it, thus expanding their knowledge even more. This is even more valuable to the blind as they can learn more freely and easily than when they have to rely solely on textbooks in braille or on other people.

A number of studies related to the practical implications of media when it comes to learning of the blind and visually impaired have been conducted. The following are only some of the examples.

Anadolu University in Turkey conducted an audio-book project (Ozgun and Kiray, 2007) with blind learners in an attempt to investigate how blind students perceive audio books. The results have shown that audio books are perceived as innovative, thus creating a different study environment. The students are independent in studying because they do not need help from others. They also have the opportunity to study wherever and whenever they want. They can listen to various texts with the help of headphones and without disturbances

from the outside world. They also do not need to use magnifying glasses which tire their eyes, or scan books with the help of computer supported instruments. Additionally, the organization of different sections into different tracks makes it simple for the students to find the subject that they want; and generally speaking, audio books affect and improve the learning performance of the blind and visually impaired. The students experienced some problems with comprehensibility of graphs, tables and formulas in audio books; however, the general conclusion of the study was that audio books helped blind students gain independence in studying and made it possible for them to continue their learning individually, which in turn improved the learners' learning capacity.

Video games are also a great way of learning. Jarred Kennedy (2010) says that video games give students a sense of freedom and allow them to make mistakes without error. They also develop analytical skills because they require decision making and give students a chance to see the connection between what they are learning and the reason why they are learning it. When it comes to language learning specifically, Thorne (2008) has reported on multilingual interaction in the game *World of Warcraft* and, by analysing the transcript, he posits that there are a number of positive assets for language learning, such as “natural and unscripted interaction, reciprocal alterations in expert status, explicit self- and other-correction at the level of linguistic form, extensive repair sequences, development of a positive affective bond, and exhibited motivation by both parties for learning the other’s language”. The “Edugaming” case study (Pim, 2013), illustrates the potential for using video games for language learning. The use of oral language for the completion of tasks and longer conversations about topics learners are interested in are encouraged, which induces vocabulary development. Additionally, written walkthroughs require users to internalise chunks of knowledge and repurpose them, which allows for grammar practice.

Social media offer an array of possible language learning options. Blogging, twittering, and podcasting are just a small fraction of possible ways in which media can be used with students to engage them in communicating in the target language. Several studies have been conducted to recognise the benefits of online communication for language learning. One such study (Ramaswami, 2008) suggests that blogs help students articulate their ideas better, determine what to say, and begin writing their papers by organizing their thoughts, developing their ideas, and synthesizing their research. Additionally, they also benefit from their classmates' constructive criticism (Kennedy, 2010). Kroonenberg's study (1994/1995, as cited in Warschauer, 1997) examined high-school students who discussed ideas in the chat mode. Several benefits of such practice were found: the chat mode allowed students to

practice rapid interaction, the text-based mode created the opportunity to pause for reflection in the midst of interaction, and many students were more expressive in this mode than in ordinary written composition or oral conversation. In another study, Sproull and Kiesler (1991, as cited in Warschauer, 1997) found that electronic discussion groups showed approximately twice as much equality in participation as face-to-face discussion groups did; however, Weisband (1992, as cited in Warschauer, 1997) found that it was more difficult to achieve consensus in online versus face-to-face discussion. Warschauer's experimental study (1996, as cited in Warschauer, 1997) compared small group discussions online to face-to-face discussions. It was found that online groups were twice as balanced as face-to-face discussion groups because the silent students increased their participation online. In a study comparing dialogue journals written via email with those written on paper, Wang (1993, as cited in Warschauer, 1997) found that the email group wrote more per session, asked and answered more questions, used a greater variety of language functions and applied them more frequently, and was more conversational and less formal with the teacher. An investigation of email exchange between secondary school students in Finland and England conducted by Tella (1992, as cited in Warschauer, 1997) discovered that the emphasis switched from teacher-centred to a more individualised and learner-centred working environment. The content also moved towards the student's own writings as opposed to the standard syllabus. Email correspondence provided practice in open expression. As editing and revision became collaborative and more frequent, the quality of writing improved and the writing modes became more versatile. Furthermore, reading became more collaborative and public.

In conclusion, media provide learners with fast and easy ways of accessing information and knowledge, but also with opportunities to communicate and develop their knowledge in collaboration with others. This is important for all learners, but crucial for the blind and visually impaired who might have difficulties with those aspects otherwise.

Not much research on the influence of media on learning the English language that focus on blind learners has been carried out in Croatia, so we wanted to investigate whether there could be benefits of exposure to English through media on the knowledge of blind learners of English. In order to do this, we conducted case studies with blind and visually impaired learners, in which we asked about their experiences with media and contact with English.

3. RESEARCH

3.1. AIM

The aim of this study was to explore the role of exposure to English through media on language learning of the blind and visually impaired. More specifically, we wanted to find out which media the blind and visually impaired used and what their general opinions of media were.

The research questions were the following:

- (1) which media the blind and visually impaired used;
- (2) what feelings and opinions they had about those media; and,
- (3) what impact those media had on their knowledge of English.

We wished to see how much time blind and visually impaired secondary school students spent using media and if there was a difference in the preference of media types. We were interested in whether the blind and visually impaired used the predominately visual media, like videos and video games, and to what extent. The feelings and opinions they held about media were also considered interesting due to the assumption that the blind may be more reliant on media to access information, but also because there may be more restrictions in relation to accessing the required information for them. However, the most intriguing question was whether there were benefits from exposure to English through media on language learning for the blind and visually impaired. To answer those questions, we conducted case studies with blind and visually impaired secondary school students.

3.2. SAMPLE

The researcher focused on students with blindness and visual impairment who were studying English at the secondary level. The secondary level was chosen due to the assumption that students studying at the secondary level had been exposed to all media from a very early age and had been using them actively for the period of at least a decade.

The Centre for Education and Rehabilitation “Vinko Bek” in Zagreb was chosen as the primary place where we would select our research participants. “Vinko Bek” is a specialized institution for education and rehabilitation for blind and visually impaired children, youth and adults. Moreover, it serves as a resource centre for the entire state, and thus it is the most

convenient and suitable place to recruit a larger sample of suitable participants in one place. The manager of the Department of Secondary Education, who is also the English teacher at the Centre, was contacted by the researcher and asked whether he would be willing to act as a contact person between the researcher and the participants, to which he complied. The researcher communicated with the contact person via e-mail to agree on the course of the research. First-year students were excluded from the study because it was assumed that some of them were not yet properly settled in and comfortable with the goings-on at the Centre. Aside from the first-year students, all students were asked to participate in the study. Due to a relatively small number of students in the Centre, we decided to conduct a qualitative study.

In order to gain a better insight into media usage of the students and select suitable participants for the case studies, the researcher decided to set up focus groups in which the students would discuss their media usage habits and general views about media. A total of twenty-three students participated in the focus groups, eleven of which were female (47.85%) and twelve male (52.17%). The average age of the participants was seventeen. Of the twenty-three participants included in the focus groups, five were blind (21.74%), and eighteen visually impaired (78.26%).

Of those twenty-three students, five were chosen for further research, i.e. case studies, and one that was not present during the focus group discussions was included in the study – based on the information received from other participants in the focus group, the researcher decided to include that student. A total of six students with blindness or visual impairment were selected for the qualitative case study, three of which were female (50%), and three male (50%). Three of them were blind (50%), and three were visually impaired (50%). Those particular participants were selected because they stood out from the rest of the participants in the focus groups, and were thought to be more valuable to the study, due to their media usage experiences and expressive opinions about the impact of media exposure on language learning. Despite the fact that the title of this paper implies that a case study of blind learners of English was conducted, visually impaired students were also included in order to provide more insight into the issue at hand and serve as a contrast to the blind learners.

3.3. PROCEDURE

3.3.1. Focus groups

We conducted the focus group discussions during the students' regular English classes. This was done because not all students resided at the Centre and some of them had rehabilitation sessions after their regular classes so it was challenging to find a suitable time slot for all the participants. The focus groups were conducted with each class separately, with a total of five classes consisting of three to seven students. The participants in the focus groups were informed earlier by their teacher that they would be participating in a discussion about media and that it would be recorded with a digital voice recorder. It was emphasized that their participation was voluntary. This was repeated by the researcher before the discussions began. As some of them were not yet of legal age, the participants were asked to sign a consent form which informed them of the purpose and the procedure of the study, as well as of the fact that participation was voluntary and their anonymity was assured.

The data gathered from the focus group discussions was analysed and case studies' subjects were selected based on the analysis. As previously mentioned, one of the students was chosen as a case study subject despite the fact she did not participate in the focus group discussions.

3.3.2. Interviews

Case studies interviews were conducted once more during the students' regular English classes, although this time they were done in a private room instead of their classroom. The contact person granted the researcher the use of his office room for the purpose of conducting the interviews so as to assure peace and privacy. The students were sent to the office room in pairs as there were two participants per class that were chosen as case study subjects. The interviews were once again recorded with a digital voice recorder.

Two separate sets of questions were used for this study: one set was used for the focus groups and the other one was used for the interviews of six case study subjects. Some of the questions from the focus groups were repeated in the case study interviews; however, modifications were made to the questions based on the information and perspective gained from the focus groups. Both sets of questions have been appended to this paper. Each participant was asked the same, open-ended questions in order to ensure the reliability of data. This was done to determine whether or not each participant's experiences or observations were similar to those of other study participants. Moreover, some of the questions from the

focus groups were repeated to assure authenticity. This way, the subjects could confirm their original answers, as well as elaborate on any points they felt were important. Both the focus group discussions and the interviews were conducted in Croatian. The recordings of the interviews were subsequently transcribed. Each transcript was then analysed to determine similarities and differences in the data obtained from each interview.

3.4. RESULTS AND DISCUSSION

3.4.1. Focus groups

The set of questions used in the focus group discussions was divided into six categories: media, audio books, mobile apps, video, video games, and social media. Each category was subdivided into three groups of questions: usage, feelings, and impact on English. In the first category – media – the questions asked were such so as to gain insight into the students' general media usage and experiences. In the rest of the categories, the questions were specifically about a certain type of media. The first group of questions in each category – usage – concentrated on general usage of media or of a certain type of media, focusing on whether the student knew that type of media, used it, how often, for what specific purpose, which specifically, etc. The second group of questions in each category – feelings – focused on the students' feelings and opinions about media in general or a certain type of media, their likes and dislikes. The third and final group of questions – the impact on English – was meant to give the students an opportunity to express their opinions about whether exposure to English via media could have an impact on a person's knowledge of English, as well as to enable them to self-assess and state whether they felt it had an impact on their knowledge of English.

3.4.1.1. Focus groups findings

The following are the main findings of the focus group discussions which will be presented briefly to give a general overview of media usage and experiences among the blind and visually impaired secondary school students. Unlike the interview findings, they will not be discussed to a great extent.

3.4.1.1.1. Media

In relation to the first category of questions, we extracted a general idea of media usage among the blind and visually impaired. The four main media platforms used by the participants in the focus groups were the Internet, television (TV), radio, and newspapers. All participants stated that they used the Internet and over 90 percent said they watched TV, while the numbers dropped when it came to radio and newspapers, with only 39 percent stating that they listened to the radio and 30 percent saying they read newspapers (i.e. printed newspapers, excluding online newspapers accessed via the Internet).

The main reasons for using media as reported by the participants were the following: entertainment, information/news, communication, and school purposes. The frequency of media usage was mostly daily. Feelings towards media in general were mixed: the positive feelings mainly related to the availability of information in general; the availability of useful, important, correct and current information specifically; and the possibilities which arose from having all that information within reach. Opposite to that, negative feelings were reported in relation to the quantity of false, exaggerated, and unimportant information, and the inability to differentiate between true and false information offered owing to the abundance of information we are bombarded with every day. Some of the participants expressed feelings of being manipulated by media, and stated that we have become too absorbed with other people as a result of being surrounded by media, and that we have also become slaves of technology. These answers testify to the fact that the needs and opinions of other users of media, whether they are sighted or not, do not differ to a significant degree.

Regarding the impact of exposure to English through media, most of the participants in the focus groups believed that it could have a positive impact on one's knowledge. They mostly emphasized the benefit of acquiring new vocabulary, but also mentioned pronunciation and spelling as other aspects of language development exposure that visually impaired and blind learners could benefit from. When it comes to their own personal experiences, four (9.20%) of the twenty-three participants said that exposure to English through media had no impact on their knowledge of English, while, on the other hand, five (21.74%) of the participants said they learned English by watching cartoons, films and TV series in English. The rest of the participants stated that it had a slight impact, meaning that they learned some new words and phrases, but not more than that.

3.4.1.1.2. Audio books

The second category of questions referred to the usage of audio books. Of the twenty-three participants in the focus groups, twelve (52.17%) reported that they listened to audio books once, or several times, while eleven (47.83%) never tried it.

When asked to compare audio books and regular printed or braille books, five (41.67%) of the twelve that listened to audio books said that they preferred them over regular books. The main reasons were the following: audio books were more interesting; there was no need to strain your eyes to read; the actors' interpretations were entertaining; the story felt like a movie; and, for one blind participant, it was faster to listen to an audio book than to read braille. The seven (58.33%) participants who said they preferred regular printed or braille books stated the reasons such as the following: it was easier to concentrate on reading whereas you could get easily distracted while listening to an audio book; you enjoyed the story more when you read it by yourself; and the impact of the book was stronger when you read it by yourself. One of the participants said the meaning of the audio book could be changed by the actors' interpretation, therefore it was better for her to discover the meaning by reading it herself.

When it comes to English and audio books, only one participant said that he listened to audio books in English, and two said that, if they had the opportunity, they could understand them if they focused. When asked if they could make an audio book in English for a project, seven (30.43%) of the twenty-three participants said they could do it, while some would have to prepare thoroughly before, but would be able to do it. Some also saw the benefits of making audio books in English, stating that it would improve their pronunciation, because they would have to pay more attention to it while recording, and they might also learn new vocabulary. The rest of the participants were resistant to the idea of making an audio book in English – even if they were able to make one, they would prefer not to do it. One of them stated it would be difficult for her because she tended to block when she had to speak in English.

3.4.1.1.3. Mobile apps

The third category of questions was about the usage of mobile apps. Most of the participants in the focus group discussions (86.96%) said that they used mobile apps, while only three of them said they did not. However, one of them said she recently got a smart

phone adapted to her needs specifically, so she had to learn how to use it, but would probably use mobile apps once she learned how to use the phone.

Those that used mobile apps used them on a daily basis, and mostly for communication, accessing Internet, social networks, and for playing games. One of the blind participants emphasized that he used voice apps on his phone constantly and that he would have difficulty functioning without them. Most of the participants did not report problems with mobile apps in English and stated that when they used an app for a while they learned how to use it by heart and did not even need to understand the commands in English. Only one of the participants said she avoided apps in English and refused to use them but looked for Croatian variants instead, even if they were of lower quality.

3.4.1.1.4. Video

The fourth category was about videos in general, both on TV and on the Internet, including movies, cartoons, documentaries, TV series, music videos, video tutorials, video clips, etc. Only one participant (who is blind) in the focus group discussions said she did not watch videos, neither on TV or the Internet, while the rest of them (95.65%) said they did. They all sometimes watched movies on TV, but their access to videos was primarily through the Internet, especially YouTube. Aside from movies and TV series, the most frequently watched type of videos were music videos, video tutorials, and video clips, while only a few mentioned watching cartoons and documentaries.

When it comes to movies in English, four (18.18%) of the twenty-two that watched videos said that they did not watch them in English, one of whom is visually impaired, while the rest were blind. One of the blind participants said he could watch movies in English but would need someone to translate them to him, whereas the one blind participant that watched movies in English said he watched them without subtitles. Aside from that one blind participant, six (27.27%) of the twenty-two participants said that they watched movies in English without subtitles, while the rest stated they had to have subtitles to be able to watch them.

One of the participants in the focus group discussions stressed that it was frustrating for her when she could not understand videos in English and that, when there were no subtitles, her attention tended to drift away. Contrary to that, another participant said that he sometimes watched *The Discovery Channel* without subtitles even though he did not

understand it, but he then focused only on the image, whereas when he watched movies in English, he had to have subtitles.

When it comes to the impact of exposure to English via videos, the participants mentioned the benefits such as hearing how words were pronounced correctly and learning new words and phrases. However, one of the participants said that she did not think amateur videos could have an impact on a person's knowledge of English because there were a lot of slang words in such videos; if the speakers in those videos spoke "correctly" however, then it might have a positive impact.

3.4.1.1.5. Video games

The fifth category of questions was connected to video games. Of the total of twenty-three participants in the focus groups discussions, eighteen (78.26%) of them said they played videogames regularly, some even on a daily basis. Of the five (21.74%) that said they did not play video games, two said that they used to when they were young, one of them stated that she played them before she lost her sight, but not anymore, and one participant said she did not play video games because she thought they were more suited for boys than girls.

Of the eighteen that said they played video games, seven (30.43%) said they played online video games and six of them communicated in English while playing online. On the other hand, one student said that he communicated with others, but mostly not in English. When asked which they preferred – talking with somebody in English in person or via a video game – four students said they preferred talking via a video game, while one said he preferred in person because he was not that good at writing in English. One did not state her preference. The reasons stated why it was better to talk via a video game were the following: they had more time to think about what they wanted to say; to think of better words to use; and if they made a mistake, they would not be able to see if the other person was laughing at them because of it. According to the participants, the positive impact on ones' knowledge of English that could be attributed to exposure to English through video games could once again be seen in the area of vocabulary. However, one of the participants said he would spend less time playing a game in English than its equivalent in Croatian because he would not know what to do if the commands were in English so he would eventually give up on the game entirely.

3.4.1.1.6. Social media

The sixth and final category was concerned with the usage of social media or, more specifically, social networks. The majority of participants (91.30 percent) used some type of social networks, while only two (8.70 percent) of the twenty-three participants did not use any social network. *Facebook* prevailed with 86.96 percent users among the focus group participants and *Skype* followed with 78.26 percent, while the rest had a significantly lower usage. *Instagram* and *Twitter* encompassed 30.43 percent and 26.09 percent of the total results, while *Ask* scored 13.04 percent and *TeamTalk* and *TeamSpeak* only 4.35 percent.

Of the 21 participants that used social networks, 47.62 percent used English either once or they did it regularly, while 52.38% said that they did not use English on social networks. However, five (23.81%) of the eleven students that stated they did not use English on social networks said that they would use it if they had a chance to talk to foreigners, but one of them reported that she would prefer to do it in person instead of via social networks. Those that did use English on social networks claimed that sometimes when they “got stuck” they used *Google Translate* to help them out. Of the four that used English on social networks regularly, two communicated with foreigners, one communicated with his aunt in Canada, and one communicated both with his relatives in Australia and foreigners, especially via celebrity fan groups on *Facebook*.

3.4.2. Interviews

The set of questions used for the interviews was modified based on the information acquired from the focus group discussions. Some of the main questions were repeated, while other more detailed questions were added, and one category of questions – mobile apps – was removed due to the lack of information acquired from the discussions. The set of questions for the interviews consisted of 21 question points, each comprising several questions with a common theme. The purpose of the first five question points was to get background information on the case study subjects. The rest of the questions were once again divided into categories corresponding to the focus group questions – media, audio books, videos, video games, and social networks (as previously stated, the category mobile apps was removed). Furthermore, within each category, the question points were divided into three sub-categories: usage, feelings, and impact on English.

Six individuals were chosen as case study subjects, and five of them were participants in the focus groups, while one was subsequently added to the study. To protect their identities, all names used in this study are pseudonyms.

3.4.2.1. Profiles

3.4.2.1.1. Ivy

Ivy is a 16-year-old second-year student at The Centre for Education and Rehabilitation “Vinko Bek” in Zagreb, studying to be an administrative secretary. Her plan is to study languages at the Faculty of Humanities and Social Sciences in Zagreb after secondary school, her first choice of study being English, and her other choice being either German or Russian. After finishing university, she expressed the desire to work as a translator.

Ivy’s visual impairment is estimated to be congenital, but her exact diagnosis is unknown. She has optic nerve and macula of retina damage with -3.00 dioptre lens eyeglass prescription. She said that the doctors could not determine which illness she has so there was no resolution in adjusting her impairment. Ivy seems positive about her current condition and claimed she got along very well since she did not know any better. She can read without glasses because she can see adequately at a close distance, but as the distance grows, her vision becomes blurry.

Ivy has been learning English from her first year in primary school and has been taking extra classes at a language school alongside primary school for seven years. Additionally, before she started her formal education, she was exposed to English mostly through cartoons and sometimes movies on TV. Besides English, she has also been learning German since fourth grade of primary school, seven years in total, and has also learnt some Russian from her mother. She said she liked English and preferred it over German because it was easier and more interesting. She said she could understand it without studying. Compared to other subjects in secondary school, English is the easiest for her, even in comparison to Croatian due to the difficulty of Croatian grammar. Her English teacher in primary school was not very motivating, while her English teacher at the language school was excellent and motivated her to learn.

Outside school, Ivy is exposed to English almost constantly through songs and the Internet in general, and she also has some friends she met abroad with whom she sometimes talks to in English. When asked to self-assess the four skills in English – listening, reading,

speaking, and writing – she said her strongest were reading and listening, while her weakest was writing, but not much lower than the rest of the skills.

Ivy stated it was important to know English because she thought she should not restrain herself only to one area, i.e. Croatia, and have low expectations of herself; if she got an offer to work outside Croatia, she would need English. She also mentioned that there were many opportunities for the blind and visually impaired outside Croatia, and that she had recently applied to participate at ICC – the International Camp on Communications and Computers for the blind and visually impaired that takes place in the Netherlands.

3.4.2.1.2. Ron

Like Ivy, Ron is also a 16-year-old second-year student at The Centre for Education and Rehabilitation “Vinko Bek” in Zagreb, studying to be an administrative secretary. His plan after secondary school is to go to university and study Information Technology (IT), but he does not know which university he would enrol in. He would then like to work in IT, possibly something to do with programming.

Ron also has optic nerve damage, but with -10.00 dioptre lens eyeglass prescription for his right eye and he has no vision in his left eye. His condition is congenital. He reads large print, but without glasses – he only uses glasses for seeing in the distance.

Ron has also been learning English from his first year in primary school and German from his first year in secondary school. He said he liked English because he did not have to read subtitles when watching movies and also because mostly everything was in English nowadays. Compared to other subjects in school, English is easier than most subjects for him, especially than German and Croatian. He stated that his English teachers in both primary and secondary school had neither motivational nor deterring impact on him, and he was also exposed to English via TV and the Internet before his formal education.

According to his self-assessment, his strongest skill in English is reading, while his weakest is writing, but he feels his other skills and general knowledge of English are quite good. Ron believes it is good to know English, especially when going abroad because mostly everybody knows the language and all the signs at airports and other facilities are in English. Also, the knowledge of English is important for him personally because he wants to work in IT and programming where everything is in English. His exposure to English is mostly through TV, the Internet and video games, but he does not use it actively in speech that often outside of school.

3.4.2.1.3. Theo

Theo is a 17-year-old third-year student at The Centre for Education and Rehabilitation “Vinko Bek” in Zagreb, also studying to be an administrative secretary. After finishing secondary school, he plans to study political sciences at the Faculty of Political Science in Zagreb. He is not sure what he would like to do after he finishes university. A great interest of his is music and he is a singer and a keyboard player in a band, so if his band got famous, he would like to make music his full time carrier. Theo is very passionate about his band and what is special about it is that most of its members are blind or visually impaired.

Theo has pigmentary retinopathy, “a disorder of the retina characterized by deposits of pigment and increasing loss of vision” (Medical Dictionary, 2012). His condition is congenital and his sister has it as well. He has a small residual vision, around two percent, but is officially classified as blind. He said that, when he used to still read regular print, he needed at least font 72 letters to be able to see, so switching to braille was more than necessary both for him and his sister. After that, both of them started reading and writing in braille, using speech programmes for computers and mobile phones, and moving around with the help of white canes.

Theo has been learning English since his third year in primary school and German since his first year in secondary school. When asked whether he liked English, he responded both yes and no, explaining that it was primarily an issue of whether or not you wanted to learn languages. He prefers Croatian, however he admitted it was necessary to know other languages. Theo believes the most important thing in knowing a language is to master vocabulary.

Compared to other subjects, Theo finds English easier than Maths, but believes that to be an understatement. He stated that, realistically, English was not a hard subject. When asked whether his English teachers were motivating or demotivating for him, he specified that his biggest obstacle was himself. However, he pointed out that, throughout his formal education, he had had a number of different English teachers, with at least four or five of them changing from his fourth to his eighth grade in primary school. Moreover, he also emphasized that not all of them had been qualified to be English teachers. It was only when he started secondary school that he started properly working on his knowledge of the English language. His exposure to English before he started formal education was not that great as well.

Of the four skills in English, Theo described listening as his strongest skill. He explained that he understood more than he knew how to speak the language. He reasoned that it had to do with concentration; it was a bit difficult to follow native speakers if they spoke really fast, but if he concentrated, he understood quite a lot. He further clarified that it was not that he did not know how to say something, but sometimes he just blocked and had a feeling that what he was about to say was incorrect so he did not say it.

Theo is aware that knowing English is useful because everybody speaks it. However, he is not as exposed to English outside of school, although, he mentioned there had been a few times when he had to communicate in English.

3.4.2.1.4. Daisy

Daisy, like Theo, is a 17-year-old third-year student at The Centre for Education and Rehabilitation “Vinko Bek” in Zagreb, studying to be an administrative secretary. She has no plans as to what she wants to study or do in her life, but is, as she says, living for the moment.

Daisy is visually impaired. Her condition is congenital and her prescription has changed over the years as her sight got worse. At that moment, she had -17.00 dioptre lens eyeglass prescription on one eye and -24.00 on the other one. She stated that the biggest problem about her prescription was that there was a great difference between the two eyes so her eyeglass prescription did not even match her real prescription; if it did, she would have trouble seeing properly, i.e. her vision would be double.

Daisy reads large print; however, she also has dyslexia and dysgraphia so reading in general is an issue for her. The most troublesome for her are the Croatian letters *č, ć, đ, š,* and *ž*, which always confuse her when she reads. She said that when she read she mostly read everything in English.

Daisy started learning English during her first year in elementary school, and, unlike the others, she went to a regular primary school. When she got to “Vinko Bek” in her first year of secondary school, she started learning German. Daisy loves English very much; she finds it much easier than Croatian and she claims she has a richer vocabulary in English than in Croatian. Compared to other subjects, English is the easiest for Daisy, except for writing, which is an issue in itself for her. She stated that her English teachers did not have that big of an impact on her to learn English – they were neither motivating nor demotivating. She explained how she loved watching cartoons in English from a very early age and, as she could

not read fast enough, she had trouble following subtitles, so she learned English in order not to have to read them.

When asked what her strongest of the four skills in English was, Daisy said they all were, except for writing. Daisy believes that knowing English is useful and she also finds it more beautiful and easier to communicate in than Croatian. Her exposure to English outside of school is constant through movies, TV series, etc., and she even has friends whom she sometimes talks to in English.

3.4.2.1.5. Macy

Macy is an 18-year-old third-year student at The Centre for Education and Rehabilitation “Vinko Bek” in Zagreb, studying to be a phone operator. After secondary school she would love to study Croatian language at the Faculty of Humanities and Social Sciences either in Zagreb or in Osijek, and then either be a Croatian language teacher or work in pedagogy. In her free time, Macy is involved in radio amateurism, and she also likes to read books and sometimes write poetry or prose. She loves reading and braille in general. She is also very passionate about radio amateurism; she is a member of the amateur radio section at her school, and she also has her own private handheld transceiver and a licence to operate it from the Croatian Regulatory Authority for Network Industries.

Macy was born prematurely and suffered from oxygen deprivation which caused her blindness. She does have a small sense of sight – she can see light and darkness – and when an object is in front of her, she can see that something is there, but she cannot see what it is or any other property of the object, such as shape or colour. She reads braille almost every day, either for school or herself. She said that, if she had to listen to something in audio format, she would, but she always preferred braille to listening.

Macy has been learning English since her first year in primary school, and German since her first year in secondary school. She also started learning Macedonian because she likes Macedonian music and she fell in love with the language as well. She has trouble speaking in foreign languages because she often experiences blocks; however, she explained that she preferred Macedonian to English, even though she also sometimes blocked when she had to speak. She clarified that it was because Macedonian had some words similar to Croatian so it was easy to learn and she was fascinated by their pronunciation.

Compared to other subjects, Macy described English as one of the hardest ones for her, alongside Maths. When asked whether there were teachers of English that either

motivated or demotivated her to learn, Macy explained that she had an English teacher in her first year of secondary school that motivated her, but then she got another teacher who no longer did that; neither did any of her teachers in primary school. However, she stated that her boyfriend was the one that motivated her at the time because he prompted her to learn languages.

Macy said that she was exposed to English before she started learning it in school through movies her parents watched and songs they listened to. She explained that she learned some words from songs when her father asked her about the meaning of some lyrics and explained them.

When asked which her strongest of the four skills in English were, Macy enumerated listening and reading, while speaking and writing were quite weak. She added that her writing improved a bit, but speaking was still a major problem for her, definitely being the hardest.

Macy understands the importance of knowing English, and she finds it especially useful for her hobby as a radio amateur where she communicates with many people from around the world. She stated that she was not that exposed to English and did not use it actively in speech outside school.

3.4.2.1.6. Paul

Paul is a 17-year-old third-year student at The Centre for Education and Rehabilitation “Vinko Bek” in Zagreb, studying to be a phone operator. After secondary school he plans to return to Australia, where he lived for the first five years of his life. He plans to work as a phone operator and does not know whether he would return to Croatia at some point or stay there indefinitely.

Paul is adventitiously blind; the cause of his blindness was a tumour and it happened when he was around the age of five. He does, however, have some residual vision on his left eye. Paul did not wish to speak about the subject any further. He reads braille, but not as often, because even when he is in school, he uses his laptop to read and write.

Before his formal education, Paul was exposed to English to a great extent as he lived in Australia for the first five years of his life; however, he officially began to learn English in the fourth grade of primary school. He has also been learning German since his first year in secondary school. Paul loves English and finds it easier and more logical than Croatian or German.

Compared to other subjects, English is the easiest, and the hardest subject for him is Maths. He said that his English teachers did not have a motivating or demotivating impact on him because he loved English since he was very young. Of the four skills, he described writing and listening as the strongest ones. Speaking was also rated as very good, but he sometimes mixed up German, English and Croatian; however, he said he knew he did it, so he corrected himself when it happened.

Paul elaborated that knowing English was very important for communicating with other people, especially for him because he wants to go back to Sydney. He even stated that he was mostly exposed to English at home, and he even sometimes used it when he was in town.

3.4.2.2. Interviews results

The following are the findings of the interviews. Due to the limited length of the paper, only certain points deemed important for the study are presented and discussed here.

3.4.2.2.1. Media

When it comes to exposure to media, all case study participants reported extensive exposure from early childhood. However, although they share comparable feelings towards media and use them for the same purposes, they do not seem to have the same connection to them. Ivy and Ron claimed that they could imagine a life without media and pictured it in a more positive light, saying that people would go out and socialise more, while the rest of the participants stated that they could not in fact imagine a life without media because it would mean isolation, maladjustment and ignorance. It is important to point out that it was the blind participants who stated those reasons which go in favour of the ubiquity of media, which proves that media mean much more to the blind than the sighted or visually impaired. However, the participants also reported awareness of the downsides of the power media have over people and sometimes they felt bombarded with excessive amounts of information, but were also aware of the opportunities provided by media.

Looking at the impact of exposure to English through media on one's knowledge, two participants, Ivy and Daisy, claimed they had learned English by watching cartoons in English when they were very young, while the rest of them said it did have a slight impact, and they had learned a few words and phrases, but not a significant amount. One of the participants,

Paul, explained he had lived in Australia for the first five years of his life and still had family there so his exposure to English was mostly through communication with his family. However, he did say he was a large fan of certain singers, so he was in fact exposed to English through their songs which brings us back to media exposure and usage. Again, if we were to analyse their responses related to the differences between the blind and visually impaired, it was the visually impaired participants who stated that they learned English through media because they watched cartoons in English. On the other hand, the blind reported that they managed to catch some words and phrases here and there but nothing more than that. In contrast, Ron, being visually impaired, reported that he had only learned some words.

Clearly we cannot claim that merely watching cartoons in English at an early age means the child will learn English; however, we do not know any details about the amount of exposure to English through cartoons or other types of media for each participant which would require a more detailed study. Nonetheless, the results of the participants' own assessment imply that exposure to English through media can be beneficial, varying only in degree. This can depend on the amount of exposure, the quality of exposure, the types of exposure, and whether it is just passive (e.g. hearing lyrics of songs), or active exposure (e.g. watching cartoons and following the images with the audio, etc.). Here we come back to the comparison of the blind and visually impaired who, unlike the blind, are able to see some images and engage in the activity in a different way. If both blind and visually impaired children were exposed to the same amount of English through the same type of media, e.g. cartoons, in the same way, would it have the same impact on both and would that impact be the same or similar as that on a sighted child? To answer this question, a more detailed study would be required as there are various factors which should be taken into consideration. However, if we were to compare different types of media, e.g. cartoons and music, we could presume that cartoons in English would have a larger impact on a child's knowledge than songs in English, even if the child was blind. Despite the fact that a blind child cannot follow the images with the audio in cartoons, the accompanying audio is still telling a story and requiring some sort of participation and engagement as opposed to songs which, in most cases, do not require a person to listen to the lyrics intensely in order to enjoy the music. It is concluded that exposure to English through media of any type can have an impact on a person's knowledge, no matter how large or slight, regardless of whether the person is blind. Being visually impaired or sighted should not be a gross factor in regards to the type and amount of exposure, although there can be a slight difference in the degree of impact. A more

detailed study is needed to answer this very important question; however, we can conclude that an impact does exist.

Despite the fact that some claim that they have or have not learned English due to exposure to it through media, opinions differ as to whether there is too great of an impact of English that comes from media in Croatian. Ivy, Ron, and Theo expressed beliefs that there was too great of an impact of English on Croatian and that people, especially the young, used too many English words, expressions, or abbreviations in everyday speech. Theo explained that such exposure could be positive if you wanted to learn English, but he did not understand why people used some English expressions and not their Croatian equivalents. Daisy stated that there was a large impact of English on Croatian, but justified it saying that it was not necessarily a bad thing; most people spoke English and it was easier to communicate with foreigners that way. On the other hand, she admitted that she was annoyed by people who used English for showing off. Macy and Paul, however, said that there was not that great of an impact of English on Croatian because it was useful to know English; Paul even claimed there was not enough English in media. We can see that their opinions about whether there is or is not too great of an impact of English on Croatian do not depend on the fact whether they like English or have learned it owing to media or any other reason, but are a pure reflexion of the issue.

3.4.2.2.2. Audio books

Mostly all case study participants listened to audio books so they were able to compare audio books and printed/braille books, which produced interesting results. Theo and Paul, both blind students, preferred audio books over braille books, but even their preferences differed. Theo felt that audio books were more powerful to experience and made it easier to imagine and get into the story, making it feel like a movie which was even amplified by professional actors and background music. Paul, on the other hand, preferred audio books because he was slow at reading braille so he liked to lie down on his bed and listen to an audio book, but did not like acting out in books and preferred expressionless reading instead. Ivy and Ron, both visually impaired students, preferred printed books because they both felt it was difficult to stay focused on listening to an audio book. Ivy explained that, when she read a book herself it felt like a movie to her, while Ron stated that he remembered more when he read himself, which also improved his reading skill. Daisy and Macy said that the type of book they preferred depended on the situation. Daisy preferred reading printed books when she was reading for her pleasure in English, but when she had to read a book in Croatian for

school, she preferred listening to an audio book because it was faster and easier for her, since she got confused reading in Croatian because of her dyslexia. Macy, with a somewhat similar opinion, preferred braille because she liked reading in braille and was quite fast at it. She also preferred reading herself because she got her own impression out of it, but preferred to listen to audio books sometimes when she did not have enough time and peace and quiet to read in braille, so it was more practical to listen to an audio version. Each had their own preference and reason for it, but it can be concluded that it is faster, and sometimes easier, for the blind to listen to audio books instead of reading in braille, while audio books can be somewhat difficult to follow for those who have not gotten used to focusing their attention on listening avidly for longer periods of time, such as the sighted or visually impaired who can read print. However, it all depends on personal preferences – some get more immersed in the story if they read it themselves, and others prefer audio books to create a movie-like sensation. Others, on the other hand, do not like the movie-like feeling with audio books and prefer audio books to be expressionless.

When it comes to listening to audio books in English, only one participant, Paul, tried it, while the others said they could do it, some with more difficulty than others, but they all said they would be able to understand it. Theo and Daisy, however, had different preferences. Daisy stated that she would prefer to listen to native or at least near-native speakers of English, while Theo said he would only be able to understand something if it was read slowly and by non-native speakers. This preference seemed to depend largely on their comfort with their knowledge of English. All case study participants agreed that listening to audio books in English could have an impact on their knowledge, mostly on vocabulary and pronunciation. We could argue that audio books in English could have the same impact as movies or cartoons in English on the blind because they require engagement in the story; however, movies do tend to depend more on images, whereas books compensate for the lack of viewed images with increased description. It is concluded that audio books are easier to follow for the blind, but the type of exposure is quite similar.

When it comes to making an audio book in English as opposed to listening to one, not all participants were motivated by the idea. Ivy, Daisy, and Paul said they could do it, while Ron, Theo, and Macy said they could not, mostly because they had trouble with speaking in English. However, they did not see that this would be an excellent way to practice their speaking because they could prepare and practise what they wanted to say, as opposed to having a conversation with someone. Making audio books in English is an excellent way of improving one's language for previously stated reasons; however, if not done in a proper way,

it could have a negative impact as it could easily become a source of stress and discomfort to those not willing to engage with the task. This should be done cautiously, but, nonetheless, it is a great way of language improvement that does not in any way depend on whether the student is blind, visually impaired or sighted.

3.4.2.2.3. Videos

When it comes to exposure, the situation is somewhat different with videos as opposed to audio books. Macy and Paul stated that they did not watch videos in general, except music videos, so they did not feel the need to watch them in school, while Ivy and Ron found videos interesting, especially in class, and expressed the desire that more of them should be incorporated in lessons. Theo and Daisy, however, said that they sometimes watched videos in English in class and found them interesting, but they also pointed out that it depended on the subject because not all subjects could incorporate videos in their lessons, so they would not necessarily want more of them in general, but only where appropriate. Videos in class are a great way of diversifying the way the students receive input of English, and even though the students are blind or visually impaired, videos can still serve a purpose in that way. However, more attention should be paid to the types of videos and whether they relied on images too much, which should be avoided in this case. Nonetheless, videos can serve the same purpose in the classroom with blind students as audio recordings, and, moreover, they can even be more purposeful because, depending on the video, they feel more natural than audio recordings made specifically for English language classes.

Ivy, Ron, Daisy, and Paul stated that they could watch videos in English without subtitles, while Theo and Macy said they needed translation to be able to follow. It is interesting to point out that Theo and Macy said they could follow an audio book in English, but they could not do the same with a video. Perhaps that has to do with the fact that videos are generally perceived as having more characters talking simultaneously, as well as the fact that most of them are native speakers, which is an issue for Theo. Opinions also differed when it comes to the choice of subtitles or voice translation. Ivy and Ron did not find voice translation or dubbing natural because the words did not match the actors' movement of lips and that felt strange to watch, while Daisy preferred voice translation over subtitles because subtitles changed too fast for her and she could not follow them. Nevertheless, she pointed out that when she watched a movie it had to be in English. Theo made an interesting point by saying that if a person wanted to learn English it would be best to watch movies without subtitles because you would absorb more that way, but if a person had no interest in learning

English, then that person should have a choice whether he or she wanted to have subtitles or voice translation, whichever suited them best. They all agreed that, much like with audio books in English, watching movies in English could have an impact on a person's knowledge of English, especially in the areas of vocabulary and pronunciation. Similarly with audio books, those that said they could or could not make an audio book in English declared the same in relation to making videos in English. For the blind, the difference between audio books and videos as a source of language input is not grave, but, as mentioned previously, audio books are more convenient as videos tend to rely on the image which could make it harder for the blind to follow the story. Apart from that, there is not that big of a difference in the type of exposure to the language and they can both be used for the same purpose.

Based on the participants' answers, we could conclude that watching videos in English could have a positive impact on a person's knowledge, and, like Theo suggested, one should push himself or herself slightly above their limits and watch videos without translation to make the impact even stronger. However, if one did not understand English very well, it would only confuse him or her even more while they were trying to follow without translation, so that type of exposure should be limited. Videos can also be used with the blind if they are not focused on images, but on commentary, which then has an impact similar to listening to audio books.

3.4.2.2.4. Video games

When it comes to benefiting from exposure to English through video games, all the participants agreed they could have an impact as strong as any other media type. Impact on English learning depends on the type of video game as different degrees of participation and engagement in the game, as well as the use of the language, are required. Some games provide output only and could be classified alongside audio books and videos because of the way they impact the knowledge of the language. However, a lot of games nowadays require cooperation with other players, usually from around the world, which makes communication in a foreign language, mostly English, indispensable. This can have a much larger impact on a person's knowledge than just exposure to the language through the gameplay. Some of the case study participants used English actively in communication with others in video games and some said they did not even though they could. While others expressed no preference in relation to communication in English through a video game or in person, Ron and Theo stated that it would be easier for them to communicate through a video game because it was easier for them to write than talk. They also pointed out that, in writing, you could use a "cheat

sheet”, meaning you could ask someone for help if you did not understand something, or use *Google Translate* or any other means necessary to make communication possible. With regard to participants’ responses, communication through video games would be a better option for language learning beginners than communication in real life; however, like Theo said for videos, if you wanted to learn a language you had to push yourself beyond your limits and try to understand the language, meaning without the help of subtitles or *Google Translate*.

The case study participants also expressed different preferences as to whether they would want to communicate in English during a video game orally or in writing. Ivy and Daisy preferred oral communication because it was faster, and Daisy did not like writing at all. Ron and Theo preferred writing because it was easier to write than speak for them, and once again they mentioned the use of “cheat sheets” in writing. Paul expressed no preference whether it was oral communication or in writing; however, when asked about communication through social networks, he said he preferred communication in writing because he did not want people to hear his voice. If one wants to learn a language properly, he or she should use it in all ways possible; however, it can be slightly beneficial to be in the comfort zone when the person is a beginner, so having a preference and sticking to it is perfectly acceptable at first if it makes the person more relaxed and comfortable when using the language.

Mostly all participants would like to be corrected if they made a mistake in English while communicating through a video game, except for Ivy who said she would correct herself, and Daisy who said she had no problem with being corrected if she was having a conversation with someone, but if she was in the middle of a game she would not like to be interrupted. Theo also mentioned that he would be fine with someone correcting him as long as it was done in a “normal” non-humiliating way. Ron was the only one that said he would love to be corrected so that he would know where he had made a mistake and could learn from it. We can conclude that none of them would mind correction for the purpose of pointing out where the mistake was made and correcting it, and learning from it as well, as long as it was done at a suitable time and in an appropriate way, as it should be done with corrections in general.

Opinions also vary when it comes to communicating with strangers. Ron and Theo were against it completely, Ivy said she would not mind, but only for the purpose of the game, while Daisy and Paul liked talking to strangers (Paul mostly via *Facebook*, not video games) because they liked learning new things. Perhaps they would not mind talking to a stranger if they were assigned another learner of English for the purpose of improving their language and they knew some background information about them – it would then not be a complete

stranger in question and they would have a purpose for communication. This might be highly motivating for those learners who like meeting new people, especially from different cultures, but could also work with those who were not excited about the idea of talking to strangers if done in a proper way, e.g. providing them with the information about the person, but also pointing out the purpose of communicating. Communication could also be done in a way that suits each learner's preference, whether it was in writing via chat or in speech, and this would have a great impact on their knowledge of the language, not only by creating the opportunity to use the language actively, but also by enabling them to choose the means of communication they were most comfortable with. Apart from that, such private communication would reduce the fear of being laughed at by their classmates because of the lack of knowledge.

When asked if they would like to do a team project with their classmates in English via a video game, some were enthusiastic about the idea, while others immediately pointed out the faults in such an endeavour. Ivy and Ron loved the idea of doing a project via video games and said it would be fun and they would try it; however, they said it would be more practical doing it in person. Theo and Daisy said such a thing would not work and it would be better in person because you could show something you wanted to do explicitly, and Daisy also added that she would not want to mix games with school because it would ruin the fun of games for her. Paul was the only one who said he would prefer doing a team project via video games instead of in person because it was easier for him to communicate in writing than by talking in person, which once again opposed what he said about having no communication preference. Projects via video games could be a fun way to break the monotony of group projects done in the classroom; however, one should keep in mind the type of project and whether it was possible to accomplish it through oral communication or whether it required physical presence of all the participants. What could be troublesome with group projects via video games is that the teacher would not be able to know for sure whether the participants used the target language, English, while communicating, so perhaps the emphasis should not be on the product of the project but on the process itself. This could be done by making the team cooperate in solving a problem or a situation with all the directions and their responses being in English.

3.4.2.2.5. Social networks

All case study participants used some social network, but they all claimed they were not addicted to them, although some said they needed them and would not be able to live

without them which could be classified as an addiction. Theo was the only one that was not that fond of social networks and said he wanted to delete his *Facebook* account, but could not because his band's marketing depended on it. Theo was also the only one that felt there was too much English on social networks, while the others disagreed.

Some of the case study participants also sometimes communicated in English with other people through social networks, whether it was with friends or with strangers. Some felt it was sometimes easier to communicate through social networks, but all agreed it was better to communicate in real life, especially with their friends. Daisy did not like communicating through social networks in general because it was mostly in writing, which she did not like. When it comes to communicating in English, some did not have a preference whether it was in person or through a social network, while some were more inclined to one than the other. Macy said she would prefer talking with someone in English in person because then the other person could make her more relaxed and comfort her if she made a mistake. Theo stated it was easier through social networks because you could use a "cheat sheet". However, Theo pointed out that if you wanted to learn English properly, you should communicate more in person and not in writing with the help of a "cheat sheet". Same as with communicating in English through video games, some preferred oral communication because it was faster, and others preferred writing because they had trouble with speaking in English, and they felt the same about correction through social networks as through video games. When it comes to talking to strangers, however, opinions were slightly different with social networks than with video games – Ivy, Ron, and Theo reported they would not do it, and Daisy, Macy, and Paul stated they would. All case study participants felt that exposure to English through social networks could have an impact, much like any other media. Communication in English could have the same impact on a person's knowledge, no matter whether it was through a video game or a social network or in person if the virtual communication was in the speaking or writing form. However, perhaps it would be better to separate communication for the sake of improving the language and the students' personal lives. Social networks are usually small online fractions of people's private lives, so communication with strangers through a video game where a person chooses an alias and an avatar would be a better option than the one through *Facebook* where one could have access to personal information about the person. This might also be more comfortable for the learners themselves, knowing that their privacy would not be violated.

When asked if they would like to have a class group on social networks in which they would communicate and do assignments with their classmates in English, they had different

opinions. Theo and Daisy said they would manage – Theo would use *Google translate*, and Daisy would send a voice message instead of writing. Ivy and Ron reported that they saw no purpose in having a class group because most of their classmates lived at the Centre anyways and they could always meet in person, but also because their classmates' general knowledge of English was very poor so it would not function very well. Paul said he would participate more in such a group than in the classroom because it was easier for him to write than speak. Class groups on social networks could be beneficial for the students in a way that the teacher could have control over the group and the communication and could make sure the students were using English, whereas that would be more difficult to achieve in video game group projects. Moreover, the teacher would also have better insight into the amount and quality of participation of each student in the group, which he or she could not know in normal group projects. They would also be available to the students to help out or provide guidance. The social network class group could be a separate unit from the classroom, but also a complementary part of it where the teacher could provide students with more resources as well as elicit equal or larger participation from all the students, which can be troublesome in the real-life classroom as classes are limited by time.

3.4.3. Limitations of the study

This study had several limitations. Firstly, we were limited by geographical location and could only do the study with participants located in Zagreb, Croatia. This narrowed down the selection of suitable participants for the study to a great extent.

Secondly, and more importantly, a major limitation was the number of available suitable research participants as the study was about blind learners of English who use media. It is assumed that somewhere around 0.35 percent of people in Croatia are visually impaired and it is estimated that around 0.144 percent are blind (Hrvatski savez slijepih, 2011). It is important to calculate various factors: the age of the population, which is an important factor for the study for several reasons (e.g. older people did not have obligatory English language classes during their formal education, most of them do not know how to use all media, etc., and the younger ones have not been exposed to the English language and media to as great an extent as those currently in secondary or tertiary education); the number of those that have learned or are still learning English; and those that actively use all media types as some may be computer illiterate due to various reasons such as financial reasons or other. Taking all these factors into consideration, we are left with a very limited number of suitable participants

for this study. A quantitative study with a larger number of participants would have been a more fitting choice to get a better general picture of media usage experiences among the target population and would perhaps provide the researcher with a larger selection of suitable participants for the case study interviews.

Thirdly and finally, due to two reasons, the largest limitation was time. Firstly, because of the time limit we could not conduct a more thorough study which could have given more concrete evidence of positive impact of exposure to English through media for the blind. This would have been possible with a controlled study of exposure to English through different types of media, which would have been followed by testing the participants' knowledge at various points in the process; however, such a study would have required a large period of time to gather concrete results. Secondly, there was also a time limit on the study as the focus groups and interviews were conducted during the students' regular English class lessons which are limited to 45 minutes and less, taking in count various factors such as introduction, interruptions, etc. In some cases it was possible to extend the focus group discussions where the students had two English lessons at once, but that was not possible with the case study interviews and, as other times were not suitable for the students to conduct the interviews, we could not go into further detail. Had there been more time for the interviews, more detailed information would have been gathered which could have provided a brighter picture of the issue at question.

3.4.4. Implications for further research

A more detailed research would provide better and more solid results about whether there is a positive impact of exposure to English through media on blind learners and to what extent. This could be done in a number of ways: researcher(s) could focus on the use of a single type of media by controlling the participants' exposure to it and measuring the results over a longer period of time; several blind participants could be included to see whether individual differences impacted the degree of influence of a certain type of media; visually impaired and sighted participants could also be included in the research to provide comparison and contrast; several types of media could be included to see whether exposure to different types of media yielded different results, etc. This topic is of great interest, especially currently when media and accessibility to media are integrated into everyday life. It is especially interesting to see whether media have the same impact on the blind and visually impaired who rely less or not at all on visual cues.

There are many issues involving media that could be researched with regard to the impact on language learners in general, and it would be especially interesting to see the results of such research with blind and visually impaired learners as well. This could provide better insight into the issue and perhaps serve as the basis of changing practices which would prove more beneficial for the learners, whether they were sighted, visually impaired, or blind.

3.4.5. Implications for practice

Several implications for practice have come out of this study. As it could be seen from the previous studies mentioned in the paper, there are a number of benefits of pair or group work through social media and this can easily be applied in practice. However, the participants in this study expressed concerns about complications which might arise from such tasks, like having trouble explaining something you can simply show in person, so it would be advised to properly select tasks which are suited to pair or group work through written communication. Aside from written communication, social media can also be used for oral communication e.g. via *Skype*. *Skype* can be used in practice in a number of ways: students can communicate with other learners or native speakers of the English language; guest lectures can be held by other professors, experts in the field, or simply native speakers; interviews with prominent figures can be held over *Skype* and students asked to prepare questions for them, etc. There are many ways social media can be used in practice, and it can be done with blind students as well. It is the same with communication through video games, however, tasks done in video games would only work with video games made specifically for the blind. Likewise, videos themselves can be used in practice with blind learners, but they have to be adjusted to their needs, i.e. they have to be descriptive and they must not rely on images to get the meaning across. Previous research has also found a number of benefits in using audio books for learning a language. The participants in this study have only mentioned using audio books for obligatory reading and not as learning material. However, even when the participants thought of audio books only as obligatory reading material, they all agreed audio books were more convenient to use and faster to read than braille, even if they preferred reading in braille. Hence, we could conclude that audio textbooks would perhaps work better in practice than braille ones.

As it is evident from the results obtained in this study, there are a number of ways media can be used in the English language classroom and many of them are applicable to the activities used by blind learners.

4. CONCLUSION

Media play an important role in people's lives. They enable access to information, easy and cheap communication, and entertainment. In other words, they encompass all aspects necessary for life in today's world. Not having access to media makes a person feel maladjusted and isolated, and this mostly happens to people who have different types of restrictions to internet access, which especially applies to people with disabilities like the blind and visually impaired.

An important part of exposure to media is exposure to the languages used in them, predominately English. Exposure to English through media can have a positive impact on the knowledge of the language, especially if the exposure is constant and requires active engagement with the language. As media are often presented in predominately visual forms, we were intrigued as to whether they could have an impact on blind and visually impaired people as well – who may or may not be exposed to the same types of media as the sighted, or engage with them in the same way.

To find the answer to the question whether there are benefits of exposure to English through media for the blind, case studies of blind and visually impaired learners of English were conducted. The purpose of the study was to find out what types of media the blind and visually impaired used, what their opinions and feeling about them were, and whether there was an impact on their knowledge of English from exposure to it through media. The results showed that blind and visually impaired teenagers mostly used the same media as the sighted and their opinions about them did not differ that much from general opinions about media; however, the blind were proven to be more aware of the importance of having access to media at all times. When it comes to the benefits of exposure to English through media on one's knowledge of the language, the case study participants all agreed that exposure could have a positive impact on knowledge and some claimed they learned English due to media exposure, while others said it only had a slight impact on their knowledge, mostly in the area of vocabulary.

A more detailed study would provide more solid evidence, but we can conclude that there are benefits of exposure to English through media in relation to the knowledge of those exposed to it. Hence, media could be used more in practice with blind learners of English, but perhaps more attention should be paid to the type of media and the purpose it is used for.

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SAŽETAK

Mediji imaju veliki utjecaj na život ljudi, uključujući i znatan utjecaj na učenje i procese učenja. Izloženost engleskome jeziku putem medija može višestruko pridonijeti učenju jezika. Pitanje koje je nas zainteresiralo jest: je li moguće usvajanje jezika putem medija kod slijepih i slabovidnih s obzirom da su mediji platforma koja je pretežito usmjerena prema vidućima? Dio istraživanja provedenog ciljem da se pruži odgovor na to pitanje proveden je putem studija slučaja sa srednjoškolskim slijepim i slabovidnim učenicima. Rezultati su pokazali da postoje dobrobiti izloženosti engleskome jeziku kroz medije u učenju tog jezika za slijepe i slabovidne.

Ključne riječi: mediji, slijepi, slabovidni, engleski, učenje

6. APPENDICES

6.1. Focus groups questions

MEDIJI

1. usage

Što su mediji?

Koristite li medije?

Koje vrste medija koristite?

Koliko često koristite medije?

Za šta koristite medije? Koriste li vam mediji za nešto osim za zabavu?

Jesu li vam svi mediji pristupačni?

2. feelings

Kako se osjećate kad koristite medije?

Što vam je najdraže kod medija?

Što vam se ne sviđa kod medija?

3. impact on english

Ima li korištenje medija kakav rezultat na vaše znanje engleskog jezika? Zašto?

Mislite li da vam se može poboljšati znanje engleskog korištenjem medija na engleskom?

AUDIO KNJIGE

1. usage

Što su audio knjige?

Koristite li audio knjige?

Koliko često slušate audio knjige?

Koje ste zadnje slušali/koje su vam najdraže?

Koristite li audio knjige za učenje?

Koliko vam je lako/teško pronaći audio knjige o temi koja vas zanima/koja vam treba?

2. feelings

Volite li slušati audio knjige?

Što vam je najdraže kod audio knjiga?

Što ne volite kod audio knjiga?

Kako se osjećate kada morate učiti iz audio knjige/kako biste se osjećali kada biste morali učiti iz audio knjige?

U usporedbi s tiskanom knjigom/knjigom na Brajici, koja vam je jednostavnija / praktičnija / zanimljivija / razumljivija za korištenje / koja vas više motivira na učenje? Zašto?

Kako biste se osjećali kad biste morali sami napraviti audio knjigu za projekt?

3. impact on english

Mogu li audio knjige imati utjecaj na vaše znanje i izgovor engleskog? Zašto?

Jesu li audio knjige imale utjecaj na vaš engleski (izgovor i općenito)?

Bi li izrada audio knjige na engleskom imala utjecaj na vaš engleski (izgovor i općenito)? Na koji način i zašto?

MOBILNE APLIKACIJE

1. usage

Koristite li mobilne aplikacije? Koje?

Koliko često koristite mobilne aplikacije?

Za što koristite mobilne aplikacije?

Koristite li mobilne aplikacije za učenje/pomoć pri učenju?

Koristite li mobilne aplikacije za slijepe/slabovidne?

2. feelings

Koje je vaše mišljenje o mobilnim aplikacijama (jesu li korisne, itd.)?

Što vam je najdraže kod mobilnih aplikacija?

Što ne volite kod mobilnih aplikacija?

Je li vam draže/lakše/bolje koristiti mobilnu aplikaciju za nešto ili taj predmet npr. rječnik?

Zašto?

3. impact on english

Može li korištenje mobilnih aplikacija na engleskom imati utjecaj na vaše znanje engleskog?

Zašto?

Je li korištenje mobilnih aplikacija na engleskom imalo utjecaj na vaše znanje engleskog?

VIDEO

1. usage

Gledate/slušate li videe? Koliko često?

Gledate/slušate li videe na engleskom? Koliko često?

Gledate/slušate li videe na internetu ili televiziji?

Koristite li YouTube? Koliko često?

Koristite li neke druge video portale? Koje? Koliko često?

Gledate/slušate li filmove? Koliko često? Koji su vam najdraži?

Radite li videe?

2. feelings

Volite li gledati/slušati videe?

Što vam je najdraže kod videa?

Što ne volite kod videa?

Biste li radije učili iz videa ili iz knjige? Zašto?

Biste li voljeli da se videi više koriste u nastavi? Zašto?

Kako biste se osjećali kad biste morali sami napraviti video za projekt?

3. impact on english

Može li gledanje/slušanje videa imati utjecaj na vaše znanje engleskog jezika? Zašto?

Je li gledanje/slušanje videa imalo utjecaj na vaše znanje engleskog jezika?

Bi li izrada videa na engleskom imala utjecaj na vaš engleski (izgovor i općenito)? Na koji način i zašto?

VIDEO IGRICE

1. usage

Igrate li video igrice? Koje igrice igrate? Koliko često?

Igrate li MMO (massively multiplayer online) igrice?

Komunicirate li s drugim igračima preko igrica?

Koristite li engleski pri igranju igrica/komuniciranju s drugim igračima?

2. feelings

Volite li igrati igrice?

Što vam je najviše sviđa kod video igrica?

Što vam se ne sviđa kod video igrica?

Biste li voljeli učiti (engleski) uz pomoć video igrica? Zašto?

Kako se osjećate kada komunicirate s nekime (na engleskom) preko video igrica? Je li lakše ili teže nego u živo? Zašto?

3. impact on english

Može li igranje igrica na engleskom imati utjecaj na vaše znanje engleskog jezika? Zašto?

Je li igranje igrica na engleskom imalo utjecaj na vaše znanje engleskog jezika?

Može li komunikacija s drugim govornicima engleskog preko igrica imati utjecaj na vaše znanje engleskog jezika? Zašto?

Je li komunikacija s drugim govornicima engleskog preko igrica imala utjecaj na vaše znanje engleskog jezika?

DRUŠTVENI MEDIJI

1. usage

Znate li što su društveni mediji? Koji su to društveni mediji (društvene mreže (Facebook, Twitter, MySpace...), blogovi, wikiji, podcasti, Skype itd.)?

Koristite li društvene medije? Koje? Koliko često?

Jeste li članovi nekih grupa na društvenim medijima za slijepe i slabovidne?

Koristite li engleski pri komuniciranju na društvenim mrežama?

2. feelings

Kako se osjećate kada koristite društvene medije?

Što vam se najviše sviđa kod društvenih medija?

Što vam se ne sviđa kod društvenih medija?

Kako se osjećate kada komunicirate s drugim ljudima putem društvenih medija za razliku od komuniciranja u živo?

Biste li voljeli komunicirati s drugim ljudima na engleskom na društvenim mrežama? Zašto?

3. impact on english

Može li izloženost engleskom jeziku na društvenim mrežama imati utjecaj na vaše znanje engleskog jezika? Zašto?

Je li izloženost engleskom jeziku na društvenim mrežama imala utjecaj na vaše znanje engleskog jezika?

Može li komuniciranje s drugim ljudima koji govore engleski na društvenim mrežama imati utjecaj na vaše znanje engleskog jezika? Zašto?

6.2. Case study questions

1. Koliko imaš godina? Koja si godina školovanja i koji smjer? Koji su ti planovi nakon srednje škole? Što bi volio/voljela raditi?

2. Čime se baviš u slobodno vrijeme, imaš li kakve hobije ili interese, koje? Je li ti potrebna neka oprema za hobije (za sport oprema, za glazbu instrumenti itd.)? Ako nemaš hobije, kako provodiš slobodno vrijeme?

3. Koja je priroda tvog oštećenja vida? Otkad imaš oštećenje vida? Kako čitaš (brajica, normalan ili uvećani tisak)? Koliko često čitaš? Čitaš li u slobodno vrijeme samo za školu ili čitaš i za sebe, za razonodu?

4. Koje strane jezike si učio/učila? S koliko si godina počeo/počela učiti engleski i koliko ga dugo učiš? Voliš li engleski, zašto da/ne? U usporedbi s drugim predmetima, je li ti lakše ili teže učiti engleski, zašto? Jesu li tvoji učitelji/profesori engleskog imali kakav utjecaj na tvoje znanje/motivaciju za učenje engleskog jezika, zašto i kako? Jesi li bio/bila izložen engleskom prije nego si ga počeo/počela učiti u školi, kako i gdje?

5. Koliko bi procijenio/procijenila svoje znanje engleskog (1-5: općenito, slušanje, čitanje, govorenje, pisanje – koja ti je najjača vještina?)? Misliš li da je korisno znati engleski, zašto, za što može tebi biti korisno? Koliko si izložen/izložena engleskom van škole, na koji način? Koliko koristiš engleski van škole, u kojim situacijama?

6. Koje medije koristiš (ovdje mislim na radio, novine, TV, Internet, itd.), koliko često i u koje svrhe? Kada si se prvi put susreo/susrela s medijima, kojima? Susrećeš li se s medijima u školi, koji mediji se koriste u školi i kako? Koji mediji su ti najbliži van škole?

7. Što misliš o medijima? Što voliš, što ne voliš kod medija? Možeš li zamisliti svoj život bez medija, bi li mogao živjeti bez medija, šta bi bilo drugačije?

8. Misliš li da susretanje s engleskim jezikom putem medija može imati utjecaj na znanje engleskog, zašto i na koji način? Je li susretanje s engleskim putem medija imalo kakav utjecaj na tvoje znanje engleskog, možeš li se sjetiti nekog primjera gdje su mediji utjecali na tvoje znanje engleskog npr. neke riječi za koju si siguran/sigurna da si naučila iz medija, a ne u školi? Misliš li da ima previše engleskog u medijima i da to ima preveliki utjecaj na materinji jezik, zašto da/ne?

9. Slušaš li/jesi li ikad slušao/slušala zvučne knjige i koliko često? Ako ne, bi li slušao/la, zašto da/ne? U koje svrhe slušaš/si slušao/slušala zvučne knjige? Gdje pronalaziš zvučne knjige i koliko ti je teško/jednostavno pronaći zvučne knjige koje te zanimaju/ti trebaju?

10. Koja ti je najdraža zvučna knjiga, zašto? Što voliš, a što ne voliš kod zvučnih knjiga? U usporedbi s tiskanom knjigom/knjigom na brajici, koja ti je jednostavnija/praktičnija/zanimljivija, koja te više motivira na čitanje i zašto? Kako bi se osjećao/osjećala kada bi morao/morala napraviti zvučnu knjigu na engleskom za školu, bi li ti bilo teško/lako, zašto?

11. Jesi li kad slušao/slušala zvučne knjige na engleskom? Bi li volio/voljela i koliko bi ti to bilo jednostavno/teško? Bi li slušanje zvučnih knjiga na engleskom imalo utjecaj na tvoj engleski, na koji način? Bi li izrada zvučne knjige na engleskom imala kakav utjecaj na tvoj engleski, zašto?

12. Gledaš li videe/filmove, koliko često? Koje vrste videa/filmova najčešće gledaš i na koji način (Internet/TV)? Koji su ti najdraži videi/filmovi?

13. Voliš li gledati videe/filmove, zašto? Što najviše voliš, a što ti smeta kod videa/filmova? Smatraš li da bi koristilo gledati video i u nastavi, bi li ih nastavnik mogao više iskoristiti? Bi li volio više učiti iz videa ili iz knjige, zašto? Bi li mogao/mogla/volio/voljela napraviti video na engleskom za školu, zašto da/ne?

14. Gledaš li videe/filmove na engleskom, koliko često? Možeš li ih pratiti bez prijevoda? Smatraš li da je gledanje videa/filmova na engleskom imalo kakav utjecaj na tvoj engleski, jesi li što naučio, što? Voliš li više videe/filmove na engleskom s hrvatskim prijevodom ili sinkronizirane na hrvatski, zašto?

15. Igraš li video igrice, koliko često, koje? Igraš li online multiplayer igrice u kojima komuniciraš s drugim igračima? Komuniciraš li na engleskom s drugim igračima, na koji način (chat/govor)?

16. Voliš li igrati video igrice, zašto? Koja ti je najdraža video igrica, zašto? Što ti se najviše sviđa, a što ne sviđa kod video igrice? Kako se osjećaš kada komuniciraš s nekime (na engleskom) putem video igrice, je li lakše ili teže nego uživo, zašto? Voliš li radije komunicirati s drugim igračima (na engleskom) pismeno ili usmeno, zašto? Kako bi se osjećao/osjećala kada bi napravio/napravila pogrešku u razgovoru s nekime na engleskom putem video igrice i bi li htio/htjela da te druga osoba ispravi ili ne, zašto? Bi li volio/voljela komunicirati na engleskom putem video igrice s nepoznatim ljudima iz cijelog svijeta, zašto da/ne? Bi li radije komunicirao/komunicirala na engleskom s nekime koga znaš putem video igrice ili s nekime koga ne poznaš, zašto? Kako bi se osjećao/osjećala kada bi morao/morala raditi timski projekt s kolegama za školu preko video igrice, bi li ti bilo lakše ili teže nego uživo, zašto?

17. Je li susretanje s engleskim u video igricama imalo kakav utjecaj na tvoj engleski, kakav? Je li komunikacija s drugim igračima na engleskom imala kakav utjecaj na tvoj engleski, kakav? Postoji li razlika u engleskom s kojim se susrećeš u komunikaciji s drugim igračima u multiplayer opciji i onim u single player opciji gdje se susrećeš s engleskim npr. u uputama itd.? Kakav to ima utjecaj na tvoje znanje engleskog?

18. Koristiš li društvene mreže/medije (npr. Facebook, Twitter, Instagram, Skype, Tumblr, LinkedIn itd.), koje, koliko često? Koristiš li engleski pri komunikaciji na društvenim mrežama, koliko često, u kojim slučajevima? Jesi li član kojih grupa na društvenim medijima, kojih? Komunicira li se u kojoj od tih grupa na engleskom, sudjeluješ li u komunikaciji ili samo čitaš? Bi li volio/voljela da postoji grupa na društvenim mrežama u kojoj bi radio/radila zadatke iz engleskog zajedno s kolegama, zašto? Bi li se više uključio/uključila u diskusije u grupi ili uživo u razredu, zašto da/ne? Bi li više pazio/pazila na točnost onoga što objavljuješ u grupi nego govoriš u razredu, zašto da/ne?

19. Koje je tvoje mišljenje o društvenim mrežama, što voliš, a što ne voliš kod njih? Misliš li da si ovisan/ovisna o društvenim mrežama, bi li mogao/mogla bez njih? Voliš li radije komunicirati s poznanicima uživo ili putem društvenih mreža, zašto? Bi li volio/voljela komunicirati na engleskom preko društvenih mreža s nepoznatim ljudima iz cijelog svijeta, zašto da/ne? Prihvaćaš li zahtjeve za prijateljstvom od nepoznatih ljudi na društvenim mrežama, zašto da/ne? Kako se osjećaš kada komuniciraš s nekime (na engleskom) preko društvenih mreža, je li lakše ili teže nego uživo, zašto? Voliš li radije komunicirati s drugim ljudima (na engleskom) preko društvenih mreža pismeno ili usmeno (Skype), zašto? Kako bi se osjećao/osjećala kada bi napravio/napravila pogrešku u razgovoru s nekime na engleskom preko društvenih mreža i bi li htio/htjela da te druga osoba ispravi ili ne, zašto? Bi li radije komunicirao/komunicirala na engleskom s nekime koga znaš putem društvenih mreža ili s nekime koga ne poznaš, zašto? Kako bi se osjećao/osjećala kada bi morao/morala raditi timski projekt s kolegama za školu preko društvenih mreža, je li bi ti bilo lakše ili teže nego uživo, zašto?

20. Misliš li da ima previše engleskog na društvenim mrežama, zašto da/ne? Je li susretanje s engleskim na društvenim mrežama imalo kakav utjecaj na tvoj engleski, kakav? Je li komunikacija s drugim ljudima na engleskom preko društvenih mreža imala kakav utjecaj na tvoj engleski, kakav?

21. Postoji li razlika u susretanju s engleskim u komunikaciji drugih/s drugima putem društvenih mreža i video igrica od engleskog u knjigama, videima/filmovima? Kakav to ima utjecaj na tvoje znanje engleskog, koje je po tebi bolje za učenje engleskog, zašto?

