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Having dyslexia and coping with the English language

A case study of a Swedish student with dyslexia

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Contents

Abstract.....	3
1. Introduction	4
1.1. Purpose, Theoretical approach and Research questions	5
2. Literature review	8
2.1. Definition of Dyslexia.....	8
2.2. What causes dyslexia?.....	10
2.3. What kinds of dyslexia are there?	12
2.3.1. Phonology and dyslexia	13
2.3.2. Writing and spelling.....	15
2.4. How dyslexics describe their own capacity for writing	16
2.5. What support can be provided for dyslexics?	17
2.5.1. Aspects to be considered regarding dyslexia	17
2.5.2. Early Intervention	18
2.5.3. Remedial teacher (Specialpedagog)	19
2.5.4. Audio books	21
2.5.5. Working with Keyboard skills.....	22
2.5.6. Classroom adjustments.....	22
2.5.7. Correction and feedback	24
2.5.8. Action program (Åtgärdsprogram).....	25
2.6. What does the curriculum say about the teaching of reading and writing and dyslexia?	27
2.6.1. The Swedish national curriculum for english – senior high school	27
3. Method: The Case Study.....	31
3.1. The Participant.....	32
3.1.2. Filip.....	32
3.1.3. Construction of the interview	32
4. Results/Analysis.....	33
4.1. What problems has a student with dyslexia – what can/can't they do in english?	33
4.2. Charts.....	36
4.2.1 Nouns spelled correctly by filip	36
4.2.2 Nouns used once and are misspelled.....	37
4.2.3 Nouns used more than once and misspelled the same way.....	38
4.2.4 Nouns spelled differently throughout the assignment	39
4.3. In what way are dyslexics graded?.....	41

4.4. What is the best method to help dyslexic reduce their difficulties when reading and writing in English?	42
5. Conclusion	44
Bibliography	46
Appendixes	50
Appendix 1. Artikel (THE ARTICLE)	50
Appendix 2. INTERVJUFRÅGOR (INTERVIEW QUESTIONS)	51
Appendix 3. INTERVJU MED FILIP PÅ ENGELSKA (INTERVIEW WITH FILIP IN ENGLISH)	52
Appendix 4. INTERVJU MED FILIP PÅ SVENSKA (INTERVIEW WITH FILIP IN SWEDISH)	55
Appendix 5. AVTAL FÖR INTERVJU GÄLLANDE C-UPPSATSEN (CONTRACT FOR THE INTERVIEW REGARDING THE C-ESSAY)	58
Appendix 6. Betygskriterier (Knowledge requirements)	60

Abstract

Title: Having dyslexia and coping with the English language – A case study of a Swedish student with dyslexia

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In this research, it is discovered that for a Swedish child with dyslexia writing in English is difficult to execute. However, according to the Education Act in Sweden, when students with dyslexia are graded, they do not have to fulfill all the required knowledge areas. This means that their skills in writing are often disregarded when being given a final grade. In this case study, the student Filip was found to have difficulties with English spellings, especially words containing monophthongs, which can also be a common problem for all Swedish learners of English. However, there are methods that can be used to overcome this difficulty such as working with “systematic phonics”. It is also clear that the learners need to be given as many opportunities to work with the language in all its forms and practice as much as possible. This is something that the student emphasized as one of most effective ways of developing his language skills.

Keywords: dyslexia, student, high school, writing, English.

1. Introduction

“Skola måste vidta åtgärder”, (The school has to take action), says the headline in an article in the Swedish daily newspaper, Helsingborgs Dagblad (Helsingborgs Dagblad, 2014-02-16). According to the article (see appendix 1.), a junior high school student has not been provided with the special care from the school to which they, according to the law, are entitled to receive when they have been diagnosed with dyslexia. When the student was in the 5th grade, the student’s parents complained that their child had problems with learning and difficulties with reading and writing. It was only when the student was in the 7th grade that her case was properly investigated. Even though the investigation showed that the student had a learning disability, language difficulties and dyslexia, it took a while before the school had set up a plan for how this matter could be addressed, as the Swedish Skolinspektionen, (school inspection), had insisted that the school should do so and make improvements.

The Swedish curriculum is divided into different subject areas, one of which is “engelska” (English). In particular, it states that: “Eleverna ska ges möjlighet att interagera i tal och skrift samt producera talat språk och olika texter, på egen hand och tillsammans med andra, och med stöd av olika hjälpmedel och medier.” (*Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*. 2011; p. 53): the following sentence is a translation and it is made by me. ”The students shall be given the opportunity to interact both in speech and writing and produce language and various texts with the support of different tools and media both on their own and with others.”

This research will examine the ways in which a student with dyslexia is provided with support to be able to manage their school subjects effectively. In this specific case, the school subject under investigation is English.

Although, this essay is written in English, it is important to point out that I am not an expert in translation which are made by me; therefore, I have chosen to keep many of the quotes in Swedish as the audience for this essay are primarily speakers of English/Swedish and it is important to maintain the authenticity of the message, which can be lost in translation. However, the reader will be able to read the English translation after the Swedish quotes.

1.1. Purpose, Theoretical approach and Research questions

As a future teacher of English at secondary level (high school) with the responsibility for teaching a wide range of students with varying abilities and disabilities, the purpose for this study is to explore, describe and analyze how a student with dyslexia deals with the disability, and how it affects the student's ability to cope with the subject - English.

When carrying out a study, it is important to begin by defining what research is. According to Dörnyei, (2007: p. 15) it means trying to find answers to questions. He argues that it is an activity that people do all the time in order to enable them to learn more about the world. According to Dörnyei (2007) Brown (1998) describes two ways of going about finding answers to questions when carrying out research;

1. By looking at what other people have said about a particular issue; this is usually called 'secondary', 'conceptual', or 'library' research and it is an essential form of inquiry because it would be a waste of time and energy to ignore other people's work and 'reinvent the wheel' again and again.
2. By conducting one's own data-based (or in research terms, 'empirical') investigation, which involves collecting some sort of information (or 'data') and then drawing some conclusion from it. This is called 'primary' research. (Dörnyei, Z. 2007: p. 15-16).

Looking at Brown's statement, it is clear that the first step one should begin with is to carry out secondary research by examining other people's work, which can be found in a variety of forms such as books, journals, thesis, documents, reports and so on. This allows the researcher to formulate an idea for an area of investigation or perhaps identify a specific issue within a subject that they intend to work with. The second step is to conduct primary research which involves the collection of some form of 'data' or empirical material. This could, for example, be generated by conducting interviews. When these two steps have been performed, it is necessary to proceed by analyzing the information gathered and then draw conclusions from it.

Dörnyei further mentions that the process itself is not only exciting and illuminating, but can also be one of the most effective forms of professional development that can benefit other people as well. He quotes McKay (2006: I):

For teachers, a primary reason for doing research is to become more effective teachers. Research contributes to more effective teaching, not by offering definitive answers to pedagogical questions, but rather by providing new insights into the teaching and learning process. (Dörnyei. 2007: p. 16).

Therefore, doing research can contribute to teaching in a variety of ways, be it to become a more effective teacher, or to make a contribution with something new that might benefit other people or just to create an understanding for that subject.

Dyson and Genishi state that a case study should contain a single entity with defined boundaries. When studying a case, it is not the person him or herself who is being studied, but rather: “a case of something – of a phenomenon of interest.” (2005 in Mackey & Gass, 2012: p. 96). For example, a phenomenon can be “(...) first language (L1) or second language (L2) (...)” (Mackey & Gass, 2012: p. 96). To be able to study a phenomenon, one needs not only to work with people, but also to be “familiar with the field: the current issues, debates and methods in SLA, recent related research (case study and other types); and relevant theoretical frameworks.” (Mackey & Gass, 2012: p. 103).

According to Dörnyei, case study is a method that gives rich and in-depth insights that no other method can give. This method gives the researchers an opportunity to examine how several “circumstances come together and interact in shaping the social world around us” (Dörnyei. 2007: p. 155). This means that its goal is to “(...) particularize and then yield insights of potentially wider relevance and theoretical significance.” This means that the knowledge one gains from a case study provides justification that the research above all is original and will contribute with some new knowledge to the field. (Mackey & Gass, 2012: p. 96, 104).

In this project, I decided to carry out the primary research in the form of a case study of a student with dyslexia and to collect the data through interview.

In the analysis and interpretation of the data, I intend to take a qualitative approach as I have interviewed a student about his experience of having to deal with dyslexia, which is the problem investigated in this research. Hopefully, at the end of this research there will be new knowledge to contribute to the field.

The questions that I intend to provide answers to are

1. What support is available for the dyslexic in the Swedish education system?
2. What the curriculum says about dyslexia in the Swedish education system
3. What problems does a student with dyslexia have in the Swedish education system – what can/cannot they do in English?
4. In what ways is the written work of dyslexics graded in the Swedish education system?
5. What are some effective methods to help dyslexic students reduce their difficulties when reading and writing in English?

I am aware that dyslexia manifests itself in many different ways, but in this project I have decided to restrict the research to the examination of a single student with dyslexia, as I was interested in investigating a specific case of dyslexia and how it manifests itself in depth.

2. Literature review

2.1. Definition of Dyslexia

According to Gillberg and Ödman (1994) “Dyslexi betyder ordagrant översatt “svårigheter med ord”. I Sverige används ofta uttrycken “ordblindhet”, “dåligt ordsinne” eller ”dåligt ordformsinne”. (p. 15): the following sentence is a translation and it is made by me. “Dyslexia is literally translated as “difficulties with words”. In Sweden, expressions such as “word blindness”, “bad word sentence” or “bad word formation” are often used”. The authors also state that “Det saknas fortfarande internationellt överenskomna diagnoskriterier för dyslexi. En förklaring kan vara att dyslexi representerar en gränsproblematik som rör många olika medicinska, psykologiska och pedagogiska områden, men inte tillhör något speciellt ansvarsområde. (p.15): the following sentence is a translation and it is made by me. “There are no international criteria for defining what dyslexia is. One explanation could be that dyslexia is associated with different areas such as medicine, psychology and education but does not belong to any particular area of responsibility”. Gillberg and Ödman’s definition is similar to that of Madison (in Madison and Johansson, 1998) who say that “The word dyslexia originates from the Greek word `dyslexia`, which is formed by the Greek word; “dys= svår (difficult) and lexis= tal, ord (speech, word)”. (p. 7). My interpretation of the Greek word `dyslexia` is that the bringing together of these two parts indicates that there are difficulties with words in particular. According to Madison, (in Madison and Johansson, 1998) “It is impossible to define what these diverse difficulties really are”. (p. 7).

Høien and Lundberg’s (1999) definition of dyslexia is more precise than the definitions already mentioned. Their definition is: (dys = svårigheter, lexia = ord). When these two words are combined, they become “svårigheter med skrivna ord”- difficulties with written words. (p. 10). The authors do not argue that the word “ordblindhet” (wordblindness) is the correct term to describe dyslexia because it could then easily become associated with a problem of sight. (p. 10).

In common with Høien and Lundberg, Shaywitz (2005) claims that dyslexia is a problem connected to the spoken language and has nothing to do with sight. One example of this problem being manifested is evident by the fact that “Many children reverse their letters when learning to write, regardless of whether or not they have dyslexia.”

The authors, Lundgren and Ohlis (2003) do not suggest their own definition for dyslexia. Instead, they say: “the term dyslexia represents a set of specific inherited disabilities”. (p. 10). They explain that when an individual “inherits the characteristics of dyslexia they will have difficulties associated with reading and writing”. (p. 10). This does not mean that an individual inherits the actual difficulties with dyslexia; instead, they inherit “the characteristics that lead to the difficulties of reading and writing”. (p. 10). However, as mentioned previously, the authors’ definition of dyslexia is not their own; rather, it is one defined by The International Dyslexia Association (IDA). A part of their definition is that dyslexia is a learning disability. “As a linguistic and congenital disorder, it is characterized by a difficulty in decoding individual words which is also due to reduced phonological skills”. (p. 10).

As seen above, there are many definitions of what dyslexia is and it is evident that while some of them are quite similar to each other, they also differ from each other. However, none of them give a universally accepted definition of what dyslexia is, simply because there is no such definition.

2.2. What causes dyslexia?

According to Madison and Johansson (1998) dyslexia is not based on an “intellectual, lack of social and cultural stimulation nor is it emotional disorder”. (p. 11). However, the reasons why an individual has dyslexia are many. According to Gillberg and Ödman (1994) it seems to be that one cause of dyslexia is inheritance. (p. 9). According to Logometrica (2017) this means that “if dyslexia is found in certain families, and is passed from generation to generation, there is a chance that several members of that family will also have dyslexia”. However, as mentioned previously, Høien and Lundberg`s (1999) research has shown that problems with vision are not a factor in determining whether an individual has dyslexia or not. (p. 10). According to Gillberg & Ödman (1994) the one characteristic that passes on from one generation to another is a lack of phonological processing skills. (p. 44).

Another cause of dyslexia is linked to the external environment, which means that the child is exposed to “inappropriate” forms of education. In turn, this means that the child can be constantly among people who simply do not understand what dyslexia is, nor do they have the knowledge required for how to cope with students that suffer from dyslexia. Inappropriate forms of education can also be a factor when the child is exposed to teaching that does not have any benefit for the child. This may contribute to the child feeling stupid and useless and it can also contribute to a lack of interest in reading and writing and this, in turn, will make the child perform less well than other students. (p. 48).

Høien and Lundberg (1999) mention that reading consists of two parts: “avkodning och förståelse”. (Decoding and comprehension). (p. 15).

According to Mayer (2008) the meaning of the term `decoding` can be described as a “process of translating a written word into a sound”. (p. 49). The way of deciding if a student is proficient at decoding is to design a test. This kind of test is often divided into two different parts, and the first asks students to “translate printed regular words such as `dog´, `table´, and `jump´ into sounds (also known as word identification skills)”. The second test asks students:

“to translate printed pseudowords into sounds (also referred to as word attack skill). Words like `blud´, `wight´, `frish´ are referred to as pseudowords. This means

decoding nonwords/unfamiliar words. (Pseudowords are not real words but are pronounceable based on phonics rules).” (p. 49).

This way it is possible to

“measure a student’s decoding accuracy by counting the number of times the student makes the correct sound. The student’s decoding speed (efficiency) can also be measured by counting the number of correctly decoded words per minute. High proficiency is indicated by a high rate of accuracy and/or speed.” (p. 49).

Decoding is seen as a “restricted process because it requires that an individual is able to pronounce (or name) printed words rather than being able to explain what they mean.” The way to develop the skill in decoding is for a learner to keep reading continually. This applies particularly to the young students who are learning to read and write. This kind of process is time-consuming since it takes time to make the sound of a specific word and to spell it the right way. (p. 49).

Comprehension consists of “making a connection between the reading and the child’s own experience, drawing conclusions and making interpretations when reading”. (p. 15). According to Høien and Lundberg, the reason a student with dyslexia has difficulties with comprehending what they have been reading is that they have performed a poor decoding. The authors argue that a student with dyslexia is unable to develop an automated decoding since it is difficult and exhausting which, in turn, makes the student give up reading. It is also worth mentioning that the difficulties with decoding are due to a weakness in the phonological area. (p. 17-18). According to the authors, “Readers who have big problems with decoding, try to take an advantage of the context and to decode the words in the text, which often gives the

result of a lot of guesses and slips of the tongue.” (p. 19). The authors also state that “to be able to achieve automatic decoding will require a lot of practice with written words”. (p. 18).

To summarize, it would seem that the major causes of dyslexia can be linked to both inheritance and the external environment.

2.3. What kinds of dyslexia are there?

According to Gillberg and Ödman (1994) there are three main types of dyslexia and which are the most common. There are also other types of dyslexia. The first main type is called “fonologisk dyslexi” (phonological dyslexia) which is regarded as the most dominant type. As mentioned, this is associated with difficulties of phonological decoding and early language disorders.

“Phonological’ refers to the sounds in a language which can cause difficulties for an individual who has to deal with language comprehension, difficulties in imitating speech and understanding the differences between different sounds and in understanding the correspondence between letters of the alphabet and sound.” (p. 21).

For example, the letters “ough” in English can represent the sound /ʌf/ as in “rough”, /u:/ as in through and /ə/ as in thorough. “These kind of difficulties can emerge from the beginning of the first grade for a young child”. (p. 21). To be able to achieve an automatic word decoding, the individual “who has dyslexia has to practice a lot to be able to overcome the difficulty in decoding the words.” (p. 23).

The second type of dyslexia is called “visuella dyslexi” (visual dyslexia) and it is “characterized by the difficulties of not being able to read words.” This indicates that there is a difficulty in recognizing symbols in a word correctly. (p. 21).

The third type is called “blandad dyslexi” (mixed dyslexia) which means that the phonological disorder and the visual difficulties are both part of this type of dyslexia. (p. 21).

2.3.1. PHONOLOGY AND DYSLEXIA

In English, there are twenty-six letters of the alphabet which are used to represent the forty-four phonemes or significant sounds. (Rönnerdal & Johansson, 2005: p. 13). Of these 44 sounds, around 24 are consonant sounds, while the remainders are vowel sounds. Of these 26 letters, only five are used to represent 20 vowel sounds. This can present a problem for a reader as these five letters have to be used in different combinations in order to represent the 20 sounds. For example, /eɪ/ as in say, main, grey, plane.

According to Davidsen-Nielsen and Harder (in Smith & Swan, 2001) “English is [...] relatively easy for Scandinavians to learn.” (p. 21). This is due to the fact that the English and Scandinavian languages belong to a common Germanic branch. According to the authors, when considering the phonology, the Scandinavian languages are rather similar to English, so “most features of English pronunciation do not present serious difficulty to speakers of these languages.” (p. 21). However, the authors do mention that, even though the branch connects the languages, there are still “major problems which Danish, Norwegian and Swedish learners of English have in common.” (p. 21).

In general, Scandinavian learners have few problems with English consonants. The following phonemes “have equivalents or near equivalents in all three Scandinavian languages and are perceived and articulated without serious difficulty, although some confusions may still arise.” (p. 23). These consonants are: /p/ /b/ /f/ /v/ /t/ /d/ /s/ /ʃ/ /k/ /g/ /m/ /n/ /ŋ/ /j/ /h/. However, there can be problems with /θ/ / ð/ /z/ / ʒ/ / tʃ/ / dʒ/ / l/ /r/ /w/. (p. 23).

With regards to vowels, the following phonemes “have equivalents or near equivalents in all three Scandinavian languages and are perceived and articulated without serious difficulty,

although some confusions may still arise.” (p. 22) These vowels are: /i:/ /e/ /ɑ:/ /ɒ/ /ɔ:/ /aʊ/ /aɪ/ /ɔɪ/. (p. 22). On the other hand, Swedish learners may have difficulties with the diphthongs: /eɪ/ /eə/ /ʊə/ /ɪə/ /əʊ/ and the monophthongs: /ʌ/ /æ/ /ʊ/ /ɜ:/ /ɪ/ /u:/ /ə/ . (p. 22).

According to the authors, spelling and pronunciation in Swedish and Norwegian are more related to each other than to English. Therefore, “Mistakes may be made in cases where a letter has different values in English and the mother tongue; or where English orthography lets the learner down after he or she has worked out the basic rules for correspondences between letters and sounds in English.” (p. 24). This means that in cognate word pairs, for example *kusin- cousin*, *president- president*, *reservera- reserve*, a certain letter has a different sound in Scandinavian languages than it has in English and one of the examples that the authors mention is that “Even after Scandinavian students have learnt to pronounce English /z/, they commonly mispronounce the letter *s* as /s/ in words such as *cousin*, *trousers*, *reserve*, *president*.” (p. 24).

The authors mention the need to be aware of the distinction between two letters that are somewhat similar to each other in spelling. For example, being aware of the distinction between /v/ and /w/ does not necessarily mean that the student would not replace v by using w. For example, when writing the word *very* the *v* could easily be replaced with the letter w making it become *wery*. The reason it is executed this way is “probably because this spelling is assumed to be the more ‘English’.” (p. 26).

Individuals who have dyslexia usually have difficulties with phonemes. Although Bates (2013) states that no one is really sure why they have this kind of problem, it is known “that the cause of dyslexia is in the way the brain processes words and language.” Bates continues by saying that “the phonemic sounds are ‘sticky’ for dyslexics. They seem to comprehend words as whole entities, almost like an object that can’t be broken down into parts. This is part of the reason that dyslexics will confuse one word for another just by the way it looks.”

There are a number of approaches to teaching students to read phonetically. One method is to use an approach known as systematic phonics which Brooks and Hall (2006) define as “Teaching of letter-sound relationships in an explicit, organized and sequenced fashion, as

opposed to incidentally or on a `when-needed` basis. (...)" (p. 8). However, there are also disagreements regarding which method of phonics teaching is the most effective. One of the recommendations from the authors is that "Systematic phonics should be used with both normally developing children and those at risk of failure". (p. 10).

2.3.2. WRITING AND SPELLING

Due to the fact that English does not use a `phonemic` alphabet (in which one symbol represents one sound), individuals who have to write and spell in English know that it is not an easy thing to do, particularly when it comes to writing and spelling difficult words. According to Medwell and Wray (2009: p. 14-91), many children come to realize quite soon after starting school that there is a possibility that they will not be able to achieve the skill of writing. This is often due to their experience which shows them that this kind of activity is difficult and failure is possible.

Medwell and Wray also say that writing and spelling in English is difficult because it is a language with complex spelling due to its long complex history and flexibility that requires strategies and knowledge in order to master it. To be able to develop these kind of strategies and knowledge, children have to start by practising structured and regular handwriting, since it is not something that develops easily. Succeeding in forming letters the right way in English can be difficult since they are constructed in ovals and vertical lines. (p. 88). The authors mention a couple of techniques in how to teach the way letters are formed. One of many examples is to let an individual trace letters, cut from sandpaper, with their fingers so that he or she will be able to feel the shapes of that specific letter.

Finally, Medwell and Wray say that spelling in English is a word-level issue, but it also demands a knowledge of the grammar of English. This means that a strategy that children can use when spelling is based on the "sound-symbol correspondences to spell words phonetically." (p. 91). For example, children who have phonemic awareness and know how to divide the word `cat` into the sounds /k/ /æ/ /t/ are able to relate these phonemes to the Roman

letters `cat`, they are also able to form other words that contain these phonemes such as- can, cap, bat, rat, etc.

2.4. How dyslexics describe their own capacity for writing

Lundgren and Ohlis (2003) say that

“dyslexics usually note that their own thoughts have a tendency to go faster in relation to their writing skills”. (p. 31-32).

This means that

“gaps occur and the words tend to disappear. Some dyslexics change the sequence of the letters in a word, even though they do know how to spell words correctly. When they have finished writing a text, they later read it as they imagined it to be and not as it is. Therefore, they are unable to discover their own mistakes.” (p. 31-32).

The authors also mention that “individuals with dyslexia do not mark their texts with full stops or with commas. Instead they write texts as one long sentence.” (p. 38).

According to Madison and Johansson (1998) there are some features that are recognizable if an individual shows signs of dyslexia. The features that are recognizable are many, and some of them are when an individual “gets letters such as `b-d, b-p, t-d etc, confused.” (p. 7). “Dyslexics are often referred to as “stupid”, “sloppy” and “lazy” by the people that surround them. These people, who can be teachers, parents, peers or other people in the society” (p. 9) usually do not have any knowledge or comprehension of dyslexia and what it means for an individual that has to cope with it, but also that they have different kinds of learning styles. Therefore, people have the tendency to perceive dyslexics as described above.

2.5. WHAT SUPPORT CAN BE PROVIDED FOR DYSLEXICS?

Høien and Lundberg (1999) mention that it requires a considerable amount of training for a student to be able to develop decoding skills. This means that the student has to spend much time working with the written word. The reason students avoid reading is that their reading is poor. This in turn contributes to them not getting the reading practice that they need in order to be able to achieve a certain decoding skill. (p. 18): it becomes a vicious circle.

This essay will now discuss the kind of support or special care that can be provided for students with dyslexia.

2.5.1. ASPECTS TO BE CONSIDERED REGARDING DYSLEXIA

Even though the biological part is one of the aspects implicated in dyslexia, there are other aspects that contribute in making it easier or more difficult for a dyslexic to cope and which need to be considered. According to Lundgren and Ohlis (2003: p. 11-13), these aspects include: maturity, experience, teaching, motivation and treatment.

- Maturity, - “some students who have difficulties with reading and writing skills tend to mature late. Therefore, it is crucial that interventions are taken at an early stage instead of waiting to see what is going to happen with the student. For example, language games are one of the methods that can help develop phonological awareness”.
- Experience, - “reading and writing difficulties are divided into two parts; the primary part concerns the disability while the secondary part concerns emotional effects. This occurs when the student discovers that what works for his/her peers does not seem to work the same way for the student himself. In turn, this makes the student feel stupid and that there is no reason to make an effort anymore, especially if the student fails one too many times.”
- Teaching, - “is crucial for children who have dyslexia to be provided with effective education that involves appropriate teaching material. If they are not

provided with the material that they need they will only fall behind in the school subjects, even though they do have the intellectual capacity to succeed.”

- Motivation, - “the best way to defeat difficulties is to be motivated, but those that have difficulties in reading will avoid reading because the workload is too large in relation to the outcome. Therefore, the workload has to match with the student’s ability and also create a positive teaching climate so that the motivation will benefit the student.”
- Treatment, - “those with reading and writing difficulties are not weak in a general aspect. However, they can become low achievers if they are not given the right conditions to show what they know. ”Ty alltför ofta blir vi vad omgivningen förväntar sig av oss.”: the following sentence is a translation and it is made by me. “Too often we become what our environment expects of us”.

2.5.2. EARLY INTERVENTION

Johansson (in Madison and Johansson, 1998) is a remedial teacher who worked in elementary schools where dyslexia was investigated and who suggested ways of providing support for it. Johansson, together with different schools and a group of parents, found that the only way to facilitate the situation for dyslexics was to provide “early intervention, parental involvement and continuity so that good reading and writing skills would evolve.” (p. 22). The approach was used to make observations and take actions regarding the problem. For example, the parents need to be involved in different kinds of tasks (such as homework) together with the student. Also, meetings need to be held and attended by all those involved. The author (p. 22-23) explains that in many schools this does not occur due to financial concerns. She goes on to say that this is not a good excuse since “early intervention does not need to cost, neither parental involvement nor continuity comes at a cost.” (p. 23). It is simply a question of re-prioritizing. Good methodical help will encourage the student to develop the joy of reading, which in turn will make the school situation substantially beneficial for the student. The author also observed that students who have not been provided with the help that they needed for literacy in primary school showed poor quality at literacy in junior high. This resulted in the

students losing an entire year of learning simply because no action was taken in the primary school to prepare them for the long term aspect.

Johansson (p, 28) also mentions a case where a girl was told by her two teachers that she had to live with the fact that she would never be able to distinguish between the letters 'b` and 'd`. This obviously made the mother heartbroken because she knew how important it is to distinguish between the two letters. The girl then received help in the form of private sessions financed by the mother. The intervention that was provided for this girl was based on getting her to work on repeatedly reading and writing a number of words that start with the letter `b`. This was done with the help of nursery rhymes. This method was used continually until the girl could distinguish between the two letters by heart, which she finally achieved.

2.5.3. REMEDIAL TEACHER (SPECIALPEDAGOG)

Gillberg and Ödman (1994) interviewed Toini Prim who is a remedial teacher. According to Prim, the starting point should be to establish what the child with dyslexia already knows. This is based on each individual case since "Alla barn har inte samma problem (...)." (p. 68): the following sentence is a translation and it is made by me. "Not all children have the same problems (...)." Prim emphasized the need for practice in the interview. This particularly applies to children with dyslexia. "Barn med dyslexi behöver tränas. Träning är oerhört viktig och helt avgörande för om de ska lyckas lära sig läsa eller inte. För att kunna läsa rätt måste de också kunna skilja på ljuden och tillhörande bokstav. Ljud som är svåra att skilja på är: b-p, d-t, g-k, v-f, i-e. Men också ljuden i, u-y-ö och u-o kan vara svåra att urskilja." (p. 69): the following sentences are translated by me. "Children with dyslexia need practice. Practice is extremely important and crucial for whether they will succeed in learning to read or not. In order to be able to read correctly, they must be able to distinguish between the sounds and the corresponding letter. Sounds that are difficult to distinguish are: b-p, d-t, g-k, v-f, i-e. The sounds in u-y-ö and u-o can be difficult to distinguish."

Prim states "Ett barn som har dyslexi måste få hjälp av en skicklig speciallärare. Metodisk lästräning cirka 60 minuter minst två dagar i veckan ger resultat. (...) Parallellt med

lästräningen går skrivandet.” (p. 69-70): the following sentence is a translation and it is made by me. “A child with dyslexia needs to receive help from a proficient remedial teacher. Methodical practice in reading, approximately 60 minutes at least two days a week, gives results. To practise reading means to practise writing as well.” Before starting to learn how to read, the child first has to learn all the letters by heart. This is due to the sound that each letter has. “Det finns individer med dyslexi som länge kan hålla på med att ljuda de olika bokstäverna – som t ex “k+o” – men absolut inte kan höra att ljuden tillsammans blir ett ord (ko).” (p. 70): the following sentence is a translation and it is made by me. “There are individuals with dyslexia who can sit for a long time with different letters such as “k + o” – but they cannot hear when combining the sounds that it becomes a word; ko (cow).” According to Prim, if an individual thinks that making guesses will make it easier to read, then that person is only fooling himself. To be able to read automatically can and will take thousands of hours to learn when having dyslexia. (p. 71-72). It appears that having the skill to speak correctly has an impact on reading and writing skills. According to Prim, “Att ha ett bra talspråk är viktigt. Många ungdomar slarvar med språket och använder läten som ”öh” och ”um” i stället för ord. De har aldrig fått lära sig tala ordentligt.” (p. 71): the following sentence is a translation and it is made by me. ”It is important to have a good spoken language. Many young people are careless with the language and use words like “oh” and “um” instead of words. They have never learned to speak properly.”

2.5.4. AUDIO BOOKS

The approach that Lundgren and Ohlis (2003: p. 22-24) suggest is based on different kinds of material that can be of benefit for the individual with dyslexia. “Talböcker“ (audio books) allows an individual to

“listen to the text while reading the text in a book at the same time. The listening part of the audio books are performed with a normal reading speed and the language is relatively neutral. However, they are not available for purchase but there is an opportunity to borrow them from libraries or they can be found on the website www.tpb.se. These kind of books are provided for those that have difficulty with reading.” (p. 22-23). “University students are entitled to receive the entire literature in spoken form. This is usually done by TPB.” (p. 24).¹

According to the authors, in the beginning of the 1990’s, TPB ran a project with the help of a county library and 200 teachers. It was based on encouraging elementary students to listen to the audio books while reading. The outcomes were improved reading skills, increased self-esteem and it also inspired the students to become interested in books. “Många ökade sin läshastighet och ordförråd, de lärde sig tala bättre och upptäckte ofta vilka fel de gjorde i sin läsning (...)”. (p. 23): the following sentence is a translation and it is made by me. “Many increased their reading speed and vocabulary, they learned to speak better and often discovered what errors they did in their reading (...)”. (Bergman, L. (1995) *Talböcker i grundskolan för elever med läs- och skrivsvårigheter. TPB Rapport 1995:2.*)

¹ TPB have changed their name to “Myndigheten för tillgängliga medier” and they can be found on the website <http://www.mtm.se/>

2.5.5. WORKING WITH KEYBOARD SKILLS

Individuals with dyslexia may have problems physically when writing, so using the keyboard can help. However, there are both positive and negative aspects when working with the keyboard. The individual who is not experienced in using the keyboard will have to spend time in searching for each letter on the keyboard since it does not come automatically. However, if children are able to work with the keyboard in addition to the alphabet, this can have a positive effect and the child will learn how to use the keyboard rather quickly. The speed of writing will also increase as the letters have a fixed location on the keyboard and the student can focus on the content rather than the spelling. This allows students to create texts that are just as good as their peers. (Lundgren & Ohlis, 2003: p. 35-36).

2.5.6. CLASSROOM ADJUSTMENTS

4D Schools (2006) in New Zealand include programs that are based on noticing students that experience difficulties in school. They contribute by giving advice for how to make simple adjustments so that it can benefit the student that has these difficulties. “Central to this approach is recognition of dyslexia as a learning preference.” According to 4D Schools, when it comes to reading, writing and spelling students with dyslexia are the ones that feel frustrated and find these areas as difficult. However, 4D Schools provide suggestions to help decrease the pressure that students have regarding reading, writing and spelling.

- “Always explain the “three parts of a word” – what it looks like, what it sounds like and what it means.”
- “Don’t overly focus on handwriting – neat handwriting can be difficult for dyslexic students and an obsession with neatness can detract from strengths in equally or more important areas.”

4D Schools states that for the majority of students with dyslexia simple adjustments in the classroom will benefit them because the adjustments will inspire students to “draw on their strengths in the classroom.” Adjustments that are linked to everyday activities in a classroom, such as the ones that are mentioned above as well as activities like notetaking because students

with dyslexia find it difficult to read and comprehend from whiteboards. This can easily make them become exhausted or even fall behind if there are many things to copy during a session. This is something that teachers should know about because, even if they do want to use the whiteboard, they can ease or even remove difficulties regarding notetaking. The following bullet points are ways of making it easier when taking notes:

- Minimise board copying and dictation
- Avoid black text on white background – buff or coloured paper is easier to read
- Use at least 14pt font Arial, Sasson or Comic Sans, 1.5 line spacing for handouts

Therefore, these strategies are executed because of a desire to improve the learning environment for the student.

There are also students who need adjustments like one-on-one interventions and these should be performed so that they will make significant progress. Students with dyslexia tend to have low self-esteem because of the awareness that they do not have the same basic skills as their peers. However, to reduce the low self-esteem, the teachers need to do the following:

- Remember a dyslexic's greatest difficulty is self-esteem – be aware of potential issues around emotional and behavioral needs as well as self-esteem
- Emphasize strengths of a student's work, with specific praise
- Develop pupils' knowledge of their own language abilities and needs, and of what to do when things go wrong.

2.5.7. CORRECTION AND FEEDBACK

Brown and Larson-Hall (2012) devote a specific chapter to the way in which correction can benefit language learners. According to Larson-Hall (in Brown & Larson-Hall, 2012) “providing sustained feedback in the communicative situation seemed to be more effective in promoting long-term use of the difficult feature.” (p. 107). However, providing feedback for the communicative situation is not the only feedback they write about. There are two types of correction and these are *oral correction* and *written grammar correction*. However, in this section I will only discuss written grammar correction and omit the oral correction due to the research question linked to the essay.

With regards to written grammar correction, Brown and Larson-Hall (2012) mention an article by Truscott (1996) in which he explores whether “teachers correcting all of the errors on a piece of writing was an effective way to improve students’ accuracy in writing grammatically and using appropriate vocabulary.” (p. 114). Truscott himself believes that “teachers should abandon grammar correction” (ibid) and he provides evidence that confirms that this kind of correction is “ineffective and could also contribute to a potential problems with grammar.” (ibid). He encourages teachers to spend more time on getting students to do more writing practice than spending time on correcting the grammar errors. He also says that “Students often do not understand the corrections they receive, if they in fact even read over the corrections. Some teachers may not be able to clearly give a metalinguistic explanation of what was wrong.” (2012: p. 114). On the other hand, Ferris (1999) challenges Truscott’s contention on the basis that not enough research had been done. Ferris (1999) contends that “research might still prove some correction was useful, especially if it was targeted to specific errors and was given consistently.” (p. 115). According to Ferris (2012) “students frequently asked for feedback and feel frustrated if they didn’t get it.” (p. 115). Fifteen years after Truscott’s findings, Ferris (2011) claims that there is now sufficient research that proves that “students will improve in their ability to accurately write when they are given feedback about specific errors.” (p. 116). According to Ferris, “students do pay attention to the corrections they receive, and of course this is much more likely if students are asked to revise their writing after receiving feedback.” (p. 116). Hyland and Hyland (2006) argue that “students should

invest some effort in noting their errors before they hand-in for correction.” (2012: p. 116). This simply means that when investing some effort into the text there is a possibility to spot the errors that have been made during writing.

2.5.8. ACTION PROGRAM (ÅTGÄRDSPROGRAM)

According to Persson (2013) the term ”åtgärdsprogram” (action program) is used when signifying the documentation and planning that is being made for students who are in need of special educational support.” (p. 136). In Sweden, action programs became an obligation in 2000/2001 and since then it has been decided that this kind of intervention will be established for students who are at risk of not being able to achieve specific educational goals. This applies to all schools and other types of education (p. 136-137). According to Skolverket (2014) (education department), if a student goes through an “utredning” (investigation) and ends up with a result that indicates that a student is in need of special educational support, he or she shall be given the support that is needed and an action program has to be established for that student. (2014: p. 14). In the school environment, the action program works as a written validation that indicates that the student is in need of special educational care and that actions need to be taken and considered. (2014: p. 14).

According to Andréasson and Persson (2003) (in Persson, 2013)

“the measurements that are being suggested are often oriented on the flaws that a student demonstrates. Therefore, it is the remedial teacher who is responsible for initiating, establishing and doing follow-ups on the action programs that are made. This means that although the school, in some cases, is able to reduce the student’s problems, it rarely gets to the bottom of investigating the learning environment that might have contributed to the difficulties that the student has.” (2013: p. 137).

According to Skolverket (education department) (2014) “the school, according to skollagen (Education Act) has to establish an action program for those students who are in need of special attention.” However, “what is written in the action program is not considered as a part of the law.” The action program has to assign

“which needs a student has and how these needs will be addressed. If the action program is addressed to a student who has dyslexia and it says that the student is allowed to use different tools during sessions, the headmaster is entitled to determine that these tools are allowed to be used during national tests. However, this can only be executed under the circumstance that the test still examines what it is supposed to examine.”

Thus, to be able to provide help for dyslexics, different kinds of approaches can be taken such as;

- Perform much training with written words so that they will be able to achieve a certain decoding skill.
- Providing an early intervention and parental involvement will benefit dyslexics so that good reading and writing skills will develop.
- Different material can benefit the dyslexics if they use audio books as an example.
- Correction can benefit language learners. There are two types of correction; oral correction and written grammar correction. All language learners benefit when providing them with correction because that is the best way to learn and avoid making mistakes twice.

2.6. What does the curriculum say about the teaching of reading and writing and dyslexia?

2.6.1. THE SWEDISH NATIONAL CURRICULUM FOR ENGLISH – SENIOR HIGH SCHOOL

Introduction

The national curriculum in Sweden, (senior high school: LGY 2011) states that gaining knowledge “of several languages can provide new perspectives on the surrounding world, enhanced opportunities to create contacts and greater understanding of different ways of living.” This applies particularly to the English language simply because English “surrounds us in our daily lives and is used in such diverse areas as politics, education and economics.” Gaining knowledge in English does not only benefit the individual but it also “increases the individual’s opportunities to participate in different social and cultural contexts, as well as in international studies and working life.” (p, 34).

The Purpose of the subject

One of the purposes of the subject English is to provide the students with the opportunity “to develop knowledge of the English language and of the areas and contexts where English is used, and also pupils’ confidence in their ability to use the language in different situations and for different purposes.” (p. 34)

When it comes to *reading, writing* and communicating

“pupils should be given the opportunity to develop all-round communicative skills. These skills involve understanding spoken and written English, being able to formulate one’s thinking and interact with others in the spoken and written language, and the ability to adapt use of language to different situations, purposes and

recipients. Communication skills also cover confidence in using the language and the ability to use different strategies to support communication and solve problems when language skills by themselves are not sufficient.” (p. 34).

To be able to use the spoken language in different contexts

“pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests. Teaching should also provide pupils with opportunities to develop knowledge about and an understanding of different living conditions, as well as social and cultural phenomena in the areas and contexts where English is used.” (p. 34).

The Core Content in grade 7-9

Listening and Reading – reception:

- “Spoken English and texts from various media.”
- “Spoken English with some regional and social variants.”
- “Oral and written instructions and descriptions.”
- “Different types of conversations, dialogues, interviews and oral communications.”
- “Literature and other fiction in spoken, dramatised and filmed forms.”
- “Oral and written information, as well as discussions and argumentation for different purposes, such as news, reports and newspaper articles.”
- “Language phenomena such as pronunciation, intonation, grammatical structures, sentence structure, words with different registers, as well as fixed language expressions pupils will encounter in the language.”
- “How texts and spoken language can be varied for different purposes and contexts.”
- “How connecting words and other expressions are used to create structure and linguistically coherent entities.” (p. 37).

Speaking, writing and discussing – production and interaction:

- “Different ways of working on personal communications to vary, clarify, specify and adapt them for different purposes.”
- “Oral and written narratives, descriptions and instructions.”
- “Language strategies to understand and be understood when language skills are lacking, such as reformulations, questions and explanations.”
- “Language strategies to contribute to and actively participate in conversations by taking the initiative in interaction, giving confirmation, putting follow-up questions, taking the initiative to raise new issues and also concluding conversations.” (p. 37).

The Swedish curriculum states that teaching that occurs during the lesson needs to be adapted to each and every student’s abilities and needs. This indicates that the lessons that the students participate in should not be structured for, or applied to, each student in the same way. Therefore, the school is compelled to give special educational care to those students who, for various reasons, have difficulties attaining the goals that are set for each subject. This especially applies to students with various disabilities. (p. 8).

The Swedish national curriculum shows that the importance of interacting in different ways is crucial for helping students learn English. They also mention that this can be performed with the help of various technologies and media. However, the curriculum also states that students who have disabilities are the ones that the school has to give special attention to and who should also be provided with adapted help in order for them to achieve the goals that are set for the subject. However, the curriculum does not say anything specifically about how to work with students with dyslexia. Instead, it seems that all the students who have some form of a disability are categorized in the same group and it is up to the teacher, or whoever works with students with disabilities, to come up with a methodology that allows the student to achieve the same goals as the students who do not have any disabilities. This could be interpreted in

two ways: one is that the writers of the curriculum do not understand the difference between one specific ability (such as dyslexia) and another (such as dyscalculia) and that they can all be catered for in the same way. One disability should be seen as similar to all others. The other interpretation is that it gives the teacher a free hand in deciding what kind of methodology will work best for an individual student with a specific disability.

Summary

The Swedish curriculum is clear that students who have various disabilities are the ones who should be provided with adapted help in order for them to achieve the goals that are set for the subject. However, the curriculum does not give specific directions on how to work with students with dyslexia. The writers of the curriculum do not appear to understand the difference between one specific ability (such as dyslexia) and another (such as dyscalculia) and that they cannot all be catered for in the same way. Therefore, it should be made clear that one disability should not be regarded as similar to other disabilities.

3. Method: The Case Study

Chapter 1 of this essay refers to an article from Helsingborgs Dagblad. This article relates a story that a junior high school student with diagnosed dyslexia has not been provided with assistance even though she is entitled to receive some kind of help. The article goes on to state that the parents complained that their child had problems with learning and also had difficulties with reading and writing. To be able to examine the ways in which students and parents deal with these kinds of issues when dyslexia is involved, I have chosen to interview a student with the diagnosis. The student is a real human being with real experience. I have chosen to describe the student as the participant.

Thus, my empirical material will be based on the interview that I undertook with the student. The interview was conducted in the county of Skåne and the interview with the student took place at the high school that he attends. The student is presented below.

To be able to interview the high school student, I first had to contact the headmaster by sending an e-mail and explaining what kind of research I was prepared to undertake. I approached a school in Skåne and they named a student who they believed would be suitable for my study and provided me his contact details.

When I met the student, I started by giving him the information on what my topic is about and the interview process. I also explained how I intended to work with the information that I gained from the interviews.

I also asked the student to sign a contract (see appendix 5.) as a way of giving me approval to use and publish the interviews in my study. In the contract, I point out that the research would eventually be published on the university's public database. I also pointed out that the contract is based on confidentiality regarding any personal information. I mentioned, for example, that rather than using their authentic name, I would use a fictitious one. Thus, in the study, I have chosen to identify the student as "Filip". This name has no association with his authentic name.

Filip's attention was drawn to a clause which states: "De som intervjuas har rätt till sin egen integritet och sin egen värdighet." (Trost, J. 1997: p. 92): the following sentence is a translation and it is made by me. "Those who are being interviewed are entitled to their own integrity and their own dignity." Therefore, the contract was made to both clarify how the interview would be used and also to generate trust between the student and interviewer since his experiences are a part of this research.

3.1. The Participant

3.1.2. Filip

Filip is a 19 year old student at upper secondary school who studies on the Teknikprogrammet (Technology). He is in his final year. The reason he chose to study technology is that it provides him with many possibilities and there are no restrictions in this area of technology. He has taken three courses in English, at levels 5, 6 and 7. He thinks that it has worked well but, at the same time, he found it a bit confusing when it was mixed classes during these courses. His future plan is to study, probably within the engineering section since he finds technology fun. According to Filip, his dyslexia will not be an obstacle as long as he stays within Sweden and uses the Swedish language. However, he finds that there could be greater problems outside Sweden's borders in terms of using the English language.

3.1.3. Construction of the interview

When the interview was conducted, the student was in his final year at upper secondary school. As the questions used during the interview (see appendix 2) were constructed in Swedish, the entire interview was held in Swedish. It was transcribed and the interview has also been translated into English (see appendix 3) but is also available to read in Swedish (see appendix 4). However, the translated interview will be transcribed in the next chapter. The questions during the interviews are noted in black and Filip's answers are noted red.

4. Results/Analysis

4.1. WHAT PROBLEMS HAS A STUDENT WITH DYSLEXIA – WHAT CAN/CAN'T THEY DO IN ENGLISH?

When Filip was asked what he found the most difficult to manage in English; reading, writing, listening or speaking, his answer was as follows:

(Filip): (...) Writing is hard, it's the toughest because there are a lot of spelling mistakes. As a dyslectic, you make sounds of the words at the same time as you write. English is the most difficult since there are letters that disappear. (...) I would like to consider myself as a four² when it comes to reading and writing in English.

From Filip's answers, it becomes quite clear that the experience of writing in English is the most difficult. The case of Filip can be connected to the innatist perspective based on Chomsky's theories. Chomsky studies on how language is acquired and how it is stored in the mind and also regards the acquisition of human language as being an innate process. (Lightbown & Spada, 2006: p. 15). According to Lightbown and Spada (2006)

“He argued that children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop. (...) The environment makes only a basic contribution – in this case, the availability of people who speak to the child. The child, or rather, the child's biological endowment will do the rest.” (p. 15).

As, according to Chomsky, all humans are biologically programmed for language, the environment should be considered as a factor that can hold them back from developing language in its various forms such as writing, speaking and reading. Humans are not born armed with writing skills and these need to be learned, just as speaking and reading do. This is

² The student graded himself with a scale where 1 is the best level and 5 is a poor level.

supplied through our environment with the support of parents, teachers and peers and of course through our own efforts.

According to The Yale Center for Dyslexia & Creativity (2014) when reading and writing, many processes are occurring in the brain:

“It has to connect letters with sounds and put those sounds together in the right order. Then it has to help you put letters, words, and paragraphs together in ways that let you read them quickly and understand what they mean. It also has to connect words and sentences with other kinds of knowledge. When you see “c-a-t” on a piece of paper, your brain doesn’t just have to read the word “cat,” it also has to make the connection that “cat” means a furry, four-legged animal that meows.”

As the brain has to connect with sounds and put those sounds together so that words will be comprehensible, the individual should not be in the same position as Filip who is losing letters in English because of his way of sounding the letters. The Yale Center for Dyslexia & Creativity (2014) say that:

“Thanks to recent research, though, we have lots of scientific proof that a dyslexic person’s brain is normal and healthy. When you have dyslexia, though, your brain takes longer to make some of these connections, and does it in more steps. It especially has trouble matching the letters you see on the page with the sounds those letters and combinations of letters make. And when you have trouble with that step, it makes all the other steps harder.”

This indicates that that there is nothing wrong with Filip’s brain or his intelligence; it is just the way he has learned to perform when he has to write in English, and also that when having dyslexia the brain takes longer to perform the connections that are required.

Ingvar (2008) explains how the hemispheres cooperate when they are exposed to texts. A part of the left side of the brain is called “Broca’s area”, after doctor Pierre Broca (1824-1880) whose patient lost the ability to speak due to an injury on the left side of the brain and because of the injury that area became the Broca’s area. (p. 28). According to Ingvar, modern research has shown that the language can be found in the front of the left hemisphere (Broca’s area). The main function of the left hemisphere is to produce language in all situations, namely when speaking and writing. However, the back of the left hemisphere is responsible for the comprehension of words. This area is called the “ordformsområdet” (word formation area). “Det måste fungera bra för att man snabbt ska kunna avkoda text och läsa flytande.” (p. 28): the following sentence is a translation and it is made by me. “It has to work well so that decoding the text and reading fluently will go rapidly.” According to the author, the function in the back of the left hemisphere is reduced for those who have dyslexia. This means when a dyslexic reads a text that they can handle without any difficulties, this area produces a higher activity than it does with an individual who does not have dyslexia. However, if a text becomes difficult to handle this activity drops. (p. 28-29).

The author states that “Under barn- och ungdomsåren förskjuts hjärnans språkssystem till den vänstra hjärnhalvan, en nödvändig utveckling för att man ska få ett tillräckligt snabbt fungerande språk. Det blir helt enkelt för komplicerat att göra språk med två hjärnhalvor. Vissa viktiga funktioner finns dock kvar på högersidan, som förmågan att uppfatta tonläge och stämningsläge i budskapet.” (p. 30): the following sentences are a translation made by me. “During the childhood and adolescent years, the brain’s language system is shifted to the left hemisphere, a development that is necessary to get a fast-working language. It is simply too complicated to make languages with two cerebral hemispheres. However, some important features remain on the right side, such as the ability to perceive tone and the mood in the message.”

This shifting from the right hemisphere to the left hemisphere does not occur with dyslexics and this is because the language has not been practised enough and therefore functions in an abnormal way. (p. 30). Ingvar discovered that this shifting depends on developing the reading skill which, according to Ingvar, means that “Om man inte lär sig att läsa, utvecklas visa

områden i hjärnan annorlunda.” (p. 31): the following sentence is a translation and it is made by me. “If you do not learn to read, certain areas of the brain will develop differently.”

4.2. CHARTS

Following subchapters contains four charts and displays some of the knowledge and difficulties Filip has with spelling. The charts relate to a book called `The Snows of Kilimanjaro`, by Ernest Hemingway.

4.2.1 NOUNS SPELLED CORRECTLY BY FILIP

The following chart lists the nouns that Filip spelled correctly, and the number of instances in which the word appeared in the text.

Category 1:					
A (8) ³	Days (1)	He (8)	Love (1)	Sad (2)	Today (2)
About (4)	Dies (1)	Helen (8)	Main (1)	Same (1)	Understand (2)
Alcohol (1)	End (2)	Her/Hers (3)	May (1)	So (3)	Use (1)
A lot (1)	Ended (1)	His (2)	Narrator (1)	Spots (1)	Very (8)
Always (1)	Find (1)	I (10)	Never (2)	Take (2)	Way (1)
Are (1)	Give (1)	In (13)	Next (1)	Text/Texts (2)	We (1)
As (1)	Glad (2)	Is (8)	Not (3)	That (13)	You (8)
Back (1)	Go (2)	Injured (1)	Of (7)	The (23)	
Bad (1)	Good (2)	It/its (10)	Old (1)	Theirs (1)	
Bit (1)	Got (1)	Italics (1)	One (1)	This (5)	
Book (4)	Going (1)	Know (2)	Parts (1)	Thinks/Think (5)	
But (2)	Had (2)	Life (2)	Premonition (1)	Time (3)	

³ The numbers in the brackets represent the countable nouns he has used in his writing assignment.

Can (5)	Harry (14)	Long (1)	Regrets (1)	To (12)	
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4.2.2 NOUNS USED ONCE AND ARE MISPELLED

The following chart lists the nouns that Filip wrote once and misspelled them and the number of instances in which the word appeared in the text.

Category 2:					
The right word:	Filip spelling the word:	Phonetic Transcription:	The right word:	Filip spelling the word:	Phonetic Transcription:
Accident	Acident	æksədənt	Him	Hem	hɪm
After	Afther	æftər	Hooked	Hockt	hɒkt
All	Al	ɔl	Interesting	Intresting	ɪntrɪstɪŋ
Also	Olso	ɔlso	Lives	Lifs	laɪfz
Anything	Enifing	eniθɪŋ	Main	Mejn	meɪn
Appears	Apers	əpɪrɪz	Maybe	Mayby	meɪbi
Background	Backgraund	bækgrawnd	Mean	Men	mi:n
Been	Bin	bɪn	Morning	Mornig	mɔrnɪŋ
Beginning	Beginig	bɪɡɪnɪŋ	Night	Niht	naɪt
Between	Betvin	bətwin	Pictures	Pichurs	pɪktʃərz
Chances	Chences	tʃænsəz	Scared	Scherd	skeəd
Close by	Closbay	kloʊs baɪ	See	Se	si:
Dead	Ded	dɛd	Seen	Sen	si:n
Deaf	Def	dɛf	Several	Sevrul	sevrəl
Didn't	Dident	dɪdnt	Similarities	Simulritys	sɪmɪlærɪtɪz
Directly	Direktly	daɪrɛktlɪ	Sleep	Slep	sli:p
Do	Dou	du:	Talks	Taks	tɔ:ks
Don't	Dnt	dəʊnt	Their	Ther	ðeə
Easier	Esyer	ɪzɪər	Told	Tod	təʊld
Everything	Evrytnig	evrɪθɪŋ	Try	Tray	traɪ
Eyes	Eyse	aɪz	Trying	Traying	traɪɪŋ
Flashback	Backflaches	flæʃbæk	Two	To	tu:
Forgive	Forgiv	fəɡɪv	Up	Upp	ʌp
Fun	Funn	fən	View	Vjue	vju:
Girls	Grls	ɡɜ:rlz	Whole	Hole	həʊl

Hate	Hayt	heɪt	Women's	Wimons	wimɪn
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An examination of the charts reveals how Filip's execution in his writing task is quite similar to the statements that were made by the authors in section 2.3.1. Filip's major problem is with monophthongs (see chart 4.2.2 and 4.2.4 and the words that are colored with red). The fact that the majority of the words are red shows that he has not mastered the monophthongs. The second problem that the chart shows is the difficulties in spelling words that are similar to each other and, therefore, are written in an "English way", (see charts 4.2.2 and the words that are colored with orange). This means that Filip is replacing the English letters with the ones that he feels are more "English". Therefore, he writes the English word in different ways.

4.2.3 NOUNS USED MORE THAN ONCE AND MISPELLED THE SAME WAY

The following chart lists the words that Filip wrote more than once and misspelled them the same way, and the number of instances in which the word appeared in the text.

Category 3:					
The right word:	Filip spelling the word:	Phonetic Transcription:			
Africa	Afrika (4)	æfrikə			
Animals	Animols (2)	ænəmɔlz			
Different	Difrent (2)	dɪfərənt			
Every	Evre (2)	ɛvəri			
More	Mor (3)	mɔr			
Much	Mutch (2)	mətʃ			
Some	Som (2)	səm			
Through	Trho (3)	θru			
Want	Vont (2)	want			
Written	Riten (2)	rɪtən			

The third problem is indicated in chart (4.2.3) that shows words with letters that have a different value in English than in Swedish (words that are colored green).

4.2.4 NOUNS SPELLED DIFFERENTLY THROUGHOUT THE ASSIGNMENT

The following chart lists the nouns that Filip spelled differently throughout the assignment and the number of instances in which the word appeared in the text.

Category 4:					
The right word:	Filip spelling the word:				Phonetic Transcription:
Because	Bichrs (1)	Becuos (1)	Bicus (2)		bɪkɒz (m)
Before	Before (1)	Bifore (1)			bəfɔr (m)
Characters	Carhekters (1)	Caricturs (1)			kærɪktərz (m)
Combination	Combaniton (1)				kambəneʃən (m)
Combine	Combain (1)				kambain (D)
Have	Hav (2)	Haw (1)	Hve (1)		hæv (m)
How	Hau (1)	Haw (1)			haʊ (d)
Liked	Lickte (1)	Likte (1)	Likce (1)	Likt (1)	laɪkt (d)
Make/s	Mak (1)	Maks (2)			meɪk (d)
Mention/ed	Menton (1)	Metiond (1)			mənʃənd (m)
Read	Reed (2)	Red (2)			ri:d (m)
Relationship	Relationship (1)	Relechonchips (2)	Relecohchips (1)		rɪ'leɪʃənʃɪp (m)
Says	Says (1)	Sas (1)			sɛz (d)
She	Sche (1)	She (3)			ʃi: (m)
Story	Story (2)	Storry (4)			stɔri
Understanding	Andrstanding (1)				əndərstændɪŋ (m)
Wanted	Wonted (2)				wɒntəd (m)
Was	Wos (2)	Vos (1)			wɒz
When	Vhen (4)	When (6)	Venn (1)		wɛn (d)
With	With (2)	Whit (3)	Whith (1)		wɪθ

Also, the difficulties that the charts display (4.2.2, 4.2.4 and the words that are colored with blue and pink) is the one that he has minor difficulties with such as diphthongs and consonants. However, it is noteworthy that he does not have problems with consonants since “there are many differences between Swedish and English consonants. The following seven

consonants have no Swedish counterparts [...]: / θ, ð, z, w, ʒ, tʃ, dʒ /.” (Rönnerdal & Johansson, 2005: p. 46). There are a number of approaches to teaching students to read phonetically. As mentioned in section 2.3.1, one method is to use an approach known as “systematic phonics”, which Brooks and Hall (2006) define as “teaching of letter-sound relationships” (p, 8).

The teacher’s response to Filip’s assignment was “*Good analysis & nice thoughts. No introduction or conclusion. Good language but some grammar mistake. D*”. The block capital *D* refers to the grade that Filip received in his writing assignment. According to Skolverket (2011) to be able to receive the grade *D*, a student has to accomplish the criteria that are set for grade E and most of the criterias that are set for grade C. (p. 55-56). The teacher mentions that Filip has made “*some grammar mistake*” and refers to eight of them that she has marked. Which are “Theirs, hayt, dnt, vont, Harrys, wimons, near, find”. However, categories 2-4 in the charts show that there are far more grammar mistakes than the eight of them that the teacher has marked. It is also worth mentioning that the teacher does not mark any of the misspellings; this is because it does not benefit the student as he is not able to see the mistakes that he has made in his writing himself. Someone, whether it is a teacher or anyone else who has more proficiency in writing English than Filip, needs to provide him with the proper help so that he will see and learn where he has made his writing mistakes. As mentioned in section 2.5.7, students will improve in their ability to accurately write when they are given feedback about specific errors. To be able to improve Filip’s ability as mentioned, scaffolding needs to be provided. “Scaffolding refers to a process in which a more knowledgeable (or expert) speaker helps a less knowledgeable (or novice) learner by providing assistance”. (Lightbown & Spada, 2006: p. 131). In Filip’s case, he is the ‘novice’ and should receive help from an expert which should be his English teacher or a remedial teacher.

The charts indicate that Filip has not received any help with his spelling difficulties from his English teacher. As mentioned previously, the teacher hardly marked his text and only provided him with a superficial response. This does not provide Filip with the right information about his writing, which also means he is learning how to write in an incorrect

way. This appears clearly in chart 4.2.3, where words that are used more than once are misspelled the same way. It becomes quite clear that not only has he learned that letters in English have a different value than in Swedish, but also he has learned how to spell incorrectly, which will remain an issue with him until someone shows him how to spell.

4.3. IN WHAT WAY ARE DYSLEXICS GRADED?

When I interviewed Filip on whether he believes that he is being graded correctly he uttered that in general he believes so. However, he did mention that “*The thing that is not graded is the spelling (...)*.” As mentioned before in chapter 2.6.1, the Swedish national curriculum does mention giving special attention to students who have some kind of disability and are at risk of not being able to achieve the goals for their subjects. However, the curriculum does not mention how these students are supposed to be graded. It seems as if the teachers have to be innovative and not only refer to the national curriculum when grading, but also to the Swedish Education Act (Skollagen).

According to Sveriges Riksdag (Swedish Parliament) and the Education Act (2010) a teacher who has a student or students with some kind of disability is allowed to disregard some of the parts of the curriculum when grading a student. The Parliament (2010) states that

“Om det finns särskilda skäl får det vid betygssättningen bortses från enstaka delar av kunskapskraven. Med särskilda skäl avses funktionsnedsättning eller andra liknande personliga förhållanden som inte är av tillfällig natur och som utgör ett direkt hinder för att eleven ska kunna nå ett visst kunskapskrav.” 15. Kap, 26§.

This statement explains that if a student has a disability, certain parts of the curriculum will not be taken into consideration for grading purposes.

As mentioned previously, the authors Medwell and Wray conclude that all children find spelling rather difficult and many of them fail. However, the authors argue that, when starting to practice structured and regular handwriting, it will make it easier for children to manage spelling. (p.88).

Therefore, it is not a satisfactory solution to disregard spelling as the teacher has done with Filip because practice is one of the best methods when striving to overcome a difficulty, which the remedial teacher Prim also emphasized (see section 2.5.3.).

4.4. WHAT IS THE BEST METHOD TO HELP DYSLEXIC REDUCE THEIR DIFFICULTIES WHEN READING AND WRITING IN ENGLISH?

During the interview Filip was asked what he found was the best method when learning English.

(Filip): I do not know what the best method is for learning. But the best thing would have been to go and be exposed to English. [...]. But it requires a combination of all three. It's pretty important to hear the English language because then you gain pronunciation. When listening I have been able to develop my pronunciation.

(Filip): I've had two teachers in English whom I have been working with and they have helped me to find the audio books for me. It worked out great, but on the last course I had to do it all by myself. When I write they have to take it as it is, and look at what I write about and how I write it. I do get some extra time if I need it which I usually need. I also get to sit until I'm done with a test, which is an advantage in a way because I get to do it in my own pace, but the annoying thing is that I don't get finished within the timeframe that was set up for me.

Filip's answers bring some suggestions on what method is the best for reducing difficulties in reading and writing. However, one of his thoughts and suggestions about audio books are

rather similar to the one already mentioned in section 2.5.4. Working with the keyboard was also mentioned in section 2.5.5. Another method is making simple classroom adjustments (see section 2.5.6.) Ingvar (2008) also advocates letting children work with the keyboard. When learning to spell, this method could be the one that makes it easier to learn spelling. “Låt barnet använda tangentbordet om det underlättar. Skilj mellan det som är språkträning och det som har att göra med att klara av skolan som process.” (p. 129): the following sentence is a translation and it is made by me. “Let the child use the keyboard if it facilitates. Differentiate between language training and coping with school as a process.” Ingvar also discusses students with dyslexia and claims that they should be provided with the right study skills that are useful. This simply means “Om läraren gör klart för eleven vad som förväntas minskar stressen. Om förväntningarna är rimliga, vet eleven att han kan leverera och då blir det väsentligt lättare att klara av sin inläring och träning.” (p. 107): the following sentence is a translation and it is made by me. “If the teacher clarifies to the student what is expected, the stress will be reduced. If the expectations are reasonable, the student will know that he will be able to achieve what is expected of him and then it becomes significantly easier to manage learning and practice.”

Filip states in the interview that “*the best thing would have been to go and be exposed to English*”, while the remedial teacher Prim, mentioned in section 2.5.3., also states in the interview the need for practice, which particularly applies children with dyslexia. Therefore, it becomes obvious that exposure to language and practice is actually one of many methods that can help students with dyslexia overcome the difficulties that they have with reading, writing and spelling. However, all students are different individuals and therefore it is crucial for the teacher to find out which method works best for the student.

5. Conclusion

Teachers in Sweden are required to follow the curriculum and construct lessons based on what the curriculum requires, but this does not allow teachers to construct the lessons in the way that they find most relevant, as it becomes clear in section 2.6.1, where the curriculum emphasizes the speaking part throughout and mentions little about writing. This could be one of many reasons people in Sweden have difficulties in writing, and this be connected to the latest PISA results that showed a low result regarding reading comprehension (which in turn is connected to spelling and writing). It has thus been realized that people no longer have the ability to write well due to the move from writing to speaking, and also that teachers have so many other things to do (administration) and there is little time for writing and practice. Therefore, students do not know necessarily how to write.

From this study, it may be concluded that a Swedish child with dyslexia, writing in English is challenging; in this case it is the most challenging task for Filip to cope with. However, according to the Education Act in Sweden it does not necessarily become a problem because if a student has a disability, certain parts of the curriculum will not be taken into consideration for grading purposes. Therefore, spelling and writing is not regarded as relevant, especially now that society has different kinds of technology which can provide instant corrections.

In Filip's case, the major difficulties that he had with spelling in English were words that contained monophthongs. However, Brooks and Hall (2006) state that the best way of overcoming problems with phonemes is to apply "Systematic phonics [...] with both normally developing children and those at risk of failure". (p, 10). Also there are other methods like simple adjustments in the classroom like minimizing board copying and dictation, avoiding black text on white background – buff or coloured paper is easier to read and use at least 14pt font Arial, Sasson or Comic Sans, 1.5 line spacing for handouts so that the learning will be easier for the students. Another method is exposure to language and practice. This is something that Filip and the remedial teacher Prim both emphasized as one of the best methods in developing the language. This basically means that to be able to overcome the

difficulties that one might be exposed to, he or she has to motivate themselves and practice whatever problem he or she encounters.

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Appendixes

Appendix 1. Artikel (THE ARTICLE)

LANDSKRONA 16 februari 2014 17:33

Skola måste vidta åtgärder

Trots en dyslexi-diagnos fick inte högstadiееleven det särskilda stöd från skolan som hon enligt lag har rätt till. Nu kräver Skolinspektionen bättring av skolan.

Av: Anna Söderquist Följ skribent

Redan när eleven gick i femman påtalade föräldrarna att det fanns problem med inläring och svårigheter med att läsa och skriva. Men först när eleven gick i sjunde klass blev saken ordentligt utredd. Och även efter att man genom en utredning kunde konstatera att eleven hade inläringssvårigheter, språksvårigheter och läs- och skrivsvårigheter, dröjde det ett bra tag innan skolan upprättade en plan för hur detta skulle åtgärdas.

Föräldrarna anmälde saken till Skolinspektionen, som nu kommit fram till att Landskrona kommun inte har levt upp till de lagstadgade krav som finns vad gäller rätten till särskilt stöd. Skolinspektionen förelägger kommunen att vidta åtgärder.

I sin anmälan har föräldrarna bland annat berättat om hur man inte fått den information om hur skolarbetet fortlöper som man kommit överens om, likaså tog det tid innan deras barn fick veta hur vilka hjälpmedel som kunde användas och hur det skulle gå till.

Skolan har i sitt yttrande påpekat att man från rektorns håll inte anser att eleven behöver varken särskilt stöd eller åtgärdsprogram eftersom den faktiskt hade uppnått godtagbara kunskapskrav i alla ämnen. Men man har ändå upprättat två åtgärdsprogram. När det första följdes upp och utvärderades kom man fram till att åtgärderna var genomförda, förutom att eleven inte hade fått tillgång till alla alternativa verktyg. Men åtgärderna hade gett resultat.

Samma sak konstaterades efter det andra åtgärdsprogrammet. Fast skolan menar också att eleven själv inte använt sig av alla de verktyg som erbjöds.

Föräldrarna anser däremot inte att åtgärdsprogrammen har följts.

Senast i slutet av april ska skolan ha vidtagit de åtgärder som behövs för att ge eleven stöd.

Appendix 2. INTERVJUFRÅGOR (INTERVIEW QUESTIONS)

1. En beskrivning om dig själv. Hur gammal du är? Vad för program läser du på gymnasiet? Hur kommer det sig att du valde den utbildningen?
2. Hur mycket engelska har du läst? Kurs A, B, C?
3. När fick du reda på att du har dyslexi? Hur var din reaktion på detta?
4. Kunde du se skillnaden på att inte ha dyslexi fram tills dagen du fick reda på det?
5. Kan du beskriva hur din skolgång har sett ut med diagnosen dyslexi? Vad har gått bra och vad har gått mindre bra, inom engelska?
6. Vad är svårast för dig att hantera i engelska; läsa, skriva, höra eller tala?
7. Hur anser du att din lärare i engelska har stöttat dig vad gäller läsning och skrivning om du jämför med dem andra lärarna i andra ämnen? Vad gjorde han/hon som var hjälpsamt?
8. Vad anser du själv att man som lärare ska ta hänsyn till när någon har dyslexi? Varför anser du det? Har du en speciallärare med dig? Hur funkar det med dem?
9. Hur funkar det med din lärobok? Kan du hantera den eller får du använda andra medel? Isåfall vilka och hur funkar dem och på vilket sätt hjälper dem dig?
10. På vilket sätt anser du själv är den bästa metoden för att lära dig engelska? Hur går du till väga? Varför anser du att just den metoden är bäst för dig?
11. Anser du att du blir betygssatt på rätt sätt?
12. Vad har du för framtidsplaner? Anser du att din dyslexi är ett hinder och hur ska du hantera det?

Appendix 3. INTERVJU MED FILIP PÅ ENGELSKA (INTERVIEW WITH FILIP IN ENGLISH)

(Interviewer): 3. When did you find out that you have dyslexia? How was your reaction to this?

(Filip): Yes, let me see. The first checkup/investigation was in the 4th grade when I was 10-11 years old. But even before that, there were suspicions and at the end of the 4th or 5th grade, I received it on a document. It was nice to know that there was not something else that was wrong, once you get it in print, you can ask for more time when doing a test. I also inform the teacher about dyslexia before a new course starts.

(Interviewer): 4. Could you see the difference of not having dyslexia until the day you found out that you do have dyslexia?

(Filip): The difference was pretty much that I was the last one when reading and writing. But I immediately got help when I knew what it was.

(Interviewer): 5. Can you describe how your schooling has been with the diagnosis of dyslexia? What has worked well and what has not worked well within English?

(Filip): Speaking English has mostly worked out well. The reading is a chapter in itself but it takes time to read. The speed of reading is not that high, but it's getting better. Writing is hard, it's the toughest because there are a lot of spelling mistakes. As a dyslectic, you make sounds of the words at the same time as you write. English is the most difficult since there are letters that disappear. Throughout the years I have been developing the Swedish language as Swedish is the one that characterizes more than English. Since there are investigations that are only made on the Swedish language and not in the English, I would like to consider myself as a four⁴ when it comes to reading and writing in English.

⁴ The student graded himself with a scale where 1 is the best level and 5 is a poor level.

(Interviewer): 6. What is the most difficult for you to manage in English; reading, writing, listening or speaking?

(Filip): *The student considers that he has already answered this question in question 5.*

(Interviewer): 7. Do you consider your English teacher has supported you in terms of reading and writing if you compare with the other teachers in other subjects? What did he / she do that was helpful?

(Filip): I've had two teachers in English whom I have been working with and they have helped me to find the audio books for me. It worked out great, but on the last course I had to do it all by myself. When I write they have to take it as it is, and look at what I write about and how I write it. I do get some extra time if I need it which I usually need. I also get to sit until I'm done with a test, which is an advantage in a way because I get to do it in my own pace, but the annoying thing is that I don't get finished within the timeframe that was set up for me.

(Interviewer): 8. What do you consider the teachers should take into consideration when someone has dyslexia? Why do you think that? Do you have a remedial teacher with you? How does it work with them?

(Filip): If the teacher knows that the student has dyslexia, then that student should never have to ask for an audible text, depending on what text it is all about. The teacher should be assisting the student and not just being the one that hands out assignments. For example, the teacher should ask if there is something that needs to be read. The teacher should simply be prepared to spend time on this student and not letting the student disappear in the crowd. I have dared to stand up for my position and ask for what I want. I've never had a remedial teacher with me, but in 4th or 5th grade I had English separate with a teacher. This is because I chose not to begin with the third language⁵ in elementary school and instead I got to study

⁵ In Sweden students do not only have Swedish and English on their schedule, they are also able to study a third language in the elementary school. They can chose to study one of the following languages: German, Spanish or French. Therefore, one of these languages become the third language.

extra English. This is a service that worked well in high school when one needs to sit extra for a test.

(Interviewer): 9. How does it work with your schoolbook? Can you work with it or do you have to use other resources? If so which ones do you use and how does that help you?

(Filip): There is no schoolbook instead we read novels and other books and then there are discussions and reports that are being made. We who are dyslectic get to choose if we want to have a manual book or digital book. It's easier with the manual book when wanting to look up.

(Interviewer): 10. In what ways do you consider is the best way to learn English? How do you get around it? Why do you think that particular method is the best for you?

(Filip): I do not know what the best method is for learning. But the best thing would have been to go and be exposed to English. But discussion is to prefer because it's easier for me. But it requires a combination of all three. It's pretty important to hear the English language because then you gain pronunciation. When listening I have been able to develop my pronunciation. But also when listening for a test it's done so that I can gain some of the material and not for the sake of reading.

(Interviewer): 11. Do you believe that you are being graded correctly?

(Filip): Yes, in general. The teachers have had a great understanding for my dyslexia. The thing that is not graded is the spelling therefore my average grade is B when graded through reference to the national curriculum. The school material is available in digitally form and the technology makes an effort so that one can be able to finish within the timeframe that is set up. When it comes to the university I have the right to receive more time for exams and the spelling should not be assessed and the school has to help me get the digital material/ school material.

Appendix 4. INTERVJU MED FILIP PÅ SVENSKA (INTERVIEW WITH FILIP IN SWEDISH)

(Intervjuaren): 3. När fick du reda på att du har dyslexi? Hur var din reaktion på detta?

(Filip): Ja, nu ska vi se. Första kontrollen/utredningen var i fyran när jag var 10-11 år. Men redan innan dess fanns det misstankar och på slutet av fyran, femman fick jag det på papper. Det var skönt att få veta att det inte var nåt annat fel, när man får det på print kan man be att få längre tid på att få göra prov. Jag informerar läraren inför varje kurs om dyslexi.

(Intervjuaren): 4. Kunde du se skillnaden på att inte ha dyslexi fram tills dagen du fick reda på det?

(Filip): Skillnaden var väl egentligen att man var sist med läsningen och skrivningen. Men jag fick mer hjälp direkt när jag visste vad det var.

(Intervjuaren): 5. Kan du beskriva hur din skolgång har sett ut med diagnosen dyslexi? Vad har gått bra och vad har gått mindre bra, inom engelska?

(Filip): Att tala engelska har oftast funkat bra. Läsningen är ett kapitel för sig men det tar tid. Läshastigheten är inte hög, men det börjar bli bättre. Skrivning är svårt, det är det tuffaste för att det blir mycket stavfel. För som dyslektiker ljudar man orden samtidigt som man skriver. Engelskan är svårast då det finns bokstäver som faller bort. Genom åren har man fått utveckla det svenska språket eftersom svenskan präglar mer än engelskan. Eftersom utredningar görs bara i svenskan och inte i engelskan, så skulle jag vilja se på mig själv som en fyra⁶ när det gäller läsning och skrivning i engelska.

(Intervjuaren): 6. Vad är svårast för dig att hantera i engelska; läsa, skriva, höra eller tala?

(Filip): Eleven anser att han redan har besvarat denna fråga i fråga 5.

⁶ Eleven betygsatte sig själv med en skala där 1 är bästa nivån och 5 är en dålig nivå.

(Intervjuaren): 7. Hur anser du att din lärare i engelska har stöttat dig vad gäller läsning och skrivning om du jämför med dem andra lärarna i andra ämnen? Vad gjorde han/hon som var hjälpsamt?

(Filip): Jag har haft två lärare i engelska som jag har jobbat med och dem har hjälpt mig att ta fram ljudböcker. Det funkade jättebra, men den sista kursen har jag fått göra det själv. När jag skriver får dem ta det som är, och se vad jag skriver om och hur jag skriver det. Jag får extra tid om jag behöver det och jag brukar behöva den extra tiden. Jag får sitta tills jag är färdig med ett prov, vilket är en fördel på ett sätt för jag får göra det i min egen takt, men det störiga är att jag inte blir färdig på den avsatta tiden.

(Intervjuaren): 8. Vad anser du själv att man som lärare ska ta hänsyn till när någon har dyslexi? Varför anser du det? Har du en speciallärare med dig? Hur funkar det med dem?

(Filip): Om läraren vet att eleven har dyslexi ska eleven aldrig få behöva be om en inläst text, beroende på vad för text det handlar om. Läraren får bli en hjälpare och inte den som bara blir den som delar ut uppgifter. Till exempel, ska läraren fråga om det ska läsas något. Att läraren helt enkelt är beredd på att lägga mer tid på denna elev och inte låta eleven försvinna i mängden. Jag har vågat stå för min ståndpunkt och frågat efter det jag har velat. Jag har aldrig haft en speciallärare med mig, men i 4-5:an hade jag engelska separat med en lärare. Detta för att jag valde bort det tredje språket⁷ i grundskolan och istället fick jag läsa extra engelska. Detta är en service som funkar bra på gymnasiet om man behöver sitta extra efter ett prov.

(Intervjuaren): 9. Hur funkar det med din lärobok? Kan du hantera den eller får du använda andra medel? Isåfall vilka och hur funkar dem och på vilket sätt hjälper dem dig?

⁷ I Sverige har elever inte bara svenska och engelska på deras schema, de har också en möjlighet att studera ett tredje språk på grundskolan. De kan välja att studera ett av dem följande språk; tyska, spanska eller franska. Därför blir ett av dessa språk det tredje språket.

(Filip): Man har egentligen ingen lärobok utan man läser romaner och andra böcker och då är det olika diskussioner och rapporter som görs. Vi dyslektiker får välja om vi vill ha en manuell bok eller digital bok. Det är lättare med den manuella boken för att slå upp.

(Intervjuaren): 10. På vilket sätt anser du själv är den bästa metoden för att lära dig engelska? Hur går du till väga? Varför anser du att just den metoden är bäst för dig?

(Filip): Jag vet inte vad som är den bästa metoden för inläring. Men det bästa hade varit att åka iväg och bli utsatt för engelska. Men diskussion är att föredra för det är det lättast för mig. Men det behövs en kombination av alla tre för att kunna lära sig alla tre. Det är rätt viktigt att få höra engelska tal för då får man det här med uttal. När jag har fått lyssna så har jag fått bygga upp mitt uttal. Men när jag lyssnar inför ett prov så är det för att få in materialet och inte för läsandets skull.

(Intervjuaren): 11. Anser du att du blir betygssatt på rätt sätt?

(Filip): Ja, generellt. Lärarna har haft stor förståelse för min dyslexi. Det som inte betygssätts är stavningen därför ligger mitt betygsnitt på B och jag blir betygsatt utifrån läroplanen. Skolmaterialet är tillgängligt i digital form och tekniken gör att man hinner bli klar på den utsatta tiden. När det kommer till universitetet så har jag rätt till att få längre provtid och stavningen ska inte bedömas och skolan ska hjälpa mig till att få digitala material/läromedel.

Appendix 5. AVTAL FÖR INTERVJU GÄLLANDE C-UPPSATSEN (CONTRACT FOR THE INTERVIEW REGARDING THE C-ESSAY)

Intervjun inträffade:

Stad/ort:

Län: Skåne

Gymnasiet:

Namn på den intervjuade:

Personnummer:

Årskurs/Utbildningsprogram:

Jag, _____, ger Anna Prgomet (intervjuaren) rätt till att offentliggöra intervjun som tog plats mellan mig och intervjuaren och som utfördes i samband för forskning i C-uppsatsen; *Having dyslexia and coping with the English language – A case study of a Swedish student with dyslexia*, som skrivs av Anna Prgomet.

Jag beviljar mitt godkännande för offentliggöranden och publicering av intervjun (som kommer att ingå i C-uppsatsen) inom databasen DiVA (Digitala Vetenskapliga Arkivet). Där kommer det att finnas en möjlighet för spridning då C-uppsatsen kommer att vara tillgänglig för allmänheten.

Jag godkänner att ett fiktivt namn ersätter mitt registrerade namn, för att på så sätt behålla min anonymitet i denna C-uppsats och där den kommer att spridas.

Underskrift:

Intervjuad

Datum:

Intervjuaren

Datum:

Vittne

Datum

Appendix 6. Betygskriterier (Knowledge requirements)

“Knowledge requirements for grade E at the end of year 9

Pupils can understand **the main content and basic details** in English spoken at a moderate pace and in basic texts in various genres. Pupils show their understanding by presenting an **overview** with discussion and comments on content and details and also with **acceptable** results act on the basis of the message and instructions in the content. To facilitate their understanding of the content of the spoken language and texts, pupils can choose and apply a **strategy** for listening and reading. Pupils can choose texts and spoken language from different media and with some relevance use the selected material in their own production and interaction.

In oral and written production, pupils can express themselves **simply, understandably and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction in different contexts, pupils can express themselves **simply and understandably** and also **to some extent** adapted to purpose, recipient and situation. In addition, pupils can choose and apply **basically functional** strategies which **to some extent** solve problems and improve their interaction.

Pupils discuss **in overall terms** some phenomena in different contexts and areas where English is used, and can also make **simple** comparisons with their own experiences and knowledge.

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