

"Ois kiva et se kattois mua ja puhuis"
Cochlear Implanted Learners' Experiences of Learning English as a Foreign Language, a
Case Study

Master's thesis
Hanna Mikkola

University of Jyväskylä
Department of Languages
English
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Tiivistelmä – Abstract <p>Sisäkorvaistutteen (SI) saaneiden lasten määrä kasvaa jatkuvasti ja monet heistä opiskelevat yhtä tai jopa useampaa vierasta kieltä, yleisimmin englantia. Meillä on käsissämme ensimmäinen sukupolvi lapsia ja nuoria, jotka on implantoitu nuorena ja jotka ovat opiskelleet vieraita kieliä SI:n kanssa. Tietooni ei ole tullut, että vieraiden kielten oppimista SI:n kanssa olisi Suomessa vielä tutkittu, joten tämä tutkimus on ainakin ensimmäisten joukossa selvittämässä SI-lasten ja -nuorten kokemuksia englanninoppimisesta.</p> <p>Tutkimukseen osallistui kuusi 10 – 17-vuotiasta sisäkorvaistutteen saanutta lasta. Heitä haastateltiin ja haastattelut analysoitiin sisällönanalyysin keinoin.</p> <p>Tulokset osoittivat, että SI-lapsilla ja -nuorilla on hyvin erilaisia kokemuksia englanninoppimisesta – niin positiivisia kuin negatiivisiakin. Tutkimuksen tulosten valossa voidaan todeta, että SI-lapsilla ja -nuorilla voi olla erittäin hyvät mahdollisuudet oppia englantia kunhan he saavat tarvitsemaansa tukea. Jokaisella SI-lapsella ja -nuorella on kuitenkin erilaiset lähtökohdat vieraiden kielten oppimiseen. Tutkimuksessa ilmeni, että englanninopetuksessa etenkin parikeskustelut ja parityöt sekä kuullunymmärtämistehtävät ovat usein ongelmallisia kuulemisen kannalta.</p> <p>Tutkimuksen tuloksista hyötyvät kaikki luokanopettajat, aineenopettajat ja erityisopettajat, jotka opettavat SI-lapsia ja -nuoria, mutta erityisesti englanninopettajat ja muut kieltenopettajat. Heille tutkimus osoittaa mahdollisia ongelmakohtia arkipäivän opetustyössä ja tuo SI-lasten ja -nuorten kokemuksia kuuluviin. Myös opettajankouluttajat, koulutussuunnittelijat sekä muut SI-lasten ja -nuorten hyvinvoinnista ja kielenoppimisesta kiinnostuneet, kuten kuurojenyhdistykset ja SI-lasten ja -nuorten vanhemmat hyötyvät tutkimuksesta, joka tuo SI-lasten ja -nuorten omaa ääntä kuuluviin heitä itseään koskettavasta aiheesta. Tutkimus mahdollistaa myös sen, että SI-nuoret itse voivat peilata kokemuksiaan vertaistensa kokemuksiin anonyymisti.</p> <p>Laajemmalle ja syväluotaavammalle jatkotutkimukselle aiheesta on tarvetta. Lisäksi aihetta tulisi tutkia uudelleen kun tämä sukupolvi SI-lapsia ja -nuoria on siirtynyt työelämään.</p>	
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1 INTRODUCTION

In Finland, 50-60 babies are born deaf or severely hard of hearing every year (Viittomakielisten kielelliset oikeudet 2011, 16), and about 95% of them receive **cochlear implants** (Lindström 2012, 36). Parents can decide, whether or not their child receives a cochlear implant (CI) and some decide not to have this electronic hearing device surgically implanted under their child's skin behind the ear. Over 95% of children who are born deaf are born to hearing parents, who often see the CI as a great technological advancement for it allows them to communicate with their child in their mother tongue (Widberg-Palo and Seilola 2012, 33). CIs have only recently become a popular treatment for deaf and severely hard of hearing children, although the first CIs came to the market in the UK already in the early 1980's (Lindström 2012, 36; Mikä on sisäkorvaistute n.d.).

Since CIs have only been implanted this systematically into Finnish children for over ten years now (Lindström 2012, 36; Mikä on sisäkorvaistute n.d.), a CI's impact on **foreign language learning** has not yet been thoroughly studied in Finland. Research on CIs has been more concentrated on first language (L1) acquisition than second language (L2) or foreign language (FL) acquisition and learning. CIs have, however, been a topic of interest among researchers as well as the media during recent years and, for example, the identities of cochlear implanted have been studied. However, in the field of **second language acquisition** (SLA), previous studies concerning hard of hearing learners or deaf learners have not specified in cochlear implanted learners, but on deaf or hard of hearing learners in general. A CI, however, is different from a hearing aid, and moreover, cochlear implanted learners differ from deaf learners, learners

using hearing aids and learners with normal hearing. Meanwhile, even every cochlear implanted learner is different.

English language has a strong status in Finland. Generally, the importance of English as a global language and as a lingua franca is acknowledged by Finns and extremely few choose not to study English in school. Also, most cochlear implanted children – as well as other hard of hearing children – study English. Currently we have in our hands the first generation of cochlear implanted young people who have studied English or other foreign languages in school and have or are about to complete their compulsory education.

The aim of the present study was to explore and describe young cochlear implanted learners' experiences of learning English as a foreign language in Finland. In more detail, the present study sheds light firstly on how **cochlear implanted learners** (from here on referred to as CI-learners) find learning and studying English, secondly, how they have experienced English in school and outside school and thirdly, how they think their hearing loss and their CIs have affected their learning.

The present study is a qualitative case study of six learners aged from 10 – 17. The participants were interviewed and the interviews were analyzed using the methods of content analysis. Although there were only few participants, the study offers valuable insights of CI-learners' experiences. This was the first academic study in Finland to investigate CI-learners' FL learning and is hopefully the first of many attempts to better understand the impacts that CIs have on young FL learners, bearing in mind the purpose of these studies: improving FL teaching for CI-learners.

In this paper, I will first introduce and discuss the cochlear implant and issues related to hearing loss, deafness and the CI. After this, issues related to EFL (English as a foreign language) learning in Finland, hearing and language learning and, finally, CI-learners in EFL classrooms will be presented and discussed. These chapters are followed by a section in which the data and methods of the present study are described before moving on to the actual analysis and discussion of the present study and a brief conclusion.

2 COCHLEAR IMPLANTS

The cochlear implant has become a popular treatment for deafness and severe hearing loss in recent decades. The term *cochlear implant* (CI) already has a strong status in the English language, which is why this is the term used in the present study. In Finnish, this has been translated into several different terms, which are all in use: *sisäkorvaistute*, *sisäkorvaimplantti*, *kokleaimplantti* and *sisäkorvaproteesi*. Recently, *sisäkorvaistute* has been the most popular name, used more frequently in the media and by organizations and companies than the other three names. It is also the term recommended by the Institute for the Languages of Finland (Kurki and Takala 2005, 44). In everyday language, the cochlear implant is often referred to as *implantti*, a term that comes from the English term *implant*.

In the present chapter, hearing loss will be briefly discussed, after which the cochlear implant will be introduced and described, following with a description of a selection of other hearing devices for comparison. These descriptions will be followed by a brief look at the history of the cochlear implant and discussion of the situation today.

2.1 Hearing Loss

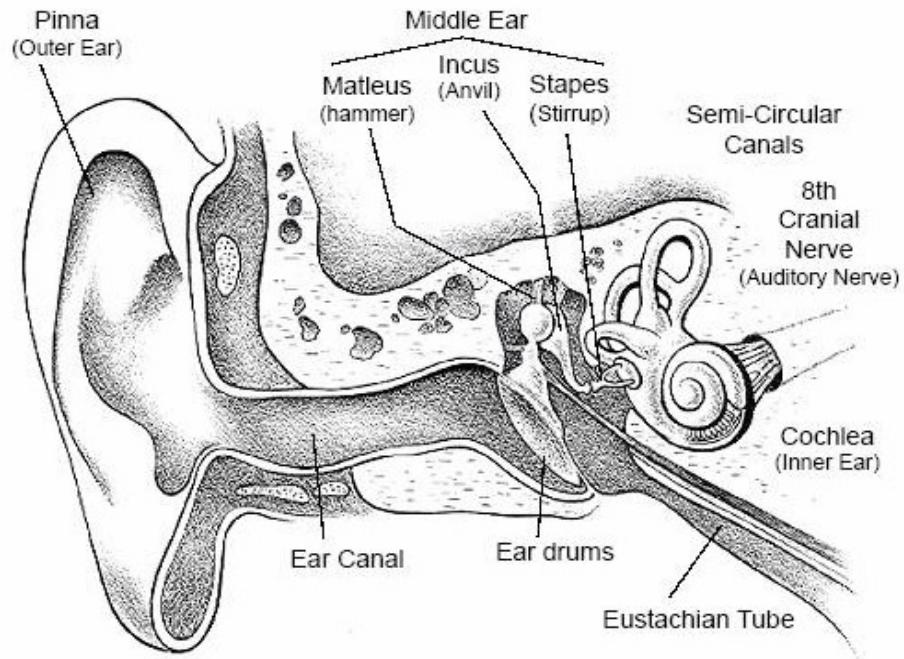
A person with normal hearing hears best sounds between frequencies 500 and 4,000 Hz, even though a person's total range of hearing is wider. Human languages are mostly based on the use this range of frequencies best heard by humans. Lower frequencies are important for separating vowels while higher frequencies are needed to sort consonants. The duration of vowels is longer

than that of consonants. (Korpilahti 2005, 18). A hard of hearing person may hear some frequencies, but not others, or they may be profoundly deaf.

There is an estimated number of about 750,000 Finnish people who suffer from some degree of hearing loss (Huonokuuloisuus yleistyy n.d.) and there are different degrees of hearing loss ranging from mild to severe and furthermore, profound deafness (Erilaiset kuulovammat n.d.). It is estimated that there are about 8,000 deaf people in Finland, most of whom are born deaf and the remaining about 3,000 deafened later in life (Huonokuuloisuus yleistyy n.d.). 4,000 – 5,000 of these deaf people use sign language (Työryhmä selvitti viittomakielisten oikeuksien toteutumista 2011). Also, there is a range of different types of hearing losses, depending on what part of the ear, nervous system or brain is damaged. The treatment options available depend on the type of hearing loss. The cochlear implant is only one option among many. It is also important to note that not everyone decides to treat deafness in any way at all. Deafness is not always seen as an impairment or as a medical issue but rather as a cultural or even linguistic question.

Hearing impairments can be either conductive or sensorineural. When they are conductive, sound does not have free access to the cochlear and the problem is in the outer ear or in the middle ear. Conductive hearing impairment does not result in profound deafness. Sensorineural hearing impairment is the result of a damaged cochlear or auditory nerve. (Takala 2005, 27). It is also important to remember that in addition to hearing loss, there are other, different kinds of hearing deficits (Korpilahti 2005, 22). In Figure 1, the reader can see a drawing explaining the anatomy of the ear. The ear in the picture depicts a normally functioning ear.

Figure 1. A Normal Ear



(Mid Cheshire Hospitals n.d.)

From the perspective of communication and language, there is a major difference between a deaf child and a hard of hearing child. Hard of hearing children can learn spoken language, often with the help of a hearing aid and lip reading. Hard of hearing children have either mild, moderate or severe hearing loss. Severe hearing loss is on the borderline of deafness. Deaf children can be categorized in three groups depending on when they have become deaf. The first group consists of those who are born deaf and have never had the ability to hear or therefore, acquire spoken language. The second group consists of children who have become deaf before the age of 12 months. From a linguistic perspective, these children are at a similar situation with those who are born deaf. The third group, postlingually deafened children, have first learned a spoken language and become deaf later in life. (Takala 2005, 26). Cochlear implanted children can fall into any category of deafness or severe hearing loss.

This is, however, before they are implanted and learn to hear with their CI and communicate in spoken language. Many CI users are simultaneously deaf or severely hard of hearing without the CI, but could be compared to having mild or moderate hearing loss when using the CI.

2.2 The Cochlear Implant

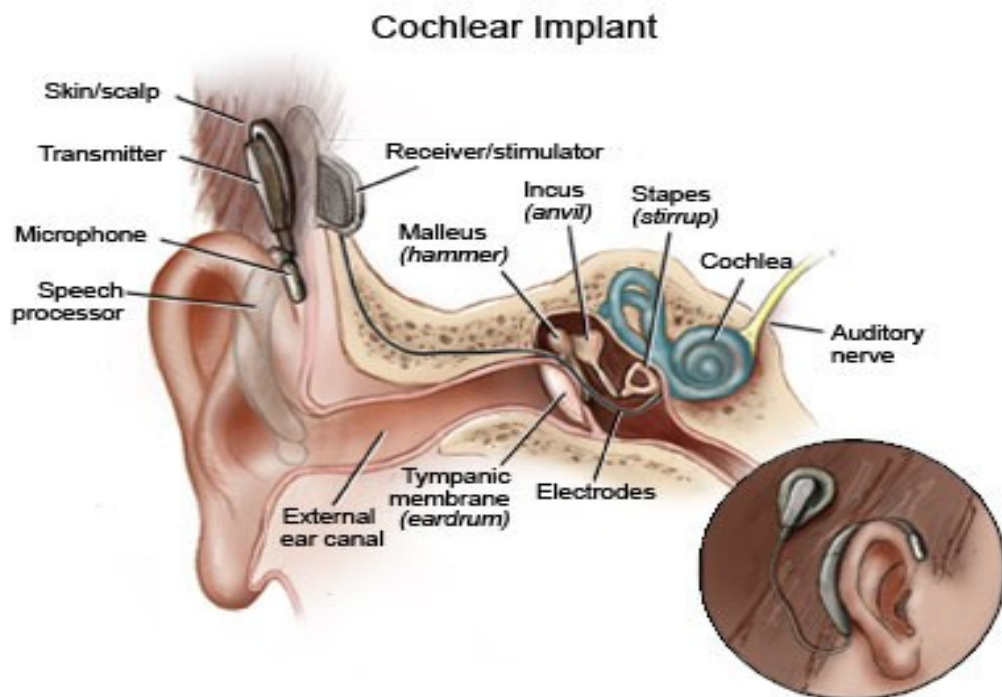
A cochlear implant is different from a hearing aid, which amplifies sounds for damaged ears to detect. A CI is a complex electronic device that can help even a profoundly deaf or a severely hard of hearing person gain sense of sound, but does not fully restore hearing (NIDC 2011). It directly stimulates the auditory nerve in the inner ear, also known as the cochlear, electrically (ASHA n.d.).

A CI consists of several parts. These parts are divided into internal and external parts. The external parts are the microphone, the transmitter and the speech processor. The microphone picks up sounds which the speech processor selects and arranges and then sends these signals through the transmitter to the receiver/stimulator. The internal parts, which are surgically implanted into the patient, consist of a receiver/stimulator and an electrode array. The receiver/stimulator receives signals, which it converts into electric impulses and the electrode array collects these impulses and stimulates different regions of the auditory nerve. The auditory nerve takes the signals to the brain, which recognizes them as sound. However, this is different from normal hearing and the brain takes time to learn or relearn to hear through a CI. (NIDC 2011; ASHA n.d.; Sume 2008 cited in Widberg-Palo and Seilola 2012, 31). Postlingually deafened CI users have described hearing with a CI to be more metallic and to have less tones and nuances than normal hearing (Jero and Kentala 2007, 2017).

A drawing of a CI can be seen in Figure 2 below.

Before CIs are surgically implanted, the patient is examined and tested if they are suitable candidates for CIs. The surgery usually takes two to three hours, depending on the type of the CI, and is done in general anesthesia. The receiver/stimulator is secured in bone beneath skin behind the ear and the electrode array is inserted into the cochlea. Usually, the patient recovers well and can go home the next day. Sometimes the patient can feel dizziness after implantation. The implant is usually activated after a month from implantation, following with speech therapy and other rehabilitation. (Jero and Kentala 2007, 2014-2017).

Figure 2. Cochlear Implant



(KidsHealth n.d.)

The cochlear implant is by no means the only device that provides a possibility to restore hearing for the deaf and hard of hearing. First of all, as mentioned above, a **hearing aid** amplifies sound and can be used if one still has some remaining ability to hear. It does not require surgery and is therefore sometimes used before one gets a CI. In some cases, it is used simultaneously with a CI so that there is a CI in one ear and a hearing aid in the other. Reasons for this could be because there is some hearing left in one ear and implanting a CI could destroy that little ability to hear naturally. Hearing aids are a popular treatment for milder hearing losses. Secondly, there is the **bone anchored hearing aid**, which electronically amplifies sound into one's cochlea (Luujohdokoulu n.d.) and therefore requires a well functioning cochlea in order to provide hearing. The bone anchored hearing aid is often surgically implanted and is mostly used in cases when a normal hearing aid cannot be used (Luujohdokoulu n.d.). Thirdly, an **auditory brainstem implant (ABI)**, might restore hearing for those who do not benefit from a CI. The technology used in the ABI is similar to that used in the CI, but instead of electronically stimulating the auditory nerve, it bypasses both the cochlea and the hearing nerve and stimulates the brainstem directly (Aivorunkoimplantti (ABI) n.d.; Hearing Link 2013; Auditory Brainstem Implant (ABI) n.d.). The surgery is more invasive compared to implanting a CI and has not yet been performed on children in Finland (Aivorunkoimplantti (ABI) n.d.), but in the USA, the FDA approved clinical trial of ABI procedure for children in 2013 (Newswise 2013) and in May 2014, three-year-old Auguste Majkowski became the first child to receive an ABI in the USA (Los Angeles Times 2014). Fourthly, **electric and acoustic stimulation (EAS)** is an option for those who suffer from partial deafness or high-frequency hearing loss and when a hearing aid is not enough to restore hearing but a CI could destroy the remaining hearing (Elektroakustinen

istutejärjestelmä n.d.; What is EAS n.d.). EAS combines the benefits of a hearing aid and a CI.

2.3 Cochlear Implants – From the 1950's to 2014

The history of cochlear implants can be said to have begun from the first attempts to bring hearing to the deaf. There have been various attempts to cure deafness as well as numerous ways of deceiving the deaf by making empty promises of gaining hearing with different kinds of treatments, hearing aids and other devices (Salmi and Laakso 2005, 441). Actual research with cochlear implants began as early as in the 1950's but the first commercial devices were approved in the USA by the FDA in the mid 1980's (FDA 2013). The first devices that electrically stimulated the auditory nerve were implanted into the cochleas of deaf adults in France and the USA in the 1950s and 1960s (Rainò 2012, 3). Fifteen years later, the first children received CIs at the age of 10 – 14 (Rainò 2012, 3).

In Finland, CIs have been implanted since 1984, when the first ten deaf Finnish adults each received a CI during years 1984 and 1985 in HYKS (Jero and Kentala 2007, 2014). In the late 1990's, CIs began to be implanted in all Finnish University Central Hospitals and they were first implanted in post linguually deafened adults who had lost their hearing at a later age (Jero and Kentala 2007, 2014). In Finland, the first deafened child received a CI in 1995 and a child who was born deaf received a CI two years later (Rainò 2012, 4).

In 2002, there were under 90 cochlear implanted minors in Finland and 20 children were implanted during the year 2001 (Kurki and Takala 2005, 44). Jero

and Kentala (2007, 2014) report that in 2007, there were tens of thousands of cochlear implanted children and adults around the world and about 450 cochlear implant users in Finland, 200 of whom children and that in 2007, 50 – 70 CIs were implanted annually, half of them to children. In 2012, Lindström (2012, 36) stated that there were almost 400 cochlear implanted children in Finland. From 1995 to March 2014, there has been a total amount of about 1,200 CI surgeries in Finland and the current number of annual CI surgeries is about 130 (Sisäkorvaistute n.d.). At first, children usually received only one implant (Lindström 2012, 36). In recent years, it has become more and more common that children receive implants in both ears (Lindström 2012, 36; Sisäkorvaistute n.d.) and so does a growing number of working age adults (Sisäkorvaistute n.d.).

These days, a child's deafness or hearing loss can be noticed earlier than it was noticed before. In Finland, a child's hearing is usually tested within the first few days after they are born. All Finnish University Central Hospitals and most Central Hospitals have devices for detecting and diagnosing congenital hearing loss even before the age of six months (Erilaiset kuulovammat, n.d.). Therefore rehabilitation begins as soon as deafness or hearing loss is noticed. In Finland, the aim is to begin rehabilitation before or at the age of six months (Widberg-Palo and Seilola 2012, 33-34). A child's hearing loss is usually noticed during the first 12 months, and naturally, severe hearing loss or profound deafness is noticed earlier than milder hearing loss (Takala 2005, 25). In the USA, children of the age of 12 months have been eligible for implantation since 2000, but most cochlear implanted children are between two and six years when implanted (NIDC 2011). In Finland, children who are born deaf are usually implanted before the age of two, most often at the age of twelve months (Sisäkorvaistute n.d.; Jero and Kentala 2007, 2015). In some countries, even younger children

receive CIs (Jero and Kentala 2007, 2015). Early implantation can be argued for because early exposure to sounds helps the child in learning speech and language skills (NIDC 2011). Connor et al. (2006, 628) discuss the link between early implantation and a child's linguistic development:

"The age at which a child receives a cochlear implant seems to be one of the more important predictors of his or her speech and language outcomes. However, understanding the association between age at implantation and child outcomes is complex because a child's age, length of device use, and age at implantation are highly related."

Detecting deafness or hearing loss can, however, be difficult if the child is interested in people around them, reacts to their surroundings and makes intensive eye contact (Launonen 2007, 66). This can postpone implantation and other treatment. If a child's hearing system has developed long enough without sufficiently effective hearing stimulus, learning to hear will require much more conscious practice than it would if audio input would have been able to be arranged in the cerebral cortex via neural pathways as it normally does when a child has been able to hear sounds from the beginning (Launonen 2007, 67). This is why early implantation and rehabilitation is important. Rehabilitation does not only include a possible hearing aid or CI, but in Finland it also includes communication therapy: either speech therapy, signs, communication by pictures, sign language or cued speech (Widberg-Palo and Seilola 2012, 34). Rehabilitation is a process that takes several years and it takes quite long for a child to be able to start communicating in speech (Kurki and Takala 2005, 46). Nowadays, over half of cochlear implanted children gain sufficient hearing for understanding speech, especially in situations with minimal disturbance (Lonka and Hasan 2006 and Sume 2008, 19 cited in Widberg-Palo and Seilola 2012, 31).

CIs are continually developing and the models that are currently in use have several problems. Firstly, the external part of the CI cannot be worn if there is a risk of contact with water. Therefore a CI user does not benefit from the device in the sauna, swimming hall or other places where there is a risk of getting wet. A CI without external parts is being developed, but it is not yet on the market (Jero and Kentala 2007, 2015). The greatest challenges with CIs entirely under the skin are recharging the device and developing a suitable microphone (Jero and Kentala 2007, 2015). Secondly, about 2% of the implanted internal parts of a CI fail and the CI user has to undergo surgery again (Jero and Kentala 2007, 2015). However, CIs have become more durable than before (Löppönen et al. 2011, 818). In many cases, however, the CI user benefits from receiving a newer and more developed model when their original CI fails (Jero and Kentala 2007, 2015). Thirdly, a CI cannot be used in places with strong magnetic fields. In situations where the CI cannot be used, the CI user does not benefit from the CI and is practically deaf or severely hard of hearing, depending on what natural hearing is left. (Widberg-Palo and Seilola 2012, 31).

There are also situations where the CI user decides not to use the device. Some choose not to use it at all if they encounter great difficulties with learning to hear with a CI or find silence more pleasant. A CI costs 20,000 – 27,000 euros plus surgery and rehabilitation costs (Mikä on sisäkorvaistute n.d.) and it is unfortunate that everyone does not benefit from receiving a CI. The participants of the present study mentioned different kinds of situations when they choose silence: sleeping, studying, at home in the mornings, walking in the city center and when encountering unpleasant sounds like someone using the vacuum cleaner to mention a few.

Attitudes and Approaches Towards Hearing Loss and Cochlear Implants

Attitudes towards deafness have always been controversial (Nevins and Chute 1996, 2) and there is no less controversy when cochlear implants are discussed. CIs have been seen as a threat to the Deaf Community (Nevins and Chute 1996, 3) and in Finland, some still consider them a threat especially to Finnish Sign Language (FSL), as well as towards the Deaf Culture. However, some see the coexistence of FSL and a spoken language as a possibility and even as a strength. Meanwhile, multilingualism in general is seen as a strength rather than a threat. However, the majority of cochlear implanted children do not become multilingual users of both FSL and spoken Finnish. According to Rainò (2012, 4), over half of cochlear implanted Finnish children use spoken language for communication and more than one third of cochlear implanted children use sign language, signs or other visual aids in their communication. The number of Finns whose first language is FSL is dropping, but the number of people who know FSL is rising (Viittomakielisten kielelliset oikeudet 2011). Ten years ago, Kurki and Takala (2005, 50) stated that cochlear implanted children should learn both FSL and spoken Finnish because successful implantation could not be counted upon. Still, ten years later, some children benefit from a CI more than others; some gain very good hearing and become fluent in a spoken language or several spoken languages while some face severe problems with learning to hear, speak and understand speech.

Implantation is a big and difficult decision and a minority of parents do not want their deaf children to receive CIs. According to Widberg-Palo's research (2012, 78), deaf parents of deaf children face negative attitudes if they decide that their child will not undergo cochlear implant surgery. They feel that

hospital staff and hearing experts do all they can to change the parents' minds about implantation. After making this difficult decision, they feel abandoned and left without support. (Widberg-Palo 2012, 78).

Even though a CI can provide its user with partial hearing, it does not grant equality in the hearing world. It is estimated that 30 – 50% of cochlear implanted deaf children do not gain good enough hearing to be able to acquire spoken language to a full extent, from the perspective of linguistic and cognitive development (Rainò 2012, 86). Kärkkäinen (2005, 92) emphasizes the fact that a cochlear implanted child still has hearing loss and has the right to be treated as a hard of hearing child and receive teaching that suits their abilities and tendencies.

It is important to understand that deafness can be looked at from several different viewpoints. Deafness is also constructed in a very different way in the Deaf culture than in the hearing world (Takala 2005, 26). In the Deaf culture, deafness refers more to attitudes, values, habits and language than the level of hearing loss (Takala 2005, 26). On the contrary, viewed from the medical perspective – which has traditionally dominated the discussion of deaf education at least until the 1970's – deafness is seen as an undesirable condition that has to be cured (Takala 2005, 26-27). Not all perspectives to deafness are, however, controversial and it is possible to look at deafness from several perspectives at once. According to Takala (2005), deafness can also be viewed from a sociocultural viewpoint or a pedagogical viewpoint. Socioculturally, deafness is not in itself a disability and the Deaf form a cultural and linguistic minority (Takala 2005, 26). The pedagogical viewpoint will be explained in the following paragraph. In my opinion, deafness can be also be a linguistic issue, a

cultural issue, or an issue of identity, only to mention some possible perspectives to deafness.

The pedagogical perspective, or the perspective of participation includes taking into account a child's hearing loss when planning, carrying out or assessing teaching and learning. It includes using appropriate teaching methods and finding a suitable means of communication that takes into account the child's needs and abilities. (Takala 2005, 26). If one perspective should be chosen, the pedagogical perspective best describes the approach of the present study. The focus is on enabling children with CIs to learn and participate. Learning a foreign language allows one to participate more in the world, and providing the best possible conditions for learning includes ensuring the child's equal participation in the teaching.

3 HEARING AND LANGUAGE LEARNING

In this section, issues related to CI-learners' schooling and EFL learning will be discussed. First, there will be notions about learning EFL in Finland, after which the role of hearing in language learning will be discussed. Thirdly, issues related to CI-learners' education will be examined, first more generally, then from the perspective of listening conditions, and finally from the point of view of EFL teaching and learning.

3.1 Learning English as a Foreign Language in Finland

It is difficult for a Finnish child – or adult – not to encounter English in their everyday lives; English is everywhere. Unlike in many other European countries, television programs and films are very seldom dubbed. Instead, there are Finnish subtitles in foreign productions, and most often these foreign productions are in English. Foreign music plays on the radio, most of which has English lyrics. One might run into a tourist or even a long time resident who does not speak Finnish and the common language is often English. The above mentioned examples are examples of English being heard, audio input, which is not always accessible for Finns with hearing loss, at least not to the extent that it is to those with normal hearing. One encounters written English as well in Finland. It can be seen on shop doors, user's manuals, magazines, shampoo bottles and countless products, not to mention the vast possibilities of the internet. How much one encounters English depends on many factors like age, one's interests and hobbies, the people they are surrounded by, where they live and one's work or studies only to mention some.

It is a common assumption that almost every Finnish child studies English in school. However, English is not a compulsory school subject in Finland, although it is very popular. One of the reasons behind the popularity of English as a foreign language subject is the fact that too often there are no alternatives. In 2010, Finnish National Board of Education (Kielten tarjonta ja kielivalintojen perusteet 2014, 12) reported that 90% of Finnish pupils studied English as the first foreign language (A1-language) at the age of nine on third grade in the lower grades of comprehensive school in 2009. In the upper grades of comprehensive school, 99% studied English as an A-language – a language that the pupil has begun studying in the lower grades of comprehensive school (Kielten tarjonta ja kielivalintojen perusteet 2014, 12). On the whole, however, studying foreign languages has decreased in comprehensive school over the past decade (Kielten tarjonta ja kielivalintojen perusteet 2014, 12).

Traditionally, the components of language knowledge – and therefore also FL learning – have been divided into five groups by linguists: “vocabulary (lexicon), morphology (word structure), phonology (sound system), syntax (grammar) and discourse (ways to connect sentences and organize information)” (Saville-Troike 2006, 137). Naturally, learning phonology, the sound system of a language, requires audio input. However, there are aspects to the other components, too, which depend on hearing. For example, learning vocabulary – which could be said to be the most important component of language knowledge (Saville-Troike 2006, 138) – includes recognizing a word also in its spoken form and being able to associate the spoken form of the word with the written form, and learning its pronunciation.

Another traditional categorization of aspects of FL learning is dividing learning activities into receptive and productive. Furthermore, receptive activities are

divided into **reading** and **listening** and productive activities are divided into **writing** and **speaking** (Saville-Troike 2006, 153-168). Listening and speaking are the receptive and productive aspects of spoken language, while reading and writing are the two aspects of written language. For CI-learners, both receptive and productive aspects of spoken English – listening and speaking – may prove more difficult than reading and writing. Ideally, however, these four aspects of FL learning are never totally disconnected from each other. For example, learning to speak a FL supports learning to write the language and vice versa. The downside of this is that difficulties in one area are probably reflected on the other areas of FL learning.

Communicative language teaching (CLT) has for some time been one of the strongest trends in language teaching methodology. CLT has its roots in the early 1970's and has developed into many directions since (Dörnyei 2013, 161). Traditionally, the main goal of CLT has been "to develop a functional communicative L2 competence in the learner" (Dörnyei 2009, 33). CLT's functional communicative competence does not refer only to competence in spoken communication. Nevertheless, being a competent language user in FL communication situations conducted in spoken language is emphasized in CLT.

CLT is only one trend among others in language teaching methodology. EFL teachers in Finnish schools represent a range of generations, which is one explanation for the variety of teaching methods used in EFL classrooms. Also, currently there are various different trends in teaching methodology – which can also be seen in teacher education – and one trend is to use a variety of methods: to choose the best features from each method and use the assortment of teaching methods that best suits the teacher and their pupils. Currently, the trend is not to slavishly swear by one theory or methodology. One factor that

trends in EFL teaching depend on, is technology. Especially young teachers are encouraged to take advantage of social media and the continuously developing technology.

3.2 The Role of Hearing in Language Learning

It is difficult to imagine that one could learn a spoken language without any audio input in the target language. There are cases, though, when a profoundly deaf person has learned to not only understand spoken language but also speak it, without the help of CIs or other hearing devices. These people have relied on lip reading to understand spoken language and have undergone extensive speech therapy to learn to produce appropriate sounds. Even though these people have learned spoken language to an extent that they have been able to cope and communicate in various situations, it can be stated that learning a spoken language requires audio input and the clearer the input the better. This applies to FL learning and second language (L2) learning as well as learning one's first language (L1).

It is common knowledge that linguistic development begins before a child is born. In other words, an unborn child begins to learn a language while still in the womb. An unborn child can hear sounds from the surrounding world during the last months of pregnancy (Korpilahti 2005, 10) and reacts to sounds like music or their parents' voices. Normally, hearing is therefore the first step to learning language. Even prematurely born infants can distinguish different sounds with an astonishing accuracy (Korpilahti 2005, 12). According to Korpilahti (2005, 10), linguistic and communicational development depends on genetic factors, support and learning through experience. If a child is born deaf

or severely hard of hearing and even if they receive a cochlear implant at a young age, they have missed several months of practice in hearing and making sense of sound.

It is argued that all children are born with an innate linguistic ability, a given ability to learn language. Hearing loss does not reduce this ability, even though it does have an influence on the child's linguistic development and ability to learn spoken language. (Takala 2005, 25). Many things can disturb a child's linguistic development and their process of learning to speak. Distorted acoustic feedback of their own vocalization shapes a child's speech and can lead to linguistic impairments. Children with hearing loss are probably at a greater risk of facing problems with linguistic development. (Korpilahti 2005, 20).

If a deaf or severely hard of hearing child is born to deaf parents whose L1 is FSL, signed language naturally becomes their L1 (Korpilahti 2005, 11). In these cases, linguistic communication with the child comes naturally and begins from the moment the child is born. The situation is more difficult if the parents themselves are not FSL users and in these cases, the child's linguistic development is often delayed (Korpilahti 2005, 11-16). Developing the symbolic function is a crucial phase in a child's linguistic and cognitive development (Korpilahti 2005, 11) and therefore it is crucial that the parents have a common language with the child. If the child cannot hear, it cannot be a spoken language. There are similarities between deaf and hearing babies' communication during their first months; both deaf and hearing babies babble and even hearing babies first communicate using gestures, facial expressions and communicative movements before communicating with words (Korpilahti 2005, 12). At the very beginning, hearing is not such an important factor in

communicating with an infant, but soon a child begins to acquire concepts and needs a language to do this (Takala 2005, 30). The language can be spoken or signed. Also, a child needs language for their social-emotional and cognitive development to begin and continue (Takala 2005, 30).

CI users' FL learning has not been studied much, but delay in L2 development has been noticed and some factors affecting L2 development have been suggested. In his longitudinal case study of three Chinese children, Wong (2005, 22-26) comes to the conclusion that CI users can learn a second language and its phonemic patterns and functional use, but there is delay in L2 development. He explains the delay with age at implantation and delay in L1 acquisition, and names environmental stimulation and language similarity as other possible factors that could affect L2 learning (Wong 2005, 28). Waltzman et al. (2003) studied eighteen bilingual children who were profoundly hearing-impaired but had received a CI at age five or younger. They note that after implantation, it is possible to learn a second spoken language (Waltzman et al. 2003, 757). Waltzman et al. (2003) find it exciting that cochlear implanted children can not only attain an age-appropriate level in oral language, but also become orally competent in multiple languages. However, their findings do not suggest that every cochlear implanted child has the possibility to become a competent user of even one spoken language, let alone a second language or multiple foreign languages. Furthermore, Yim (2012) studied twelve Spanish-English bilingual cochlear implanted children and named age, duration of implantation, communication mode (oral or total communication) and the amount of input as factors that affect the children's language skills. The results of the study support early implantation and give hope that a CI user's L2 skills advance with increasing age.

Even though not much is known about CI users' FL learning, it can be speculated and assumed that many aspects of L1 acquisition apply to FL acquisition and learning. Firstly, early implantation and early exposure to FL phonology, intonation and other audio aspects of language can be assumed to enhance FL learning, as well as speech therapy. Secondly, the more realistic acoustic feedback the learner receives of their speech in a FL, the better chances they have at learning FL pronunciation. Also, L1 development is required and the stronger one's L1, the better possibilities one has for succeeding in learning a FL.

In the previous chapter, ways of categorizing factors of language knowledge and FL learning activities were briefly introduced and it was noted that learning FL **phonology**, certain aspects of learning **vocabulary**, **listening** activities and **speaking** activities all require hearing. Therefore, these should be paid special attention to when the learner does not hear normally. It can be assumed that CI-learners are at a risk of encountering problems especially with aspects of EFL learning that depend greatly on hearing. This does not mean that CI-learners would not be able to learn these aspects of language or to be able to participate in activities that depend on hearing, but it will probably require more effort, support and perhaps, time.

3.3 Cochlear Implanted Learners in Language Classrooms

In the present chapter, issues related to CI-learners' school education and especially EFL teaching are discussed. First, these will be discussed on a more general level. After that, classroom listening conditions will be discussed, first on a general level and then considering EFL classrooms. I will concentrate on

CI-learners in mainstream schooling due to the fact that the participants of the present study were mostly in mainstream schools and participated on normal EFL lessons instead of special education. They did, however, have special support for their learning. Naturally, some cochlear implanted children go to special education schools or are in special education groups. There are some schools for deaf and severely hard of hearing pupils in Finland. However, the reason of being in special education is not always their deafness or hearing loss, but cochlear implanted children can have multiple disabilities, learning disabilities or other reasons to be in special education. When it comes to problems with language and communication, Alila (2005, 133) notes that Specific Language Impairment (SLI) or other learning disabilities can be difficult to detect if learning difficulties are assumed to result from hearing loss and its implications.

As Kärkkäinen et al. (2005, 129) note, choosing the best possible form of education for a hard of hearing pupil is always an individual situation, and in the end, the pupil's parents make the decision. Every pupil is entitled to support and attention when needed. The current special education system or support system in Finland is divided into three different levels of support (*kolmiportainen tuki*). Firstly, **general support** (*yleinen tuki*) is part of every teacher's work. Every pupil is entitled to receiving the support they need in their education and learning. Secondly, **enhanced support** (*tehostettu tuki*) is more personal, continuous and intense than general support. A pupil with enhanced support may need several forms of support. Enhanced support does not rely only on one teacher. A team consisting of teachers, the pupil's guardian(s) and members of the pupil support group (*oppilashuolto*) assess the situation and the pupil's needs, and together they plan and design the pupil's

education according to the pupil's current needs. With CI-learners, often a hearing specialist is part of the team. Enhanced support is based on multiprofessional cooperation and systematic planning. The third form of support is **special support** (*erityinen tuki*). If enhanced support is not enough, an administrative decision concerning the pupil's education and special support is made. A personal plan concerning the pupil's educational arrangements (*HOJKS, henkilökohtainen opetuksen järjestämistä koskeva suunnitelma*) is made. This document states the forms of support that the pupil is to receive, which may include many other forms of support in addition to special education. (Oppimisen ja koulunkäynnin tuki n.d.).

When discussing forms of support, the importance of a motivated teacher cannot be stressed enough. Kärkkäinen et al. (2005, 109) claim that the teacher is a hard of hearing pupil's most important form of support and hopefully the pupil can have the same teacher for many years so that the teacher's knowledge, skills and competence in noticing and addressing the needs of the hard of hearing pupil grow with years of experience and training. English is, however, often taught by a subject teacher, even in many primary schools. This means that the English teacher is not always the same as the pupil's own class teacher and does not necessarily know the pupil as well as their own teacher would. This emphasizes the importance of communication between primary school teachers and subject teachers, not to forget the pupil's parents, hearing experts, special needs assistants, special education teachers and whoever is involved with educating the CI-learner.

In school, many activities and teaching methods rely on hearing. This applies to EFL lessons as well as any other school subjects. A learner needs to hear and

understand the given instructions and information as well as any communication in the classroom, whether it is with the teacher or another learner, between the teacher and another learner or between learners. What makes EFL lessons and learning situations stand out from other school subjects is – depending on the teacher's pedagogical views and teaching practices – the amount of spoken communication that takes place in English, a foreign language. This does not by any means make hearing and comprehension any easier for any learner, let alone a CI-learner.

Classroom Listening Conditions

In order to enhance CI-learners' learning, participation and concentration, there are multiple ways of improving listening conditions in classrooms. This does not mean that all obstacles could be overcome, but anything that facilitates a CI-learner's hearing and learning is valuable. Often improving listening conditions for a CI-learner helps other pupils, too. Even with normal hearing, good listening conditions are important so that the pupils do not have to use their energy for hearing.

Many CI-learners use an FM system in school. FM systems are wireless devices that enhance the use of cochlear implants. FM is an abbreviation for Frequency Modulation and the term FM system is used as a general name for assistive hearing devices that use radio waves. An FM system consists of an FM transmitter and an FM receiver. The teacher wears a microphone attached to the transmitter and the CI-learner can either receive the teacher's speech directly into their CI or hear it through a separate speaker. When receiving the teacher's speech directly into the CI, it is possible to either fade out all other sound or

receive both the teacher's voice and the surrounding sounds. This enables the CI-learner to hear their peers as well as their teacher more clearly. The FM transmitter can also be attached to other devices in the classroom: television, radio or loudspeakers to mention some. FM devices, like any electronic devices, do not always work without complications, however. (Tekniset apuvälineet n.d.; Hearing Link 2012).

Classroom acoustics play an important role in hearing and making sense of sound and speech. It is difficult for anyone to concentrate on listening if there is too much echo (or no echo whatsoever) in the classroom, and it is even harder for CI-learners. In classrooms, the appropriate reverberation time is about 0.5 seconds (Rasa 2005, 10). Reverberation time refers to the time it takes for a sound to drop by 60 dB after the source of sound stops generating sound (National Instruments 2014). Therefore, any classrooms, but especially CI-learners' classrooms should be built or renovated so that the amount of echo is suitable for listening. This includes installing acoustic panels in the ceilings and – depending on the classroom – also on the walls. Curtains can be hanged in the windows and the teacher can hang pictures on the walls. These are just some suggestions. It is important to note, that the acoustics are very different in an empty classroom than in a full classroom with pupils and their belongings in the room.

In classrooms, there can be various sources of sound that make it harder for the CI-learner to concentrate or listen to what they are supposed to or want to listen to. Sometimes traffic, various machines or air conditioning produce distracting noises, but other people speaking on the background – that is, speech – is the biggest possible distraction that makes it difficult to carry on a conversation

with someone and make sense of what the other person is saying, according to Rasa (2005, 10-11). These situations are very common in EFL classrooms in Finland, especially if the teacher values communicational EFL teaching. Not all, but many distracting noises can be reduced or eliminated by very simple procedures like closing the classroom door, placing soft felt pads on chair legs and desk lids and hanging curtains in the windows (Kärkkäinen et al. 2005, 94).

Learners with hearing loss cannot always depend on their hearing only. This is why eye contact and all possible visual aids are important (Seilola 2012, 42). To be able to benefit from these visual cues, one has to be able to see them. In a classroom, this means sufficient but not blinding light (Rasa 2005, 19). The teacher, the CI-learner's partner and whoever the CI-learner should be able to listen to, should not be situated in front of a bright light, leaving the speaker's face shadowed (Rasa 2005, 19). It might be a good idea for the CI-learner to sit next to the window, allowing him/her to see the whole classroom and not having to look towards the window when listening to someone.

Kärkkäinen et al. (2005, 94-95) also suggest that in a traditional classroom setting a hard of hearing pupil sits next to the window, preferably in the second or third row from the front. The CI-learner should be allowed to turn around to be able to see whoever is speaking and to make this easier for the CI-learner, a revolving chair should be provided (Kärkkäinen et al. 2005, 95). Sometimes a CI-learner has better hearing in one of their ears. This should also be taken into account when deciding seating arrangements in the classroom (Kärkkäinen et al. 2005, 95). If there is a lot of work done in pairs, it is very important to consider who the CI-learner sits next to.

Providing the best possible classroom listening conditions for a CI-learner requires that the teacher not only themselves learns to pay attention to certain things and possibly alters their habits and teaching practices, but that the teacher is also able to teach these manners and practices to the CI-learner's classmates. Clear rules, routines and classroom practices are fundamental in creating a classroom environment in which the CI-learner can be an equal, active part of the group and this should be something the teacher is willing to work for (Kärkkäinen et al. 2005, 97). Kärkkäinen et al. (2005, 96-97) list some practices that help in forming and maintaining good listening conditions in a classroom.

- Instruction and teaching begins only when everyone has calmed down and is listening quietly.
- As already noted, any unnecessary sound should be eliminated. This includes noises like chatting, tapping, knocking, clinking of keys or any sounds that could be made in a classroom.
- Pupils are taught to ask for turns to speak and any overlapping speech should be avoided.
- Pupils can come to the front of the class to hold presentations or for any other longer turns of speech. They should use the FM transmitter's microphone in these situations, stand at a suitable distance from the CI-learner and so that the CI-learner can see the face and mouth of the speaker.
- It is very important that the CI-learner hears what their classmates say and that they are not dependent on hearing the teacher or an assistant. This is why it is good to hand the microphone from speaker to speaker in whole classroom discussions.
- The teacher should remind the pupils of the rules and the reasons behind the rules regularly.
- Also, all parents – not only the CI-learner's parents – should be aware of these classroom practices and why it is important to follow the rules.

(Kärkkäinen et al. 2005, 97)

The CI-learner's classmates should be aware of how hearing loss affects the CI-learner, what special needs they have because of their hearing loss and how their devices function. If the teacher uses an FM device, it is good that the other pupils understand why the teacher wears a microphone. With the CI-learner's parents' permission, a hearing rehabilitation counselor can come to the CI-

learner's school and discuss these matters with the group (Kärkkäinen et al. 2005, 96).

Kärkkäinen et al. (2005, 100-101) also have a list of things the teacher should pay attention to in their teaching when there is a hard of hearing pupil in the group. The list applies to teaching a CI-learner. It is important to note that CI-learners are different on very many levels and the list does not apply to all CI-learners. CI-learners have very different levels and types of hearing and hearing loss, different personalities, they are of different ages and their fluency in spoken language is different. However, it is useful for the teacher of a CI-learner to go through the following list:

- The teacher should check that the CI-learner is seated appropriately in the classroom, bearing in mind that general guidelines about where a CI-learner should sit do not necessarily apply to all CI-learners for their hearing is always individual.
- The teacher should think about where they are sitting or standing when speaking, especially when teaching a new subject. On one hand, the teacher should stand far enough from the CI-learner so that the CI-learner does not have to look up to be able to see the teacher's face and mouth. On the other hand, the teacher should sit or stand close enough so that the CI-learner can hear the teacher. An office chair with a set of wheels allows the teacher to move so that their face is easy to follow.
- The teacher's mouth should always be visible to the CI-learner when the teacher is speaking. The teacher should not turn their back on the class while speaking, or cover their mouth. A thick beard, as well as long hair that is not tied back, can be problematic.
- The teacher does not have to raise their voice or over articulate, speaking in a clear voice is enough.
- It is important to ensure that the CI-learner is listening before giving important information or changing into a new subject. Clear breaks and clear cues are important when changing into a new subject.
- When unsure about whether the CI-learner has heard a classmate's answer or comment, the teacher can repeat it or rephrase it.
- The CI-learner should be given time to answer, because the CI-learner has to overgo two separate processes before being able to answer: listening and processing the question.
- All important information like homework, exams and changes in schedules should be given in written form.
- Last but not least, the teacher has to acknowledge that the CI-learner might need the teacher's help and support in creating friendships.

(Kärkkäinen et al. 2005, 100-101)

CI-learners in EFL Classrooms

The practices and guidelines concerning classroom listening conditions that have been discussed above apply to any school subjects. There are certain aspects, however, that have to be paid special attention to when teaching a foreign language and especially when teaching EFL.

Understanding spoken English is an important aspect of learning the language and therefore listening comprehension activities and exams are very common in EFL teaching. However, it can be very difficult for a CI-learner to hear and make sense of recorded speech. As Kärkkäinen et al. (2005, 105) put it, the recordings are sometimes too authentic; sound effects and other distractive sounds make it hard to hear what is being said. Many CI-learners depend to some extent on lip reading to fill in or to confirm what they hear. This is not possible when listening comprehension exercises consist of audio only. With modern technology, it would be possible to provide teachers with alternative listening comprehension materials with video, not just audio. Although, according to Kärkkäinen et al. (2005, 104-106), lip reading in a FL does not facilitate comprehension to the extent that it does in L1 and it should be practiced separately, in speech therapy, for example. Kärkkäinen et al. (2005, 105) suggest that the hard of hearing pupil is provided with a written version of the text during a listening comprehension exercise, that the teacher reads the text out loud instead of using recordings or that the pupil listens to the text beforehand at home. Not all CI-learners have listening comprehension exams. They can be replaced by reading comprehension or if the pupil wants to participate in the listening comprehension exam, their hearing loss should be taken into account when grading (Kärkkäinen et al. 2005, 106). In matriculation

examinations, a hard of hearing student can ask to be freed of participating in the listening comprehension part of foreign language exams (Ojala 2000, 209).

Many FL learners can be shy to speak the target language (TL). This results in a situation in which the CI-learner might receive less revision in the TL during lessons if their classmates are afraid of mispronouncing English and therefore use too little volume when answering (Kärkkäinen et al. 2005,104-105). For some CI-learners, speaking English can be very challenging. Kärkkäinen et al. (2005, 105) suggest that in these situations the learner focuses on written production instead of oral production.

With a CI, hearing is different from natural hearing. The intonation, rhythm and tempo of a FL may cause difficulties for a CI-learner (Kärkkäinen et al. 2005, 104). English differs from Finnish a lot. Unlike Finnish, English is not pronounced like it is written and there are consonant combinations that do not exist in Finnish (Kärkkäinen et al. 2005, 103-104). Also, many Finns find it hard to learn some English phonemes that do not exist in Finnish or are slightly different. Learning to recognize and produce these phonemes is by no means easier for a CI-learner. If the CI-learner has difficulties with pronunciation, learning and using the International Phonetic Alphabet (IPA) or simply writing the word in regular letters as it is pronounced can help the pupil understand what a certain word sounds like (Kärkkäinen et al. 2005, 106).

During group and pair work, the CI-learner and their group or partner could work in a quiet place, if possible (Kärkkäinen et al. 2005, 106). In a classroom, there is overlapping speech during group and pair work and it can be very difficult for the CI-learner to concentrate and to hear what their partner or

group member is saying. This might not always be possible, but it is something that could be paid attention to when designing new schools. In Finland, many new schools are being built in near future due to multifaceted problems with indoor air quality in school buildings all over the country.

Listening can be exhausting for the CI-learner and in many situations, it is good to provide written material for the CI-learner. When checking exercises, the answers should be provided in written form and notes should be provided for the CI-learner so that they can concentrate on listening without having to take notes at the same time (Kärkkäinen et al. 2005, 106). Also, to make it easier for the CI-learner to follow in class, they can study the texts beforehand at home or with a special education teacher, for example (Kärkkäinen et al. 2005, 105-106).

A CI-learner does not always hear everything and sometimes has to guess what the other person is saying. In a FL, deriving the message from the parts they have heard is not as easy as in L1 and furthermore, when hearing only a part of a foreign word, it is more difficult to guess what the word is than it is in L1 (Kärkkäinen et al. 2005, 104).

Compared to many other foreign languages, English can be a challenging language for a CI-learner to learn because of its diverse nature. English is spoken all around the world, it is a national or official language in numerous countries and used not only as a L1 but also as a L2 for various purposes. It could be argued that there is no one English language but rather different Englishes. Whether or not one thinks of English as one language or as variety of Englishes, it is certain that English is a versatile language and it is spoken with many different accents. This makes it even more challenging to understand

spoken English. CI-learners, like any EFL learners, might be used to a certain accent or a few certain accents, perhaps the one used by their teacher and the accent most used in their learning materials. Moreover, a certain type of American accent is familiar to many young Finns because of the great influence of American film, television and music industry. Hearing an unfamiliar accent can confuse learners and especially CI-learners might have severe difficulties understanding unfamiliar accents. However, to be a highly competent language user, it is important to understand different English accents. In my opinion, this includes more than just native accents. Furthermore, to aim for having a native like accent does not have to be the goal of EFL learning. CI-learners may find this relieving because trying to learn a certain accent can be very difficult with hearing loss.

To conclude the theoretical section, I must note that there is plenty of research and literature on deaf and hearing impaired children and their education. Also, there is literature on CIs, and already quite many studies have been done about CI-learners' L1 learning. Furthermore, there is a handful of studies that explore CI-learners' L2 learning or SLA, but none of these have been conducted in Finland. This is, therefore, the first academic study to investigate CI-learners' experiences of EFL learning in Finland.

4 DATA AND METHODS

4.1 Research Questions

The purpose of the present study is to investigate cochlear implanted learners' experiences regarding learning English as a foreign language. The research questions are listed below:

- How have CI-learners experienced EFL learning?
 - How do they see themselves as EFL learners?
 - What effect do they think their cochlear implants and hearing loss has had on their learning?
 - What could be done to improve EFL teaching for CI-learners?

The focus is on their experiences of learning English in school and outside school and the underlying aim of the study is to better understand and help CI-learners of EFL.

The present study looks at the topic from the learners' perspective. The learners' experiences and opinions are a valuable source of information when exploring a phenomenon such as learning a FL using a CI. These learners are the experts of their experiences and therefore parents, teachers nor hearing experts were interviewed for the present study.

4.2 Qualitative Case Study

Even though there already are a lot of cochlear implanted Finnish children who study English as a foreign language, it would probably prove difficult to contact all of them and motivate a great number of them to participate in a master's

thesis study. Hence, quantitative research was not an option for the present study. I chose a qualitative approach to the topic. Qualitative research values an insider perspective (Dörnyei, 2007), which I aim at through interviewing cochlear implanted learners about their own experiences of learning EFL.

The term *case* can refer to many different things: a person, group, school, patient, client, hospital etc. (Metsämuuronen 2011, 222). In the present study, the term *case* refers to six cochlear implanted EFL learners. The main purpose of a case study is not to produce generalizable information, but to gain more understanding of the topic.

4.3 Data Collection

The data was collected in the spring of 2014 during January and February. The participants were interviewed and prior to the interviews, all participants were asked to draw a picture of themselves as English language learners. The picture was used to stimulate conversation in the interview.

Also narratives are a good data collection method when studying experiences (Kalaja 2011, 119), but written narratives as a data gathering method do not easily allow the researcher to ask further questions. However, narratives are not necessarily always written or even verbal (Kalaja 2011, 119). Even drawings or photographs can be narratives. Even though the participants were allowed to express their experiences through drawn narratives prior to or at the beginning of the interview, only their spoken narratives – which partly stemmed from the drawings – are considered and analyzed as data in the present study.

4.3.1 Participants

Six cochlear implanted EFL learners were interviewed for the present study. The participants were gathered with the help of LapCiry, which is an organization for cochlear implanted children and their parents. Their project coordinator contacted cochlear implanted children and their parents via email and a Facebook group. Some of the participants responded to the message in the Facebook group themselves, some participants' parents responded for their children and two parents were reached via email. All participants were minors and therefore written permission slips (Appendix 3) were filled by their parents before the interviews took place. It is ethically questionable that two of the participants knew that the other was participating in the study. However, it was their conscious choice not to keep their participation a secret from each other. According to Dufva (2011, 136), it is common that the interviewees are already interested in the topic. This is probably true regarding most of the participants in the present study, bearing in mind that many of them contacted me out of their own interest. Another source of motivation to participate might have been that all participants received a movie ticket as a thank you. Another factor might have been the participants' parents motivation to encourage their children to participate in a study that may contribute to improving EFL teaching for CI-learners.

The purpose and details of the study were communicated in the message that was sent via email lists and that was posted in the Facebook group (see Appendix 4). In addition, the participants were reminded of the anonymity of the interviews, their right to retreat from the study, its purpose, use and other details related to the study when the interviews took place. It is important that a

child understands how the interviews will be used (Alasuutari 2005, 148).

The participants were all of different ages ranging from 10 to 17 years old and five of the participants were female and one of them male. They all had one or two cochlear implants and all but one were born severely hard of hearing or profoundly deaf. All of them reported Finnish as their first language, which might not be all of their first language from a chronological point of view, but it was the language they felt was their most important and strongest language and the language that identified them. Some of the participants used FSL in their everyday life in addition to using Finnish and one of the participants had used cued speech in some communication and learning situations. All had studied English for a minimum of three semesters and one of the participants, who had completed her compulsory education, was not currently studying English. Some had studied or were studying other foreign languages in addition to English.

The participants were all given pseudonyms. There are various ways to refer to the participants of a study and at the same time protect their anonymity: pseudonyms, age and gender, real initials, a number or a letter (Dufva 2011, 141). The present study is a case study and it is easier for the reader to relate to the six different cases if pseudonyms are used. Dufva (2011, 141) argues that from the reader's perspective, pseudonyms are the most pleasant way of referring to the participants of a study. Pseudonyms are typically given so that they are very similar to the real names, beginning with the same letter as the real name and representing the same style as the real name. I decided to use more vague pseudonyms so that the participants would not be so easily recognized. The number of cochlear implanted young people in Finland is

limited and one could say that they form a sort of community. Many cochlear implanted children know each other if they have participated in camps, programs, trips or any form of activity targeted at cochlear implanted children and their families. Therefore, I cannot mention the cities they live in or any additional detail. To protect their anonymity, the pseudonyms do not necessarily resemble their real names in any way.

The participants will be introduced in more detail and analyzed one at a time in chapter 5. Basic information about the participants can be seen below in Table 1.

Table 1. Participants

	Peppi	Aino	Ada	Viivi	Juho	Jenny
Gender	F	F	F	F	M	F
Age	10	13	14	15	16	17
Age at implantation	Early age	2	2	Early age	6	2
Age at receiving 2 nd CI	-	10	7	14	-	10/15?
Another device in the other ear?	Hearing aid	Bilaterally implanted	Bilaterally implanted	Bilaterally implanted	No device in other ear	Bilaterally implanted but does not use both CIs
FLs studied in school	English, Swedish	English, Swedish	English, Swedish, German	English, (Swedish)	English, Swedish	English, Swedish

4.3.2 Drawings

It is somewhat common to combine other activities with an interview and Dufva (2011, 137), for example, recommends doing this. The activities can be anything and can be used to stimulate conversation or to be analyzed

separately. In the present study, all participants were asked to draw a picture of themselves as English language learners. The drawings were used for the interview to help the participants to process the theme beforehand and to give ideas for the researcher what questions to ask. The main purpose of the drawings was to facilitate conversation during the interview.

Drawings, pictures and photographs have been used when researching different aspects of language and language learning, and especially when aiming for the participants' voices to be heard better. Sometimes especially children might answer the researcher's question with very few words (Pietikäinen 2011, 106), and for some children, drawings or pictures might sometimes be an easier way of expressing oneself. Visual language can be a good option for expressing oneself for children who do not feel that spoken language is their strongest way of communication (Pietikäinen 2011, 106). This might be the case with at least some of the participants in the present study, for all of them have hearing loss and have had to depend on visual cues more than their normally hearing peers. Using drawings probably brings up something that would be left hidden otherwise.

In most cases, the drawings were drawn before the interview took place and therefore the researcher did not interfere or manipulate the drawing process. Some participants had, however, forgotten to draw the drawing beforehand and they were given ten minutes to complete their drawings before the interview began. Only vague guidelines were given, which allowed participants to draw freely and without restriction about the given theme. Pictures have been used to collect data in order to give participants more independence (eg. Pietikäinen 2011, 107), which was also the aim in this case.

In some cases, the interviewee began describing their drawing without being asked to, but otherwise I asked the participants to tell about their drawing either at the beginning of the interview or at some other point during the interview. The drawing activity served only as an addition to the premeditated interview questions and inspired me to ask questions that would not otherwise have been asked.

4.3.3 Focused Interview

Interviews are a traditional means of data collection in linguistic research (Dufva 2011, 132). The data for the present study was gathered via focused interviews or theme interviews, which is the best known form of a semi-structured interview (Tiittula and Ruusuvuori 2005, 11) and lies in between a structured interview and an open interview (Dufva 2011, 132-133). Interviewing is a good method for studying experiences, which is the aim of the present study. The purpose of the present study is to explore CI-learners' experiences and therefore only they were interviewed and not their parents, teachers nor hearing specialists.

As a data gathering method, interviewing has not only many strengths but also some weaknesses. Firstly and unfortunately, it is an expensive and a very time consuming method. However, the present study consisting of only six participants made it possible to gather data via interviews. The interviews took place at different times in four different cities in Southern and Western Finland, thus travelling was the most expensive and time consuming part of conducting the interviews. The duration of the actual interviews varied from 90 minutes to two hours. Secondly, finding suitable times and places for the interviews

appeared difficult in some cases. For practical reasons, one interview was therefore conducted via email. All other interviews took place at the participants' homes or in cafés in their home towns. Thirdly, I did not expect some of the participants to have so severe difficulties with spoken Finnish. Two participants had difficulties understanding complex sentences or vocabulary. In these situations, I either rephrased the question, repeated it, gave examples or gave the interviewee the question on paper. I repeated the question or gave it on paper especially when it seemed that the interviewee had not heard the question, which was mostly the case when the interview took place in a café. Before the actual interviews, a pilot interview was conducted to test the questions, practice interviewing, test the recording devices and to find out any possible problems that may come up.

One of its many strengths as a data gathering method is definitely the flexible nature of interviewing compared to other data gathering methods, like questionnaires. The opportunity to ask clarifying questions, hear the interviewees' tones of voice and intonation and see their reactions and nonverbal communication helps the researcher interpret the participants' answers.

All interviews were conducted in Finnish, which all participants reported as their first language. It is important that whenever possible, an interview is conducted in the interviewee's first language, especially if the interviewee is a child (Alasuutari 2005, 154).

Nowadays, it is common that an interview is recorded (Ruusuvuori 2010b, 424; Dufva 2011, 137). All interviews except the one conducted via email were audio

recorded. When it was possible, some interviews were also recorded audiovisually. This is encouraged especially when interviewing children or people who have problems with communication (Tiittula and Ruusuvuori 2005, 15). The interviewees whose interviews were video recorded were told that they could use FSL, signs or otherwise visually express themselves if they wanted to.

These interviews could be labelled semi-structured interviews or to be more precise, focused interviews. A focused interview covers certain themes and topics, but the form and order of the questions asked may vary (Tiittula and Ruusuvuori 2005, 11). The interviews were conversation like with premeditated themes and questions. (The outline of the interview questions can be found in Appendix 1.) The interviewees did not receive the questions beforehand, but they were aware of the topic of the interview. Interviewing as a research method allowed the researcher to ask for more information during the interview, when needed. All participants also allowed the researcher to contact them afterwards for additional information or if any questions should arise.

A group interview may have been a suitable data gathering method, but it was not considered due to practical reasons. Also, it would have changed the nature of the interviews, perhaps not allowing the variety of personal experiences come forward to the extent they did when interviewing the participants one at a time. In a group interview, some of the participants might not have had a chance to say all they would have wanted to say (Dufva 2011, 135). This particular group of participants would probably have proved problematic in this sense due to the different ages, personalities and linguistic difficulties of the interviewees. Dufva (2011, 135) argues that it is easier to discuss matters that the

interviewees do not instantly remember, cannot put into words or is shy to talk about if they are interviewed one at a time rather than in a group. However, one of the strengths of a group interview would have been the role of the interviewer would not have been as strong as it was now. Also, the participants may have been inspired by each other to talk about themes that did not come up in their personal interviews.

An interview is always a social setting, although it is also an institutionalized situation. Both the interviewer and the interviewees have expectations of how the interview is done. In these interviews, it was mostly the researcher who asked the questions, but at times the interviewees also made questions and it was not only the interviewer who led the conversation. There was conversation, small talk and sometimes the interviewees made jokes. Moreover, the interviewees not only answered the questions but often engaged in telling stories, narratives, that did not always even relate to the topic of the interview. In addition, in almost all interviews, there was common laughter. There were also many times when either one did not hear or understand what the other was saying and this resulted in clarification requests. Even though an interview is a social setting, it is important that the researcher does not let their opinions through. This can sometimes be difficult. Tiittula and Ruusuvuori (2005, 12) claim that all participants of the interview setting, including the researcher, participate in producing information. It is in the nature of interviewing and therefore should be acknowledged, not ashamed of. Especially when interviewing children, one cannot assume that the interview brings out the child's views and opinions as they are or that the child's own voice is heard perfectly and clearly in an interview (Alasuutari 2005,162).

To let the interviewees' voices be heard as clearly as possible, mostly open ended questions were asked. However, asking open ended questions does not guarantee lengthy answers and there are many other factors that contribute to the interaction in an interview setting with a child (Alasuutari 2005, 156-157). Sometimes closed ended questions were required to facilitate communication and interaction. Also, as described above, drawings were used to reveal the participants' own opinions and experiences before the researcher's interference. The participants were allowed to process the theme beforehand through the drawing.

Feelings are an inseparable part of experiences and therefore I was interested in the interviewees' feelings related to the topic. Alasuutari (2005, 160) states that it is often difficult for a child to respond to a direct question about feelings. Sometimes, when asking about their feelings, I gave the interviewees a list of examples of different feelings to facilitate describing their feelings about the subject. I did this only when I felt the interviewees had trouble describing their feelings.

As noted above, one of the interviews was conducted via email due to practical reasons. The initial purpose was to interview all participants in their home towns and many attempts were made to make this possible. Unfortunately, it proved very difficult as well as very expensive to meet face to face with this particular participant. According to the participant's own wishes, the interview was conducted via email, not Skype or chat. One of the positive sides of email interview is that it saves time because it does not have to be transcribed. Also, the researcher has time to think about what additional specifying questions to ask and the researcher's responses are minimal and therefore do not necessarily

influence the interviewee's answers as much as in a face to face interview. The interviewee also has time to think about his answers and can choose when to answer (Tiittula et al. 2005, 266-267). However, email interview has negative sides to it. Transcribing is an important part of analysis (see the next chapter) and this is eliminated entirely. Answering interview questions in written form can be very time consuming for the interviewee and this can result in brief answers. Also, the lack of the interviewer's presence and encouragement to keep talking can be a factor that results in short answers. Computer mediated communication (CMC) in an interview setting requires certain technical devices, programs and a sufficient internet connection. This was one of the reasons why this particular interview was conducted by email, not Skype. Intonation, tone and nonverbal communication is eliminated when the interview is in written form and hence it is very difficult to interpret possible irony, emotions, credibility and other aspects that are much easier to interpret in a face to face interview (Tiittula et al. 2005, 267-268).

4.4 Methods of Analysis: Content Analysis

Content analysis is one way of analyzing data collected via interviews, alongside with other methods such as discursive, dialog or narrative analysis (Dufva 2011, 132). In the present study, content analysis was chosen to be used as the main methodological framework to group elements found in the data. These elements were organized under themes relevant to this study. Only elements relevant to the study were included in the analysis and some elements were therefore left outside the analysis. When choosing which themes to include, I chose the themes that came up most often in the interviews and were related to the research questions and the theoretical background. The data that

is analyzed and interpreted consists of the interviews only; the drawings were not interpreted separately. The conversation that stemmed from the pictures will be treated as an inseparable part of the interviews. In the following paragraphs, I will explain the process of analysis in more detail.

The interviews were transcribed to the detail necessary for content analysis. According to Ruusuvuori (2010b, 425), content analysis does not require as thorough transcription as many other methods of analysis such as conversation analysis. The process of transcribing, which serves mainly as preparation for analyzing, already includes interpretation (Ruusuvuori 2010a, 275). Even more so when interviewing children and young people with linguistic problems. There were parts that were almost impossible to hear or make sense of. These parts of the data were left outside the study because interpretation would be unreliable. The transcribed interviews provided the researcher with 130 pages of written material, including the email interview.

This transcribed material was analyzed and interpreted. The data was organized thematically, which does not yet count as analysis, but is only preparation for the actual analyzing (Ruusuvuori et al. 2010, 18-19). The themes were chosen during and after reading the transcribed interviews. Only themes that came up in several interviews were chosen for the analysis and were then grouped under broader themes. The data was then analyzed to the extent appropriate for a pro gradu study. As recommended by Ruusuvuori et al. (2010, 20-21), the research questions were broken down into more specific and defined questions. According to Ruusuvuori et al. (2010, 29), how ever thorough the analysis may be, interview data can never be exhausted and fully interpreted. The data of the present study is no exception.

As a full member of the hearing world and due to a very different background, age, and other attributes, I may have a very different understanding of the world, life and FL learning than the participants. This could bring a hint of an ethnographic approach to the analysis. I attempted, to the best of my abilities, to understand their world. There is perhaps also a touch of phenomenographic approach. According to Metsämuuronen (2011, 240) phenomenography means describing a phenomenon and writing about it.

In qualitative research, the reliability of the study lies on systematic analysis and reliable interpretation of the data (Ruusuvuori et al. 2010, 27). When assessing the validity of a qualitative research study, the collected data and its interpretation should be evaluated (Ruusuvuori et al. 2010, 27). In my opinion, the data is appropriate for answering the research questions of the present study and the data has been interpreted to an appropriate extent with methods of systematic content analysis. According to Ruusuvuori et al. (2010, 29) a research study that goes no further than analytic conclusions, is not finished. Therefore, the results are discussed and linked with modern day issues, concrete problems and the theoretical background.

5 SIX INDIVIDUAL LEARNERS, SIX VERY DIFFERENT CASES

All six participants had very different experiences of learning English and they represented different learner types and came from different backgrounds. In the following paragraphs I will introduce them from youngest to oldest as they were at the time when the interviews took place, after which there will be a brief summary comparing the participants' experiences.

There will be plenty of examples from the interviews in this and the following chapter and some of the examples are quite lengthy. Because of these reasons, the examples will be in Finnish to make the text more easily readable, but English translations can be found in Appendix 2. The original Finnish examples are more accurate and informative than the English translations and this is why I chose to include the original examples in the text and the translations in the appendices. Also, most readers are probably fluent in Finnish.

5.1 Peppi

Peppi, the youngest participant, is a ten-year old fourth grader and English is a fairly new school subject for her. She began studying English in school on third grade and began studying another practically foreign language, Swedish, on fourth grade. For her, English is a foreign language and she is very excited about learning English. She is happy with her grades, and on a grading scale from four to ten, she gets nines and tens.

Example 1

Peppi: vähintään ysi- ysi miinuksia
mutta enintään niinku kymppejä
täysiäki

On her free time, she encounters English via mobile games, music, television and Instagram. She also sometimes uses it in certain situations to communicate with people. For example, on Instagram, texting with her grandma or talking with a neighbor. She has several hobbies and many friends.

Peppi does not remember the exact age of her implantation, but she was implanted in early childhood. She has a CI in one ear and a hearing aid in the other and she feels that she hears very well, like she says in the following example. She does not, however, hear normally, and she acknowledges that there are some sounds that she does not hear. During the interview, the wind made loud noises on the roof, but Peppi did not hear these noises at all.

Example 2

Peppi: ainaki must tuntuu et mä kuulen niinku yhtä hyvin ku te
niinku joilla ei oo kuulolaitteita
ja tällee
ois kiva joskus- vähän niinku jos pitäis astuu jonku saappaisii-
ois kiva astuu jonku semmosen joka kuulee normaalisti niin
ni sit mä haluisin kuunnella et kuuluuko ihan sillee samal tavalla
ku kuulolaitteilla

Finnish is her first language and her speech is very fluent. Peppi enjoys learning languages and feels that she is good at learning new languages and good at English. She thinks it is very important to learn English. When she was younger, she was taught FSL but she remembers only a few signs. Peppi defines herself as a deaf person who hears well, like the reader can see in the example below.

Example 3

Peppi: no
mä sanoisin että- että mä oon kuuro
mut mä kuulen kuiteskin hyvin
et sillee niinku mä kuulen pikkasen mut muuten mä oon kuuro

et niinku mä kuulen kyllä
 et mä en oo mikään kuuro ihan täysin
 enkä mikään viittomakielinen tai mikää tämmönen niinku
 mä en niinku osaa viittomakieltä
 vaikka mulle on opetettu tosi monta kertaa
 mul on jääny vaa pari juttuu mielee

In school, she feels part of the group and does not mind having to sometimes explain why she has a CI or a hearing aid. She goes to a normal school and there are no other hard of hearing pupils in her group. Her group has a good team spirit and her classmates are accustomed to helping Peppi when she needs assistance. This can be seen in the following example.

Example 4

Hanna: millai luokka sul on nyt tossa koulussa?

Peppi: no tosi reilu ja kiva
 että me tosi monet välkät niinku leikitään pojat ja tytöt niinku kaikki sovussa ja
 no se luokka sillee et
 aluks ekalla kaikki katto että mitkä sulla on täällä ja
 mut nyt ne on ihan sillee et niinku-
 et tällee uimassaki pari henkilöö niinku avustaa mua että ne sanoo että
nyt tota meiän piti tehdä
 tulee tohon lähelle sanomaa ja näyttääki sillee mitä tehää ja sillee
 [...]
 ku meidän luokalle on tullu yks uus tyttö
 ni se on vähän tällee et *mikä mul on korvas* ja tällee
 mutta- mutta nyt sil on vähän alkanu sel- sel- niinku selviämää niinku sillee

Hanna: miltä se sust tuntuu ku joku ihmettelee et mikä sul on korvassa?

Peppi: no ainaki tuntuu kivalta sanoa et *kuulolaitteet*
mä en kuule
 se on niinku aluks kiva sanoo
 sit ne on niinku *aa okei*

For a few years, Peppi had an assistant in school, but she felt that she did not need his assistance. Her teachers use an FM device and Peppi feels that her teachers and classmates consider her special needs well enough. In the following example, Peppi mentions that her teachers speak with a good voice.

This is something that she acknowledges as important for her learning.

Example 5

Peppi: kaikki kyllä tajuaa että mitä pitää tehdä
 kaikki opettajat on selvästi ihan hyvä-äänisiä

In learning English, Peppi emphasizes the importance of songs and music. She not only listens to music in English but also practices English by singing songs that she has been taught in school by her English teacher.

5.2 Aino

Thirteen-year-old Aino is a confident young girl who does not see English only as a school subject. For her, the term *second language* would probably describe her relationship with the English language better than *foreign language*. She uses English daily in different situations and for different uses; she often speaks English with her friends, she reads and browses blogs in English, she sometimes uses English at home for fun, she encounters English on the Internet, listens to music with English lyrics daily and watches movies and TV-series with English audio – usually with Finnish subtitles, though. She wishes to travel and live abroad, and has a global perspective at life. She seems to see English as a key that opens doors, and hearing as one of the keys that opens doors for learning languages.

Aino was born practically deaf and she received her first CI at the age of two and another when she was ten. The first implantation surgery had to be repeated three times before it was successful. Now she wears the devices almost always when she is awake, but chooses to not use them in certain situations. Aino finds silence relaxing and chooses not to wear her CIs when she is at home

reading or studying by herself, and sometimes in the mornings. Aino has had speech therapy and Aino's parents have used Cued Speech to help her learn spoken language. Cued Speech is a method in which spoken language is made visible by using 'cues', handshapes that help the listener distinguish auditory information (CuedSpeech.com n.d.). She defines herself as a deaf person who can hear. She does not want to be defined hearing impaired, disabled or anything that refers to being not as good as a person with normal hearing. The reader can see this in example 6. Furthermore, Aino does not want her hearing condition to define who she is. She feels that many people have preconceived opinions and feelings about people with hearing loss and therefore wants people to get to know her well before telling them about her CIs. This also implies that Aino thinks people may not notice anything abnormal about her hearing.

Example 6

- Aino: mä oon kuuro joka kuulee
mut ei kuitenkaa täydellisesti mut kuitenkin
[...]
ja mä en haluu olla niinkun kuulovammainen tai kuulovikainen tai
kuulo-
se on niinkuin se vika tai se vamma niinku
se tuntuu jotenki kauheen ikävältä että
ja sitte mä tykkään mielummin sanoo et mul on kuulolaitteet ku
implantit
koska sitte niinku jotenki
ei tiedä- ihmiset ei tiedä mikä on implantti
muuta ku joku rintaimplantti
- Hanna: entäs jos joku sanoo et sä oot huonokuuloinen?
- Aino: nii se on mut mä en tykkää siitäkää ihan niinku paljon
ku seki on kuitenkin *huono* niinku
et tuntee niinku sen sanan myötä että on huonompi tai sillee
se sana niinku sanoo sillee
- Hanna: koetsä että sä kuulet vähän erilaila ja vähän niinku vähemmän tai
- Aino: nii
niinku että kaikki on erilaisii
että mulla nyt on tämmönen isompi erilaisuus

Also Aino is in a mainstream school and uses an FM device to help her hear in class. She has also had an assistant, but Aino did not need the assistant to help her all the time so the assistant mostly helped Aino's classmates. Aino says FM devices have developed greatly during her school years and her current device is very practical and unnoticeable compared to previous devices. She has also tried an even more modern device, but it did not work for her. As noted in 3.3., there sometimes are complications with FM devices (Tekniset apuvälineet n.d.). Also Aino mentions this in the following example in which she describes her FM device.

Example 7

- Aino: nyt mul on siis tosi paljon yksinkertaisempi
 et mul on vaa kaulassa semmonen ja siin on näin pieni laatikko
 ja sitte mä laitan mun kaukosäätimestä mt-asennon
 eli niinku tulee mulle induktiosilmukka tähän
 ja sitte opettajal on mikki tässä
 semmonen pieni laatikko
 [...]
 ja se ei näykkää ku mulla on vaa se niinku kaulakoru
 [...]
 nythän on myöskin semmonen ku sokeripala
 se on pienempi ku sokeripala
 ni sen voi laittaa vaa tohon
 ja sitte se niinku tulee samalla periaatteella korvaan
 et opettajalla on se mikki ja sit on sokeripala
- Hanna: sul ei oo sellasta
- Aino: ei mul oo
- Hanna: vielä?
- Aino: mulla se on rätissy
 et mä oon kyl kokeillu
- Hanna: se ei sit ollu hyvä
- Aino: ei ollu
 ja kyl ne-
 ei ne aina toimi ihan moitteettomasti myöskää

Aino has several hobbies, one of which is music. She plays music, but also listens to a lot of music and it has also played a significant role in her English learning. Music has been a tool for learning, but also a motivator. In the

example below, Aino describes her drawing.

Example 8

Aino: eli tässä on mun lempibändin logo
ja sitten musiikkia
niinku et musiikista niitä sanoja kuuntelee
ni sit siitä oppii myös
ja sitte niiden haastatteluja
ni sitte siinä niinku niitä jotain lauseita ymmärtää ja näin
ni niit on hyvä kuunnella
ja sitte siinä on äiti
äiti on opettanu mua tosi tosi paljon enkussa niinku auttanu

Aino's parents and especially her mother have given Aino a lot of support and helped her learn English. Cued Speech has been essential when practicing pronunciation. Aino cannot always distinguish all the sounds of a new word, but her mother has used cues to help Aino hear the phonemes in a word. Aino understands Cued Speech but cannot use it very well herself. She has also been taught some FSL and she is still motivated to learn FSL someday. Aino has friends with normal hearing, friends with CIs and friends who use FSL. In the following example, Aino expresses her motivation to learn FSL.

Example 9

Aino: mut mä haluisin vieläki oppia niinku
koska mul on kavereita jotka viittoo paremmin ku puhuu
ni sitte ois tosi paljon helpompi kommunikoida välillä
että sitten niinku se ois siin tosi tarpeellinen

With her hearing friends, Aino sometimes feels excluded because she cannot hear everything, as can be seen in the example below.

Example 10

Aino: mul on tosi kivat kaverit mut näin
mut välil tuntuu niinku et jää niinku sillee ulkopuolelle tai sillee
ku ei kuule niinku läheskää kaikkea
ja sit ku voi niil olla jotain omii juttui myöskin

niin sitte niinku on vähän sillee niinku että *mistäs nyttten puhutaan?*

In English class, most of the problems with hearing occur during pair or group work. She describes a pair work situation in the following example. Aino often finds it difficult to hear what her partner is saying, especially if her partner talks silently or does not face her.

Example 11

Aino: ja sit se pari-
ei se voi huomata et sil on tässä hiukset edessä
ja mä istun vaik tossa
mä en saa mitään selvä ku kaikki muut puhuu
ja mun pitäis nähdä niinku tää
sit mä oon aina niinku et *onks mun vuoro sanoa jotain*
tai sitte jos puhuu niinku liian hiljaa tai niinku epäselvästi

Listening takes Aino more energy than it does a person with normal hearing. She describes this in example 12.

Example 12

Aino: aina niinku pitäis kuunnella
ja aina pitäis olla niinku koko ajan valmiustilassa tai sillee
Hanna: vieks se energiaa et pitää sillee skarpata?
Aino: joo
vie tosi paljon niinku että
joidenki koulupäivien jälkee niinku jos on ollu vaikka köksää
ni sit on ihan sillee *unh en jaksa tehdä mitää*
että se vie tosi paljon energiaa jos vaan tarpeeks pinnistelee

In addition to sometimes having trouble hearing what a classmate is saying, Aino sometimes has difficulties understanding certain teachers' speech. Aino describes the problem in the following example. Sometimes even young CI-learners feel compelled to take responsibility for their hearing conditions at school and this might include giving feedback to their teachers. This can sometimes lead to very unpleasant situations. Aino feels that she is responsible

for herself, her hearing and learning. The amount of responsibility can sometimes feel overwhelming for some CI-learners as it would for any children.

Example 13

- Aino: sil on puhevika myöskin
ja se on niinku tosi tosi vaikee saada välil selvää
ku se puhuu viel jotenki tosi epäselvästi
ja mä oon sanonu sille niinku että *sä voit toistaa jos joku vastaa sun kysymyksee*
ni sä voisit toistaa sen
ja se on niinku noudattanu sitä myöski
ja niinkun se on silti tosi vaikee se-
en mä voi sanoo sille että *muutappa nyt puhetyyliä*
[...]
ja sit ku siel on mulle myöskin se hurina
ni sit se viel vaikuttaa niinku että
ja mun edessä on ihminen
mä voisin itte vaikuttaa siihen mutta
- Hanna: mut et oo jaksanu vai sitte viittiny?
- Aino: en mä oo sillee niinku kehdannu
ku kuitenkin sillee alusta asti ollu sillee aika
mut siit mun oli pakko sanoo et *sä voit niinku toistaa niinku vastauksen*
koska muuten mul on aika-
en mä niinku tajuu mistää mitää
- Hanna: [...] kysyks se ite se opettaja että *hei mitä mä voin tehdä paremmin?*
- Aino: ei
- Hanna: vai pitiks sun ite mennä sillee että *hei voisitko*
- Aino: mun piti itte
tai siis mä laitoin sille viestiä niinku
mun pitää itte oikeestaa niinku
tai siis jotkut opettajat on niinku että esim ekoil tunneilla
että *kuulitsä nytte* ja näin
mut ei ne niinku aina
[...]
must ois kiva et ne vähän niinku tulis vastaa
sillee niinku vähän sanois
koska mä en itte haluis tehdä ihan kaikkea kuitenkaa
ku mul on kaikki vastuu tästä periaatteessa ittelläni
vaik ei oikeesti oo mut niinku käytännön vastuu on

In example 13 Aino tells me that she has asked her teacher to repeat her classmates' answers so that Aino hears them too. This is something Kärkkäinen et al. (2005, 100-101) also encourage teachers to do when there is a hard of

hearing pupil in the classroom.

Aino's favorite school subjects include tactile, aesthetic and creative subjects in addition to Finnish. Whether or not Aino enjoys a subject is greatly determined by what the teacher is like, but also by her personal interests and talent. Aino's relationship with English as a school subject is controversial, but her relationship with the language is strongly positive.

Aino is very motivated to learn English and learning situations are not by any means limited to English lessons. Out of all the participants of the present study, Aino seems to be the most confident user of English. She is not shy to speak English and English comes naturally. She also used English words and terms several times during the interview, very fluently. When asked what it feels like to speak English, Aino says (in the following example) that she enjoys the feeling of being able to speak another language than her L1 fluently.

Example 14

Aino: tuntuu tosi mukavalta
 mä tykkään siitä ku niinku
 pystyy sujuvasti puhuu niinku jotain muutaki ku omaa kieltää
 sit se kuulostaa paljon siistimmältä ja niinku
 sitä käytetään niin paljon enemmän ja sillei
 me mun yhen kaverin kaa jutellaa koulumatkoillaki enkuks niinku
 se on tosi hauskaa
 [...]
 brittienglantia on ihanaa kuunneltavaa
 mut amerikanenglanti on helpompaa puhuu
 ja se lausuminen kuulostaa kivalta

Clearly, Aino has learned to identify different English accents, which does not go without saying when one hears with CIs. Aino's confidence and proficiency in spoken English might partly be a result of using cues when practicing spoken English. She has learned to listen to English. I do not intend to claim that Aino

has reached any point of perfection on this area; she is and will be a learner. However, she has found tools that help her learn to listen to English, which enables and enhances learning pronunciation.

Aino is very aware linguistically and metalinguistically. Example 15 shows a glimpse of this. Aino sees controversy between the English taught in school and the English she encounters and uses outside of school. In her opinion, English teachers should teach language that the students could actually use in their lives. This can be seen in example 16. She also thinks that one cannot learn English only at school.

Example 15

Aino: no sitte ku on vaikka *you and i*
 on niinku pop-
 siis musiikkikulttuurissa se on ihan niinku oikein
 mut sitte ku sillee kielellisesti se ei oo oikein
 ni ne on välil vähän vaikee yhdistää
 tai sit jos on joku sana joka lausutaa sillee
 [...]
 jota ei lausuta sillee niinku miten se kuuluis englanniks lausuu
 [...]
 niinku *pink*
 ni sen vois sanoo niinku [*pink*] too

Example 16

Hanna: jos sä saisit päättää
 ni mitä se tekis toisin se englanninopettaja?
 Aino: [...]
 meil on tosi tosi paljon paritehtäviä
 et niit olis vähemmän
 ja olis enemmän semmost niinku-
 enemmän niinku että käy kyselemässä että *what's up* ja niinkun *how was*
your day yesterday ja niinkun näin
 Hanna: sellasta oikeeta vuorovaikutusta
 Aino: nii
 nii tai ei aina sitä niinku tuntienkkua
 koska se ei kuitenkaa oo sitä oikeeta enkkua
 [...]
 oppis niinku puhumaan sitä

Aino's English grades are very good, she has almost always had grade ten on the scale from four to ten. Aino finds her grades justified and she thinks she is good at English, even compared to her peers with normal hearing, like she says in the following example. In her own opinion, she is also very active in class. She feels that she often participates more than most of her classmates.

Example 17

Hanna: ja kuin hyvä sä koet olevas enkussa?
 Aino: no mä koen et kuulovammaseks mä oon niinku erittäin hyvä
 mut sitte jos vertaa niinku luomukorviin
 niin hyvä
 hyvä

Aino studies Swedish, also, and she plans on beginning another foreign language next year. She is an enthusiastic language learner and has several foreign languages in mind which she would like to learn. She has a positive attitude towards language learning and good expectations of becoming proficient in several foreign languages.

5.3 Ada

Ada is a 14-year-old girl who achieves excellent grades in English and sees English mostly as a school subject. She describes herself as a diligent student. Ada is about to turn 15 and is on 8th grade in the upper grade of comprehensive school. She has always attended a mainstream school, but with appropriate support. She has several hobbies and her friends are both from school and outside school. Most of her friends are hearing, but she also has other CI users as friends. Ada mentions that some of her friends live or have lived abroad or have parents whose nationality is other than Finnish.

Ada has been bilaterally implanted. She was born deaf and received her first implant when she was two years old and another at the age of seven. She describes the second implantation as a traumatic experience. Nevertheless, if her CI's internal parts would fail, she would be willing to undergo surgery again. Without CIs she is profoundly deaf but with them she hears quite well. She describes her hearing in the following example.

Example 18

- Ada: omasta mielestäni mä ainaki kuulen ihan hyvin
mut tota
riippuu siitä tilanteesta että jos on jossain kahvilassa tai koulun
käytävällä ni sit on vähän sillee että- että *nyt meni vähän ohi*
että pystytkö sanomaan uudelleen?
ja sillain et tota
kyllä mä kuulen ihan hyvin
- Hanna: mm
- Ada: ja sitte et jos on vaikka just silleen niinku sel- niinku selkä mua päin
ni silloin mä en kuule kauheen hyvin
[...]
riippuu vähän siitä et ottaaks se toinen huomioon sitä että mä oon
kuuro
nii se vähän riippuu siitä myöskin ja sit siitä tilanteesta myös

Ada sees herself as a deaf person whose deafness is not a problem, like she says in the following example. She acknowledges that her hearing condition sets limitations, though.

Example 19

- Ada: mä olen omalaatuinen
ja sitte että just et mä oon kuuro
mutta se ei silleen niinku hirveesti silleen haittaa
mut tietty joitaki asioita on vähän sillee et en mä ihan välttämättä pysty
tehä

She sometimes feels irritated about the fact that she is deaf, but is used to her CIs and does not pay attention to them in her everyday life. Ada thinks that she would probably be more self confident if she had normal hearing.

Ada's first and strongest language is Finnish, which – naturally, as a native speaker – she is very fluent in. She has also been taught FSL as a child, but does not use it and has therefore forgotten it. She began studying English on third grade, Swedish on seventh grade and German on eighth grade. Languages are not her favourite subjects, except for Finnish. She has both positive and negative experiences of learning foreign languages.

Ada feels that her teachers have considered her needs well enough. Moreover, sometimes her teachers give her too much attention, in Ada's opinion. She seems to sometimes be embarrassed in situations which the teacher wants to make sure that Ada can hear or see well enough and does it in front of the whole class. However, she hopes that her classmates would speak up during pair work.

On her free time, Ada sometimes listens to music with English lyrics. She usually understands the lyrics if she sees them in written form. She hears English on the radio and she also mentions that she hears it in the grocery store. She also sometimes encounters people who she speaks English with and sometimes she chats in English with a friend. She watches television and movies in English, almost always with Finnish subtitles. Once, she borrowed an English book from the library and attempted to read it. She cannot imagine what life would be like if she did not know English, like she describes in the following example.

Example 20

Ada: vaikkeeta kuvitella olla niinku osaamatta englantia
tai sillee
et ku kuitenkin niinku ymmärtää silleen sitä ja sitte jos ei-
jos ei osaakkaa englantia
ni sit se on vähän sillee

et niinku niin paljon erilaista

Even though Ada receives excellent grades in English, she is an insecure EFL user, especially when producing English. She has a fear of making mistakes when speaking or writing English and feels much more comfortable speaking English with someone less proficient in English. She also acknowledges the importance of knowing English and feels that learning English is useful. However, I interpreted that she feels learning English as a kind of burden, especially attending English lessons. Nevertheless, there are several aspects of learning English which she enjoys.

Ada has found ways to study English and cope in situations when she encounters difficulties with the language. Like many other participants, also Ada uses mobile versions of online dictionaries regularly to translate between the two languages and she sometimes relies on her mother for help if she encounters difficulties when studying English.

Ada seems to think that her deafness has had a somewhat negative influence on her EFL learning.

Example 21

Hanna: osaatko sä sanoa että mikä helpottais sun englanninopiskelua?
 Ada: no se että ymmärtäis niinku jostain nauhalta paremmin
 Hanna: niin et sais selvää?
 Ada: nii
 ja sitte että muistais ne kaikki erikoiset sanat
 ja sitte että osais niinku kieliopin just silleen niinku sillee hyvin
 tai sillee ettei tulis niinku virheitä
 ja sitte se että olis itsevarmuutta puhuu

Earlier, I mentioned that she thinks she would be more self-confident if she had normal hearing. In the example above, Ada says that feeling more self-assured

about speaking English would make her EFL learning easier. She also notes that studying English would be easier if she could better understand and make sense of recorded speech. She refers to listening comprehension exercises in English.

5.4 Viivi

15-year-old Viivi has CIs in both her ears. She has linguistic difficulties with Finnish, her first language, but is able to communicate orally in everyday situations. Her speech production was delayed. This is not surprising, for Takala (2005, 25) and Korpilahti (2005, 20) note that hearing loss influences a child's linguistic development and children with hearing loss are at a greater risk of encountering problems with linguistic development. According to her memory, she learned to speak when she was about six years old. Chronologically, Finnish Sign Language is her first language, but she now feels that Finnish is her mother tongue. She understands FSL but she is not a proficient signer herself. In the following example, she claims that she does not know FSL very well.

Example 22

Hanna: osaaks sä myös viittomakieltä?

Viivi: en kovin hyvin

Viivi was born deaf and received her first CI at an early age, but another only recently, the previous year. Her first CI failed and had to be replaced, twice. She has enjoyed being bilaterally implanted as can be seen from the example below.

Example 23

Viivi: mä syntyin kuuroksi
ja öö mä olin pienenä öö yks implantti

mulla vaikee sen kanssa
 ja sitte kaks vuotta sitte
 tai viime vuonna
 mä olin saanu yks toine implantti
 ni mä kuulin paremmin
 mä tykkään ite
 mä pystyn molemmat implantit kuulee paremmin toise puolen äänet
 mä käytän niin monta joka päivä
 otan harvoin pois

Without her CIs, she is profoundly deaf, but with her current bilateral CIs, she feels that she hears sounds normally. CIs provide her with a sense of security, and an access to the hearing world and oral communication, which can be seen in the following example. My experience from interviewing her is that she may think she hears better than she actually does.

Example 24

Viivi: alussa oli niin pienen osan mulla joku kuulla osa joku häiritse ääni
 joku se sähköenergia sähköxxxxx implantti menee sekasi
 niin ja nyt ei oo enää
 ihan tavallisia ääni

Hanna: millasta on sun mielestä elää sen implantin kanssa?

Viivi: mm
 minusta tuntuu helppoa
 koska mä pysty puhumaa ihmisie kanssa
 tavallisien ihmisien
 ku tavallisia ihmisiä ei pysty viittomakiele
 nii
 ja sitte öö
 vaika jotain tapahtuu auto
 ni mä en kuule mitää
 esim voi tapahtuu onnettomuus xxxx
 ni minun mielestä elämä implantti kanssa on hyvä
 se auttaa sitä kuulee kaikki xxxxx

In day care, Viivi had a special needs assistant who used FSL with her. According to her memory, she learned to speak Finnish at a later age, somewhere between five and seven. The reader can see this in the following example.

Example 25

- Viivi: mä olin päiväkodissa
avustaja viittomakielinen
mä ymmärtää kaikki viittomakieli
sitte ku mä olin iso mä opi puhumaan
eli se xxxxxx puheterapia
- Hanna: minkä ikäsenä?
- Viivi: joo
- Hanna: minkä ikäsenä sä opit puhumaan?
- Viivi: öö
kuus seitsemän
viisivuotiaana ei kovin paljon
se on muutama sanoja

Viivi has been in mainstream schools from the beginning, with appropriate support. One reason for choosing her school for lower stages of comprehensive school was the fact that there were other deaf pupils and an assistant who knew FSL. In her present school, she is the only deaf pupil, and there are only 20 pupils in her group. She attends a special education group for maths and she is in special education for Finnish. She has an assistant who knows FSL.

Viivi feels that without CIs, her career options would be much more limited than they are now. She has dreams that include living abroad and would require using English in her everyday life. This intimidates her, as can be seen in the following example. Some information is omitted for securing the participant's anonymity.

Example 26

- Viivi: mutta amerikkassa on mielenkiintoinen
siellä puhutaan englanti kieli
mä en uskalla
opetella englanti kieli ja työskennellä siellä amerikkassa [...]
mä en uskalla ja se on vähän pelottavaa

Viivi has been freed from studying Swedish, as can be seen in example 27, and English is the only FL she studies. This reveals that she, her parents and/or her

school values English and see it as an important language for her to learn. Also, Viivi had already begun learning English and Swedish would have been a new language for her.

Example 27

Viivi: ja mä lopetin ruotsin kielen
se on aika vaikee koska mä en pysty englanti kieli ruotsi kans
xxx xxx sen kans
mä päätin silloin ruotsin kielen lopetin

Viivi values English language and sees it as a useful language. For her, it is the language of traveling, studying and working and she sees that she will need it in the future. In the following example, Viivi is asked about her relationship with the English language.

Example 28

Hanna: millanen sun suhde englanninkieleen on
esimerkiks millasia tunteita se herättää?
Viivi: oppii uutta
vähän niinku haluais oppii englanti kieli
koska maailmassa tarvitsee englanti kiele
[...]
mut mä haluisin oppii paremmin englanti kielen
ja myös puhumaa
ja ymmärtää lukemisen
ja öö
ja sitten mä haluisin oppii myös puhelin kanssa
vaikka työasioita ulkomaalaisen englanti kielellä
ni se pitäs oppii

However, Viivi sometimes finds it difficult to study English. Like many learners, Viivi has trouble with the difference between the written form of a word and the spoken form. Also, she finds pronunciation and translating problematic.

Example 29

Viivi: isä ja äiti sano että lukemalla kirjaa englanti kielellä osa oppii
 mut se on aika liikaa
 se on paljon erilaisia sanoja
 mä voin-
 tieätsä minkälaista englanti on vähän eri ku kääntää suomeks
 se on vähän eri
 mä en muista mitä-
 viimeks mä tiesin minkälaisi ero suomi englanti kääntää englanti
 suomeks
 mä en muista minkälaisii se oli
 varmaa suomi aika vaikea kääntää
 en mä muista
 varmaa se joku on aikamuodossa vaikka

Viivi has metalinguistic knowledge about Finnish and English and knows that there are differences between the two languages and that this sometimes makes translating between the two languages difficult. This can be seen in the example above.

Viivi enjoys reading in Finnish, but also in English. She also likes writing in English. Her strengths seem to be in the written forms of language rather than spoken forms. She dislikes having to speak English or situations where she has difficulties hearing what is said in English.

When having to speak English, Viivi feels insecure and is afraid of being misunderstood. Also, she is unsure about her pronunciation. However, she enjoys situations in class when the group practices vocabulary and everybody has to say the word out loud at the same time. She enjoys practicing pronunciation. The example below illustrates Viivi's insecurity in speaking English.

Example 30

Hanna: miltä sust tuntuu puhua englantia?
 Viivi: epävarma

se on vähän niinku haluan varmistaa onko se oikein
 mä- hmm
 mä pelkään onks se jotain väärin puhumaa
 ku vaikka mä tapasin englantilainen tyttö
 ni se puhuu englantia
 mä pelkäsin se englantia väärin ymmärtää mua
 nii
 siks mua vähän epävarmaa
 sit mä yritä parha puhumaa englanti kielel

Viivi shows a desire to learn English and to be able to communicate in English. She also acknowledges many situations in her everyday life where she encounters English, not only in written form. In example 31, she says that she listens to spoken English on television. She also listens to music with English lyrics. Sometimes, she can make out some of the words of the songs, but usually only when she sees the lyrics.

Example 31

Viivi: sielt teeveest sielt kautta
 se teevee vaikka sarja
 puhuu amerikkalainen
 ne puhua englanti kielen
 [...]
 ni elokuvassa puhuu vaa englanti kielel
 sit kuuntelee minkälainen se ääni
 ni semmosta

However, she finds it very difficult to make sense of spoken English, let alone to recognize different accents. She watches movies and tv-series with English audio and Finnish subtitles. She has watched some movies with English audio and English subtitles, but there is not enough time to read the subtitles, translate them into Finnish and follow the story. However, she sometimes understands enough by reading the actors' facial expressions and the little that she understands from the English subtitles. Her experience of listening comprehension activities in school is that it is almost impossible for her to

understand recorded English speech. Also, she says she does not understand her English teacher's speech when the teacher speaks English.

In school, Viivi feels that there is not always enough time to practice what is being taught and there can be many distracting sounds. Sometimes, she prefers studying eg. vocabulary at home by herself. Many of her teachers speak too fast for Viivi to understand. When Viivi does not hear something, she does not always ask for repetition, like she says in the following example.

Example 32

Viivi: mä oon *ihan sama*
 jos en kuule *ohi ihan sama*
 Hanna: ei jaksa sit kaikkea kysyä
 Viivi: nii
 Hanna: nii
 Viivi: mä voisin keskittyä siihen mut en mä jaksa

In recent years, Viivi has had grades from six to eight in English, on the scale from four to ten. She has not always been happy with her grades, but she is happy with her current grade, which is eight. She is very motivated to put effort into having a good report card.

5.5 Juho

Juho is a 15-year-old boy, soon to turn 16. He is implanted in one ear only and without a CI, he is profoundly deaf. With an implant, he has limited hearing. This is how he describes his hearing:

Example 33

Hanna: Kuvaile, mikä on kuulosi taso implantin kanssa.
 Juho: Melko kohtalainen, kuulen hyvin kaikki normaalit äänet, hiljaisia ääniä en aina. Lisäksi minulla ei ole suuntakuuloa, koska implantti on vain

toisessa korvassa. Eli en siis tiedä mistä suunnasta jokin ääni tulee.

Juho is interested in sports and even with trouble locating the direction of sound, he has enjoyed playing in a team. He does not only play, but also actively follows sports from the television and in the internet.

He received his CI at the oldest age of all the participants. Juho was born with normal hearing, but gradually lost it. His deafness was noticed when he was three years old and he was implanted at the age of six. In the following example, he describes the implantation as a good experience.

Example 34

Juho: En muista siitä paljoa, mutta kokemus oli hyvä. Ei ollut sen suurempia ongelmia ja en edes osannut niin pienenä edes pelätä mitään.

Doctors have suggested bilateral CIs, but Juho does not want to undergo surgery again. Neither does he want to have to take care of another device. He explains this in the following example.

Example 35

Hanna: Onko toisenkin korvan implantointi ollut harkinnassa? Mitä ajatuksia se herättää?

Juho: Lääkäri on siitä maininnut jo muutaman kerran käydessäni kontrollikäynneillä. Enimmäkseen se herättää epämiellyttäviä ajatuksia, en haluaisi toista leikkausta, koska vanhempana sitä osaa vähän pelätä. Lisäksi en haluaisi ottaa toista, koska silloin joutuisi huolehtimaan molemmista laitteista. Yhdessäkin on tarpeeksi vaivaa ja hommaa.

Before receiving his CI, Juho wore bilateral hearing aids. He was also taught FSL and went to speech therapy. After implantation, he continued going to speech therapy, but discontinued learning FSL.

In the following example, Juho defines himself as both deaf and hearing. On

one hand, he feels like any other hearing person when he is using his CI, and his experience is that others treat him as a normal hearing person, too. On the other hand, he is deaf without the CI.

Example 36

Juho: Määrittelin itseni paradoksaalisesti kuuroksi ja kuulevaksi. Sillä kun minulla on implantti käytössä, koen itseni aivan tavalliseksi kuulevaksi ihmiseksi. Myös muutkin ihmiset kokevat asian noin kanssani kommunikoidessa. Silloin kun kuulolaite on pois päältä, tiedän ja tiedostan olevani kuuro, mutta pystyn siitä huolimatta tulkitsemaan ympäristöä.

It sounds like Juho is very accustomed to coping in situations in which he cannot use his CI. He mentions the following situations when asked about how often, why and in which situations he chooses not to wear the CI: when sleeping, showering, going to the sauna or swimming. However, Juho feels that his life would be very difficult if he had not received a CI, which can be seen in the following example.

Example 37

Hanna: Kuvittele, miten asiat olisivat, jos et olisi saanut/ottanut istutetta?

Juho: Elämäni olisi todella ongelmallista ja vaivalloista. Kuluisi paljon energiaa ympäristön tulkitsemiseen. Lisäksi äänien kuuleminen ei olisi mahdollista.

Before school, Juho was in a special education group in preschool. After that, he has been in mainstream schooling. On first grade, he had an assistant to help him and his classmates, but after that, the only special support used – that he has been aware of – is an FM system. The FM system was mostly used during lower stages of comprehensive school. After that, he has not felt such a strong need to use it because he feels that he can do well without it. In upper stages of comprehensive school, he mentions that the FM system has sometimes been used during listening comprehensions. In the following example, he claims that

he now copes well without the FM device.

Example 38

Juho: FM-laitetta käytettiin enimmäkseen ala-asteella tuntiopetuksessa, ylä-asteella se on ollut pääasiassa vain mukana kuunteluissa (eli äänilähteen lähellä). Nyt se on kokonaan poissa käytössä, koska pärjään ilman sitäkin.

Juho knows Finnish, English and Swedish, but he would also like to know French. Juho's relationship with English is positive. He mentions English as one of his top three favorite school subjects and feels that his English skills are good. He does not admit having had any difficulties learning English, as can be seen in example 39. He has received very good grades in English, mostly between 9 and 10 on the scale from 4 to 10, and he feels that his grades are justified. He does well in all other school subjects, too.

Example 39

Hanna: Miten englanninopiskelu on sujunut?
 Juho: Hyvin, ei ole mitään ongelmia.
 Hanna: Miltä se tuntuu?
 Juho: Hyvältä totta kai, koska tiedän pärjääväni loistavasti.

His use of English is not limited to English lessons, but he uses English for many different purposes and feels that he can do things in English. When asked about where and in which situations he has learned English, he mentions school, internet, games and a trip to England. He also listens to music with English lyrics daily and sometimes reads articles in English about topics that interest him. Juho enjoys listening to someone speak English. He values English highly, partly because he acknowledges that he will need it later in his life, too. Juho dreams of someday living abroad and being a "global citizen", which probably adds to his motivation to learn English. Juho has high goals in life concerning career choices and he acknowledges that he will probably need

English in his future job. He sees English as an easy and practical language as well as a global language. In the following example, Juho describes how his relationship with the English language has changed.

Example 40

Hanna: Miten suhtautumisesi englanninkieleen on muuttunut?
 Juho: Ala-asteelta ylä-asteelle suhtautumiseni englanninkieleen on muuttunut siten, että arvostan sitä nykyään enemmän ja ymmärrän miten tärkeä kieli se on tulevaisuudessa, työelämässä ja maailmalla.

In school, Juho feels that he is an equal participant and does not feel excluded. Sometimes he wishes that his teacher and classmates spoke more clearly and in some situations, louder. He takes responsibility for finding the best possible place to sit in a classroom to provide the ideal listening conditions for himself. He has found that the best place for him to sit in a classroom is at the front, preferably in the first or second row. Kärkkäinen et al. (2005, 94-101) note that the teacher should pay attention to where a hard of hearing pupil sits and they give general guidelines to help with finding a good place to sit. Their suggestion is that a hard of hearing pupil sits in the second or third row, but what works for one CI-learner might not work for another.

Juho participates in listening comprehension activities, and has found them useful. In the following example, Juho lists methods that are used in his English class, and listening comprehension activities are mentioned among others.

Example 41

Juho: Kirjoittaminen, parityöt, keskustelutehtävät, kuullunymmärtäminen, kääntäminen luetunymmärtäminen ovat olleet ne keskeisimmät työtavat koulussa. Ne kaikki ovat olleet hyviä oppimiseni kannalta. Paljon on ollut käytännön tehtäviä, joista tykkään, koska ne kehittävät parhaiten.

Juho enjoys most working methods used in English classes. However, he does not like group work and presentations. He finds them problematic if the teacher chooses the topic, but also if pupils choose their own topics, which might not interest other pupils. He has well-formed opinions about his teachers and their teaching methods and strategies. He feels that there is no need to use music or computers on English lessons, because he uses these to learn English outside of school on his free time. He also finds it positive that games and songs are not used in English classes. If Juho were a teacher, he would use more practical examples in his teaching. Juho feels that the ability to logically explain things is more important than the teacher's personality.

In learning English, Juho emphasizes the importance of his own effort. He feels that he is good at languages and writing, and that he has a vast vocabulary. He finds learning vocabulary especially easy. He seems to have found some ways to study English that suit him, as can be seen in the following example.

Example 42

- Hanna: Mitä sinulle sopivia opiskelutapoja olet keksinyt?
 Juho: Kuuntelen tunnilla, kertaan asiat päässäni ja lopulta kertaan asiat lukemalla.
 Hanna: Miten harjoittelet niitä asioita, jotka tuottavat vaikeuksia?
 Juho: Yritän ajatella asiat loogisesti ja järkevän selityksen kautta.
 Hanna: Miten opiskelet englantia, onko jotain kikkoja?
 Juho: Normaalein tavoin. Kuuntelen, ajattelen ja kertaan. Yksi kikka on katsoa ja kuunnella englanninkielisiä elokuvia/ohjelmia, niistä saa ääntämismalleja ja samalla tulee alitajuisesti kerrattua paljon sanoja.

Juho watches mostly American or British TV-series. Usually he watches them with Finnish subtitles, but he has also watched some programs from the internet without subtitles and has found it easy to follow and understand.

Juho thinks, that his hearing loss has not had significant implications on his

ability to learn English. If he does not hear something in class, Juho often asks the teacher to repeat what was said. However, he hardly ever feels the need to do this. He asks questions on his own initiative if something is left unclear, like he mentions in the following example.

Example 43

- Hanna: Jos voisit lähettää terveisiä kaikille englanninopettajille ja tuleville englanninopettajille, mitä haluaisit sanoa?
- Juho: Ottakaa huomioon kuurouteni ja tukekaa tarvittaessa. Muistakaa myös se, että kysyn silloin kun joku on epäselvää. Minulle ei tarvitse tulla kysymään erikseen.

Juho hopes that English teachers would take into account his deafness and support him, but only when he needs support. He seems to have a desire to be treated mostly like any other person or pupil.

5.6 Jenny

Jenny, the oldest participant, is 17 and has already completed her compulsory education. Her experience of learning English is the most negative of all six participants. The thought of studying English, speaking English or encountering English arouse very negative and even desperate feelings in her. She does have positive experiences of using English and positive feelings towards the English language, though. She acknowledges the importance of English and shows willingness and desire to learn English, despite past difficulties with the language.

Jenny was born deaf and received a CI at the age of two. Another CI was implanted in her other ear at a later age, but she soon gave up rehabilitation with the other CI and has not used it much after it was implanted. She describes

this in example 45. She was taught FSL as a child and she started speaking Finnish only later, approximately at the time she entered school. Now she feels that Finnish is her first language (which she states in example 44), but she is, in a way, bilingual. She still uses FSL actively with some of her friends, although she feels that she has partly forgotten FSL. She sees it as a strength that she knows both spoken Finnish and FSL and has a strong personal opinion that all cochlear implanted children should be taught FSL because there are situations in which the CI cannot be used.

Example 44

Jenny: yleensä ku kysytää että mikä äidinkieli ni mä vastaan suomenkieli
koska mä käytän sitä aika paljon enemmän ku viittomakieltä
mutta sitte pienenä
sit se on ihan eri asia
sit mä käytin paljon viittomakieltä
mut nyt toi suomenkieli et nii
mä sanon suomenkieli

Example 45

Jenny: ku mulle kymmenenvuotiaana on leikattu toisee korvaa
[...]
niin sen jälkee mä käytin sitä jonku kaks kuukautta sitä implanttia
mun mielest se oli ihan hirveetä koska mä en kuullu siit mitää

Hanna: nii

Jenny: kuulemma se on ihan tavallista ettei kuule ekana mitää

Hanna: nii

Jenny: mut sitte ku on menny vuos ni sitte alkaa kuulee
mun mielest se on ihan hirveet pitää sitä koska se tuntuu tosi oudolle
ja niinku ei oo tottunu siihen
ja sitte se tippuu jotenki helposti

Hanna: aijaa

Jenny: vaikka on laitettu se kovempi niinku magneetti et se pysyis
[...]
mä en tykänny siit yhtää
ja sit alko sattuu päähän vaik kuulemma se ei oo niinku tavallista
ne sano ettei pitäis tulla pääkipua

Jenny: [...]
sit mä olin sillee et äh
mä niinku luovutan tän
koska siit tulee koko ajan outoja ääniä tiätsä
tssshhh jotain tällästä

Hanna: nii

- Jenny: kuulemma se on ihan tavallista
jonku pari kuukauden ku ei oo tottunu siihen viel
[...]
ne aina sanoo
ku mä käyn kuulokeskukses
ne kysyy aina et ooksä käyttäny sitä toista implanttia
ja mä sanon en
sit ne on sillee et kannattaa oikeesti käyttää koska se on-
siit on paljon hyötyä tulevaisuutee
ja kuulemma on helppoa oppia kieliä
- Hanna: mm
- Jenny: englantia ja ruotsia kuulemma
ni se on helpompaa ku kuulee molemmil korvilla

Jenny does not like people to use terms that label her as hearing impaired or disabled. When people wonder why she does not hear well, she explains that she is hard of hearing. She does not like people staring at her CI and usually wears her hair down because of this, like many other participants. She mentions this in example 46. Knowing FSL and being able to hear with her CI, she identifies both with the Deaf and the hearing, and has access into both worlds through her experiences and the two languages. She does not, however, define herself as purely deaf or purely hearing. Jenny almost always uses her CI and only turns it off when she has to, and at night. Also, she sometimes takes the external part off when being with deaf friends.

Example 46

- Jenny: jos mä laitan hiukset kiinni
ni mä en kauheesti tykkää
koska ihmiset tuijottaa
kattoo mua niinku tosi pitkää
tai mun korvaa
ni mä en kauheesti tykkää siitä
joskus mä sanon niille et *joo mä tiedän et se on implantti*
sit ne on et *aa*
[...]
sen takii mä otan sen pois jos mä laitan hiukset kiinni
vaik jos mä liikun jossai keskustas
ja jos mä oon yksin tai jonku kaverin kaa joka on kuuro
ni mä en tarvi mitää implanttii
- Hanna: nii

Jenny: mutta kotona mä joskus laitan hiukset kiinni
en mä välitä mitää koska perhe tietää ja näin

When I was explaining the drawing activity, and I had not asked her any questions yet, she spontaneously commented in the midst of the explanation that she feels very negatively about learning and studying English. Her exact words can be seen in the example below.

Example 47

Hanna: [...] ja mitä sulle tulee mieleen englanninoppimisesta
Jenny: mun mielestä se on ihan hirveetä mut joo

One of the negative feelings Jenny has towards English is frustration. This frustration seems to stem from a feeling of incompetence, being misunderstood and not understanding English as well as she would want to. Also, completing tasks, doing homework and other activities in English is very time consuming for Jenny and this causes a lot of frustration. English language has such a strong status in Finland that not being as proficient in English as one's peers can provoke feelings of shame and one can feel an outsider in many situations. She describes one situation like this in the following example. Language connects people, but simultaneously it excludes those who do not understand the language. Also Jenny has felt shame, especially about her grades and performance in English exams. Her grades have ranged from four to six, on the scale from four to ten.

Example 48

Jenny: netin kautta tai jotain
on englantia tai jotain
ni ois kiva ymmärtää koska siit mä en ymmärrä mitää
[...]
nii se tulee ihan kaikkialla
et niinku haluis pärjätä myöskin niinku ulkomailla ja tällee
se on vaa harmi et sen takii

et moni kaveri on sillee et hei
 vaikkapa et kato tätä kuvaa missä on niinku vaik joku kuva
 ja siinä on joku teksti sen päällä
 niinku englanniks
 et mikä se kuvan pointti on
 nii sitte tota mun kaveri on sillee et vitsi tää on nii hauska
 ja mä oon et *okei*
mä en ymmärrä tätä
 ja sit se selittää
ahaa okei
 et se on vähän-
 se on myös mun mielest jotenkin noloo mutta
 [...]
 ku mä yritän vaik mennä kääntäjälle
 vaikkapa google kääntäjä mikä on vähän huonoki
 ni mä laitan siihen niinku mitä siin tekstis lukee
 ni se kääntää sen ihan eri tavalla niinku ei oo mikää hauska juttu

Hanna: nii
 niinpä

Jenny: ja sit jos vaik äiti selittää sen ni mä *aa okei*

Jenny feels that for her, learning to read and write English would be enough. I think she sees learning to speak and understand spoken English as something impossible to achieve and therefore not worth pursuing. She sees English language clearly divided into written and spoken language. She has negative experiences of being forced to listen to spoken English and in her opinion, she would have benefited more of concentrating on learning the written form of English. This can be seen in example 49. Kärkkäinen et al. (2005, 105) suggest that when speaking a foreign language proves very challenging for a learner the learner may benefit from focusing on written production instead of oral production. Their view is in line with Jenny's opinion.

Example 49

Jenny: että pitäis osata niinku kirjottaa ja lukea
 koska mä en saa siit niinku
 mä en saa samalailta selvää ku sinä englannin puhumisesta
 et mä en saa siitä selvää
 mä oon käyny siis kolmest-
 kolmosest luokast lähtien niinku puhumalla ja luk-

puhumalla ja kuuntelemalla
 ei siit tuu mitää
 sen takii mä en vielkää osaa mitää englantii
 mut jos mä luen ja
 aa luen ja kirjotan
 ni siit oppii enemmän
 [...]

mut pakotettii kuuntelemaa jotain radiota vaik mä en ymmärrä siitä
 mitää

Part of her comprehensive school, Jenny has been in a mainstream school in a normal group, but she began her school in a special education group for hard of hearing pupils. When Jenny was transferred into the mainstream school, she did not automatically fit in. Fortunately, with the help of her mother, her teacher and the school principal, problems were soon solved. Her teacher found ways of using Jenny's knowledge of FSL as a strength and Jenny feels that she got all the support she needed. Jenny encountered new difficulties at school when she changed from lower grades of comprehensive school to upper grades of comprehensive school. Jenny felt that her teachers did not understand her, or listen to her. Fortunately, she went to the school's social worker for help and felt that she was finally heard and understood.

Jenny had an assistant until she went to the upper grades of comprehensive school. She might have needed one during the upper grades as well and if she continues her studies, she will probably need speech-to-text interpreting. This is her own supposition. Jenny does not feel competent enough in FSL to benefit from sign language interpretation.

In the mainstream school, Jenny has been in a special education group in three school subjects, including English. Her favorite subjects include creative, kinesthetic and tactile subjects and her least favorite subjects are languages:

Finnish, English and Swedish. These subjects arouse very strong negative feelings in her and she has mainly negative experiences concerning language subjects in school. At first, she enjoyed learning English, but soon it became overwhelmingly difficult and she did not receive all support she would have needed. She could not keep up. Also, she has had differences with her special education teacher, who taught her English. Jenny describes how she and her mother thought Jenny would not benefit from practicing spoken English skills but her teacher wanted Jenny to continue practicing listening and oral skills. Jenny does not, however, totally deny the importance of being able to communicate with spoken English, which can be seen in the following example. In comparison to English, Jenny feels that she is a competent speaker of spoken Finnish but feels incompetent in producing written Finnish.

Example 50

Jenny: sen takii mä haluisin osata vähän niinku lukee ja kirjottaa
 enemmän ku puhua ja kuunnella
 ku ei sitä oikeestaa tarvi niin paljon ku jos mä oikeesti
 kyl mä pärjäisin pelkästää lukemalla ja kirjottamalla
 jos mä haluisin osata englantii
 mut kyl se parantais jos osais myöski puhua
 mut kuitenkin

After comprehensive school, Jenny has had more positive experiences concerning EFL learning. In a pre-vocational preparatory programme, Jenny has not been forced to speak in English class and she has found studying English easier. She has not experienced failure and has had no trouble keeping up. On the contrary, she has felt feelings of competence. She describes this in the following example.

Example 51

Hanna: onks sulla tällä hetkellä ollenkaa englannintunteja siellä-
 Jenny: valmentavas koulutuksen

[...]
 joo sillon ku mä menin syksyllä ni siel oli jotain
 yks kuukaus missä opiskeltii englantia
 ja joskus
 ei joka päivä
 mut joskus
 niin siel käyti just tämmösiä perusjuttuja läpi mitä ollaa käyty ala-
 asteella
 sit ei enää sen jälkee
 Hanna: miltä se on tuntunu- tai tuntu sillon sitte se?
 Jenny: se oli tosi helppoo koska-
 tai siis se oli tosi helpottavaa
 koska se ei pakottanu mihinkää et pitää vastata siihen kysymykseen-
 ei pakottanu ettei-
mikä se vastaus on
 se- ei tarvi vastata siihen jos ei halua
 ja sitten käytiin just näitä mitä mä vähän tiesin jo
 esim vaikkapa et mun nimi on [jenny]
 mikä se englanniks
 kirjoitettii aika vähän
 mun mielest se oli tosi hyvä juttu
 mun äiti puhu sen opettajan kaa
että älä pyydä [jennyä] mitään ääneen puhumaa
se ei tykkää puhua
 se opettaja oli aa okei
 et sit se opettaja sano mulle että *muistuta mua jos mä unohdan-*
ni sano-
jos mä kysyn sinulta ni sanot mulle et hei et- et mä en halua
ni sitte muistan
 ku ei se voi aina muistaa

Jenny finds learning vocabulary meaningful and important but she would like to concentrate on learning vocabulary that she thinks she will need in her life, as can be seen in the following example. She has a practical approach to learning English.

Example 52

Jenny: sanojen opiskeleminen?
 no
 se on ihan kivaa koska mä haluun oppia oikeesti englantia
 haluun oppii ainaki jotain sanoja ja xxxx on niinku jotain hyötyä ja nii
 se on ihan kivaa
 sit jotain eläimen sanoja
 ni mun mielest ne on ihan turhia ku ei niit tarvi oikeestaa elämää niinku

Hanna: mun elämää ainakaa
 nii
 Jenny: mutta tota jotain tämmösii niinku
 mun nimi on ja mitä kuuluu ja missä on tota mcdonalds
 tai tämmösii ihan tavallisia
 ni se ois kiva oppii
 ja sit ku oppii ni se on tosi jees

Jenny has had several different English teachers, some of them special education teachers, and she has few positive experiences of these teachers. Mostly, she has had experiences of not being understood and that the teachers did not understand Jenny's hearing loss and her troubles with hearing and making sense of sound. However, she thinks most of the time her teachers and classmates paid enough attention to her and took her special needs into consideration. Unfortunately, she had many different teachers in the upper grades of comprehensive school and this proved problematic. Also, group sizes have been too big, in Jenny's opinion. Some descriptions of her teachers can be seen in examples 94 and 106 in chapters 6.3.1 and 6.3.3.

Her mother's support has been important for Jenny. Her mother has helped her with her homework and encouraged Jenny to take summer courses in English, although Jenny never actually took summer courses she intended to take. Jenny has a close relationship with her mother and she trusts her mother more than anyone else. Jenny's mother has had an active role in Jenny's education and she has spoken for Jenny's rights and Jenny feels that she can always be honest with her mother.

Jenny is interested in learning certain other foreign languages and finds some languages much easier to learn than English. The motivation to learn these languages comes from traveling. Jenny travels quite much. She feels that being interested in a country and the speakers of a language motivates her to study

the language. She has been to England and has also positive experiences of using English. In the example below, Jenny describes how she managed to order in a café. Later in the interview, she compares the situation to a similar situation in France when her order was not as successful as it was in the following example.

Example 53

- Jenny: mä olin englannissa
ni tota manchesterissa
ni toi starbucks café
- Hanna: mm
- Jenny: ni mä tilasin sielt
ni mä otin vaa sielt koska en mä tiedä mitä-
jos mä kysyisin siltä että *mä haluun tätä tätä*-
ni en mä osaa sanoo
ni okei mä tilasin sielt jonku kerma-
siin luki *ice time*-
en mä muista mitä siin luki mut-
mä kysyin- ainii mä kysyin silt kassamyjältä että *no coffee*
- Hanna: nii
- Jenny: että *ei kahvia*
- Hanna: joo
- Jenny: ni *aa okei*
sit *niinku tollanen* se näytti jotain
mä en muista siit
mut sit mä sain tosi hyvää
- Hanna: noni
- Jenny: et mä en halunnu mitää kahvia

Jenny says she encounters English in many everyday situations, in Facebook for example. Also, her mother has sometimes hosted foreigners in their home through Couchsurfing. However, Jenny does not use much English in her everyday life. When watching TV-series or movies with English audio, Jenny always concentrates on reading the Finnish subtitles rather than listening.

To conclude, Jenny has had difficulties learning English and she has both positive and negative feelings towards English language and EFL learning. Her

experiences of learning English are mostly negative, however. She seems to partly blame her teachers and her hearing loss for her poor academic success in English. She is, however, interested in traveling and other foreign cultures and has a positive attitude towards learning other foreign languages.

5.7 Brief Comparison of the Cases

Having introduced and analyzed the six cases, I will very briefly compare the learners and their experiences.

Juho, Aino and Peppi feel most confident about using English and have the most positive experiences of learning English as well as the most passionate and positive attitudes towards the English language. The following hearing related facts may partly explain their relationship with the language: Juho is postlingually deafened, Peppi has some hearing left and Aino has had Cued speech as an aid in learning English.

Judging by their L1 skills, Viivi and Jenny have been and are in a less favorable position considering FL learning compared to the other participants. This is probably one reason why their experiences of EFL learning are less positive than the others'. Jenny's experiences have been very negative, whereas Viivi's – as well as Ada's – are quite neutral. The data does not reveal if any of the participants have learning disabilities. Moreover, according to Alila (2005, 133), possible learning disabilities can often be left hidden in hard of hearing pupils if hearing loss is blamed for difficulties with learning.

All participants are more or less motivated to learn English and value the

English language for several reasons. All participants use English in their lives, some remarkably more than others.

6 PARTICIPANTS' EXPERIENCES AND THOUGHTS

In the present chapter, the content of the interviews will be discussed under the following themes:

- Listening to English
- Speaking English and
- Explaining Success and Failure

These themes were chosen to be the most significant themes in light of the research questions, the theoretical background and, foremost, the data. As mentioned before, only themes that came up most often in the interviews were included in the analysis.

6.1 Listening to English

The data does not reveal the participants' audiograms or hearing test results, but it can be assumed that they do not all hear similarly. Some have bilateral CIs and the age at implantation and duration of implant use vary. Also, their level of hearing loss probably varies even though they are almost all practically deaf without CIs and other devices.

Depending only partly on their hearing, all participants have had a different amount of practice in listening to English. They have studied English for different amounts of time and they have encountered and used English outside of school for different purposes. Also, the ways of listening to English have been different. Aino, for example, has practiced listening to English with the aid of Cued Speech. Also, the participants have used several different devices when listening to English audio, be it music, television, or listening comprehension activities.

Due to all above mentioned reasons and perhaps many other reasons, the participants' experiences of listening to English vary greatly, as do their listening skills. In the present chapter, the participants' experiences of listening to English will be investigated from several perspectives that partly arise from issues discussed in chapter 3. First, two factors related closely to EFL teaching in schools will be examined: listening comprehension and pair work. Following these themes, the participants' experiences of listening to English outside of school will be looked at.

6.1.1 Listening Comprehension Activities

Listening comprehension (LC) activities are very common in EFL classrooms in Finland. Moreover, exercises that measure LC skills are often integrated with EFL exams and therefore a pupil's evaluation depends partly on their LC skills. Traditional LC activities often consist of an audio recording that is played once or several times from a CD-player, a computer, a tape or from the internet. This recording can be played with or without pauses and a pupil hears it via speakers or headphones. Pupils are given a LC task to complete during or shortly after hearing the recording. Usually the task consists of answering given questions or choosing the correct alternative of given answers.

Some of the participants take part in LC activities on English lessons, some do not. Even if they take part in LC activities during lessons, they might not have LC exercises in exams or it may be that their LC results do not affect evaluation. This is something that Kärkkäinen et al. (2005, 106) suggest. In the following example, Ada mentions that her LC results used to lower her grade. She is happy that LC results no longer affect her English grade. A CI-learner's teacher

has to find ways to meet the CI-learner's special needs either by treating the whole group in a way that suits the CI-learner or by treating the CI-learner differently, according to the CI-learner's needs. Some participants (eg. Viivi in example 55) reported that they sometimes receive the content of the LC activity in written form or they are given other tasks when the rest of the group has LC. At least Ada's, Jenny's and Aino's teachers have decided not to include LC in exams.

Example 54

Ada: ala-asteella ne arvosanat oli kasin pintaan
tai ku ne kuuntelut just laski sitä arvosanaa
mut sit tällei yläasteella
ku meil ei oo ollu kokeissa mitään niinku kuunteluja
ni siin on ollu lähinnä sitä just kielioppia ja luetunymmärtämistä
ni ne on menny just sileen hyvin [...]
Hanna: niin kellään ei oo ollu niitä kuunteluita?
Ada: ei oo ollu
tai meil on niinku tunnilla mut ei oo kokeessa
ei oo kellää kuunteluu

Example 55

Viivi: tässä tehtävä missä kuuntele englanti radiosta
ni opettaja antaa mulle jonku muun tehtävän

When asked whether or not she has taken part in LC activities, Jenny expresses anger and frustration in her tone. In the following example, Jenny expresses her opinion on the usefulness of LC activities in her case. When listening to recorded speech in English, Jenny feels that she cannot hear anything. She describes what she hears as 'mössö' – fuzzy, unclear sound. Also Peppi reports having faced difficulties with hearing in LC activities.

Example 56

Jenny: oon joutunu vaikka mä oon monta kertaa sanottu että ei tarvi todellakaa
tehä koska ei siit oo mitää hyötyy

- Hanna: mm
- Jenny: ala-asteella oli poistettu se kokonaa
mutta sitte yläasteella oli pakotettu siihen
oli pakko tehdä
vaikka mä oon mont kertaa sanonu että mä en oikeesti ymmärrä mitää
- Hanna: nii
se ei oo kivaa siis?
- Jenny: ei
mutta kokeissa ei oo pakko tehdä
se opettaja on sanonu
et kokeissa ei oo pakko tehdä

LC recordings usually consist of one or several people speaking about a topic or several topics. Often, there is background noise to add authenticity, as mentioned in 3.3. This background noise makes it even more difficult for CI-learners to hear what is being said, like Ada mentions in the following example.

Example 57

- Ada: no ala-asteella mä en ihan hirveesti tykänny siitä engl- englannista
et kyl se opettaja oli-
mun mielest se opettaja oli ihan hauska ja semmonen mukava
mut sitte se-
kokeet vähän sillee- oli vähän sillee
et ku siin oli sitä kuuntelua ja sit siin taustalla oli jotain-
jotain kilinää ja kolinaa ja semmosta
niin sitte ne meni vähän huonosti ne kuuntelut
mutta tota tällee yläasteella meil ei oo ollu kuunteluja niinku kokeessa
ni se on ehkä sen takii menny vähän paremmin

LC recordings are hardly ever audio-visual. With modern technology and the growing popularity of electronic teaching materials, it would be easier than ever to provide teachers of CI-learners and hard of hearing pupils with audio-visual LC materials. All participants of the present study benefit from seeing the speaker's face and mouth, even though some may be more skilled lip readers than others. In the following example, Ada implies that she would benefit from seeing the speaker's lips also in LC activities.

Example 58

Ada: se on kuitenkin sillee et mä luen huuliota kanssa
 et meidän enkunopettaja puhuu aika paljon englantii tunnilla
 niin mä ymmärrän siit aika hyvin ku puhuu just sillee selkeesti
 ja sitte että se on niinku siinä ihan edessä
 ni mä pystyn lukee huuliota
 ja sitte jos se tulee nauhalta ni sehän on vähän sellasta-
 sellasta mekaanista tai semmosta
 sellasta- semmosta radiomaisen semmosta
 niin tota siit on vaikee saada selvää

Juho does not think there is need for audiovisual LC materials, he hears well enough without visual cues, usually. However, he finds it helpful if in a communication situation he sees the speaker's face from a close distance, as can be seen in the following example.

Example 59

Hanna: Millaisia kokemuksia sinulla on kuullunymmärtämisestä (sekä luokkahuoneessa, että ihan "oikeissa" tilanteissa)? Miltä sinusta tuntuisi ajatus, että kuullunymmärtämisharjoitukset tulisivatkin pelkän äänen sijaan videolta niin, että videolta näkisi puhujan kasvot?

Juho: Positiivisia, yleensä kuulen ja saan hyvin selvää. Sama juttu myös oikeissa tilanteissa, koska olen nähnyt silloin puhujan kasvot läheltä. Mielestäni turhalta, koska minun tapauksessani siihen ei ole tarvetta. Nykyinen normaali kuullunymmärtäminen riittää!

In example 58, Ada describes how LC recordings are more difficult to hear than normal speech. When listening to LC recordings, the speaker's voice changes when the sound is first recorded using a microphone, played through speakers and with CI-learners, once more picked up by their CI's microphone, processed by the CI's processor after which it finally reaches their auditory nerve in the form of electrical stimulation. Some CI users describe hearing with a CI as more metallic or mechanic than normal hearing. To reduce this effect, a teacher could sometimes consider reading the text themselves instead of playing the LC text from a tape. At least Aino receives the sound directly into her CI through the FM device, skipping two of the above mentioned phases. Ada would also have

the opportunity, but – like she describes in example 60 – no effort has yet been made to connect the speakers to her FM device. When practicing vocabulary, Peppi's teacher plays the words from a recording, but then repeats them.

Example 60

- Ada: mut kyl mä ihan hyvin sain selvää ku mul on se fm-laiteki nii
 Hanna: onks sul fm-laite kaikil tunneil koulus?
 Ada: joo
 Hanna: toimiiks se hyvin?
 Ada: joo
 Hanna: et ei oo ollu mitää ongelmii et tulis jotain suhinaa korvii tai jotain
 Ada: ei
 no joskus tulee
 riippuen et jos se ope lähtee jonneki käytävälle
 ja sit siit tulee vähän et se surisee tai rätisee ni sit mä laitan sen yleensä
 sillee mykist- mykistän sen tai jotain tai laitan pois nii
 Hanna: jos tunnilla kuunnellaa jotain vaikka nauhalta ni onks tullu jotain et
 saaks sen suoraa fm laitteen kautta vaikka
 Ada: joo kuulemma on
 et mul on semmoi pöytämikki
 ni sen voi laittaa niinku yhdistää siihen mankkaan tai radioon
 mut se on nyt sitte aina niinku jääny
 et tota se ois sillee ihan hyvä
 ja mä oon iskälleki sanonu et onks se mahdollista
 kysyny et voiks tällee tehä ja-
 mut se on sit aina vaa jotenki jääny
 ku ei sitä tiiä et millon on kuuntelu ja millon ei
 se on vähän sillee että
 just sillon ku on ni sit on vähän sillee että *no tällä kertaa nyt ei tullu mukaa*
 Hanna: nii et sun pitäis tuoda se täältä kotoota
 Ada: joku piuha tai joku
 joku semmonen
 ni sais yhdistettyy siihen radioon
 Hanna: nii et koulul ei oo sit semmosta piuhaa
 Ada: mä en itseas tiiä
 mut ihan hyvin oon pärjänny tälleenki

Viivi has trouble understanding recorded speech in English, but she also has trouble hearing and understanding natural spoken English, even when it is her own teacher's speech. In the following example the reader can see Viivi's reaction when she is asked about LC activities. Viivi's classmates sometimes

speak when the teacher is speaking and this makes it more difficult for Viivi to hear her teacher's speech. As mentioned in chapter 3.3.1 and 3.3.2, it is extremely important to create good listening conditions in the classroom when there is a CI-learner in the group. This includes creating a classroom culture in which overlapping speech is minimized. According to Rasa (2005, 10-11), overlapping speech is perhaps the most distracting form of noise.

Example 61

Viivi: mä en tajuu yhtää mitää
 Hanna: joo
 saatko sä selvää niinku englanninkielisestä puheesta jos se tulee vaikka jostain radiosta?
 Viivi: en mä pidä siitä
 Hanna: et tykkää
 Viivi: en
 Hanna: tai entäs jos opettaja puhuu englantia luokassa niin saatko selvää?
 Viivi: en
 Hanna: puhuuks se liian nopeesti vai
 Viivi: en mä tiedä
 se vähän riippuu
 puhuu vähän nopee
 tai sitte mä en saa selvää koska välil oppilaat puhuu vaan

To conclude, half of the participants of the present study generally find LC activities problematic and often unpleasant. Not all participants feel strongly about LC activities, though. Aino and Juho, for example, enjoy listening to English in general, especially to British English. Those who reported that LC results have at some point affected their evaluation find it unfair.

6.1.2 Pair and Group Work

Discussion activities with a partner and pair work in general appeared most problematic for the majority of the participants. This is a major issue because

working in pairs is very popular in language classrooms in Finland. Almost all participants reported that there are a lot of situations on English lessons when they are expected to work with a partner and speak English, and many participants expressed that they would reduce the amount of working in pairs or in groups if they could. Surprisingly, speaking English is not, however, the greatest problem, but hearing and understanding the partner's speech. In the following example, Viivi describes how working in pairs creates very difficult listening conditions. Her face and voice expressed frustration when talking about pair work.

Example 62

Hanna:	entäs parityöt?
Viivi:	ei
Hanna:	miksei?
Viivi:	koska vähän niinku öö englannintunneilla opettaja sanoo et saa puhua pari- työparille puhu englanti sit yleensä kaikki samaa aikaa puhumaa mä en kuullu mitää sit mun pari se sanoo jotain mä en kuullu mitää se on samaa aikaa äänessä mä menen sekasin nii
Hanna:	sä et tykkää
Viivi:	en

In many EFL classrooms, pupils are seated in pairs. It is important that a CI-learner be seated next to a pupil with whom it would be as easy as possible to work with. Factors that have to be paid attention to include personality, proficiency in spoken English, shyness to speak, volume and clarity of speech and perhaps surprisingly, even hairstyle. In the following paragraphs, I will explain why these factors are important to pay attention to.

Several participants mentioned their partner's long hair as a problem during pair work, for example Ada, who expresses her opinion of pair work in the example below. If the partner does not face the CI-learner when speaking, long hair that has not been tied up can block the CI-learner from seeing the partner's mouth and important visual information is omitted. During pair discussion activities, there are often several pupils speaking at the same time. This forms very difficult listening conditions for CI-learners (as discussed in 3.3) and the need for visual cues is even greater than normally. It may be a good idea not to seat a shy student with long hair next to the CI-learner.

Example 63

Hanna: parityöt
sä sanoit et teil on aika paljon niitä

Ada: joo
kyllä meil aina välillä on
no ne on mun mielestä välillä vähän tylsiä
mut sitte siin on myös kans se että et tota mä en aina kuule
et ku se mun kaveri yleensä puhuu vähän sillee
et sil on pitkä tukka ja sit se on just sillee näin
ja sit mä oon *mitä sä sanoit*
vähän vaikeeta
et se ois helpompi jos ois sillee kasvotusten ja sillee
ni sitte ehkä tajuais vähän paremmin

However, it would be even more fruitful to teach good manners and features of natural communication and apply these to pair discussion situations. In real life, it is often rude not to face whoever one is speaking with. Even if there sometimes may be good reasons to use paper slips with given conversations that pupils are to carry out in English and perhaps check each other's answers, pupils can be reminded that it is still a conversation and they are to face each other, not the paper. It may even be wise to provide not only the CI-learner but also their partner with a turning chair to facilitate facing each other during pair work.

Although it is good for an EFL learner to get accustomed to having conversations in English with people who have different communication styles, accents and ways of speaking, a CI-learner needs their partner to speak clearly and loud enough. Two participants reported having to work with someone with a speech deficit and having severe difficulties understanding their partner's speech, especially if they do not face the CI-learner. Aino describes her experiences below. These experiences are not from English lessons but CI-learners can face similar situations in English class as well.

Example 64

Aino: ja sitte mul on kans niinku vaikeit tilanteita jos meil on niinku ryhmätyö
 ja sitte justii mul oli kerran pari joka puhu niinku tosi huonosti
 sil on niinku puhevika ja näin
 ja sitte se puhu niinku näin
 ja sitte mä olin koko ajan et niinku mitä sä puhut
 et sitte se voi haitata sitä työnki tekoo
 et mä oon esimerkiks meidän köksänopettajalle pyytäny ilmottaa
 et mikä meidän seuraava pöytäryhmä ja niinku ryhmä on
 et me ollaa aina mietitty et mikä ois
 et ei ois ihan niitä kaikkein vilkkaimpii ihmisii omassa

A pupil's personality is an important factor when considering whether they would be a suitable partner for a CI-learner. This of course depends on the CI-learner and their personality, too. Many CI-learners would find it easier to work with someone who is not shy to speak and is perhaps rather an extrovert than an introvert. However, as can be interpreted from the example above, sometimes a CI-learner might find it easier to rather work with classmates who are tranquil than with very lively people. On English lessons, however, even the most lively pupils can become shy to speak. This partly depends on their proficiency in English – especially spoken English.

Two of the participants mention that they find it difficult if their partner is

either clearly much more proficient in English or controversially, clearly less proficient than they are. Jenny, for one, reports that her classmates' proficiency in English varies greatly. If there is a clear difference in the partners' spoken English skills, the less proficient pupil may feel ashamed to speak. When a pupil is unsure of word choice or pronunciation, ashamed or afraid of making mistakes, they tend to speak less clearly and in a lower voice. If ashamed, a pupil may not want to face their partner. This, again, makes it more difficult for a CI-learner to hear. It is a challenge for EFL teachers to create an atmosphere in which pupils would not have to be afraid of making mistakes. All pupils would benefit from this, not only CI-learners.

Even though all participants sometimes have trouble hearing their partner's speech, they do not necessarily feel negatively about working in pairs. Peppi, the youngest participant, enjoys some forms of pair work. Also Juho and Aino find pair work pleasant, even though they sometimes have difficulties hearing their partner's speech.

When not being able to hear their partner's speech, or someone's speech in general, the participants react differently. Some do not bother to ask for repetition or clarification while some ask more actively. In the following example, Aino explains what she does when she does not hear what her partner is saying. Another question is, whether or not it is always the CI-learner's responsibility to make sure they can hear well enough, or is the teacher responsible for ensuring that a CI-learner's classmates and especially the pupil they are seated next to understands the importance of facing the CI-learner when speaking to them and speaking in a clear and loud enough voice. Perhaps this depends partly on the CI-learner's age and social capability. Half of the

participants expressed that they sometimes feel responsible for too much and would prefer if their teachers sometimes met them halfway and took part of the responsibility.

Example 65

Aino: no siis tunneilla mä kuulen kaikki
 mutta sitte parityöskentelyssä mä en kuule kaikkea
 no sit mä kuuntelen siinä et millon se lopettaa
 ja sitte mä voin sanoo
 tai sitte mä sanon niinku et
 mitähän mä sanon?
 oota
 mitä mä sanon?
 mun pitää ihan miettiä
 Hanna: pitää miettiä se tilanne ja kuvitella mitä sanois
 Aino: nii
 mä ehkä-
 mä en sanois niinku että *voitsä laittaa hiukset vähän pois tieltä*
että mä en niinku saa selvää
 tai sillee
 mä sanoisin niinku että *sori*
et nyt en kuullu tai sillee
 niinku et *tä*
hä
mitä
 joo
mitä
 sanoisin *mitä*
 joo
 mut siis enkuntunneilla mä kysyn
 tai siis mä oon aika aktiivinen kysyjä myöskin niinkun meidän luokalla

Aino is also concerned about not having the possibility to compliment her partner. Her partner compliments Aino's English, but Aino feels that she does not have the possibility to return the compliments because she simply cannot hear her partner's speech. This is perhaps one of the smallest problems that CI-learners can face concerning pair and group work. However, it is a real issue and affects their social relations.

Especially Viivi emphasizes the fact that it is difficult to concentrate on pair discussion or hear what the teacher is saying when other pupils are speaking. This can be seen in examples 61 and 62. All the overlapping voices confuse her and she cannot hear or understand her partner's speech through the cacophony. This is why it is important for the teacher to create and apply clear rules and good listening conditions for everyone in the classroom. As mentioned in 3.3, the CI-learner and their partner should be given the possibility to carry out group and pair work in a quiet place, perhaps in another room if possible. None of the participants reported being provided with this opportunity.

6.1.3 Encountering English Audio Outside of School

As the reader can see in chapters 5.1 through 5.6, all participants acknowledge several situations in which they encounter spoken English or other English audio outside of school. Music is perhaps the most common source of English audio for most of the participants but all participants mentioned also movies and television as a source of English audio input. Also games, videos and other people (eg. relatives, tourists and friends) were mentioned by several participants. In the present chapter, I will write only about sources of English audio input – not Finnish, German or any other language – and therefore when mentioning these sources of English audio input (eg. music, television or movies) I will not always clarify that the audio input is in English.

Peppi has encountered spoken English when traveling, but also when talking to one of her neighbors. The following example reveals how she has improved in understanding either spoken English in general or her neighbor's accent.

Example 66

Peppi: no ku me mennää sinne espanjaan ja kreikkaan
ni siellä tosi moni puhuu englantia
ja sit tos meiän naapuris asuu semmonen
mä en muista mikä maa mut ainaki sinne mahtuu toi kreikka
ni se mulle puhuu englantia
ni aluks mä en ymmärtäny sitä
mutta nyt vähän alkaa ymmärtää

Music appeared to be the most significant source of English audio for most of the participants. Its significance depends not only on how much input is provided through music, but also on its motivating potential. Ada among several other participants expressed a desire to understand the meanings of song lyrics and most participants reported that they find it easy to find lyrics from the internet. In the following example, Ada describes how she needs to see the lyrics in written form to be able to understand the song.

Example 67

Ada: no tota, jos mä en oo kuullu-
tai jos mä en oo lukenu niitä sanoja
ni sitte on vähän sillee et en oo saanu selvää
mut sitte ku niin lukee sen lyricsin
ni sit kuuntelee sitä musiikkia samalla
ni sitte niinku tajuaa sillee aika sillee helposti
mut sitte että
myöhemmin sitte saattaa olla taas sillee että mites se nyt taas menikää

Many participants said they have difficulties hearing the lyrics in a song. In the example below, Jenny describes how she sometimes finds herself in embarrassing situations because she does not know what a song is about. In the example, she first answers my question about music being used on English lessons.

Example 68

Jenny: en oo saanu selvää
mut jos mä luen ja kuuntelen samalla
ni kyl mä saan sen verran missä me ollaan ja mä saan selvää

Hanna: mut jos mä kuuntelen pelkästään
 en mä tiedä mitä siel puhutaa tai lauletaa
 nii

Jenny: mut jos vaik mä kuuntelen paljon biisejä
 ni jos mä kuuntelen paljon biisejä
 ni tota mä en tiä mitä niis lauletaa
 mä en tiedä mitä siin on ja sit jos se on vaik joku-
 yhen kerran mä sanoin et tää on hyvä biisi
 ni tota se sano et miks sä kuuntelet angst-musiikkia
 ni mä sillee *voi jumalauta*
 ni mä en tienny et siin angst-biisejä
 ni mä en tienny
 en mä kuuntele oikeesti
 mut yks biisi oli semmonen angst-musiikki
 ni semmonen surullinen musiikki
 ni tota se on vaa kiva kuunnella se rytmi ja se ääni oli ihana
 mut sitten ne sanojen erottaminen ja niinku mitä se tarkoittaa ja-
 ei mitää
 ei ymmärrä mitää

Viivi sometimes listens to music on YouTube with lyrics and seeing the lyrics while listening helps her understand the words. Several participants mentioned that seeing the lyrics in written form while listening to a song helped them hear and make sense of the lyrics. Hearing the words is not enough, though, to understand the meaning of the words of the song. All participants said that they use an online dictionary or translator to translate difficult words. Peppi's mother sometimes translates songs for her.

Music is especially important for Aino. She not only listens to a lot of music, but is very interested in a certain band. This motivates her to watch the band members' interviews in English and to understand the lyrics of their songs thoroughly. She feels that music has played an important role in her English learning. The following example reveals that watching these musicians' interviews is a suitable challenge for Aino and provides good learning opportunities.

Example 69

Aino: niinku et jos kuuntelee just jotain haastatteluu
ni ne puhuu niin nopeesti ja sitä puhekieltä
ni sit pitää niinku erotella niitä ja miettii että *mitä se sano-*
mitä se sano

When watching television, all participants usually watch programs with Finnish subtitles and mostly rely on them. Peppi describes in example 70 how she enjoys reading Finnish subtitles and sometimes watches foreign productions for practical reasons. Being accustomed to watching foreign productions may, in the future, lead Peppi into situations in which she can practice listening to English, even though she now has her attention on Finnish subtitles.

Example 70

Peppi: ku tulee telk-
mä tykkään eniten kattoo jotain enkunkielisiä juttuja
ku mä tykkään ku niist tulee niit tekstejä ni on kiva lukee
ja sitte
sit niinku jos vaikka illalla
ni kaikki sisarukset ja tällee menee niinku nukkuu
ni mä katon tosta teeveestä
ni ei saa laittaa niinku meillä kovaa
mä kuuntelen sen takia-
tai siis katon enkunkielisiä ohjelmia et se on kivempaa
Hanna: ja sä ehit lukee ne tekstit?
Peppi: joo ehin
ennen mulla oli se ongelma että mä en ehtiny
mutta nyt ku mä oon lukenu noita juttuja ni sitte on alkanu ehtii
ja sitte mul on toi lukemataitoki alkanu parantumaan

Some participants have experiences of watching movies, videos or TV-series without Finnish subtitles. In the following example, Juho mentions movies and TV-programs as a way of learning pronunciation and vocabulary. Juho has positive experiences of being able to hear and understand spoken English on TV. After my clarifying question he notes that – in his opinion – he understands the dialogue perfectly when watching a TV-series without Finnish subtitles. As

can be seen in example 72, also Aino feels that she understands movies and TV-series quite well without Finnish subtitles.

Example 71

- Juho: Yksi kikka on katsoa ja kuunnella englanninkielisiä elokuvia/ohjelmia, niistä saa ääntämismalleja ja samalla tulee alitajuisesti kerrattua paljon sanoja.
- Hanna: Mitä ohjelmia katsot? Katsotko suomenkielisillä/englanninkielisillä tekstityksillä vai ilman tekstityksiä? Koetko läheisemmäksi esim. amerikkalaisen, brittiläisen, australialaisen tai jonkin muun aksentin? Kuuletko eri aksenttien välisiä eroja?
- Juho: Laidasta laitaa, enimmäkseen amerikkalais-brittiläissarjoja. Esimerkkinä Hannibal, Under the dome, Arrow yms. Suomenkielisillä teksteillä yleensä katson. Läheisimmäksi koen amerikkalaisen aksentia (sic.), se on sopivan asiallista ja samalla rentoa. Breaking Badiä olen katsonut netistä ilman tekstityksiä, katsominen on silti helppoa ja ymmärrän vuorosanat täydellisesti.

Example 72

- Hanna: ootsä koskaa kokeillu kattoo englanninkielisillä teksteillä?
- Aino: joo oon kokeillu ja kyl seki niinku mult menee tosi hyvinki et saan aika paljonki niinku selvää

Jenny, on the other hand, has difficulties hearing and understanding English audio in all its forms and does not hear the difference between different accents. In the example below, Jenny describes a situation in which one of her friends sends her a video in social media.

Example 73

- Jenny: ja sit yks mun kaveri just vähä aikaa sit lähetti mulle ni sano et vitsi tää on niin hyvä aksentti- tai hieno aksentti mä en kuule siitä mitää eroa sillee okei ku se on joku aasialainen joka puhuu englantii ni s- kuulemma sil on joku aksentti, mun mielest siin ei oo mitää mä en erota sitä

When watching films or television, Ada is usually able to read the Finnish subtitles and also pay attention to the dialogue. She might benefit from

watching movies or TV-series with both English audio and English subtitles, like the following example reveals.

Example 74

- Ada: no mä katon-
tykkään kattoo enemmän niinku sellasii englantilaisii tai amerikkalaisii sarjoja tai elokuvia ku ne on kuitenkin kivempii ku suomalaiset ja sitte
mul on sit tekstitys- tekstitys on siinä
mut tota
jos mä kerkeen lukee sen tekstityksen
ni sit mä saatan just ajatella jotain lausetta englanniks
sit mä kuulen sen ja sit mä oon sillee *ah, se meni oikein!*
ja sit joskus sillee et kuulee sen lauseen
se on vähän sillee
ihan kivaa
[...]
- Hanna: tuntuuks susta että sä opit enkkua niiden kautta?
- Ada: no ehkä vähäsen
mut jos- jos on joku sana
et sen kuulee et se toistaa sitä vaikka
mut sit on sillee että mites toi vaikka kirjoitetaa
ni sit jos näkee miten se kirjoitetaa
ni ehkä sitte
mut sit ku se on niin lyhyen hetken se joku lause tai sana
ni sit se unohtuu sillee helposti
vähän seki vaikuttaa
- Hanna: ootsä koskaa kattonu sillee et tekstit ois enkuks?
- Ada: joo
me lennättii tota amerikkaan viime kesänä
ni sitte siin oli siinä lentokoneessa ne penkit ja siin on se joku näyttö
ni siin ei tietenkää oo suomeks kun ne ei tunne suomee
niin- niin tota-
niin kyl mä ymmärrän siitäki ihan sillee
- Hanna: ei menny koko leffa ohi
- Ada: no joitaki kohtia meni jos oli jotain kummallisia sönkötystä ja semmosta
ni sit oli sillee *okei nyt meni vähän ohi*
ei se varmaa haittaa

Also Viivi has tried watching movies with English subtitles instead of Finnish subtitles when a certain TV-series was not yet available with Finnish subtitles. However, she found it easier to concentrate on visual cues to understand the story instead of the English subtitles or the audio.

When asked what has influenced her English learning, Aino notes in example 75 that hearing and using English has been an important factor.

Example 75

Aino: se et mä kuulen enkkua
kuulen ja käytän
se vaikuttaa tosi paljon
Hanna: just musiikissa ja
Aino: telkkari ja kaikki
Hanna: hmm
Aino: kyllä
media on tärkeä juttu

To conclude, all participants encounter English audio outside of school. However, whether these affordances become learning situations, depends on several factors, at least hearing and motivation to understand English.

6.2 Speaking English

As mentioned in chapter 3.1, communicative language teaching (CLT) has influenced EFL teaching also in Finland, and the importance of spoken language skills have been emphasized more in recent years. Whether or not one is shy to speak a FL, depends on many factors. The participants represent different personalities and ages, and their English skills, level of hearing, amount of practice, sense of competence in spoken English and probably the feedback and support they have received vary greatly. They come from different backgrounds and have different values and goals. Again, the participants have very different experiences of speaking English and their attitudes and feelings towards oral communication in English vary greatly.

Almost all participants find presentations in English or the thought of having to

make a presentation in English intimidating or otherwise unpleasant. Juho expresses his negative opinion in the following example. Jenny's reaction to whether they have presentations in English can be seen in example 77 and Ada's answer to the same question is in example 78. For most participants, their feelings, opinions and attitudes towards presentations are based on how they feel about speaking English in front of the whole class. Juho's opinion is based on different reasons.

Example 76

Juho: Ryhmätyöt ja esitelmät, koska yleensä opettaja määrää aiheen. Ja kun itse teet esitelmän jostakin itselle mieltuisasta aiheesta, muita ei välttämättä kiinnosta.

Example 77

Jenny: e- eeei onneks

Example 78

Ada: meil tulee täs kevääl joku esitelmä
ni se ahistaa mua ihan älyttömästi

Hanna: jo etukätee

Ada: nii

Hanna: eli se ei tunnu kivalta ajatukselta

Ada: ei
se on vähän sillee et ku stressaa just sitä puhumista
ja sitä et ku-
no ylipäänsä esitelmät
ne on ihan jees
mut sit jos pitää vaik niinku pitää englanniks
ni se on vähän sillee et tota
ei kuulosta hirveen mukavalta

Even though some teachers may consider practicing pronunciation together old fashioned or childish, some participants mentioned this as something they enjoy or find useful. When practicing vocabulary, a teacher might have a list of words that they say out loud one by one and the group repeats the word after the teacher. This list of words may sometimes be played from a recording. It

could be that CI-learners find this a safe way of practicing pronunciation. The data does not reveal whether or not the words are given in their written form or in IPA, but I assume that providing a visual equivalent for the word would help CI-learners.

Jenny feels that she has been forced to speak English, even though she and her mother think Jenny would benefit from concentrating on learning written English and forgetting about spoken English, as already discussed in 5.6. In the interview, Jenny sounds annoyed when explaining how her teacher thinks Jenny would benefit from learning spoken English. In example 79, the reader can see that Jenny dislikes having to read out loud and in example 80, one can read Jenny's answer when she is asked about speaking English.

Example 79

Hanna: entä sitte keskustelutehtävät?
 Jenny: ei
 ei ei ei
 koska pitää lukee äänee ni ei
 Hanna: mm
 Jenny: en tykkää ollenkaa

Example 80

Jenny: se on vähän sellast ä- ä- niinku
 se jää siihen niinku
 et ei oikeen mene sillee eteenpäin vaa sillee ää
 joo ja sitte mieltii niiku et miten toi sanotaa

Viivi finds speaking English – and especially pronunciation – difficult. In the following example, she explains this with the fact that in English, spelling is not as consistent with pronunciation as it is in Finnish and in example 30 (in chapter 5.4), Viivi says she feels insecure about speaking English. Viivi, like Ada, admits being afraid of making mistakes. However, the source of her fear of making mistakes is based in not wanting to be misunderstood. This is

understandable, for even her spoken Finnish is not very fluent or clear. Despite her insecurity and difficulties, Viivi shows a motivation to try and a desire to learn to improve in spoken English. She also mentions telephone conversations in English as something she would like to learn.

Example 81

Hanna: tykkäätsä enkusta?
 Viivi: joo mä tykkään
 mutta tunneilla ei varmaan xxxx
 koska se on vähän niinku
 tiukampi
 ensin yrittää sillee puhuu sanoja
 mä en pysty puhumaan ja niin
 koska vähän niinku
 englanti kirjota eri tavalla ku puhua sanoja

As mentioned above, Ada is afraid of making mistakes. She acknowledges this and says that she might be a little too self conscious. The following two examples illustrate this.

Example 82

Hanna: mikä taas sitten on vaikeeta?
 Ada: se lausuminen
 periaatteessa mä en silleen mee tunnilla lukkoon
 mut mulle tulee paineita siitä miten se pitää lausua
 ja sit se menee sillee väärin ja sit on sillee *eih*
 mut toisinaa jos ajattelee että jonkun toisen korvissahan se saattaa
 kuulostaa että toihan puhuu hyvin enkkua ja silleen
 et tota
 ehkä [...] mä kiinnitän liikaa huomiota siihen miten mä sanon sen sanan
 et mun pitäis niinku antaa vaa mennä
 ni sitte menee sillee hyvin

Example 83

Hanna: sä sanoit et sä et mee lukkoon jos pitää puhua enkkua
 mut vieraalla kielellä puhuminen
 kerro siitä
 onks se susta helppoa vaikeeta
 mitä ajatuksia herättää?
 Ada: ainaki jännitystä

tai niinku mul on lähinnä se et osaanko mä sanoo sen oikein
 ja et jos se toinen on et *nyt se sano sen ihan väärin*
 tai sillee et tota
 ehkä just se et jännittää et osaaks sanoo sen oikein tai
 et muistaaks sen kieliopin
 ja sen että jos ei muista jotaki ja sit on sillee *mmm hmm mm hmm mites*
mä nyt sanoisin?

All participants have experiences of using English when traveling or being abroad. These experiences are mostly positive and several participants have experienced being able to complete a task or make friends using English. Like Ada in the following example, many participants described using English in a restaurant or in a café.

Example 84

Ada: esim tilatessa sillee sanoo et *ottaisin sitä ja tätä ja tätä*
 sillai vähäsen
 et en mä ihan jokaselle vastaantulijalle menis juttelemaan
 just jossain ravintolassa tai kahvilassa sanoo vähäsen jotakin

Aino has been on an international camp in Poland a few years ago. She made friends on the camp and is still in touch with some of them – in English – and is going to visit one of these friends soon. Sometimes Aino speaks English with some of her Finnish friends, too. Aino mentions this in the following example. She does not feel insecure about pronunciation. On the contrary, she enjoys speaking English. If she compares herself to some of her classmates or friends, she feels more competent in spoken English than many others. She explains her proficiency in spoken English partly by practice, parental support and the international camp mentioned above. Aino thinks it is important that someone corrects her pronunciation, she mentions this in example 86. The importance of being corrected may be emphasized due to the fact that she hears with CIs and therefore does not hear even her own speech like one hears with normal hearing.

Example 85

- Aino: lausuminen on mulle ollu aika helppoo ku äiti on opettanu ja näin ja sitte mulle nyt varsinki seiskalla ja viel niinku ton leirin jälkee just alkaa sujuu se niinku sillee hyvin
- Hanna: miltä susta tuntuu puhua enkkua?
- Aino: tuntuu tosi mukavalta se niinku- mä tykkään siitä ku niinku pystyy sujuvasti puhuu niinku jotain muutaki ku omaa kieltää sit se kuulostaa paljon siistimmältä ja niinku sitä käytetään niin paljon enemmän ja sillei me mun yhen kaverin kaa jutellaa koulumatkoillaki enkuks niinku se on tosi hauskaa

Example 86

- Hanna: mitä kaikkia asioita sä koet että on- vaikuttaa sun englanninoppimiseen? millä on- millä on vaikutusta siihen et sä opit?
- Aino: no englannin käyttämisellä
- Hanna: sillä että sä käytät sitä
- Aino: nii ja ääntämisellä tai siis niinkun että sua korjataan

Learning to speak is actually one of the reasons why Peppi enjoys English and other foreign languages. In the following example, she says learning languages is more relaxed than many other school subjects.

Example 87

- Hanna: tykkäätsä kielten opiskelusta?
- Peppi: no tykkään kyllä ku se on vähän rennompaa ku voi vaa niinku opetella vaan puhumaan sitte se on vähän rennompaa ku kaikki matikat ja tämmöset

Peppi does not find spoken English intimidating. She finds reading out loud pleasant, as can be seen in the following example. Also, she would very much enjoy performing plays in English, which can be seen in example 89.

Example 88

- Hanna: lukeminen

- Peppi: vaik et pitää lukea englanninkielistä tekstiä
 joo
 sitäki meil on
 ja se tuntuu kivalta
- Hanna: luetteks te äänee, koko luokalle vai iteksenne
- Peppi: no me luetaa niinku kaikki yhtä aikaa niinku
 ku meil on niitä tarinoita
 ensin kuunnellaan netistä
 [...] sit me luetaa koko luokka yhdessä lause kerrallaa

Example 89

- Peppi: no jos vaikka niinku olis joku teatteri tai joku tämmönen homma
 ni ois se kivaa niinku englanniks
 niinku tälleen näytellä

6.3 Explaining Success and Failure

The participants' success in learning English varies greatly, be it assessed by their school grades or their feelings of competence – or incompetence – as English language users. They also seem to explain their success and failure in learning English differently. One could hypothesize that many CI-learners face difficulties in learning foreign languages primarily because of their hearing. Hearing is, however, only one factor among many others by which the participants of the present study explain their possible difficulties with EFL learning.

In the present chapter, explanations for learning or not learning English are categorized thematically and will be discussed under six subheadings:

- Parental Support
- Hearing
- Teachers
- Giftedness and Talent
- Hard Work and Suitable Learning Strategies

- Interest, Motivation and Learning Opportunities

There are other explanations that could be seen in the data – difficulties in personal life, appropriate support or the lack of support – but only the strongest and most emphasized themes are discussed. Mostly the participants' own subjective explanations for why they have or have not learned English will be looked into, but the discussion will also include my subjective interpretations of reasons behind their success and failure.

6.3.1 Parental Support

In the light of the data, I dare suggest that a CI-learner's parents are perhaps even more interested in their children's learning than other parents, generally. All participants implied – some more strongly than others – that their parents have supported them in learning English. Also, some participants rely greatly on their parents for help with English. When asked what they do when facing something difficult in learning English, many participants mentioned asking help from their parents. In the example below, Jenny says she asks her mother for help with her homework. Doing English homework is very time consuming for her, as can be seen in the example.

Example 90

Jenny: no jos on vaik joku vaikee läk- kotiläksy ni mä kysyn aina apua äidiltä
 [...] ja sit joskus katon vaa kääntäjästä
 et jos mä en tiedä mitä se tarkoittaa ni mä katon
 ni se helpottaa aika paljon ja sitä niinku tekemistä
 et se vaatii tosi paljon aikaa
 et se ei oo semmosta *kymmenen minuuttii noni se on valmis*
 vaa pitää saada se paljon aikaa
 [...]
 se on vaa rasittavaa tehdä kotiläksyt koska siihen tarvitaa paljon aikaa

Aino gives much credit for her parents and especially her mother, who has helped her learn English. As mentioned before, they have used Cued Speech to help learn spoken English. When Aino was asked about how she explains why she has done so well in English she mentions her mother as one reason. Aino, like all of the participants, feels that her parents support her. Parents' attitudes towards languages and FL learning are often picked up by their children. In examples 91 and 92, the reader can see that Aino and Peppi acknowledge that their parents (in Aino's case) and even grandparents (like in Peppi's example) value knowing foreign languages and support Aino and Peppi in learning languages.

Example 91

Aino: mut mun vanhemmat tykkää jos mä puhun kieliä

Example 92

Hanna: käytättekös te kotona ikinä mitään muita kieliä ku suomea?

Peppi: no ei

no ei oikeestaan

paitsi toi mun mumma

se aika usein puhuu mulle tota niinku englantia

tai niinku kännykällä laittaa sellasia pikkusanoja englanniks niinku

vaikka nuku hyvin ja tälleen

[...] mä en oo mitää sanonu sille et puhu mulle englantia

se vaa laittaa mulle kaikkee tämmösiä

sit joskus jos mä en saa selvää ni mä kysyn äidiltä mitä siin lukee

When Peppi's grandmother sends her text messages in English, Peppi sometimes asks her mother to translate them. Peppi's mother also translates song lyrics for her, like she describes in the following example.

Example 93

Peppi: no aluks ku sen laulun kuulee ni en saa

mut sit ku mä rupeen kuuntelemaa ja tällee sitte sitä saa selvää

[...]

aluks niinku tuntuu ettei meinaa saada selvää

Hanna: nii vaik lukis sanojen kanssa?

- Peppi: nii
 meinaa niinku *jaa mikähän toiki on* ja tällee
 mut sitte ku rupee kuuntelemaa ja suomentamaa ja tällee
 ni sitte saa selvää
- Hanna: onks susta kiva sit tietää mitä siin sanotaan siinä laulussa?
- Peppi: no on ja äitil-
 tosi usein ku tulee uusii biisei ni sit se suomentaa niinku mitä se sanoo
 siinä

Jenny feels that she was misunderstood by her English teacher in the upper grades of comprehensive school, but her mother was on her side and supported her, as can be seen in the following example. Like example 95 shows, Jenny trusts her mother more than any of her friends or teachers. Jenny's experience of her English teachers, which is also addressed in the example below, is discussed later. There is great contrast between Jenny's trust and appreciation towards her mother and Jenny's attitude and feelings towards her English teacher.

Example 94

- Jenny: se pitää tosi paljon mun puolia
 jos vaik kerron että- et joo
 opettaja taas sano mulle että-
 että vaikkapa et mun pitää kuunnella jotain radioo
 mun äiti heti suuttuu ja soittaa niille- sille opettajalle
 [...]
 ja joskus me ollaa käyty sillee että kokouksessa-
 niinku iso kokous mis on paljon opettajia
 ja sit on äiti ja sit on kuuloliitosta tullu jotain pari työntekijää
 ja sit on se opettaja
 ni ollaa käyty tosi paljon ettei mua xxxx
 ei se oo koskaa- se opettaja ei vaa halua uskoo
 se sanoo mulle että kannattaa oppia puhumaan ja kuuntelemaan
 [...]
- Hanna: onks se helpottanu sit sun elämää että välil- niinku muistutettu
- Jenny: no on ainaski sen jälkee tullu hyvä mieli
 et nyt että toivon että opettajat muistaa
 mut tää erityisopettaja ei koskaa muistanu
 tai se ei halunnu niinku uskoo siihen asiaa

Example 95

- Jenny: mä luotan kaikista eniten mun äitii

Sometimes, parents' support may feel forced, like Ada describes in the following example. However, the participants seem to be very aware that their parents have their best interest in mind.

Example 96

Ada: äiti tota pakotti mut sellaseen enkun keskusteluryhmään
mut on se silleen loppujen lopuks
se on ihan silleen hyvä et mä menin sinne

All participants seemed to have a healthy relationship with their parents or at least one parent. This may be required for parent's support in EFL learning to be constructive and fruitful.

6.3.2 Hearing

One of the aims of the present study is to explore how CI-learners think their hearing has affected their EFL learning, which of course depends on the level of their hearing among other things. Again, the participants' experiences and opinions vary. For some participants, their hearing and aspects related to it seem to be more emphasized than with other participants. Juho, for example, does not feel that his hearing has greatly affected his English learning. This can be seen in the following example. Unlike most other participants, he does not mention better hearing as something that would facilitate learning English for him. However, he – like all other participants – admits that he sometimes has difficulties in English class because of his hearing loss.

Example 97

Juho: Ei se mielestäni ole kovin paljoa vaikuttanut oppimiseeni. Luulen, että asiat olisivat englanninkielen opiskelussa suurinpiirtein samalla tavalla jos kuulisin normaalisti.

Many other participants said that learning English would be easier for them if they had normal hearing. Also, some compared their current situation to an imaginary situation in which they would not have received CIs, and expressed joy and gratefulness for being able to hear and learn spoken languages. In the following example, Aino describes possible profound deafness to living inside a bubble. This bubble would prevent her from learning spoken English, but having CIs enables her to participate in the hearing world around her.

Example 98

Aino: no siis jos ois kuuro
ni eläis ihan semmosessa kuplassa tai semmosessa
ja kyl niinku implanttien kans niinku on mun mielest semmonen ohut
kupla
mut on kuitenkin se pieni kupla tai semmonen
mut kyl mä niinku oon tosi onnellinen et mul on implantit ja ne toimii
hyvin

Many participants see being able to understand spoken English as something that would facilitate their EFL learning. In example 21 in chapter 5.3, Ada lists things that would make learning English easier for her. An issue related to hearing – making sense of recorded speech in English – is, however, only one among many things she mentions. As can be seen in the following example, also Viivi thinks English would be easier for her if she could hear better.

Example 99

Hanna: ootko sä kokenu että sun kuulo on vaikuttanu sun
englanninoppimiseen ja millä lailla?
Viivi: aika vaikee on saada selville englanti puhumaa
[...]
yritän selvää saada olenko oikeessa
kuulinko mä oikein vai
nii mä oon vähän epävarma

For Ada, being insecure about speaking English is something she associates with having hearing loss. Also Viivi associates her insecurity about oral

communication in English at least partly with her hearing loss, which can be seen in example 99 above. Even though Ada has good grades from English, she does not feel a competent English user. She seems to partly blame her hearing loss for this. Furthermore, also Aino, even though she not only gets good grades but also sees herself as a competent English user, also thinks having normal hearing would facilitate learning English and understanding spoken English, as can be seen from the following two examples. She also notes that having CIs has enabled her to learn English. Many participants said that if they had not received CIs, they would have to learn signed English, English sign language or English through sign language. Not many seem to be aware of different sign languages in the world and the fact that American Sign Language, for example, is very different from British Sign Language. They are two different languages and mutually unintelligible. Contrary to common assumption, sign languages are independent of spoken languages.

Example 100

Hanna: onks jotain mikä helpottais sun englanninopiskelua?
 Aino: no se että ois luomukorvat
 tietenki
 ja sais selvää enemmän

Example 101

Aino: jos mä oisin kuuro ni en mä osais- mä en vois oppii englantii
 muuta ku viittomakielellä siis
 jos mä en ois saanu implanteja
 ja jos mulla ois ihan täydellinen kuulo
 ni mä saisin selvää kaikist haastatteluista
 ni mä ymmärtäisin oikeestaa lähes kaiken
 ja saisin niinku enemmän selvää myöski

Most child CI users do not have an experience of hearing normally, without CIs. They might have an overly optimistic understanding of what it is to hear normally (or contrarily, some may have an overly optimistic understanding of

their own hearing) and may not see that many other aspects than hearing can affect making sense of and understanding spoken English – one's cognitive skills for example. This is comparable to how a normally hearing person cannot actually know what it is like to hear with CIs.

Jenny does not say it, but it can be read between the lines that she thinks learning English would be a lot easier for her if she had normal hearing. She has severe difficulties hearing spoken English, song lyrics and understanding English in general and this is a problem for her. There are multiple reasons for her difficulties in EFL learning, but most of these difficulties are strongly linked to her hearing loss.

Almost all participants see positive sides to having hearing loss. For example, some appreciate the attention they get from their teachers. This is one of the things that Ada mentions in the example below.

Example 102

Hanna: miten se on vaikuttanu sun enkunoppimiseen? onko se vaikuttanu?
 Ada: no en mä usko
 et jos mä oisin kuuleva
 ni mulla ehkä mahdollisesti menis yhtä hyvin ku nytteki
 et no
 ehkä mä voisin olla vähän itsevarmempi jos mä oon niinku kuuleva
 mut en mä ihan kunnolla sillee eroja osais kuvitella
 [...]
 saa periaattees enemmän huomiota
 opettajalta
 tai no siis sillee että-
 ei nyt sillee että se koko ajan kysyis multa vaan että osaa-
 ottaa niinku huomioon ja sillain ja sitte

I came to the conclusion that the participants' hearing does affect their EFL learning. The extent to which it has influenced their EFL learning depends on the learner and probably also the level and quality of their hearing. It is not,

however, the only factor that has its implications on how well a CI-learner can learn English. For some participants, it may be the strongest factor, though. Furthermore, many problems with hearing can be overcome or diminished with appropriate support.

6.3.3 Teachers

On one hand, teachers and their support are important for many CI-learners, and on the other hand, the lack of appropriate support from their EFL teachers can be fatal for a CI-learner's EFL learning. The importance of the teacher depends partly on the learner's age and personality; some participants do not think their teachers have affected their learning much while some are more dependent on their teachers.

Not all participants give their teachers much credit. At least half of the participants have critical opinions about their English teachers. Moreover, some participants feel that their teachers have affected their learning negatively. Of all the participants, Jenny has the most negative feelings towards her English teachers. The reader can see this at least in example 94 in the previous chapter, as well as in the following four examples in which she describes her English teachers and expresses her opinions and wishes related to them. Her negative opinions seem to be based on her experiences, the teacher's personality and personal qualities, teaching methods, and the gap between her (and her mother's) wishes and the teacher's actions.

Example 103

Jenny: se ei oikein innosta sitä asiaa

Example 104

Hanna: oisko sulla niille jotain mitä sä haluaisit sanoa?

Jenny: että- et kuunnelkaa mitä ne sanoo
mitä ne haluaa
[...]
et oikeesti ne on oikeassa
et ei aina opettajat oo oikeessa

Example 105

Jenny: se opettaja ymmärtäis mua ja käytäis tosi hitaasti sitä läpi ja semmonen ois helpottanu

Example 106

Jenny: no yläasteel se oli ihan hirvee se opettaja
mut sitte ala-asteella
[...]
ni siel ei tajuttu että mä en osaa ääntää ni silloin se opettaja ei-
me oltii niin isos luokas ni opettaja meni vaa nopeesti suoraa
se ei tienny oikein paljon musta mitää
ja sit ku menin erityisopettajan luokse niinku käymää kaks vuotta
nii
ei siit oo kauheesti hyötyykää myös koska siit-
mä en saa selvää siit sen puheesta ja
oli vaa aika huonoi

Hanna: mm

Jenny: ei ollu ketää sellast joka oikein ymmärs mua ja jakso auttaa mua

Hanna: [...] mitä sä oisit toivonu että ne ois tehny toisin?

Jenny: [...] ala-asteel mä ymmärsin tosi hyvin sitä opettajaa et se ei tienny
en mäkää tienny et mä en osaa englantia-
tai pikkuhiljaa mä en osannu englantia
mut silloin ku huomattii ni hyvä ku mä menin erityisopettajalle
vaik se- se ois voinu- se ois voinu olla toinen opettaja
koska se itte se- se ois- se on vaa se ihminen joka ei osaa tai ei-
en mä tiä mikä siin oli
mutta tota yläasteel se ois voinu olla-
ymmärtää mua paljon ja sitte ois auttanu mua niinku-
kysyny multa vähän eriksee et tiäksä oikeesti mitä se tarkoittaa
eikä sillee kaikkien kuullen et hei tiedäksä mitä se tarkoittaa
jos mä vastaan ei ni se on vähän must kiusallist
[...]
ja antanu mulle semmosii tehtävii mitä mä oikeesti osaan
ja ois antanu mulle vähän erityis- niinku et me oltais kaksistee

Viivi finds it problematic when teachers speak too fast, as can be seen in the following example. Many participants said that some of their teachers speak too

quietly, too fast or their teachers' speech is otherwise unintelligible or difficult to make sense of.

Example 107

Viivi: osa opettaja puhuu hitaammin ja toiset kovaa äänee
jotka puhuu nopeaa ni mä en saa selvää

Ada, for whom English is strongly a school subject, emphasizes the importance of the teacher and their teaching methods more than many other participants. This can be seen in example 108 in which Ada answers my question about what she thinks affects her EFL learning. Ada is the only participant who mentions the importance of her English textbook. Also Juho stresses the importance of how things are taught. Some of his critical observations and opinions about his teacher's teaching style can be seen in example 109 below.

Example 108

Hanna: mitkä kaikki asiat sun mielestä vaikuttaa sun enkunoppimiseen?
Ada: no mun mielestä ainaki se että miten se asia niinku opetetaan
ja sitte että miten se on kirjassa selitetty
ja sitte et millasii ne niinku tehtävät on
et onks ne sellasii rakentavia vai onks ne sellasia et jankataa sitä yhtä
asiaa ja sillee
[...]
ainaki se opetus on niinku tärkein ku se on kuitenkin se

Example 109

Hanna: Millainen opettaja?
Juho: En kauheasti kiinnitä opettajaan huomioita (sic.), mutta ihan kohtainen (sic.) Opettajan persoonalla ei niinkään ole väliä. Vain se merkitsee, että osaa selittää asiat loogisesti. Tässä nykyinen opettaja ei ole onnistunut kovin hyvin, mielestäni. Tuo onkin se asia, jonka toivoisin tulevaisuuden opettajilla olevan paremmin hallussa.
Hanna: Jos saisit päättää, mitä opettaja tekisi toisin?
Juho: Ei toistelisi niitä samoja kielioppiasiota (sic.) mitä kirjassa lukee. Selittäisi myös oman versiona (sic.) asiasta esim. taululla. Sitä kautta itsekin tajuaisi asian ytimen kun on kaksi eri selitystapaa.

Also Ada sometimes wishes her teacher would act differently. She often finds

English lessons boring and wishes that her teacher would correct her mistakes more. This is not surprising because Ada seems to have a tendency to pursue perfection and she wants to avoid making mistakes. In the light of the data, her English teacher cannot be counted as a motivating factor for Ada. This does not mean that her teacher's actions would not be part of the explanation why Ada does so well in English on some sectors. At the beginning of the upper grades of comprehensive school, Ada faced difficulties understanding her new English teacher because she spoke so much English, but this is no more a problem for Ada. Some of Ada's thoughts about her English teachers can be seen in the following examples.

Example 110

Ada: joskus enkkuki on ihan kivaa
mut meiän enkunope on vähän erikoinen ja semmonen

Example 111

Ada: ni meiän ope on vähän sillee et se ei niinku hirveen aktiivisesti silleen
puutu niihin virheisiin
et jos mä sanon jonku lauseen-
et jos siin on vaik joku pikku- pikku virhe
ni sit se on *joo hyvin meni*
ja sit katon tällee et *ei se ihan hyvin menny*
mut jos on niinku joku väärä aikamuoto tai jotain semmosta
ni kyl se siihen sit puuttuu että *muistapas se aikamuoto*

Example 112

Ada: ala-asteella meil oli kaks opettajaa
se toinen se oli ihan mukava
et se oli just sen kolmosen enkunopettaja
ni se opetti mun mielestä ihan hyvin ja sillain
[...]
ja täs yläasteella
ni se oli hirvee shokki ku se puhu koko ajan englantii
ni sit oli vähän että *joo*
mulla varmaa menee nää kaikki jutut ihan päin mäntyä
että
mut se- kyllähän seki opettaa sillee ihan hyvin
joskus ne tunnit on vähän sellasii niinku *äh viel puol tuntia*

For Peppi, her English teacher's personal qualities and teaching methods are one reason why she enjoys learning English. This can be seen in the example below. Many participants said they enjoyed English on third or fourth grade, like Peppi, even though their attitudes towards learning English at school may have changed since. Often EFL teachers attempt to make learning English especially fun during the first years of studying English at school. Only Peppi reported that games and songs were regularly used in her EFL classroom.

Example 113

Peppi: no siin on kivaa se kun
ku oppii niinku uutta kieltä
ja no se meidän enkunope on kiva
huumorintajunenki ja tällee
et se on vaa niinku kivaa

Hanna: mikä uuden kielen oppimisessa on kivaa?

Peppi: no ehkä se ku meillähän on sama ope kaikissa kielissä
niin se on ehkä kivasti huumorintajunen
et se ei ehkä sillee rankasti opeta meitä siihen
mut se vaa niinku sillee hauskesti tekee meille niinku kaikkia pelejä ja
tämmösiä et me opitaa sitä

Most participants feel that their teachers consider their needs well enough. Jenny's experience, again, is quite different. In the following example, she talks about her grades and expresses her disappointment. She feels that her grades are not justified for she has not received the support she would have needed and would have been entitled to.

Example 114

Jenny: englannist mä oon saanu kutosii tosi paljon
ja sit mä oon saanu enkusta joskus-
siis kokeista mä oon saanu niinku hylättyjä
ja joskus viis puol ja kutonen
mä en oo koskaa saanu ysin tai kasin tai kymmenen
mä en oo ikin mun elämässä koskaa saanu
vaikka on tosi helppoja tehtäviä
[...]
jotkut on kysyny hei näytä sun koe

- mä oon sillee en todellakaa näytä
[...]
- Hanna: onks ne ollu sun mielestä oikeudenmukasia?
Jenny: mitä se tarkoittaa oikeudenmukanen?
Hanna: niinku reiluja
et onks se ollu oikein et sä oot saanu-
vai olisitsä ansainnu parempia tai huonompia numeroita?
[...] onks ollu sopivia?
- Jenny: no mun mielestä saa vaikka kympin
niinku mä oon joskus saanu seiskan-
[...]
ni se ei tarkota sitä et todellakaa et mä oon niinku sen verran hyvä
se on vaa tarkottanu että kokeissa mä oon pärjänny vähän hyvin
et mä oon lukenu vähän enemmän
ja mä oon niinku osallistunu vähän enemmän siihen
mut muuten oikeesti mä oon tosi huono siinä niinku
no ihan okei ne numerot sit
koska ei mua koskaa mitää
mä en oo ollu koskaa hyvä englannissa
ja- mut mun mielest se on vaa tyhmää et mä sain ne
koska en mä saanu mitää apua sillee
ja ne vaa kattoo kokeista et ahaa okei se on siinä
- Hanna: mm
Jenny: ni en mä tiää
se on vähän epäreiluu

Even though Jenny's experiences of her English teachers have been mostly negative, she says that her first English teacher considered her needs well. After changing schools, however, she feels that her new teachers were not interested in her. She sees large groups problematic for teachers cannot pay attention to all the pupils and address each pupil's personal needs as well as in smaller groups.

6.3.4 Giftedness and Talent

As noted before, hearing loss does not reduce one's ability to learn languages or one's giftedness in this area (Takala 2005, 25). A CI-learner, however, usually requires more time and support in FL learning. A few participants expressed that they think they have a gift for learning languages. Peppi implied that she is a gifted language learner and in the following example the reader can see that I

then asked about this directly. Peppi seems to base her opinion at least partly on what feedback she has received from other people.

Example 115

Hanna: koetko että sä oot lahjakas oppimaan sanoja ja kieliä?
 Peppi: no koen
 ku toi- aika usein mun vanhemmat sanoo että mulla kyllä tosi hyvin menee j
 [...]
 et sitte äiti ainaki sanoo et mul on tosi hyviä tuloksia
 mut sitte se ihmettelee että vaikka mä harjottelen niin vähän ni tulee hyviä

Juho mentions his good memory and "being good at languages" as reasons why it is easy for him to learn new vocabulary and why English is one of his favorite school subjects, as he mentions in the example below.

Example 116

Hanna: Mitkä ovat lempiaineitasi? Miksi? Ovatko ne muuttuneet?
 Juho: Tällä hetkellä englanti, yhteiskuntaoppi ja äidinkieli, koska olen hyvä kielissä ja reaaliaineissa. Myös vahva osaaminen kirjoittamisessa ja sanavarastossani vetävät noihin aineisiin.

Giftedness and talent are only a partial explanation for one's success in learning a FL, also in Peppi's and Juho's cases. Juho also thinks that his successful EFL learning is a result of his hard work and Peppi describes how she has found suitable learning methods. These will be discussed in the next chapter.

6.3.5 Hard Work and Suitable Learning Strategies

Juho, for one, explains his success in English mostly with the effort he has put into learning English, as can be seen in the following example. He has good grades not only in English, but all other school subjects as well, and he feels very competent in English. In the light of attribution theory, Juho's explanation

for his success implies that Juho has both the ability that is required as well as the understanding that effort is needed in order to succeed. According to Stipek (2002, 68), "an effort attribution is also desirable when success occurs".

Example 117

Hanna: Mitkä kaikki asiat mielestäsi vaikuttavat englanninoppimiseesi?
 Juho: Oma työpanos enimmäkseen.

Ada, who also achieves very good grades in English and all other school subjects, seems to also partly explain her success with hard work. However, she does not feel as competent in English as Juho does. In the following example, Ada describes her drawing.

Example 118

Ada: no mä oon aika tota tunnollinen oppilas
 et mä luen kokeisiin ihan hyvin
 sit mä saan kokeista hyviä numeroita
 ja todistuksessa mulla oli kymppi englannista

Peppi, who enjoys learning English and has done – to quote her mother – "surprisingly well" in this new school subject, also sees that the effort she puts into learning English is one of the reasons that has affected her learning. The following two examples illustrate what Peppi thinks is important for her learning and how she learns English. In addition to hard work, Peppi emphasizes the importance of songs in both of the examples below.

Example 119

Hanna: mitkä asiat sun mielestä vaikuttaa siihen sun enkunoppimiseen
 siihen että sä opit englantia
 Peppi: no se ku mä luen sillee niinku huolellisee
 ja mä- ku mä laulan niit kaikkia ihme lauluja
 no siinä tuli ainaki kaks tärkeetä

Example 120

- Hanna: miten sä vaikka opit jonku sanan-
tai miten sä harjottelet juttuja mitkä on vaikeita?
- Peppi: no meille on opetettu tosi paljon sellasia lauluja ni niit mä koko ajan-
niinku kuukaudet
ni niit mä koko ajan sitte
niinku on sellanen laulu
ni sitä mä laulan melkein koko ajan
[...]
ja mä teen niinku niistä sanoja kaikkia lauluja ja tämmösiä
ja mä kuuntelen tosi paljon englanninkielisiä lauluja
ni siitäki niinku oppii englantia pikkasen

Aino does not imply having found suitable strategies for learning vocabulary. She finds studying vocabulary difficult. However, she explains her good grades in vocabulary quizzes by studying hard, as can be seen in the following example.

Example 121

- Aino: no sanojen lukeminen on mulle välillä ollu aika vaikeeta
tai siis mä oon saanu siis kympejä sanakokeista ja näin
mä oon lukenu siihen sanakokeeseen
mut sit mä en niinku muista niit sen jälkeen kauheen hyvin
et joitaki sanoja mä en niinku ymmärrä

In the following example, Ada describes how she studies for an exam. She has also found strategies for learning vocabulary that suit her. It is clear that Ada has put effort not only into studying, but also into learning to study and finding good learning strategies. If measured in school grades, the results are good.

Example 122

- Hanna: ootko keksiny tapoja opiskella mitkä sopii sulle?
- Ada: no joo
- Hanna: miten sä tykkäät opiskella?
- Ada: no mä yleensä teen koalueesta sellasen tiivistelmän tai sellasen
et mä otan niitä tärkeimpiä juttuja
kirjotan ne ja sitte mä ajattelen että okei
no tää suurin osa on niinku tehty
et pitäis niinku lukee sitä tiivistelmäpaperia ja sitte vihkoa
ni sitte se menee silleen niinku hyvin

ja mä luen sillee osittain
 et jos on vaikka kuus kappaletta
 ni mä luen niinku kaks kappaletta yhtenä päivänä sit seuraavana
 päivänä kaks kappaletta ja kolmantena ne loput ja sitte yhtenä päivänä
 ne kaikki
 ni sit se on hyvä
 vähän sillee niinku porrastettu

Also Juho seems to have found at least some learning strategies that suit him.

This is how he describes how he studies:

Example 123

Hanna: Millaisia sinulle sopivia opiskelutapoja olet keksinyt?
 Juho: Kuuntelen tunnilla, kertaan asiat päässäni ja lopulta kertaan asiat lukemalla.
 Hanna: Millaisia tapoja olet löytänyt selvitäksesi hankalista asioista? Miten harjoittelet niitä asioita, jotka tuottavat vaikeuksia?
 Juho: Yritän ajatella asiat loogisesti ja järkevän selityksen kautta.

Jenny, whose EFL learning has not been as successful as she would want it to have been, partly blames her teachers for this. One of the biggest problems, in her opinion, is the approach to learning English. She thinks she has been wasting time trying to learn to hear English and concentrating on spoken English, as can be seen in the example below in which she describes her drawing. She does not, however, talk much about learning strategies that she uses.

Example 124

Jenny: mä en saa samalailla selvää ku sinä englannin puhumisesta
 et mä en saa siitä selvää
 mä oon käyny siis kolmest-
 kolmosest luokast lähtien niinku puhumalla ja luk-
 puhumalla ja kuuntelemalla
 ei siit tuu mitää
 sen takii mä en vielkää osaa mitää englantii
 mut jos mä luen ja aa luen ja kirjotan ni siit oppii enemmän

When describing her drawing, Jenny also talks about homework. In the following example, she admits that she has not always put much effort into doing her homework. Jenny sometimes finds it overwhelming because she does not always even understand what the homework is about.

Example 125

Jenny: jos annetaa englanniks kotitehtävii
 ni joskus on sillee et ei jaksa oikeesti tehdä
 koska ei oikeesti ymmärrä niitä

To conclude, none of the participants explained their failure with the lack of effort put into learning English, or at least those who admit sometimes not putting much effort into studying English have other explanations that are more stressed. A CI-learner probably has to work harder than their normally hearing peers to achieve their goals in learning English and even if they do not achieve a desirable level in English, they might feel that they have put much effort into reaching their current level. Some participants have already found suitable learning strategies – on their own or with the help of others – but it is important to keep in mind that the participants are still very young; they probably have many years ahead of them and will have chances to find methods and strategies that better help them study and learn English.

6.3.6 Interest, Motivation and Learning Opportunities

None of the participants seem to explain their failures with a lack of interest or motivation. English is considered an important language to learn and all participants express a desire to know English well, like Viivi does in the example below. There may be pressure to value English language, and feelings of shame are associated with not knowing English well. Even the youngest

participant, Peppi, acknowledges the importance of English language also later when entering working life. Generally among Finnish children and youth, attitudes towards English are very different compared to attitudes towards some other languages, like Swedish.

Example 126

Hanna: millanen sun suhde englanninkieleen on?
esimerkiks millasia tunteita se herättää?

Viivi: oppii uutta
vähän niinku haluais oppii englanti kieli koska maailmassa tarvitsee
englanti kiele

Moreover, motivation to learn English and interest in the English speaking world and content that is accessible in English are used as explanations for successful learning. Also, personal interests and values have led many participants into situations that are considered as important learning opportunities. All participants imply that they value internationality or being a 'global citizen' and many express an interest in traveling and other cultures. This has led them into situations that provide opportunities to learn and use English. In the following example, Aino answers my question of what motivates her. Previously, I had asked her how she explains her success in learning English and it is unsure whether she returns to that topic in this example. Later during the interview Aino names using English, hearing it and being corrected as factors that her English learning depends on.

Example 127

Aino: mä luulen et se on koska sitte ymmärtää ohjelmia
ja niinku mä haluun oppia
tai jos on joku sana mitä mä en tunne ni mä katon kääntäjästä niinku
että *okei nyt mä ymmärrän*

Aino and Juho, for example, are driven by their interests into situations in

which they use English. They read English articles, books or blogs about topics that interest them and Aino watches interviews of people she is interested in. Juho's interest in sports leads him into situations in which he encounters English. They both consider this important for their learning.

As mentioned before, Aino attended an international camp. She sees this as something that has helped her learn spoken language, especially pronunciation. This can be seen in the following example. My interpretation is that Aino partly gives credit to these learning opportunities when explaining her success in learning English.

Example 128

Aino: lausuminen on mulle ollu aika helppoo ku äiti on opettanu ja näin
ja sitte mulle nyt varsinki seiskalla
ja viel niinku ton leirin jälkee just alkaa sujuu se niinku sillee hyvin

In the following example, Viivi describes her experience of visiting England. Traveling has given her opportunities to communicate in English, some of which she has used.

Example 129

Viivi: mun mielestä se aika kivaa
opin puhumaa englanti kielellä
[...]
mutta englannissa aika kivaa
ja siellä yötä yhen viikon
[...]
ja sit yhe öö yksi xxxxx espanja kaveri
se ei kovin hyvin englanti kiele puhu
[...]
ihan tosi vähän se puhu englanniksi
ja myös avustaja autta kanssa
jos mä kuule vääri mä pyydä apuu
Hanna: miltä se tuntu?
Viivi: aika pelottava
jännittävä
kiva

- Hanna: kävitkö siellä kahvilassa
tilasitko enkuks jotain?
- Viivi: mun kaverin isä auttaa
mä en- mä vaa *thank you*
yes please
mä en uskalla sanoo mitää
miten vois sanoo sen *yks iso jäätelö kiitos*
mä en yhtään
mä vaa *voiks joku ostaa mulle*
se vähän pelottavaa
mä en uskalla jos mä väärin tilasi sen
[...]
mä toivosin pääsen seuraavaks ensi kerralla ensi vuonna
mutta mä en tiedä pääsenkö mä
koska mä olen käynyt jo

Ada does not give full recognition to hearing (or seeing) English on television as a learning opportunity. When asked if she feels she learns English by watching television, her answer is "maybe a little". Again, hearing English is only an affordance until the learner pays real attention to it. This applies to many learning opportunities.

All through the interview, Jenny expresses willingness and motivation to learn English. However, when comparing learning English to learning another FL, Italian, she sees the lack of interest as something that has hindered her EFL learning. Jenny explains this in the following example.

Example 130

- Jenny: ni italia on paljon kiinnostavampi kieli ku englanti mun mielestä
ni sen takia mä oon oppinu vähän enemmän ku italiaa ku englantia
ku on kiinnostunu siit ni

Ada's motivation to learn English is motored partly by her will to achieve good grades. Good grades also motivate her to participate more in class, which can be seen in the following example. Active participation probably gives Ada more learning opportunities in class.

Example 131

Ada: et kivahan se on niinku osallistua siihen tuntiin kun kuitenkin se niinku nostattaa numeroa ja sillain

To conclude, lack of motivation to learn English does not seem to be a great problem for any of the participants. The sources of motivation vary, though. Probably also the quality of motivation varies, be it intrinsic or extrinsic. This, however, is something that the present study does not reveal. The participants' personal interests, international contacts and relationships, school grades and traveling are all things that motivate some participants to want to learn English. Also, the global status of English language and the opportunities that knowing English provides not only now but later in life are factors that increase the participants' motivation to learn English. The fact that all these six CI-learners express a desire to learn English well is just another – but very important – reason to do everything possible to facilitate EFL learning for CI-learners.

7 CONCLUSION

The results of the present study cannot be generalized. This does not, however, lessen or reduce the value of the findings. Each and every one of the participants' experiences of EFL learning are unique and valuable data. Even though they have experienced EFL learning very differently, some topics were emphasized throughout the data and multiple genuine problems in CI-learners' EFL teaching can be pinpointed. The main focus of the present study is not, however, on problems that CI-learners may face. On the contrary, the essential finding is that many of these problems can be overcome and many Finnish CI-learners have good or sometimes even excellent possibilities of EFL learning or acquiring English as an L2. This is in line with Wong's (2005, 22-26) findings, who also came to the conclusion that it is possible for CI users to learn a second language, even though there is delay in L2 development.

How the participants see themselves as EFL learners varies greatly. Some see themselves as objects of teaching and support, whether the teaching and support be sufficient and satisfactory or not. Meanwhile, some see themselves as independent learners who take responsibility for their learning. Some participants feel disadvantaged compared to their normally hearing peers, while some do not think their hearing has influenced their learning much.

One of the aims of the present study is to help improve EFL teaching for CI-learners. As discussed above, especially issues related to listening comprehension activities and pair work should be paid attention to when teaching a CI-learner. Another concern is, whether or not teachers have the time or interest to hold conversations with CI-learners to find what could be done to

improve their listening conditions and other issues related to EFL learning. In many schools, teachers do not have enough time to attend to any other issues than those at hand that are most urgent. The data of the present study revealed many CI-learners' desire to be heard and a wish that their own opinions be taken into consideration in decision making. One example of this is several participants' wish to be heard when deciding seating arrangements in the classroom. Some participants expressed that hearing specialists' or teachers' opinions are often valued much more than the participants' own experiences and opinions, even in situations in which they feel they are the experts of their own hearing and learning. This, as well as all the issues related to learning that have come up in the present study, could be addressed in teacher training in universities.

As noted before, Finnish CI-learners' EFL learning – and FL learning in general – has not yet been studied. Therefore, the demand for further studies is great. The present study is only a glance at the topic and makes way for future research. The present study only notices the CI-learners' perspective, but future research should take into account at least their teachers' and parents' perspectives, and perhaps combine all of these perspectives. Learners' experiences of EFL learning with a CI could be compared with those of hearing aid users. Overall, broader studies should be made in order to allow generalization of data. Also, CI-learners' experiences of FL learning in general should be studied for English is not the only FL CI-learners study. Furthermore, the present study does not reveal if the participants' EFL learning is delayed and what factors affect possible delay in CI-learners' EFL learning. As noted before, this is the first generation of CI-learners who have received CIs at an early age and studied a foreign language. When this generation enters working

life, their experiences should be once again studied to gain a better understanding of how they have been able to use English in their lives.

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APPENDICES

Appendix 1 – Interview questions

Haastattelukysymyksiä

Perusjuttuja

Ikä

Harrastukset

Mitä tykkää tehdä vapaa-ajalla tai koulun jälkeen?

Mikä haluaisit olla isona?

Kuulo

Mitä itse koet olevasi? (Kuuro, huonokuuloinen, kuuleva, viittomakielinen sisäkorvaistutteen käyttäjä..?)

Minkä ikäisenä todettu kuurous/huonokuuloisuus?

Minkä ikäisenä implantoitu? Mitä tukitoimia ennen sitä?

Kuuloikä

Kuulon taso silloin, kun implantti ei ole käytössä

Koulu

Miten viihdyt/viihdyit koulussa?

Minkä ikäisenä, mihin kouluun, yleisopetus vai erityisluokka/-koulu, kuurojenkoulu?

Monennella luokalla/millä asteella nyt, missä koulussa?

Kouluvalintojen perusteet (lähikoulu, lukio/amis jne.)

Mikä vaikutti koulun valintaan (kaverit, välimatka, unelmat, kuulo, arvosanat..?)

Tukiopetusta?

Mitä tukitoimia? (tulkki, avustaja...)

Mitkä on/oli lempiaineita koulussa? Onko muuttunut?

Englanninopiskelu

Miten sujunut?

Miltä tuntuu?

Mikä on kivaa, mistä on tykännyt?

Mistä et pidä?
 Mikä helppoa?
 Mikä on tuottanut hankaluuksia?

Oletko keksinyt joitain tapoja opiskella, jotka sopivat sinulle?
 Oletko löytänyt tapoja, joilla päästä selvitä hankalista asioista?
 Miten harjoittelet niitä asioita, jotka tuottavat vaikeuksia?

Mitkä asiat vaikuttavat englanninoppimiseesi?

Millaisia työtapoja englannintunneilla on käytetty?

(lukeminen, kirjoittaminen, parityöt, keskustelutehtävät, kuullunymmärtäminen, ryhmätyöt, sanojen opiskeleminen, eri aksenttien ymmärtäminen, pelit ja leikit, vieraalla kielellä puhuminen, tietokonetyöskentely, musiikki...)

Millainen opettaja?
 Jos saisit päättää, mitä opettaja tekisi toisin?

Miten huonokuuloisuus huomioitu?
 (visuaalinen tuki, istumapaikka, akustiikka, pyörivä tuoli, apuvälineet, FM-lähetin, kuunteluissa kuulokkeet..?)

Millaisia arvosanoja olet saanut, ovatko ne mielestäsi oikeudenmukaisia?

Jos voisit lähettää terveisiä englanninopettajille ja tuleville englanninopettajille, mitä haluaisit sanoa?

Onko huonokuuloisuus vaikuttanut englanninoppimiseen? Millä tavalla? Onko siitä ollut jollain tavalla hyötyä?
 Kuvittele, olisivatko asiat jotenkin toisin, jos et olisi saanut/ottanut istutetta?

Koetko englannintunneilla osallistuvasi opetukseen samalla lailla kuin muut koulukaverit?

Kuinka hyvä koet olevasi englannissa? Mitä kaikkea osaat tehdä englanninkielellä? Missä tilanteissa pärjäisit englannilla? Voisitko kuvitella opiskelevasi englanniksi, muuttavasi englanninkieliseen maahan, käyttäväsi sitä matkustellessa, käyttäväsi sitä töissä esim. asiakaspalvelussa tai kokouksissa, ostavasi jäätelöä englanniksi, esitteleväsi itsesi, lukevasi

englanninkielisen kirjan, katsovasi englanninkielistä ohjelmaa (tekstityksillä, ilman tekstityksiä) tai vaikkapa juttelevasi Facebookissa englanniksi tai päivittäväsi statuksen englanniksi?

Miten opiskelet englantia? Onko jotain kikkoja?

Jos sait sisäkorvaistutteen kesken englanninopiskelun, mitä se muutti?
Vaikeuttiko opiskelua, helpottiko?

Suhde eri kieliin

Mitä pitää äidinkielenä/äidinkielinä?

Mitä kieltä/kieliä kotona käytetään?

Mitä kieltä/kieliä koulussa käytetään?

Kavereiden kanssa?

Harrastuksissa?

Mitä kaikkia kieliä osaa?

Kuvaile suhdettasi englanninkieleen

Kuvaile suhdettasi englanninkielen opiskeluun

Englanti arjessa

Missä kaikkialla kohtaat englantia?

Missä olet oppinut englantia?

Harrastuksissa?

TV:ssä?

Musiikki?

Facebook

Media

Netti

Some

Kansainvälisyys

Kaverit

Montako hyvää kaveria?

Kuka on paras kaveri?

Kuuluuko kavereihin enemmän huonokuuloisia, kuuroja vai kuulevia?

Onko koulussa samalla luokalla muita huonokuuloisia?

Lopuksi

Jos saisit yhden päivän hallita Suomea, mitä muuttaisit?

Jos saisit yhden päivän olla rehtori tai opettaja koulussa, mitä asioita muuttaisit?

Mikä helpottaisi englanninopiskeluasi?

Appendix 2 – English translations of examples

Example 1

Peppi: at least nine- nine minus
but tens at most
even full tens

Example 2

Peppi: at least i feel like i can hear as well as you
those who don't have hearing aids
and so
it would be nice sometime- like if you could put yourself into someone's shoes
i'd like to put myself in someone's shoes who hears normally
so then i'd like to listen if it sounds the same
as with hearing aids

Example 3

Peppi: well
i'd say that- that i'm deaf
but i can hear well anyways
that i can hear a little but otherwise i'm deaf
that yes i can hear
that i'm not fully deaf
and i'm not a FSL user or anything
i don't know sign language
even though i've been taught many times
i can only remember a couple of signs

Example 4

Hanna: what is your class like in this school now?
Peppi: well really fair and nice
like we often all play nicely together on recess, boys and girls
and the group like
at first on first grade everyone was like *what do you have there* and
but now they are like
like when we go swimming a couple of people help me
they tell me *this is what we were told to do*
they come close to me to tell me and they also show me what to do
[...]
a new girl came to our class
so she was a bit like *what do you have in your ear* and so on
but- but now she has begun to understand kind of
Hanna: how does it feel like when someone wonders what you have in your ear?
Peppi: well at least it feels good to say *hearing aids*
i can't hear
that's nice to say at first
then they're like *oh okay*

Example 5

Peppi: everyone understands what to do
all teachers clearly speak in a good voice

Example 6

Aino: i'm a deaf person who can hear
but not perfectly but anyways
[...]
and i don't want to be like hearing impaired or hearing loss or hearing-
it's like the impairment or the disability like
it feels somehow really unpleasant like
and then i prefer telling people that i have hearing aids rather than implants
because then somehow like
they don't know- people don't know what an implant is
other than a breast implant or something
Hanna: what if someone calls you hard of hearing (Fin. *huonokuuloinen*)?
Aino: well yeah but i don't like it that much either
because it's also *huono* (Engl. *bad*) like
the word makes me feel less good kind of
the word kind of says that
Hanna: do you feel that you hear differently and kind of less or
Aino: yeah
kind of like everybody is different
i just happen to be more different

Example 7

Aino: the one i have now is much simpler
it just hangs from my neck and there's a box this small
and then i set my remote control on mt
so there's an induction loop here
and then the teacher has a mic here
a sort of small box
[...]
and it doesn't even show because i just have the kind of necklace
[...]
now there's also the kind of sugar cube
it's smaller than a lump of sugar
so you can just put it there
and then it like comes straight to the ear
so the teacher has the mic and then there's the sugar cube
Hanna: you don't have one
Aino: no i don't
Hanna: yet?
Aino: it made a crackling sound
so i've tried it
Hanna: and it wasn't good
Aino: no it wasn't
and they-
they don't always work without complications

Example 8

Aino: so here's the logo of my favorite band
and then music
like listening to lyrics in songs
so you can also learn from that
and then their interviews
so like you can understand some sentences in them and so on
so it's good to listen to them
and then there's mom
mom has taught me so so much in english like helped me

Example 9

Aino: but i'd still want to learn like
because i have friends who sign better than they speak
so then it would be much easier to communicate sometimes
so then it would be very useful for that

Example 10

Aino: i have wonderful friends but
but sometimes i feel kind of left outside
because i don't hear not even close to everything
and then they can also have their private things
so then i'm kind of like *what is the conversation about?*

Example 11

Aino: and then the partner-
she can't notice that her hair is blocking my view
and i'm sitting there for example
i can't make sense of her speech when everybody else is talking
and i should be able to see this
then i'm always like *is it my turn to say something*
or if she talks too quietly or not clearly enough

Example 12

Aino: you always have to listen
and you always have to be like kind of ready
Hanna: does it take energy to stay sharp/awake?
Aino: yes
it takes a lot of energy so that
after some school days especially if we have had home ec
then you're like *ugh i don't have the energy to do anything*
so it takes a lot of energy if you really try to listen

Example 13

Aino: he also has a speech deficiency
and sometimes it is really really hard to make any sense of what he's saying
because he also speaks somehow really unclearly
and i've told him like *if someone answers your question you can repeat the answer
you can repeat it*

- and he's also done that
and like it's still really difficult to-
i can't tell him to change the way he speaks
[...]
and then there's also a humming noise
which also affects [my hearing]
and there's a person sitting in front of me
i could change that / have an influence on that
Hanna: but you haven't managed to or then you haven't bothered to do so?
Aino: i haven't like had the guts to
because i've been quite like from the beginning
but i had to say something about repeating other pupils' answers
because otherwise i'd be quite-
i wouldn't understand anything
Hanna: [...] did the teacher ask what he could do better?
Aino: no
i had to myself
well i sent him a message like
i have to do things myself like
well some teachers are like for example on first lessons
like *did you hear this* and so on
but they're not always like that
[...]
i'd like if they kind of met me halfway
like kind of said
because i wouldn't want to do everything myself
because i've got all the responsibility about this all by myself
even though really i don't but like practically i do

Example 14

- Aino: feels really nice
i like it when like
you can fluently speak another language than your own
and then it sounds much cooler and like
it's used so much more and like
with one of my friends we speak english on the way to school/ home from
school like
it's really fun
[...]
it's lovely to listen to british english
but american english is easier to speak
and the pronunciation sounds nice

Example 15

- Aino: well when there's like *you and i*
in like pop-
i mean music culture it's like correct
but then like linguistically it isn't correct
so they're sometimes a bit difficult to combine

or then if a word is pronounced like
 [...]

it's not pronounced like it should be pronounced in english
 [...]

like *pink*

you could also say it like [*pink*] too

Example 16

Hanna: if it was up to you to decide
 what would the teacher do differently?
 Aino: [...]

we have a lot of pair work
 so there would be less of those
 and there'd be more of like-
 more of like going around asking *what's up* and like *how was your day yesterday*
 and so on
 Hanna: like real interaction
 Aino: yeah

yeah or not always like classroom english
 because it's not really real english
 [...]

so that we'd learn to speak it

Example 17

Hanna: and how good do you feel that you are in english?
 Aino: well i feel that as a hard of hearing person i'm very good/excellent
 but then compared to organic ears (*luomukorvat*)
 then good
 good

Example 18

Ada: in my own opinion at least i hear quite well
 but well
 depends on the situation like if i'm in a café or in school corridors then i'm
 sometimes like- like *now i missed something*
could you please repeat what you said?
 and like well
 yeah i hear quite well
 Hanna: mm
 Ada: and then if someone is like back- like their back is towards me
 then i don't hear very well
 [...]

depends a bit on whether they take into consideration that i'm deaf
 so it depends on that as well as on the situation

Example 19

Ada: i'm unique (*omalaatuinen*)
 and then well i'm deaf
 but it doesn't really like matter much

but of course there are some things that i kind of can't do

Example 20

Ada: it's difficult to imagine not knowing english
or like
'cause i still like understand it like and then if-
if i didn't know english
then it's like
it's like very different

Example 21

Hanna: can you name something that would make studying english easier for you?
Ada: well understanding like recordings better
Hanna: so like making sense?
Ada: yeah
and then remembering all exceptional/curious words
and then knowing like grammar like well
or like so that i wouldn't make mistakes
and then having self confidence to speak

Example 22

Hanna: do you know sign language as well?
Viivi: not very well

Example 23

Viivi: i was born deaf
and uh when i was small uh one implant
i had difficult with it
and then two years ago
or last year
i got one other implant
then i heard better
i like
with both implants i can hear sounds from other side better
i use so much every day
i seldom take them off

Example 24

Viivi: in the beginning i had for small part i heard some distracting sound
some the electricity xxxxx implant goes crazy
yeah and not anymore
normal sounds
Hanna: in your opinion what is it like to live with an implant?
Viivi: mm
i think feels easy
because i can talk with normal people
normal people
'cause normal people can't sign language

yeah
 and them um
 if something happens car
 then i don't hear anything
 for example an accident could happen xxxxx
 so i think life with implant is good
 it helps hear everything xxxx

Example 25

Viiivi: i was in day care
 assistant who knew sign language
 i understood all sign language
 then when i was older i learn to speak
 so the xxxxxx speech therapy

Hanna: at what age?

Viiivi: yeah

Hanna: at what age did you learn to speak?

Viiivi: um

six seven

at five not very much

it was some words

Example 26

Viiivi: but in america it's interesting
 english is spoken there
 i don't dare/i'm afraid to
 learn english language and work there in america [...]
 i don't have the guts to and it's a little scary

Example 27

Viiivi: and i dropped swedish language
 it's quite difficult because i can't english language with swedish also
 xxxx xxxx with it
 i decided then i dropped swedish language

Example 28

Hanna: how is your relationship with english?
 for example what feelings does it arouse?

Viiivi: learning new things
 kind of like i'd like to learn english language
 because you need english in the world
 [...]
 but i'd like to learn the english language better
 and also to speak
 and to understand reading
 and um
 and then i'd like to learn phone also
 like work matters with foreigner in english
 i should learn that

Example 29

Viivi: mom and dad said that some learn by reading a book in english
 but it's quite too much
 it's many new words
 i can-
 you know how english is a bit different when translated to finnish
 it's a bit different
 i can't remember what
 last time i knew what kind of differences finnish english translate english to
 finnish
 i can't remember what they are
 maybe finnish quite difficult to translate
 i can't remember
 maybe the something is in tense perhaps

Example 30

Hanna: how do you feel about speaking english?
 Viivi: uncertain
 it's kind of like i want to make sure if it's correct
 i- hmm
 i'm scared if it's something said wrong
 when i met an english girl for example
 so she speaks english
 i was afraid she misunderstands me in english
 yeah
 that is why i kind of insecure
 then i try my best speak english

Example 31

Viivi: there through tv
 the tv for example series
 american speaking
 they speak english language
 [...]
 then in movie they speak only english language
 then i listen what it sounds like
 like that

Example 32

Viivi: i'm like *whatever*
 if i don't hear *miss whatever*
 Hanna: so you don't bother asking everything
 Viivi: yeah
 Hanna: yeah
 Viivi: i could concentrate on it but i don't bother/have the energy to

Example 33

Hanna: Describe the level of your hearing with the CI.

Juho: Quite average, I can hear all normal sounds well, I can't always hear quiet sounds. Additionally, I cannot hear the direction of sound (*suuntakuulo*) because the implant is only in one ear. So I do not know what direction a sound is coming from.

Example 34

Juho: I can't remember much but it was a good experience. There were no major difficulties and I wasn't even scared because I was so young.

Example 35

Hanna: Have you considered bilateral implantation? What thoughts does it bring up?

Juho: The doctor has mentioned it a few times already on control visits. It mostly brings up uncomfortable thoughts, I would not like another surgery because when you are older you can be scared of it. In addition, I would not like another one because then I would have to take care of both devices. There is enough trouble in one.

Example 36

Juho: I would define myself paradoxically deaf and hearing. Because when I use my CI, I feel like any other normal hearing person. Also other people feel so when communicating with me. When my hearing aid is off, I acknowledge being deaf but despite my deafness I can interpret my surroundings.

Example 37

Hanna: Imagine what things would be like if you had not received/taken a cochlear implant?

Juho: My life would be very problematic and troublesome. I would have to use a lot of energy to interpret my surroundings. In addition, it would not be possible to hear sounds.

Example 38

Juho: The FM device was used mostly on the lower grades of comprehensive school in class, in the higher grades it has mostly been used in listening comprehensions (near to the source of sound). Now I do not use it at all because I do well without it.

Example 39

Hanna: How has studying English been for you?

Juho: Well/good, there are no problems.

Hanna: How does it feel?

Juho: Good, of course, because I know that I am doing extremely well.

Example 40

Hanna: How has your attitude towards English changed?

Juho: From the lower grades to the upper grades of comprehensive school my attitude towards English has changed so that now I appreciate it more and I understand what an important language it is in the future, in working life and globally.

Example 41

Juho: Writing, pair work, discussion activities, listening comprehension, translation [and] reading comprehension have been the most important/used working methods in school. They have all been good considering my learning. There have been a lot of practical activities, which I like, because they have been the best for my development.

Example 42

Hanna: What methods of studying have you found that suit you?

Juho: I listen in class, I revise things in my head and finally I revise them again by reading.

Hanna: How do you practice things that are difficult for you?

Juho: I try to see things logically and find a reasonable explanation.

Hanna: How do you study English, any tricks?

Juho: Normally. I listen, think and revise. One trick is to watch and listen to English movies/programs, they provide patterns/models of pronunciation and at the same you get to revise a lot of words subconsciously.

Example 43

Hanna: If you could say something to all English teachers and future English teachers, what would you like to say?

Juho: Take my deafness into consideration and give support when needed. Also remember that I ask when something is unclear. You don't have to ask me separately.

Example 44

Jenny: usually when someone asks what my mother tongue is my answer is finnish because i use it much more than sign language but when i was small then it is a different issue then i used a lot of sign language but now finnish so i say finnish

Example 45

Jenny: when i was ten i was implanted in the other ear [...]
so after that i used the implant for like two months
i thought it was just horrible because i didn't hear anything from it

Hanna: yeah

Jenny: i've heard it's perfectly normal that you don't hear anything at first

Hanna: yeah

Jenny: but then after one year you start to hear
i think it's just horrible to wear it because it feels really weird
and like you're not used to it
and then it falls off quite easily

Hanna: uhhuh

Jenny: even though they put the more powerful like the magnet so that it would stay [...]

i didn't like it at all
 and then i started getting headaches/feeling pain in my head even though i've
 heard that's not normal
 they said it shouldn't cause headaches
 [...]
 then i was like ugh
 i'm giving up on this
 because it makes weird sounds all the time you know
 tssshhh something like this

Hanna: yeah

Jenny: i've heard that's normal
 for like two months when you're not used to it yet
 [...]
 they always say
 when i go to the hearing centre (*kuulokeskus*)
 they always ask that have you used the other implant
 and i say no
 then they're like it's really worth using it because it's-
 there's a lot of benefit for the future
 and it's said to be easy to learn languages

Hanna: mm

Jenny: english and swedish i've heard
 so it's easier when you can hear with both ears

Example 46

Jenny: if i wear my hair up
 so i don't like it very much
 because people stare
 they look at me for like really long
 or my ear
 so i don't like it very much
 sometimes i tell them that *yeah i know it's an implant*
 then they're like *oh*
 [...]
 that's why i take it off if i wear my hair up
 if i'm in the city center for example
 or if i'm alone or with a friend who's deaf
 then i don't need an implant

Hanna: yeah

Jenny: but at home i sometimes put my hair up
 i don't care at all because my family knows and so on

Example 47

Hanna: [...] and what comes into your mind related to learning english
 Jenny: i think it's just horrible but yeah

Example 48

Jenny: through the internet or something
 there's english or something

so it would be nice to understand because i can't understand any of it
 [...]

yeah it's everywhere

so like i'd like to cope like abroad also and so on

it's a pity that because of that

that many of my friends are like hey

for example like look at this picture in which there is like some picture

and there's a text over it

like in english

like what is the point in the picture

so then like my friend is like *oh man this is so funny*

and i'm like *okay*

i don't understand this

and then they explain

oh okay

so it's a bit

it's also somehow embarrassing for me but

[...]

'cause i try to use a translator for example

google translator for example which is not that good even

so i put there like what it says in the text

so it translates it totally differently like it's not anything funny

Hanna: yeah
right

Jenny: and then if my mum explains it i'm *oh okay*

Example 49

Jenny: that you'd have to be able to like write and read
 because i can't like
 i can't make sense of spoken english like you can
 so i can't make sense of it
 i've studied it since third-
 from third grade like by speaking and writ-
 speaking and listening
 it doesn't work
 that's why i still don't know any english
 but if i read and
 um read and write
 then i learn more from that
 [...]

i was forced to listen to some radio even though i don't understand anything
 from it

Example 50

Jenny: that's why i'd like to kind of know how to read and write
 more than speak and listen
 'cause you don't really need it that much if i really
 i'd cope with only reading and writing
 if i wanted to know english

but of course it would be better if you knew how to speak
but anyways

Example 51

- Hanna: do you have english lessons at the moment there in-
Jenny: in the pre-vocational preparatory programme
[...]
yes when i went there in autumn there was something
one month in which we studied english
and sometimes
not everyday
but sometimes
we went over basic things like what we studied in lower grades of
comprehensive school
joo sillon ku mä menin syksyllä ni siel oli jotain
then not after that
Hanna: what has it felt like- or what did it feel like then?
Jenny: it was really easy because-
or actually it was really relieving
because it didn't force into anything like having to answer the question-
it didn't force not-
what is the answer
it- you don't have to answer if you don't want to
and then we studied these things that i already somehow knew
for example like my name is [jenny]
what it is in english
we didn't write much
i think that was a really good thing
my mom spoke with the teacher
that *don't ask [jenny] to speak anything out loud*
she doesn't like to speak
the teacher was like *oh okay*
so then the teacher said to me that *remind me if i forget-*
then say-
if i ask you then tell me that hey don't- that i don't want to
so then i'll remember
'cause she/he can't always remember

Example 52

- Jenny: studying vocabulary?
well
it's alright because i really want to learn english
at least i want to learn some words and xxxxxx is like useful and so
it's alright
then some animals' words
well i think they're useless 'cause you don't really need them in your life
at least in my life
Hanna: yeah
Jenny: but well something like this

my name is and how are you and where is um mcdonalds
or normal things like these
so those would be nice to learn
and then when you learn then it's really cool

Example 53

Jenny: i was in england
so in um manchester
so that starbucks café

Hanna: mm

Jenny: well i ordered there
so i just took something there because i don't know what-
if i'd ask the person that i want this [and] this-
then i don't know how to say
so okay i ordered some cream-
it said *ice time*-
i don't remember what it said but-
i asked- oh yeah i asked the cashier that *no coffee*

Hanna: yeah

Jenny: like *ei kahvia*

Hanna: yeah

Jenny: so *oh okay*
then like that she pointed at something
i don't remember
but then i got really delicious

Hanna: okay then

Jenny: 'cause i didn't want any coffee

Example 54

Ada: on lower classes of comprehensive school i got about eights
or because listening comprehensions lowered my grades
but then now on upper classes
now that we haven't had like listening comprehensions in any exams
so they've just had mostly grammar and reading comprehension
so i've done quite well in them [...]

Hanna: so no one has had listening comprehensions?

Ada: no one
or we've had in class but not in exams
no one's had listening comprehensions

Example 55

Viivi: here's an activity in which listen to english on radio
so teacher gives me another activity

Example 56

Jenny: i've had to even though i've said many times that i really don't have to do them
because it's no use

Hanna: mm

Jenny: on lower grades it was dropped entirely

but then on upper grades i was forced into it
i was forced to do them
even though i had said many times that i really don't understand anything

Hanna:

yeah
so you don't like them?

Jenny:

no
but in exams i don't have to do
the teacher has said
that in exams i don't have to do

Example 57

Ada:

well in lower classes i didn't like the engl- english
well the teacher was-
i think the teacher was kind of funny and nice
but then the-
exams were kind of- it was kind of
well because it had listening comprehension and then on the background there
was some-
some jingling and clatter and stuff like that
so then they went quite poorly the listening comprehensions
but well now on upper classes we haven't had listening comprehension like in
exams
so it's gone better maybe because of that

Example 58

Ada:

it's just that i read lips as well
that our english teacher speaks quite much english in class
so i understand it quite well because she speaks like clearly
and then that she's like there in front of me
so i can read her lips
and then if it comes from tape then it's kind of-
kind of mechanical or like that
like- like radio like
so well then it's hard to make sense of it

Example 59

Hanna:

What are your experiences of listening comprehension (both in class and in
"real" situation)? What would you feel like if listening comprehension activities
were on video instead of just sound, so that you could see the speaker's face?

Juho:

Positive, usually I hear well and can make sense easily. The same goes for real
situations because then I have seen the speaker's face from close. Pointless,
because in my case there is no need. The current listening comprehension is
enough!

Example 60

Ada:

but i could make sense quite easily because i have the fm device as well so

Hanna:

do you have the fm device on all lessons in school?

Ada:

yes

Hanna:

does it work well?

- Ada: yes
- Hanna: so you haven't had any problems like hearing murmur/rustle in your ears or something
- Ada: no
well sometimes there is
depends on if the teacher goes somewhere out in the corridor
and then there's kind of like it buzzes or crackles so i usually like put it on mu-
put it on mute or something or turn it off so
- Hanna: on class if you listen to something from tape for example so have you had something like do you get it straight through your fm device for example
- Ada: yes i've heard there is
so i've got a desk mic
so you can put it like connect it to the tape recorder or radio
but it's just always been forgotten
but well it would be quite good
and i've said to my father too that is it possible
asked that could it be done and-
but then it's just been left undone
'cause you can't know when there's listening comprehension and when there isn't
so it's kind of like
right when there is then you're like well this time i don't have it with me
- Hanna: so you'd have to bring it from home
- Ada: a cable or something
something like that
so that you could connect it to the radio
- Hanna: so the school doesn't have a cable like that
- Ada: actually i don't know
but i've coped well like this too

Example 61

- Viivi: i don't understand anything
- Hanna: okay
can you make sense of spoken english if it comes from the radio or something?
- Viivi: i don't like it
- Hanna: you don't like
- Viivi: no
- Hanna: what if the teacher speaks english in class
can you make sense?
- Viivi: no
- Hanna: does she speak too fast or
- Viivi: i don't know
it depends
speaks a little too fast
or then i can't make sense because sometimes pupils just talk

Example 62

- Hanna: what about pair work?
- Viivi: no

Hanna: why not?
 Viivi: because kind of like um
 on english lessons teacher says you can speak with partner-
 speak english with partner
 then usually everybody speak at same time
 i didn't hear anything
 then my partner says something
 i didn't hear anything
 it's everybody speaking at same time
 i get confused
 yeah
 Hanna: you don't like
 Viivi: no

Example 63

Hanna: working in pairs
 you said you do it quite much
 Ada: yes
 yes we often sometimes have them
 well i think they're sometimes a little boring
 mut then there's also that well i don't always hear
 so when my friend usually speaks a bit like
 so that she has long hair and then it's like this
 and then i'm like *what did you say*
 a bit difficult
 that it would be easier if we were like facing each other and so on
 so then maybe i'd understand a bit better

Example 64

Aino: and then i've also got like difficult situations if we have like group work
 and then once i had a partner who spoke like very badly/poorly
 he's got like speech deficiency and like that
 and then he spoke like this
 and then the whole time i was like what are you talking
 so then it can hinder/disturb even working
 so i've asked for example our home ec teacher to tell me
 that what is our next table group and like group
 so we've always considered that what would be
 so that the most lively people wouldn't be in mine

Example 65

Aino: so in class i hear everything/everyone
 but then in pair work i don't hear everything
 so then i listen there that when she finished
 and then i can say
 or then i say like
 what do i say?
 wait
 what do i say?

Hanna: i have to really think
 you have to picture the situation and imagine what you'd say
 Aino: yeah
 maybe i-
 i probably wouldn't say like *could you put your hair a bit aside*
because i can't like make sense of what you're saying
 or like that
 i'd say like *sorry*
that now i didn't hear or like that
 like *huh*
uh
what
 yeah
what
 i'd say *what*
 yeah
 but in english class i ask
 like i'm quite an active person to ask like also in our group

Example 66

Peppi: well when we go to spain and greece
 so a lot of people speak english there
 and then in our neighbor there lives this
 i don't remember what country but at least greece fits in it
 so he speaks english to me
 so at first i didn't understand it
 but now i'm beginning to understand

Example 67

Ada: well if i haven't heard-
 or if i haven't read the lyrics
 so then it's kind of like i haven't made sense of it
 but then when i read the lyrics
 so then i listen to the music at the same time
 so then i kind of get it quite easily
 but then that
 later then it can be like how did it go

Example 68

Jenny: i haven't made sense
 but if i read and listen at the same time
 so then i get that much like where are we going and i can make sense of it
 but if i just listen
 i don't know what they're saying or singing
 Hanna: yeah
 Jenny: but if i listen to a lot of songs for example
 so if i listen to a lot of songs
 so well i don't know what they're about
 i don't know what there is and then if it's like-

once i said that this is a good song
 so well they said like why do you listen to angst music
 so i was like *oh goddamnit*
 so i didn't know there angst songs
 so i didn't know
 really i don't listen
 but one song was like angst music
 like sad music
 well it was just nice to listen to the rhythm and the voice was lovely
 but then recognizing the words and like what it means and-
 nothing
 i don't understand anything

Example 69

Aino: like if i'm listening to an interview
 they speak so fast and it's spoken language
 so you have to like sort them out and think like *what did he say-
 what did he say*

Example 70

Peppi: when in tv-
 i like to watch english stuff mostly
 'cause i like it when there's the text and it's nice to read them
 and then
 then if like in the evening
 so all my siblings and stuff like go to sleep
 so i watch that tv
 so you can't have it on loud in our place
 that's why i listen to-
 i mean watch english programs so it's nicer
 Hanna: and you've got time to read the texts?
 Peppi: yes i do
 before i had the problem that i didn't
 but now when i've read those things so then i've become faster
 and then my reading skills have improved too

Example 71

Juho: One trick is to watch and listen to English movies/programs, they provide
 models of pronunciation and at the same you get to revise a lot of words
 subconsciously.
 Hanna: What programs do you watch? Do you watch them with Finnish/English
 subtitles or without subtitles? Do you relate more to eg. American, British,
 Australian or some other accent? Do you hear the difference between accents?
 Juho: Across the whole range, mostly American and British series. For example
 Hannibal, Under the dome, Arrow etc. I usually watch with Finnish subtitles.
 The American accent feels closest to me, it's appropriately formal and at the
 same time casual. I've watched Breaking Bad without subtitles from the
 internet, it is still easy to watch and I understand the speech perfectly.

Example 72

Hanna: have you ever tried watching with english subtitles?
 Aino: yes i've tried and i've done alright
 quite well actually 'cause i understand quite much actually

Example 73

Jenny: and then not long ago one of my friends sent me
 said that oh gee this is such a good accent- or nice accent
 i don't hear any difference like okay
 'cause it's some asian person who speaks english so-
 they said he's got an accent
 i don't think there's anything
 i don't see the difference

Example 74

Ada: well i watch-
 like to watch more like english and american series or movies because they're
 nicer than finnish ones
 and then
 i've got subtitles- subtitles there
 but well
 if i have time to read the subtitles
 then i might just think about a sentence in english
 then i hear it and then i'm like oh, it's correct!
 and then sometimes like you hear the sentence
 it's kind of like
 quite nice
 [...]

Hanna: do you feel that you hear english through them?

Ada: well maybe a little
 but if- if there's a word
 that you hear that maybe they repeat it
 but then you're like well how do you write that
 so then if you see how it's written
 so maybe then
 but then when it's there for such a short time the sentence or word
 so you forget it easily
 that also affects

Hanna: have you ever watched with english subtitles?

Ada: yes
 we flew to um america last summer
 so then in the plane there were the seats and then there was a screen
 so of course they didn't have in finnish because they don't know finnish
 so- so well
 so i kind of understand that (movies with english subtitles) too

Hanna: you didn't miss the whole movie

Ada: well i missed some parts if there was some weird blabbering and stuff
 so then i was like *okay now i missed something*
maybe it doesn't matter

Example 75

Aino: hearing english
hearing and using
that affects quite much

Hanna: in like music and

Aino: tv and everything

Hanna: hmm

Aino: yes
the media is an important thing

Example 76

Juho: Group work and presentations, because the teacher usually decides the topic.
And when you make a presentation about a topic of your choice, the others
aren't probably interested.

Example 77

Jenny: no- nooooo luckily

Example 78

Ada: we've got to make some kind of presentation this spring
so it makes me very anxious

Hanna: already beforehand

Ada: yes

Hanna: so it doesn't feel like a nice thought

Ada: no
it's kind of like because i'm stressed about the speaking
and when-
well presentations in general
they're okay
but then if you have to like have it in english
so that's kind of like well
doesn't sound very nice

Example 79

Hanna: what about discussion activities then?

Jenny: no
no no no
because you have to read out loud so no

Hanna: mm

Jenny: i don't like at all

Example 80

Jenny: it's kind of like a- a- like
it gets stuck like
so that it doesn't like proceed but like aa
yes and then you think like how do you say that

Example 81

Hanna: do you like english?
 Viivi: yes i do
 but in class not probably xxx
 because it's kind of like
 more strict
 first you try to like speak words
 i can't speak and so
 because kind of like
 english is written differently than words spoken

Example 82

Hanna: and what then is difficult?
 Ada: the pronunciation
 basically i don't really like freeze up in class
 but i feel stressed about how to pronounce it
 and then it goes like wrong and then i'm like *nooo*
 but sometimes if you think that in someone else's ears it might sound like she
 speaks fluent english and so on
 so well
 maybe [...] i pay too much attention to how i pronounce the word
 that i should just go with the flow
 and then it goes like well

Example 83

Hanna: you said that you don't freeze up if you have to speak english
 but speaking a foreign language
 tell me about it
 is it easy difficult
 what thoughts does it bring up?
 Ada: at least anxiety/stress
 or like i've mostly got like can i say it correctly
 and like if the other one is like *now she said it all wrong*
 or like that so well
 maybe just that i'm stressed about whether or not i can say it correctly or
 if i remember the grammar
 and that if i don't remember something and then i'm like *mmm hmm mm hmm*
how should i say this?

Example 84

Ada: for example when ordering i say like *i'd take this and that and that*
 a little bit
 so i wouldn't go and talk with every person who comes across
 just like in a restaurant or café i'd say a little something

Example 85

Aino: pronunciation has always been quite easy for me because my mother has taught
 me and so
 and then for me especially now on seventh grade
 and even now like after the camp it's beginning to go like quite well

Hanna: how does it feel to speak english?

Aino: it feels really nice

it like-

i like it when you can speak fluently like some other language than your own
and it sounds much cooler and like

it's used so much more and like that

i speak english with one of my friends even on the way to school

it's really fun

Example 86

Hanna: what all things do you feel have-

affects your learning english?

what has- what has an effect on your learning?

Aino: well using english

Hanna: the fact that you use it

Aino: yes

and pronunciation

i mean the fact that you're corrected

Example 87

Hanna: do you like studying languages?

Peppi: well yes i do

because it's kind of more relaxed when you can just like learn to speak
then it's a bit more relaxed than maths and all

Example 88

Hanna: reading

for example having to read english text

Peppi: yes

we have that too

and it feels nice

Hanna: do you read out loud

to the whole group or by yourselves

Peppi: well we all read out loud at the same time kind of

when we have these stories

first we listen to them from the internet

[...] then we read them together sentence by sentence with the whole group

Example 89

Peppi: well for example if there was some theater or something like that

so it would be nice in english

to act kind of

Example 90

Jenny: well if there's difficult home- homework for example then i always ask my mom
for help

[...] and then sometimes i just check it from translator

so if i don't know what it means i check

so it makes my working quite much easier

it takes a lot of time
 so it's not like ten minutes and now it's done
 but i've got to have a lot of time
 [...]
 it's just really annoying to do homework because it requires so much time

Example 91

Aino: but my parents like it when i speak (different) languages

Example 92

Hanna: do you ever use any other languages at home than finnish?

Peppi: well no
 not really
 except my grandma
 she speaks like english to me quite often
 or like texts me some little words in english
 like sleep well and so on
 [...] i've never told her to speak english to me
 she just sends me things like that
 then sometimes if i can't understand so i ask my mother what it says

Example 93

Peppi: well at first when i hear the song i don't
 but then when i start listening and so then i can make sense

[...]
 at first it feels like you can't really make sense

Hanna: even with reading the lyrics?

Peppi: yeah
 kind of like *alright and what's that* and so on
 but then when you start listening and translating into finnish and so
 so then i can make sense

Hanna: do you like to know what the song is about?

Peppi: well yes and my mom-
 very often when there are new songs she translates them into finnish like what
 they're saying in it

Example 94

Jenny: she sticks up for me a lot
 for example if i tell her that – that yeah
 the teacher told me again that-
 for example that i have to listen to some radio
 my mum gets angry at once and calls them- the teacher
 [...]
 and sometimes we've been like in a meeting-
 like a big meeting with a lot of teachers
 and then there's mom and then a couple of teachers from kuuloliitto
 and then there's the teacher
 so we've talked a lot that you can't xxxxx me
 he's never- the teacher just doesn't want to believe

learning to) he tells me that i should learn to speak and listen (or: i would benefit from

[...]

Hanna: has it made your life any easier that sometimes- like reminded

Jenny: well at least i've felt good after that
like now i hope the teachers remember
but this special education teacher never remembered
or he didn't want to like believe in the thing

Example 95

Jenny: most of all i trust my mother

Example 96

Ada: mom like made me join this english conversation group
but after all it's like
it's quite good that i went there

Example 97

Juho: I don't think it's affected my learning that much. I think, considering my english learning, things would be about the same if i heard normally.

Example 98

Aino: well if i was deaf
then i'd live in a kind of bubble or something
and well with implants i think there's like a kind of thin bubble
but it's just a small bubble kind of
but i'm like really happy that i've got implants and that they work well

Example 99

Hanna: have you felt that your hearing has affected your english learning and in what way?

Viivi: it's quite difficult to make sense of spoken english
[...]
i try to find out if i'm right
did i hear correctly or
so i'm a bit insecure

Example 100

Hanna: is there something that would make it easier for you to study english?

Aino: well having organic ears (*luomukorvat*)
of course
and making better sense

Example 101

Aino: if i were deaf so then i wouldn't be able- i couldn't learn english
other than in sign language
if i hadn't received implants
and it i had perfect hearing
so that i could make sense of what is said in all interviews

so then i would actually understand about everything
and i could make a lot more easily sense of things

Example 102

Hanna: how has it affected your english learning? has it affected?
Ada: well i don't think so
so if i were hearing
then i'd probably do as well as i'm doing now
so well
maybe i could be more self confident if i were like hearing
but i can't really imagine the differences
[...]
basically you get more attention
from the teacher
or well like that-
not like she would be asking me all the time but that she can-
she considers (my needs) and like that and then

Example 103

Jenny: he doesn't like inspire the thing/matter

Example 104

Hanna: is there something you'd like to tell them?
Jenny: that- that listen to what they say
what they want
[...]
that actually/really they are right
that teachers aren't always right

Example 105

Jenny: the teacher would understand me and we'd go through things really slowly and
that would have helped

Example 106

Jenny: well on upper grades of comprehensive school the teacher was just horrible
but then on lower grades
[...]
they didn't see that i can't pronounce so then the teacher didn't-
we were in such a big class that the teacher just went fast ahead
she didn't know much about me
and then when i went to a special education teacher like to visit two years
so
it wasn't much use either because the-
i can't make sense of his speech
they were just quite bad
Hanna: mm
Jenny: there was no one who would really understand me and bother helping me
Hanna: [...] what would you have wanted them to do differently?
Jenny: [...] on lower grades of comprehensive school i understood the teacher very

well that she didn't know
 even i didn't know that i don't know english-
 or little by little i didn't know english
 but when it was noticed it was good that i went to a special education teacher
 even though it- it could have been- it could have been another teacher
 because the person himself- he could have-
 it's just the person who doesn't know how to or doesn't-
 i don't know what it was
 but well on upper grades it could have been-
 could have understood me much and then helped me like-
 asked me like separately that do you really know what that means
 not like in front of everybody like hey do you know what that means
 if my answer is no then it's a bit awkward for me
 [...]
 and given me activities that i'm really able to complete
 and given me a little special- like just the two of us

Example 107

Viiivi: some teacher speak slower and some loudly
 those who speak fast i can't make sense of

Example 108

Hanna: what all things do you think affect your english learning?

Ada: well at least the way things are taught in my opinion
 and then how they're explained in the book
 and then what the exercises are like
 like are they like constructive or are they like just going through the one thing
 over and over and like that
 [...]
 at least the teaching is like the most important (thing) because it's like the
 (thing)

Example 109

Hanna: What kind of teacher?

Juho: I don't pay much attention to the teacher, but about average. The teacher's
 personality doesn't matter that much. Only being able to explain things
 logically matters. This is something that my current teacher has not succeeded
 in very well, in my opinion. That is also something which I hope future teachers
 would handle better.

Hanna: If you could decide, what would the teacher do differently?

Juho: Wouldn't repeat the same grammar subjects that are in the book. Would explain
 their own version of the subject eg. on the board. Having two different
 explanations would help understanding the main point.

Example 110

Ada: sometimes english is also quite nice
 but our english teacher is a bit weird and like that

Example 111

Ada: so our teacher is kind of like that she doesn't intervene and point out our errors very actively
 so if i say a sentence-
 so if there's like a little- a little mistake
 so she's like *yeah that went well*
 and then i have a look on my face like *no it didn't go that well*
 but if there's like a wrong tense or something like that
 so then she intervenes like *remember the tense*

Example 112

Ada: on lower grades there were two teachers
 the other one was quite nice
 so she was our english teacher on third grade
 so i think she taught quite well and so
 [...]
 and now on upper grades
 like it was a real shock when she spoke english all the time
 so i was like *yeah*
this is not going to go well
 so
 but it- also she teachers quite well
 sometimes the lessons are a bit like *ugh still half an hour*

Example 113

Peppi: well it's nice when
 when you like learn a new language
 and well our english teacher is nice
 she's even got a good sense of humor and so
 so it's just like fun
 Hanna: what's fun about learning a new language?
 Peppi: well maybe because we've got the same teacher in all languages
 so maybe she's like humoristic in a nice way
 so perhaps she doesn't like teach us into it strictly
 but it's just like fun how she makes us all these games and stuff and that we learn it

Example 114

Jenny: i've got a lot of sixes from english
 and then from english i've sometimes got-
 i mean i've failed exams
 and sometimes five and a half and six
 i've never had nine or eight or ten
 i've never in my whole life had them
 even though there are really easy exercises
 [...]
 some people have asked me to show them my exam paper
 i'm like no way i'm showing it
 [...]
 Hanna: have they been justified?

- Jenny: what does it mean justified?
 Hanna: like fair
 so has it been right that you've got-
 or would you have deserved better or worse grades?
 [...] have they been reasonable?
 Jenny: well in my opinion if you get like ten
 like i've sometimes got seven-
 [...]
 so it really doesn't mean that i'd be that good
 it's just meant that i've done quite well in exams
 that i've studied a bit more
 and that i've been a bit more active in class
 but otherwise i'm actually really bad at it
 well then the grades are just okay
 because i've never anything like
 i've never been good in english
 and- but i think it's just stupid that i got them
 because i haven't had any help like
 and they just look at the exams like okay that's it
 Hanna: mm
 Jenny: so i don't know
 it's a bit unfair

Example 115

- Hanna: do you feel that you're talented at learning words and languages?
 Peppi: well yes i do
 because of- quite often my parents say that i'm actually doing really well
 [...]
 then at least my mom says that my results are very good
 but then she's wondering how i get so good results even though i practice so
 little

Example 116

- Hanna: What are your favorite subjects? Why? Have they changed?
 Juho: At the moment English, social studies and Finnish, because I'm good at
 languages and theoretical subjects. Also my strong skills in writing and
 vocabulary attract me towards those subjects.

Example 117

- Hanna: What all things do you think affect your learning English?
 Juho: My own effort mostly.

Example 118

- Ada: well i'm quite an um diligent student
 so i study well for exams
 then i get good grades from exams
 and i my english grade was ten on my report card

Example 119

Hanna: what things do you think affect your english learning
that you learn english

Peppi: well that i study like carefully
and i- when i sing all these funny songs
well at least that's two important things

Example 120

Hanna: how do you learn a word for example-
or how do you practice things that are difficult?

Peppi: well we've been taught a lot of these songs so all the time i-
like months
so these i all the time
like there's a song
so i sing it almost all the time
[...]
and i make like songs and stuff from the words
so that's also one thing that i learn english by

Example 121

Aino: well studying vocabulary has always been a bit difficult for me
i mean i've got tens from vocabulary quizzes and so on
i've studied for the quiz
but then afterwards i don't like remember them very well
so some of the words i don't like understand

Example 122

Hanna: have you found ways of studying that suit you?

Ada: well yeah

Hanna: how do you like to study?

Ada: well i often make a kind of summary of the exam topics
so i take the most important things
i write them down and then i think like okay
so now most of the work is done
that i should like read the summary paper and then my notebook
so then it goes like well
and i read in parts
like if there's six chapters
so i read like two chapters one day and then two chapters the next day and the
rest on the third day and then one day i read them all
so then it's good
kind of like gradually

Example 123

Hanna: What methods of studying have you found that suit you?

Juho: I listen in class, I revise things in my head and finally I revise them again by
reading.

Hanna: What methods have you found to cope with difficult things? How do you
practice things that are difficult for you?

Juho: I try to see things logically and find a reasonable explanation.

Example 124

Jenny: i can't make sense of spoken english like you can
 so i can't make sense of it
 i've studied it since third-
 from third grade like by speaking and writ-
 speaking and listening
 it doesn't work
 that's why i still don't know any english
 but if i read and
 um read and write
 then i learn more from that

Example 125

Jenny: if we're given homework in english
 then sometimes it's like i really don't have the energy to do them
 because i really don't understand them

Example 126

Hanna: how is your relationship with english?
 for example what feelings does it arouse?
 Viivi: learning new things
 kind of like i'd like to learn english language
 because you need english in the world

Example 127

Aino: i think it's because then you understand programs
 and like i want to learn
 or if there's a word that i don't know then i check it from a translator like *okay*
now i get it

Example 128

Aino: pronunciation has always been quite easy for me because my mother has taught
 me and so
 and then for me especially now on seventh grade
 and even now like after the camp it's beginning to go like quite well

Example 129

Viivi: i think it's quite fun
 i learnt to speak in english
 [...]

 but in england quite fun
 and there for one week
 [...]

 and then one um one xxxx spanish friend
 she didn't speak english very well
 [...]

 she spoke very little english
 and also assistant help

if i hear wrong i ask for help
 Hanna: how did it feel?
 Viivi: quite scary
 exciting
 nice
 Hanna: did you go to a café there
 did you order something in english?
 Viivi: my friend's father helps
 i didn't- i just *thank you*
yes please
 i don't dare say anything
 how could you say the *one big ice cream please*
 i don't at all
 i just *can someone buy me*
 it's a bit scary
 i don't dare if i order it wrong
 [...]

Example 130

Jenny: so italian is a much more interesting language than english in my opinion
 so that's why i've learnt a bit more italian than english
 because i'm interested in it so

Example 131

Ada: so it's nice to like participate in the lesson when it still like improves your grade
 and so on

Appendix 3 – Permission slip

HUOLTAJAN SUOSTUMUS: LAPSEN OSALLISTUMINEN TUTKIMUKSEEN

Tutkimuksen tekijä: Hanna Mikkola
044 5564528
hanna.s-m.mikkola@student.jyu.fi

Tutkimuksen ohjaaja: Katja Mäntylä
katja.mantyla@jyu.fi

Tutkimusta tekevä yliopisto: Jyväskylän yliopisto

Tutkimusta varten kerätty aineisto käsitellään niin, että osallistujan henkilöllisyys ei missään vaiheessa paljastu. Aineistoa säilytetään tutkimusta tekevässä yliopistossa ja se voidaan sijoittaa tutkimuksen päätyttyä arkistoon. Huoltajalle kerrotaan, milloin ja missä tilanteissa tutkimustietoa kerätään. Huoltaja voi halutessaan myös perua lapsen osallistumisen.

1. Suostun siihen, että lapseni tutkimustilanteessa tuottamia kirjallisia materiaaleja

kerätään ja tallennetaan

2. Suostun siihen, että lapseni haastatteluja

kuvanauhoitetaan (videoidaan)

ääninauhoitetaan

4. Suostun siihen, että lapseni vuorovaikutusta

kuvanauhoitetaan (videoidaan)

ääninauhoitetaan

seurataan nauhoittamatta

5. Näin kerättyä lastani koskevaa aineistoa saa käyttää

tieteellisissä tutkimuksissa ja julkaisuissa

tieteellisissä esitelmissä

opetus- ja koulutustilanteissa

Paikka:

Aika:

Allekirjoitus:

Nimen selvennys: Etunimet:

Sukunimi/sukunimet:

Lapsen nimi:

Lomakkeen täyttöohje: Ole hyvä ja täytä **kaikki** Sinulle sopivat vaihtoehdot.

Appendix 4 – Text for Recruiting Participants via Facebook and email

Hei!

Olen Hanna, 24-vuotias opiskelija Jyväskylästä. Opiskelen englanninopettajaksi Jyväskylän yliopistossa ja teen tällä hetkellä gradua, joka on viimeisiä ponnistuksia opinnoissani. Gradussani tutkin SI-nuorten ja lasten kokemuksia englanninoppimisesta. Tutkimuksen tarkoituksena on saada lisää tietoa SI-lasten ja -nuorten englanninoppimisesta ja täten luoda pohjaa paremmalle englanninopetukselle ja tuoda lisää ymmärrystä sisäkorvaistutteen vaikutuksesta vieraan kielen oppimiseen. Tutkimus on tapaustutkimus ja siihen osallistuu 6 nuorta/lasta.

Tutkimukseen osallistuminen tarkoittaisi sitä, että tulisin kotipaikkakunnallenne tapaamaan nuortanne ja haastattelisin häntä. Haastattelu toteutuisi mieluiten tammi-helmikuussa 2014 mutta sen tarkempi ajankohta määräytyisi teidän aikataulujenne mukaan. Tutkimus edellyttäisi sitä, että antaisitte luvan käyttää haastattelumateriaalia tähän nimenomaiseen tutkimukseen. Lapsenne/nuorene henkilöllisyys ei missään tilanteessa paljastuisi kenellekään ulkopuoliselle ja kaikkea aineistoa säilytettäisiin ja käytettäisiin niin, että tutkimukseen osallistuneet pysyisivät anonyymeinä. Tutkimuksesta saa vetäytyä milloin tahansa ja tällöin mitään lastanne/nuortanne koskevaa aineistoa ei käytetä, vaan se hävitetään asianmukaisesti.

Olisiko lapsenne/nuorene valmis osallistumaan tutkimukseen? Olisin erittäin kiitollinen mahdollisuudesta saada haastatella häntä ja lupaan tarjota kaikille tutkimukseen osallistuville vähintään leffaliput kiitokseksi.

Jos saan haastatella lastanne/nuortanne tähän tutkimukseen, ottakaa yhteyttä sähköpostitse, tekstiviestillä tai puhelimitse. Kaikkien tutkimukseen osallistuvien huoltajille lähetän tutkimusluvan allekirjoitettavaksi. Kysykää toki lisätietoja!

Syksyisin terveisin,

Hanna Mikkola

hanna.s-m.mikkola@student.jyu.fi

044 5564528