The Challenge to Learn English as an L2 when Having Dyslexia

A study about Dyslexic Pupils’ English Language learning from Special Needs Teachers’ Perspectives

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Abstract
This study aims to investigate how special needs teachers work with dyslexic pupils who are not reaching the goals of the subject of English. In addition, the focus is to examine dyslexic pupils’ experienced areas of difficulties and also how to structure the language teachings in order to facilitate for the pupils with dyslexia. The method of collecting data for this essay is based on a qualitative research approach through semi-structured interviews with special needs teachers. The results conclude that the informants do not support the pupils directly since their assignment is instead to coach the teachers, which mean that their main responsibility is to work primarily with school organization. Also, through this essay it became evident that dyslexia exists in every language and the specific learning disability is not equal with a failed grade in English.

Keywords: Language disability, Dyslexia, English, Swedish, Special needs teachers.
Table of content

Abstract ............................................................................................................................................. 2
Table of content ................................................................................................................................. 3
1. Introduction..................................................................................................................................... 4
   1.2 Aim and Research Questions .................................................................................................... 5
2. Theoretical background ................................................................................................................... 6
   2.1 Inclusion .................................................................................................................................... 6
   2.2 Special Needs .......................................................................................................................... 7
   2.3 Learning Disabilities ................................................................................................................ 8
      2.3.1 Dyslexia ............................................................................................................................ 9
   2.4 Previous Work ........................................................................................................................ 12
3. Method and material ...................................................................................................................... 15
   3.1 Method ...................................................................................................................................... 15
      3.1.1 The Distinction between Qualitative - Quantitative Research ......................................... 15
      3.1.2 Interviews ......................................................................................................................... 15
      3.1.3 Research Ethics ................................................................................................................ 16
   3.2 Material .................................................................................................................................... 17
      3.2.1 Procedure of Interviews .................................................................................................... 18
   3.3 Problems and Limitations ....................................................................................................... 18
4. Result ............................................................................................................................................... 19
   4.1 The New Pupils’ Arrival and Treatment of the schools ............................................................ 19
   4.2 Supporting Material ................................................................................................................. 22
   4.3 The Informants’ Actions, and English in relations to Swedish .............................................. 24
   4.4 Summary .................................................................................................................................. 27
   4.5 Discussion .................................................................................................................................. 28
      4.5.1 Primarily teachers support ............................................................................................... 28
      4.5.2 Dyslexic in every language ............................................................................................... 30
      4.5.3 Exemption section ............................................................................................................. 30
5. Conclusion ....................................................................................................................................... 32
References .......................................................................................................................................... 34
1. Introduction

When it is time for children to start to learn how to read and write, statistics show that nearly one out of every five children have some kind of reading and writing disorder. Further, a special subcategory is dyslexia, that occurs in every language. However, in languages where there is an impervious orthography, which means that it is rather difficult to predict the spellings and the pronunciations of the words in the language, dyslexia is regarded as more common. In addition, English is regarded as a language with an orthography that counts as impervious. Moreover, to arrive at an approximate estimate of the precise amount of children who suffer from dyslexia is not easy, and the reason for that is because there is no clear line between dyslexia and other types of reading and writing disorders. Additionally, to clarify how many children who have dyslexia is partly dependent on how scholars choose to define the term. However, it is possible to say that in practice, usually one child in each class who suffers from dyslexia (Andersson-Rack, 2007).

The topic of this essay will therefore be about English language learning in relation to dyslexia. In addition, the essay will examine how special needs teachers support pupils who are in danger of failing to get a pass grade in the subject of English and, also, how special needs teachers work with pupils who already have failed in reaching the goals of a passing grade in English. Furthermore, as for English teachers it is important and interesting to investigate this topic due to the high percentage of children who suffer, and will suffer, from reading and writing disorders, and because of the impervious orthography of the English language (Andersson-Rack, 2007).

Further, participants of a national symposium- with regards of learning disabilities of English language learners (henceforth ELL), could mutually state that ELL children who have learning disabilities should be viewed not from a “deficit” model as it only concentrates on their limitations (Rose Li et al., 2004). Instead, those learners should be viewed from a “holistic” perspective. Research has therefore shown that children, who learn English and have learning disabilities, should be viewed from their adaptive skills, their non-linguistic skills and what they can do under optimal conditions. Furthermore, when it comes to ELL children with learning disabilities, it is important to mention the involvement of parents, the influence of the home, the parents’ access to information about their child’s progress in school.
(Rose Li et al., 2004) and an interpretation is that those elements are the most significant ones due to children’s performances and achievements in English.

According to Skolverket (2011), education should promote the development and learning of pupils, and a lifelong desire to learn, and teaching should be adapted to each pupil’s circumstances and needs. Furthermore, there are different ways of attaining the goals of education and special attention must be given those pupils who for different reasons experience difficulties in reaching these goals. In conclusion, the Swedish school has a specific responsibility for pupils with functional impairments (Skolverket [www] 2011). This states the importance of how vital it is to actually see each and every pupil in the classroom in order for the teacher to become aware of what every single individual needs when it comes to be able to get a pass grade in the subject.

1.2 Aim and Research Questions

In this essay there will be a focus on area of one learning disability: dyslexia. Additionally, the aim with this study is to investigate how special needs teachers work with dyslexic pupils who are not reaching the goals of the subject of English. Additionally, the principal research questions investigated in this study are:

- Do the special needs teachers support the pupils directly or do they support the teachers?
- Does a language like Swedish- which has a more consistent relationship between phonemes, graphemes and morphemes- pose fewer difficulties in the reading and writing skills for dyslexic pupils than English do?
- Is dyslexia more of a problem in getting a pass grade in English than getting a pass grade in Swedish?
2. Theoretical background

2.1 Inclusion

Special needs diagnoses such as dyslexia give educational authorities a dilemma: should we bring special needs pupils into mainstream education or should they be put in separate schools? Thus, this question regards the term inclusion.

It is important to start off this discussion with the saying of “The Convention on the Rights of the Children” (henceforth: CRC) - which is an agreement between people or countries where everyone agrees to follow the same law. In addition, the CRC states that everyone under the age of 18 (which is the definition of a child) regardless of gender, origin, religion or possible disabilities, needs special care and protection because children are often the most vulnerable. Furthermore, one of the guiding lines, and also one of the fundamental principles, of the CRC is that a child should neither benefit nor suffer because of its race, colour, gender, language, religion, or national, social or ethnic origin, or because of any political or other opinion; because of a child’s social background, property or birth status; or because the child is disabled (Unicef [www]).

According to Herbert (2011), the term inclusion and inclusive teaching have been defined in many different ways. Additionally, Ainscow et al. (2006), along with Herbert (2011), argue that there is no single consensual definition of the term inclusion. Moreover, inclusion is sometimes seen as part of the human rights agenda and also as a means of achieving human rights through what might be seen as the social engineering function of schooling (Herbert, 2011). According to Herbert (2011) and Ainscow et al. (2006) inclusion can mean different things in different contexts, and also refer to many different groups of learners, such as boys, girls and learners with special educational needs or disabilities (Herbert, 2011). Inclusive teaching does not regard a differentiation by activity, instead inclusive teaching could be characterised as differentiation by support. In addition, when teachers aim to make their teaching accessible to nearly all the learners in their classes (nearly all the time) they are minimising the need for specialised approaches for individuals. Consequently, they have made their teaching inclusive for all the learners (Herbert ibid, 2011).

Additionally, some approaches to enhance the effectiveness of education for all learners, which therefore will facilitate inclusion, are: flexible grouping (not fixed ability grouping or
setting), collaborative approaches (including discussion and debate), positive adult to learner and learner to learner relationships, and high teacher expectations for all (including positive attitudes towards inclusion). Additionally, these approaches are likely to increase the motivation of pupils’ teaching (Herbert, 2011). Moreover, due to inclusive teaching, parental and teacher support for inclusion is very important. Furthermore, teachers must be able to perform many different functions such as, counselling and interacting with parents of pupils with disabilities, and also individualizing instruction for pupils with disabilities (Smith et al. 2012). Moreover, similar to Herbert (2011) and Ainscow et al. (2006), Dyson and Millward (2000) argue that inclusion can be seen as involving one or more of a whole range of levels.

In conclusion, results from a study by Göransson (2008) show that pupils claim that the significance of the headteachers is important when it comes to participation and inclusion in school. In addition, it is significant for the pupils that a headmaster is visible and available, that a headmaster listens to and take care of the pupils, and that a headmaster makes sure that proposed measures will indeed be implemented (Göransson ibid, 2008). Furthermore, one aspect of alienation in school has emerged from the study by Göransson (2008); the sense of inclusion will be developed through collaboration and group work between different school classes. Additionally, in order for pupils to develop fellowships, they need opportunities to interact with each other. Therefore, a contributory factor for the development of inclusive schools is when the pupils, during teaching, experience preconditions to interact and unite with each other. Consequently, preconditions such as those will give pupils possibilities to get to know one another, and as a result the fellowship can begin to be developed (Göransson ibid, 2008).

2.2 Special Needs
The population of special needs is not a homogenous group of people and, therefore, there is no single strategy that will meet the needs of every learner with special needs. In addition, the concept of special needs spans everything from a minor problem with reading aloud and multiple learning difficulties which sometimes are accompanied with physical disability. For example, there is the debated term of dyslexia which includes three distinct subdivisions: those who have difficulty deciphering text, those with a phonological difficulty and those with more general organisational difficulties, and any mix of these three groups (Sellman, 2012).
Moreover, there are many pupils with special needs in today’s schools, and this creates issues for the schools. However, the positive outcome is, when it comes to the increasing numbers of pupils with special needs, that teachers have to view each child individually and take into consideration individual strengths and weaknesses (Smith et al. 2012). In Smith et al. (2012) the *Individuals with Disabilities Education Improvement Act* (henceforth IDEA) of 2004 is mentioned. Additionally, in accordance with this act, students with disabilities are defined as those who exhibit one of several specific conditions that result in their need for special education and related services (Smith et al. 2012).

The Swedish school system should, according to Swedish legislation, be equal in every type of school no matter where in the country it is located (SFS 2010:800), and children’s and pupils’ different needs should be considered (Skolverket [www] 2011). Furthermore, children and pupils are to be given support and input in order to develop as far as possible. Additionally, the ambition should be to offset differences due to children’s and pupils’ preconditions to assimilate the education (SFS 2010:800). Furthermore, the National Agency for Special Needs Education and Schools in Sweden works to ensure that children, young people and adults (regardless of functional ability) have adequate conditions to fulfil their educational goals. Consequently, employees, at the National Agency for Special Needs Education and Schools in Sweden, work with special needs support, with education in special needs schools, with accessible teaching materials and with government funding. Moreover, if preschools and schools need their help they are more than willing to offer their expertise and skills regarding special needs (The National Agency for Special Needs Education and Schools, 2012).

### 2.3 Learning Disabilities

According to Smith et al. (2012), a learning disability is a cognitive disability as it is a disorder of thinking and reasoning. Further, since the disability is not readily apparent, and as the dysfunction is presumed to be in the central nervous system, it has been difficult for professionals to reach agreement on the definition as well as the procedures for identification and eligibility determination. As a result, learning disabilities are not easily understood or identified. Moreover, pupils who suffer from learning disabilities look like other pupils, and they can perform like other pupils in some areas, but not in others (Smith et al. 2012). Furthermore, learning disabilities are limited to areas that have to do with school learning such as reading and writing. Additionally, pupils with learning disabilities may also perform
inconsistently. For example, they might know how to spell certain words on Tuesday and fail the test on Wednesday (Smith et al. ibid, 2012).

Siegel (2013) states that a learning disability does not result from lack of educational opportunity, sensory impairment, mental retardation, severe behavioural and emotional problems. However, social problems and emotional difficulties at school are often a result of undiagnosed learning disabilities. Further, learning disabilities are measured through testing, and in order to find out if a person has a learning disability he or she has to take different kinds of tests. For instance, the tests could, among other things, examine word recognition, spelling or decoding (which also is called pseudoword reading). As a result, most learning disabilities will therefore be detected (Siegel, 2013).

2.3.1 Dyslexia
The first case of dyslexia was found in England in 1896 and the condition was then called “congenital word blindness”. Moreover, the label originated from what an ophthalmologist, during the nineteen hundreds called Morgan, thought was the problem (Siegel, 2013). Additionally, he believed that the root of dyslexia was the inability to remember what words look like, in other words there was a lack of visual memory for words. Furthermore, people with dyslexia seemed at that time to be unable to read words and therefore they were regarded as blind. Moreover, the term ‘congenital’ was a part of the early label of dyslexia since the condition was present from the birth and not a result of a lack of education. Following further research, findings suggested that the condition was due to inadequate development of a part or parts of the brain. In addition, pioneers in the area of learning disabilities stated that the reason of having what we today call dyslexia was due to genes as discoveries correctly revealed that reading problems often ran in the family (Siegel ibid, 2013).

2.3.1.1 Difficulties for Dyslexic People
English is the most irregular alphabetic language in the world. For instance, a person cannot pronounce words like have, does and through by using the letter sounds of English. Moreover, languages such as German and Spanish are more regular which means that a person can pronounce words simply by knowing the sounds of the letters (Siegel, 2013). In addition, the relationship between how words are written and how they are spoken is called the grapho-phonemic relationship. Different languages have different types of grapho-phonemic relationships. English, for instance, has a much less straightforward set of grapho-phonemic relationships than for example Italian. Additionally, in Italian each letter represents just one
sound whereas in English some letters may have, among other things, two possible sounds and the sound of a letter can be affected by the other letters in the word (Cameron, 2001). However, the irregular nature of the English language does not result in more dyslexics or more difficulty for dyslexics, because dyslexia is found in all languages and people with dyslexia have the same phonological problems no matter which language they speak (Siegel, 2013).

People with dyslexia struggle with their reading and they work hard to figure out the sounds of letters. For instance, a person with dyslexia experiences more difficulty to pronounce and understand the words on a page than a person without dyslexia. In addition, even though he or she is able to read the words correctly, it takes a long time. Furthermore, their ability to sound out the letters in a word (which is the so-called phonological skill which means: knowing the pronunciation of letters) is rather limited. Moreover, word attack or phonological processing is about problems knowing the sounds of letters and letter combinations which are at the heart of dyslexia, and not just in English but in any language. Children with dyslexia find it hard to decode when they are learning to read and they take much more time to learn this skill than children without dyslexia. Further, a child with dyslexia struggles so hard with phonological processing that it happens that he or she forgets the beginning of the word by the time he or she gets to the end, and then has to start over (Siegel, 2013).

According to Siegel (2013) people with dyslexia sometimes omit letters because they may not hear the all the sounds in a word. For example, the word “finger” can by a child with dyslexia be read as “fire” instead, and the same goes for the word “together” which can be read as “things” by the child. In these cases, the child has trouble to sound out the words, and therefore the answers do not match the “original” words exactly. Further, for this dyslexic child it seemed as the problem was with the vowel sounds. Additionally, many people with dyslexia have trouble with vowels in English because these vowels have many different sounds. However, one way to test for sounding-out ability is to have people to read out loud what are called pseudowords (that is: pronounceable combinations of letters that are not real words in the language being tested). The specific words can be read only by sounding out the letters, for instance: hap, fim and bafmotbem. Additionally, the meaning of the test is to get people to think about the pronunciation (because when people are asked to read them they need to break it down into smaller pieces and sound them out). Therefore, this can be difficult for people with dyslexia since they might have problems of sounding the pseudowords out. In
addition, when a child with dyslexia is asked to read a pseudoword out loud he or she might read the first letter correctly but have difficulty with most vowels and consonants. However, this form of test is the best way to assess phonological or sounding-out skills (Siegel, 2013). Additionally, an interpretation is that this means that the test is good to apply in a class when a teacher suspects that his or her pupils have dyslexia.

Moreover, spelling is also a problem for people with dyslexia. For example, when dyslexic children are going to write down words that they hear, for instance when they do spelling tests, often they experience problems with the vowels as in pronunciations. Furthermore, many children with dyslexia write slowly and their handwritings can be difficult to read. Additionally, many people with dyslexia have trouble to remember what they read and they might as well have difficulties in remembering telephone numbers, PIN codes, multiplication tables, zip and postal codes. Further, dyslexia is a neurological disorder that has a genetic basis. To conclude, this means that the disorder is not caused by parents failing to read to a child or by poor eyesight, inability to pay attention, parents’ divorce, or emotional turmoil (Siegel, 2013).

Moreover, people with dyslexia are in need of systematic instruction in phonics and helping people with learning disabilities begins with good teaching of the basic skills. Further, people who learn to read in English or in any alphabetic language need to be taught phonics- the sound of the letters, and certainly they need to learn other things as well. However, it is important especially for dyslexic people to learn the letter sounds as people with dyslexia struggle with them. Furthermore, when it comes to dyslexic pupils, the most valuable text can be of the pupils’ own creation in order to build the self-esteem together with the language skills. In addition, it is important to make them express their own feelings and this is not just for pupils with dyslexia but for all children. There are dyslexic people who have made great achievements in various kinds of areas who can inspire pupils with dyslexia to make their own brilliant accomplishments. Furthermore, the possibility of achieving more than just a level of functional literacy may be well within the dyslexic pupils’ grasp (Siegel, 2013).

There are compensatory techniques which are strategies that are used when direct remediation may not be effective or practicable. Additionally, these strategies offer people with learning disabilities ways to cope with difficulties in reading, writing and spelling or in mathematics. Furthermore, they differ in relations to direct remedial strategies, which are attempts to
directly treat the problems and try to eliminate the source of difficulty. Moreover, computers are essential for people who have problems with their writing. Computer software makes it possible for people to check for spelling mistakes and a computer highlights words in its dictionary and suggests several alternative spellings. For instance, examples of compensatory techniques are talking books (which mean that the pupil will be provided with an audio-book along with the printed version of the book) and screen readers (which are software programs that read out loud what is on the computer). However, one of the most effective ways to teach pupils with severe reading problems to read is to provide them with magazines or books about topics which they are interested in. Further, techniques that help pupils with learning disabilities in the classroom are to take notes on computers, to audio-record the lectures, to be given extra time for completion of an assignment/examination etcetera (dyslexic people need extra time to use compensatory strategies), to use graphic organizers (which are visual devices such as lines or boxes) and to use a semantic map (which is a schematic version of the information organized into major concepts and subordinate concepts relevant to a topic). Moreover, one of the most important solutions to the problem of learning disabilities is the early identification of children at risk for learning problems. In addition, once the problems are identified there is a need to provide the best remedial instruction and accommodations there are. Furthermore, educators should help develop pupils’ strengths in addition to address their weaknesses. In conclusion, musical, artistic, athletic and other talents should be fostered and celebrated (Siegel, 2013).

2.4 Previous Work

Research by Hardesköld (2010) with a special needs teacher and some English teachers shows that the English language is especially hard for pupils with dyslexia. In addition, the study illustrates that there are difficulties among dyslexic pupils regarding the spelling in Swedish (however, they are doing at least okay in the subject) (Hardesköld, 2010). On the other hand, when it comes to the English spelling pupils with dyslexia experience it more difficult to spell the English words in a correct way than to correctly spell the Swedish words. Additionally, the informants of the study claim that this is the case due to how the words sound in English—which does not correspond to how they are spelled, and that makes the language hard to predict when it comes to pronunciation and spelling because the pattern does not follow the same line when it comes to the English alphabet. Moreover, the words in Swedish are often spelled in the same way as they are pronounced which makes the language easier to comprehend than the English language (with regards to the more consistent grapho-phonemic
relationship of Swedish). In addition, pupils with dyslexia often mix up and misinterpret similar smaller words in English, and therefore they lose the understanding of the language (Hardesköld ibid, 2010).

Furthermore, there are divided thoughts among informants of a study by Rajala Johansson (2013), with ordinary teachers and special needs teachers, when it comes to whether there is a difference or not when dyslexic pupils learn the languages Swedish and English. Moreover, some informants of the study claim that there is no difference in regards of English and Swedish language learning: spelling difficulties and grammatical issues are the same. In addition, other informants state that it is difficult for pupils with dyslexia to learn English. However, those informants do not claim that it is harder to learn English than Swedish. In contrast, there are informants in the study that state that it is harder for dyslexic pupils to learn English since the spelling and the pronunciation differs in the language. Those specific informants mean that it is tough for pupils with dyslexia to learn the language as it is hard for them to decode and understand the sounds of letters (Rajala Johansson, 2013). Moreover, the result of the study by Rajala Johansson (2013), in accordance with the results of the study by Hardesköld (2010), indicates that the words in Swedish are spelt according to how they sound whereas English words can be spelt very differently from how they are pronounced.

In conclusion, the tendency to overlook or ignore the value of second language (henceforth L2) learning in dyslexia should according to Helland (2008) be resisted. Furthermore, Helland (2008) states that we should realise that there is a positive interaction between the mother tongue (henceforth the L1) and the L2 acquisition and for that reason, we should not see the interaction between the languages as a mutual inhibition. According to Helland (2008) we should strive to learn more about how dyslexic learners can take advantage of the language interaction. Moreover, the study by Helland (2008) indicated that the learning processes are similar between dyslexic pupils and pupils with no learning disability. However, the progress of the learning processes is slower for pupils with dyslexia in comparison to non-dyslexic pupils (Helland, 2008). Furthermore, our world is developed through the globalisation of today where the English language is important. Therefore, it is important to make every single pupil- the ones with dyslexia and the ones without that learning disability, to be a part of the globalised world of today as it has great effects on the education around the world, the humans’ professional lives, the humans’ social lives and also their free time. Additionally, the
author claims that the key idea is that no one should be left out of education as it is for everyone (Helland ibid, 2008).
3. Method and material

In this chapter there will be a description of the process when collecting material for this paper. Additionally, there will be sections about the problems that occurred during the work with the paper, and also limitations when it comes to gathering data for the results section. Furthermore, the aim with this study is to investigate how special needs teachers work with dyslexic pupils who are not reaching the goals of the subject of English. To accomplish to investigate the aim of this paper, there have been interviews with special needs teachers.

3.1 Method

3.1.1 The Distinction between Qualitative - Quantitative Research

Mainly, there are two different ways of carrying out research in social science with the help of a qualitative research approach or with a quantitative one (Dörnyei, 2007). According to Dörnyei (2007), quantitative research involves data collection processes that result primarily in numerical data which is then analyzed first and foremost by statistical methods. For instance, survey research using questionnaires will be analyzed by statistical software such as SPSS. In contrast, qualitative research involves data collection processes that result primarily in open-ended, non-numerical data which is then analyzed mainly by non-statistical methods. Additionally, an example of a qualitative research procedure would be an interview research, with the transcribed recordings analyzed by qualitative content analysis. These two concepts represent two different approaches to empirical research as one of them is centred around numbers whereas the other one concentrates on, for instance, subjective opinions. However, they are not necessarily exclusive (Dörnyei, 2007).

3.1.2 Interviews

For this paper a qualitative research approach with interviews of the semi structured sort were chosen as a method to gather data. Furthermore, qualitative research works with a wide range of data including recording interviews and the purpose of a qualitative method is to make sense of a set of cultural or personal meanings in the observed phenomena, it is essential that the data should capture rich and complex details (Dörnyei, 2007). Additionally, as the aim with this study is to investigate how special needs teachers work with dyslexic pupils who are not reaching the goals of the subject of English, means that it is therefore important to capture the personal opinions and beliefs of how to exactly support those pupils in English. Moreover, qualitative research is concerned with subjective opinions, experiences and feelings of individuals and thus the explicit goal of the research is to explore the informants’ views of the
situation being studied. Further, qualitative research is also fundamentally interpretative—which means that the research outcome is ultimately the product of the researcher’s subjective interpretation of the data (Dörnyei ibid, 2007). As a result, this specific research approach is the most appropriate one as it allows the researcher to get subjective opinions etcetera which hopefully makes the aim reachable as it concerns the informants’ experiences and feelings of how to best help dyslexic pupils with problems in English. Additionally, a qualitative approach for this study will facilitate the work with the result since it is fundamentally interpretative which means that the researcher will be able to make assumptions based on the interpretations of the informants’ answers- which also makes the aim possible to reach (Dörnyei ibid, 2007).

Moreover, as mentioned previously in the text: semi-structured interviews were chosen as a method to gather data for this study. Furthermore, semi-structured interviews consist of a set of pre-prepared guiding questions and prompts, the format is open-ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner. In addition, the interviewer provides guidance and direction which makes the method structured. However, the interviewer is also keen to follow up interesting developments and to let the interviewed person to elaborate on specific issues which makes the method semi- in other words partially structured (Dörnyei, 2007). Further, it was because of how semi-structured interviews are built up which made it to the most appropriate method to use for this paper. Additionally, with an interview form like this, an interpretation is that, it is possible to ask follow-up questions which will provide the study with more in-depth answers- for instance, the interviewees are able to give further explanations and personal thoughts of the questions which may make the answers to become more detailed. As a result, a positive effect of this is that the interviewer is allowed greater freedom when choosing what to ask the informants in order to make the aim possible to investigate.

3.1.3 Research Ethics

According to Dörnyei (2007) social research, and also research in education, concerns people’s lives in the social world and therefore it will inevitably involve ethical issues. Thus, the author means that the greater acknowledgement and utilization of qualitative methods in contemporary applied linguistic research raises the ‘ethical stakes’ (Dörnyei ibid, 2007). Therefore, an interpretation is that it is, when it comes to this paper as it concerns schools
with their pupils and teachers, important to take the different ethical dilemmas and issues into consideration, especially during the interviews and also while handling the collected data.

Furthermore, there are some different ethical dilemmas and issues which have been taken into consideration while doing this qualitative study. Firstly, the amount of shared information is about the decision the researcher makes when it comes to how much information that should be shared with the participants about the study in order not to cause any responses bias or even non-participation. Secondly, anonymity- this is a basic dilemma which concerns the fact that although ideally the participants should remain anonymous, there is often a need to identify the respondents in order to be able to match their performances on various instruments or tasks. Thirdly, handling the collected data- this dilemma/issue is similar to the previous one as it deals with anonymity as the audio recordings can be a threat to be anonymous as a respondent. Fourthly, ownership of the data which deals with the issue of who ‘owns’ the gathered data. Finally, there is the dilemma with sensitive information because in deep interviews informants can reveal sensitive information that is not related to the foal of the study- such as pointing to criminal activity- and therefore the question is ‘How does the researcher react to that kind of information?’ Dilemmas and issues regarding ethics, have to be taken into mind as they are augmented by legal requirements in several countries (Dörnyei, 2007).

3.2 Material
When it comes to the sample, the choice was to interview four special needs teachers at upper secondary schools in the south east of Sweden. However, in the end there were three special needs teachers at upper secondary schools and one special needs teacher at a secondary school participating in the study. In addition, special needs teachers were chosen for this study as the aim with this study is to investigate how special needs teachers work with dyslexic pupils who are not reaching the goals of the subject of English. As a result, why special needs teachers were chosen to be a part of this paper instead of ordinary English teachers was specifically because of their special needs background. Additionally, with their special needs education they might enrich the result with answers with different perspectives on how to work with the subject of English and dyslexic pupils - than what regular English teachers might have gave the interviewer. The justification for this kind of research is to examine how a teacher in the subject of English will be able to work with special pedagogical approaches when it comes to dyslexic pupils in the general language classroom.
Furthermore, two headteachers (in order to ask them about available special needs teachers) and four special needs teachers at four different upper secondary schools were contacted by e-mail to estimate their interest to participate in the study. However, only three of the consulted special needs teachers were able to take part in the study, which led to the decision to contact a special needs teacher at a secondary school in order to be able to gain sufficient data for the result part. Furthermore, in the e-mails there were information about the aim of the study, why the specific aim was chosen and why they were being contacted, and also they received information of the interviews. Finally, all the special needs teachers are females and three of them have a teachers degree in the subject of English in common (which is a coincidence and therefore not a requirement of the informants participating in the study).

3.2.1 Procedure of Interviews
After the special needs teachers agreed to participate in the study, dates for interviews were settled. Moreover, the interviews were recorded with an iPhone in order for the author to be able to recall every significant detail. In addition, when the collected data are to be summarized, recordings of the interviews will facilitate the effort. Also, a researcher is given the possibility to listen to the recordings several times if necessary, which makes him or her able to answer the question ‘Does the data really demonstrate what I think it does?’ (Wray & Bloomer, 2006). Furthermore, an interview guide was used in order to carry out the interviews. Moreover, in this study the informants were presented the questions. Additionally, several times during the interviews there were follow-up questions in order to make the interviewees to further explain themselves in order for the interviewer to be provided with data that are of even more interest for the study. Further, the interviews and the questions of the interviews were in Swedish which later on were translated into English.

3.3 Problems and Limitations
A problem and limitation that arose due to the size of this paper and the limited time available to complete the project, was the impossibility to include more than just four special needs teachers (where one of them was not at an upper secondary level as the requirement for this study was) in this paper. Consequently, there was not enough time to travel in order to find more participants for the study. In addition, as a result of the lack of upper secondary special needs teachers, the study will not be carried out in the way that it was supposed to be from the beginning. In conclusion, due to the fact that this sample was small signifies that the result cannot be generalized.
4. Result

In this chapter the collected data from the interviews will be presented and the research questions of the study will constitute the structure of the chapter. The informants of the study will be referred to as special needs teacher 1, 2, 3 and 4. Furthermore, each part of the chapter will begin with a presentation of the related interview questions. Subsequently, in the end of the chapter there will be a section of discussion of the results along with a connection between the special needs teachers’ interview answers and the research presented in the background chapter.

4.1 The New Pupils’ Arrival and Treatment of the schools

During the interviews the informants answered these four questions (written below) regarding the new pupils’ arrival and treatment at the schools where the informants work. Their answers are reproduced in the following sections.

- Which kind of handovers do you receive from the secondary schools?
- Which preconditions do you have when it comes to meet the new pupils’ need of extra support in the subject of English?
- How is the information from the handovers conveyed to the regular teachers?
- When new pupils arrive to your school, how is the planning of them? (For instance, do you map them in order to know which level they are at so you then will be aware of the areas of which they have to exercise to reach a pass grade?)

Once a year the schools have so called handover conferences of their pupils and it is mostly the special teachers or the special needs teachers of the schools who handle the handovers with the old schools. Moreover, the informants described that in some cases they do also receive unrecorded pupils to their schools. In addition, some special needs teachers said that often they do not receive information about pupils in need of extra support at all.

Special needs teacher 2: We have a handover conference of pupils this spring where we get information about the new coming pupils of our school. The comprehensive schools come to this meeting to hand over information about the pupils but only that much of information which is agreed between the previous school and the parents of the pupil. Some parents think that the upper secondary school does not need to know everything about the pupil’s background. [...] Almost always we get the backgrounds of the pupils
who have had extra support during their secondary school time. [...] But also we have pupils who come from municipalities further away, and from the previous schools of those pupils we do not get any handovers at all. [my translation]

Moreover, in the different schools where the informants work there are so called ‘meeting points’ which can be explained as locations at the schools that the pupils can visit- including the pupils who are not in need of extra support, when they need help with their various subject projects. In addition, there are regular teachers, special teachers or special needs teachers present at those ‘meeting points’ in order to help the pupils with their schoolwork. Furthermore, in order to make everyone- the school personnel and the pupils- aware of the ‘meeting points’, the informants visit all of the classes and all of the teams of teachers at the school and tell them about their work and about their ability to support both the pupils and the teachers. Moreover, some informants mentioned during the interviews that in addition to the ‘meeting points’ (where the pupils can go to receive help if necessary) they have the pupil health team which acts and reacts quickly when a pupil is on his or her way to fail in a subject. However, these two different ways of supporting a pupil in the school are applied for all the subjects. Thus, when looking at the subject of English: pupils who experience difficulties to accomplish the knowledge requirements in English have the opportunity to extend the course, which means that they study the course of English5 during their three years at the upper secondary school (or at least until they reach the goals in the subject).

**Special needs teacher 1:** All of our pupils at the school are welcome to come regardless their aim of grade and this is our philosophy. [...] I think that our opportunities to support the pupils’ needs are good because we have a great pupil health team which quickly reacts and acts with the capacity of special teachers and special needs teachers along with school nurses and counsellors. [my translation]

Furthermore, here is the response of special needs teacher 4 in regards of the interview question about the preconditions to meet the new pupils’ needs when it comes to extra support:

*We invite the sixth-graders to our ‘meeting point’ in the beginning of the fall term. At those occasions they will have the opportunity to find out how it is to work in the milieu of the ‘meeting point’ and there they have special equipment too such as computers and*
iPads, which we show them and then also teach them to work with. Also we have sessions when we go out in the classes and show our different resources of support, and after that we train the pupils in how to use them. [my translation]

Moreover, the informants have rather similar answers when it comes to how the information about pupils who are in need of extra support is conveyed to the regular subject teachers. However, as the informants work at four different schools there was some variation in their answers. Furthermore, all of the informants had a similar way on how they receive the information regarding the pupils in need of extra support since all of them receive it during so called handover conferences. Additionally, another similarity is that special needs teachers 1, 2 and 3 put together the information collected in written forms which then will be conveyed to the other school personnel. Then again, this is where the dissimilarities comes in since some of the informants convey the information of the conferences merely to the form teachers who in turn have the responsibility to pass on the information to all of the subject teachers of the transferred pupils. However, special needs teacher 3- who is one of the informants who give the information of the handovers to the form teachers, do also visit the teams of teachers at her school where they further can discuss on how to support the specific pupils.

Special needs teacher 3: I leave the information of the transferred pupils to their mentors as soon as the first day and the assignment of the mentors are to handover that information to the teaching teachers. Also I visit the teams of teachers as well [...] and then we can talk a bit further about how one can help the pupils. [my translation]

Furthermore, special needs teacher 2 does instead go directly out to the teams of teachers and then informs the teaching teachers about the handovers. Moreover, at the school of special needs teacher 4 there are, after the handover conferences, meetings with the legal guardians of the pupils and the personnel of the previous school where important matters are discussed in order for the new school to know what they need to know about the new coming pupils.

Further, all of the informants described throughout the interviews that they do not map all of the new coming pupils instead they let them do different kinds of screening tests in order to know how well their knowledge in the subject of Swedish are. However, merely special needs
teacher 4 said that their new coming pupils do screening tests in English and also mathematics besides Swedish.

**Special needs teacher 4:** We let a few weeks pass on the semester and then the pupils do screening tests in mathematics, English and Swedish, to know what their level of knowledge are. [my translation]

Moreover, when talking about mapping, special needs teacher 1 explained that the headteacher - of the school where the informant works, can give an assignment either to her or to her colleague (which also is a special needs teacher) to make a pedagogical investigation - which is another term for mapping. For instance, when the headteacher notices that a pupil fails or tend to fail in several subjects, he or she will give special needs teacher 1 or her colleague the assignment to make a pedagogical investigation in order to examine what is wrong. In addition, special needs teachers 1 further explained that every teacher has the responsibility to do a pedagogical investigation in his or her subject if he or she notices that a pupil is not going to reach the goals of the subject in the long term.

**4.2 Supporting Material**

Throughout the interviews the informants were asked these two questions (written below) about the material of aid and also about how successful the informants experience them. Their answers are reproduced in the following sections.

- How do you implement the different compensatory tools? Describe them!
- When it comes to dealing with the pupils’ experienced language disorders, how successful do you feel that the tools are?

When it comes to the question of how the informants implement the compensatory tools special needs teacher 3 described that it is easy for the pupils to use the material of support as they have computers of their own which the school has provide them with. In addition, this is the same for all the schools where the informants work: all the pupils no matter which school they go to are provided with computers in some way- either the school has computers to offer them to borrow or the pupils have one of their own since the school provides them with one when they begin their upper secondary period. Moreover, special needs teacher 1 and 4 explained how the different compensatory tools work through descriptive information in the
classrooms and special needs teacher 1 does also have different occasions for information telling with all of the teachers at her school. Moreover, during these information occasions special needs teacher 1 and 4 describe the different tools and also how to use them in order for everybody to be familiar with them. Furthermore, special needs teacher 1 explained that the reason of making the compensatory tools available for every pupil to use, and therefore not only for those who have a language disability, is to make the tools ‘normal’ to use and as a result the pupils in need of extra support will not be designated for their need to have them as a support when learning. Further, most of the compensatory tools are installed on the computers as different programs, and the tools of compensation are to a certain extent the same in all of the four schools where the informants work. For instance, there is a support material called the speech hypothesis and also an app called spell right which the pupils can use. Moreover, special needs teacher 2 and 3 described that all the textbooks at their schools are scanned. Consequently, all their pupils even those who do not have dyslexia or any other learning disability will, at the same time, be able to read and listen to their course material which special needs teacher 1 explained is the key success factor for dyslexic pupils.

Special needs teacher 2: We have a reading service so all the teaching materials which the pupils got are in their computers and just a button press away. […] So the textbook of all subjects are at their computers and they can listen to and read in the book at same time. [my translation]

Furthermore, some of the informants said that they are working with the functions of Google to help and support their pupils to structure and plan their schoolwork. Additionally, they introduce the pupils to use the Google calendar which the pupils then will sync to their own mobile phones. Also, with this calendar the pupils are able to add dates of exams and submissions of assignments etc, and when the time is near there will be popup windows and signals at the screen of their mobile phones as reminders of the upcoming examinations or submissions etc. However, when it comes to the implementation of the compensatory tools, the informants support the ordinary teachers and to some extent also the pupils.

Moreover, all of the informants agreed that the compensatory tools are good to apply for the pupils with for instance dyslexia. However, some informants said: in order for the aid materials to become successful the pupils have to know how to use them.
Special needs teacher 2: To make them feel accustomed and comfortable with them and to make them to have as a routine to open up ‘App right’ and to have it as a speech synthesis and an aid, that is when it all flows. [my translation]

Nevertheless, special needs teachers 1 and 3 claimed that the compensatory tools are merely tools and therefore they argue that the personal contact is the most important aid that a pupil with a language disability such as dyslexia can get.

4.3 The Informants’ Actions, and English in relations to Swedish

Lastly, the informants were asked these four questions (written below) about pupils who are in danger to fail in English and about the English and the Swedish language relationship. Their answers are reproduced in the following sections.

- If a pupil is on his or her way to fail in English, what happens then and what do you do?
- Which difficulties do pupils in need of special support experience in Swedish versus in English? For instance, when it comes to the languages phonemes and graphemes.
- Since the Swedish language has a more consistent relationship between phonemes, graphemes and morphemes the question is whether fewer dyslexic pupils experience reading and writing difficulties in the subject of Swedish than in the subject of English?
- Is it harder for pupils with dyslexia to get a pass grade in English than for them to get a pass grade in Swedish?

Furthermore, through the interviews it became clear that it is not the special needs teachers themselves who firstly take action if a pupil is on his or her way fail in the subject of English. Instead, it is the English teacher who makes the first alarm if a pupil is in danger of not passing the subject. Some of the informants said that when the teachers have alarmed, a pedagogical investigation of the pupil has to be done- which means that the teachers try to clarify the knowledge requirements which the pupils have difficulties with. Thereafter, the routine is to contact the legal guardians of the pupil and also the headteacher of the school in order to arrange a meeting to discuss the pupils’ problems. In addition, some informants explained that their schools have the routine to directly contact the pupil health service instead when a pupil fails in a subject. Further, the mission of the headteacher, and in some cases also
of the pupil health service, is for instance to decide whether the pupils have to do the course during a longer period of time, or if the problems can be solved in the ordinary classroom with the regular teachers.

**Special needs teacher 1:** Then we call them to a meeting and appropriate measures are taken, and that is either for the pupil to catch up in the subject or for him or her to have the course extended throughout a longer time. [my translation]

Moreover, special needs teacher 2 claimed that it is not possible to say that a pupil with dyslexia experiences fewer difficulties in Swedish than in English. In addition, special needs teachers 1, 2 and 3 explained that a pupil with dyslexia will experience language difficulties no matter which language he or she meets.

**Special needs teacher 2:** If a pupil has dyslexia it will show in both of the languages. [my translation]

However, a further explanation made by special needs teacher 2 is that she have had pupils with reading and writing disorders who had troubles with the letter structure in Swedish—either they lost the letters or they changed their positions, but extraordinarily was that they did not make those mistakes in English. Special needs teacher 2 had her own theory of why that might happen:

All the pupils should know Swedish and therefore everybody should be able to perform in the subject as it is their mother tongue. But when you learn English it is new and you have a more relaxed approach to it and as a result the problems are not there. The problems do not get as evident in English as in Swedish. [my translation]

Moreover, when it comes to dyslexic pupils’ experienced difficulties in Swedish versus in English, all the informants explained that these pupils have major problems with the spelling in both languages. However, as English is a language where the grapho-phonemic relationship is rather inconsistent and as Swedish is a language with a fairly consistent relationship between the phonemes and graphemes, the informants mean that the spelling problem of the dyslexic pupils is harder in English than in Swedish. For instance, they argued that pupils with dyslexia have tendencies to spell a word according to how it sounds- which makes the
spelling very difficult in the language of English since not all of the letters are sounded out when the words are pronounced. For instance, take the word aisle (which special needs teacher 3 took as an example in order to better describe what she meant) where the letters i, s and e are not sounded out at all and they are not sounded out according to how they should be “sounded out”. Therefore, many dyslexics may not correctly spell this word out because they have problems when decoding it. Special needs teacher 3 described that the difficulties occur in both the pupils’ mother tongue and in their second language:

English is not transparent. Think of the words white and with, and no, now and know for example. The pupils mix these words up because they think that the words look the same and the pupils have difficulties even in Swedish to separate words that look the same. [my translation]

Furthermore, all the informants explained that the language difficulties of the dyslexic pupils in English are the spelling. Moreover, some informants said that if a pupil has trouble to decode Swedish words, he or she will experience it even harder to decode English words. In conclusion, pupils with dyslexia experience difficulties to correctly spell in both languages. Nevertheless, during the interviews it became clear that (for a dyslexic pupil) the subject of English is harder to learn than the Swedish subject as the spelling of the words and the sounding of the words in English differ in a substantial way.

Further, the answers of the informants differed when they were questioned about the relationship between dyslexia and getting a pass grade in English versus in Swedish: special needs teacher 3 and 4 described that it is harder for the dyslexic pupils to reach the goals in English than in Swedish. Additionally, they explained that dyslexic pupils have to struggle more than what other pupils might have to do when it comes to get an E in English. Also, special needs teacher 4 commented that the pupils themselves agree with that view. On the other hand, special needs teacher 1 and 2 explained that it is not harder for dyslexic pupils to get a pass grade in English than in Swedish. Furthermore, as mentioned earlier on in the text: some informants mentioned that the pupils with dyslexia have major problems when it comes to spelling in English (and also in Swedish). Additionally, those informants meant that the dyslexic pupils’ level of knowledge does not differ that much from the other pupils’. As a result, the informants explained that it is good if the English teacher is willing to see beyond the spelling difficulties of the dyslexic pupils. In addition, special needs teacher 1 described
that for those pupils, who have teachers who ignore the dyslexic pupils spelling problems when the grades are to be set, will pass the subject of English with great margins. Moreover, there is a specific section of exemption that Swedish schools are able to practice when pupils with for instance dyslexia have difficulties in reaching a pass grade in a subject. Further, this exemption section means that a pupil who has a functional disability and who therefore has problems to meet the knowledge requirements of a subject will be given the support that he or she needs in order to- as far as possible- counteract the consequences of the disability (Skolverket [www] 2011). This means that a teacher who has a pupil with dyslexia in his or her class have the possibility to apply the exemption section in order to be able to give that pupil a pass grade in the subject. In other words, the English teacher will be able to see beyond the pupil’s spelling difficulties. In addition, special needs teacher 2 explained her view of the situation in regards of the exemption section:

Dyslexia is a functional disability which can be the reason to use the section of exemption. The pupil will be met with deference in all assessment, regardless of subject. A functional disability should never affect the pupil’s opportunity to learn. [my translation]

Special needs teacher 4 explained, in agreement with special needs teacher 2, that dyslexic pupils at her school are graded in support of the exemption section.

4.4 Summary

The informants explained that they receive information about the pupils that have had some sort of support while studying at their previous schools through once-in-a-year hand over conferences. With those meetings the informants are provided with information that gives them an overall picture of the pupils (some claim ‘good’ comprehensive picture whereas some claim ‘not so good’ comprehensive picture). Furthermore, all of the informants gave the impression that they have good preconditions to meet the new pupils in need of extra support and those who have no need of additional assistance with their schoolwork. In addition, they have different so called locations where the pupils are welcome to visit when they need help- either with help of a booking-schedule or when they have allowance from their teachers, and also when they have some free time. Also, the informants mentioned the fact that at their schools there are different equipment for support which the pupils can use when necessary. For instance, the aid material could be the pupil-computers and sometimes iPads with all of
its installed software (such as Google- with the calendar) and there are various kinds of apps like the speech synthesis. Further, all of the informants mean that the support equipment is good. However, the pupils have to know how to use them and then also they do need to have personal contact in order to be supported in the best of ways.

Moreover, the informants answered that the factor of difference between the Swedish language and the English language is that it is harder for dyslexic pupils to spell English words than it is to spell Swedish words. Further, most of the informants claim that it is not possible to say that a pupil is ‘more dyslexic’ in one language and not in the other, because they said that if a pupil has dyslexia it means that that pupil will experience the difficulties of the disability no matter which language he or she learns. Furthermore, the informants described it as hard for a pupil with dyslexia to get a pass grade in English. Nevertheless, they explained that a (English) teacher should practice the section of exemption when it comes to pupils who do not reach all of the knowledge requirements in the subject because of a functional disorder. Additionally, some informants said that the section of exemption makes it possible for a teacher to ignore some of the problems caused by pupils’ disabilities in order to be able to give them a pass grade.

4.5 Discussion
In the following sections there will be a discussion with the research questions and the previous research in mind.

4.5.1 Primarily teachers support
It became clear during the interviews that the informants do not directly support the pupils, since it is the regular teachers’ and also the special teachers’ responsibility. In addition, they explained that their job assignments actually regard coaching the teachers in how to work with special pedagogy in their ordinary classrooms. However, there are cases of exceptions such as when the workload- to support pupils in need, is unbearable for the special teachers (who instead work with the pupils to another extent than the informants do) that the informants have to help them to take on some pupils to support. Nonetheless, through the results it became evident that the informants work primarily with the organization of their schools, which for instance means that they help the teachers to incorporate the thinking of special pedagogy in their regular classes with suggestions and examples of how the teaching can be adapted for every pupil. For example, special needs teacher 2 explained during the interview that she supports the teachers out in their classrooms in order to make them able to
structure their teaching to attract and satisfy all of the pupils’ needs to make them feel like they have been seen and reached out to by the teachers. Furthermore, special needs teacher 1 has a commitment that was given to her by her headteacher. Additionally, the commitment of special needs teacher 1 is similar to the work of special needs teacher 2 as the general thought of it is to train the regular teachers in how to practise special pedagogy in their ordinary teaching. A further example is how special needs teacher 3 works with the teachers at her school: she sits in their classrooms while they teach, and for instance she observes how they have structured their teachings and also how the teachers respond to their pupils. Subsequently, special needs teacher 3 explained that she meets up with the teachers after the observations and then she describes to them what she have seen and what they can do differently until the next time in order for the lessons to be as beneficial as possible for all of the pupils. In other words, special needs teacher 3 tries with the observations to make the teaching of the school to have a high-quality.

Furthermore, this way of working can be considered as good since the regular teachers will be educated and trained to use methods that are beneficial for the pupils’ learning. However, the negative aspect of this kind of work procedure is that it is merely the teachers who will hear about these methods which may make the pupils not able to profit from them. Consequently, the pupils may be unaware of them for the reason that the teachers may feel that their workload will be too tough if they also have to think about how to special pedagogically form the lessons. Thus, much of important information will be lost since the teachers may do as they always have done as it is easier to work like that especially when their workload is as high as it is already. In addition, another explanation of why the pupils will not to profit from the special pedagogical methods is that when information is mediated from one individual to another, there will most certainly be a loss of information on the way as it may be rather difficult to remember exactly what the other part have said. In conclusion, the ideal solution is to make the pupils to become a greater part of the special pedagogical mediation and also for the special needs teachers to be working closer to the pupils in order for the pupils to able to take advantage of the great support that the school, with its special needs teachers, can provide them with. However, of course this is about financial matters and therefore the dilemma cannot be considered as easy to solve.
4.5.2 Dyslexic in every language

According to the informants, the Swedish language does not pose fewer difficulties in the reading and writing skills for dyslexic pupils than English do. Additionally, some of the informants explained that dyslexia is not something you can have in merely one language and less of in another one. Furthermore, their responses are similar to what Siegel (2013) has found through her investigations about dyslexia and language. In addition, according to Siegel (2013), the English language has an irregular nature (in the aspect of the grapho-phonemic relationship). Nevertheless, the author explains, in conformity of the informants, that the language does not result in more dyslexics or more difficulties for the dyslexic pupils since dyslexia is found in all languages (Siegel, 2013).

However, the informants still argued that dyslexic pupils experience greater difficulties when it comes to English than when it comes to Swedish. Additionally, they described that the reason for the difficulties is that English has a less consistent relationship between the phonemes, graphemes and morphemes, than what the Swedish language has. Moreover, this aligns with the findings of the studies by Hardesköld (2010) and Rajala Johansson (2013): in both of the studies it became evident that it is harder for dyslexic pupils to learn English than Swedish because of the inconsistent grapho-phonemic relationship of the English language. In addition, the results of this study are also in line with Siegel’s (2013) statement regarding the matter: the process of phonology is at the heart of dyslexia and this does not merely appear in English but in all of the languages.

4.5.3 Exemption section

The informants’ answers differed when they were asked if it is harder for dyslexic pupils to reach the goals of the English subject if they suffer from dyslexia. Moreover, one part of the informants claimed that it is harder for dyslexic pupils to get a pass grade in English, whereas the other part of them argued that these pupils will get a pass grade just as easily as the rest of the pupils since the teachers have the possibility to apply the section of exemption in those cases. However, all of the informants agreed with each other that the spelling difficulties are the area of problem when it comes to dyslexic pupils’ ability to be just as good as their classmates in English. In addition, the informants explained that in situations where the teachers ignore the spelling, the dyslexic pupils’ performances are really good and then may as well be coordinate with the other pupils’ achievements. Further, the result of this study is in agreement with Siegel’s (2013) statement about the performances of the pupils with dyslexia.
Additionally, the author says that the likelihood to accomplish more than solely a level of functional literacy may be well within the grasp of dyslexic pupils (Siegel, 2013).
5. Conclusion

The aim of this paper was to investigate how special needs teachers work with dyslexic pupils who are not reaching the goals of the subject of English. Additionally, the goal was to look into how the work procedures of special needs teachers look like when it comes to dyslexia and the English subject. Furthermore, the results of this study show that one cannot state that the struggles of dyslexia are more common in English than in Swedish. However, the informants explained that the English language is less consistent when it comes to the grapho-phonemic relationship, than the Swedish language and that may have an impact on the language learning for the dyslexic pupils. Moreover, this study shows that dyslexic pupils do not have any problem to get a pass grade in English since the teachers have the option to practise the section of exemption. Further, the results of this study show that the informants primarily work with the organization of the school and that it is the English teachers who have the responsibility to act and react if a pupil fails in the subject.

Furthermore, by reading this essay, (English language) teachers may be able to learn how to structure their own teaching in order for the lessons to become beneficial for all of their pupils—especially for those who have dyslexia. In addition, during the interviews the informants described different ways to think and act when it comes to reaching out to every pupil in the classroom no matter what problems they experience. Also, the informants mentioned ways in how to special pedagogically structure lessons which can be of use for (language) teachers.

Furthermore, the purpose to get an insight in how special needs teachers work with dyslexic pupils when it comes to the English subject, has partly been accomplished. In addition, due to the limited amount of time and the lack of participants in this survey, the answers of the informants can merely be estimated to a certain degree. Therefore, the results of this study are unreliable and cannot be generalized. However, if there would have been more time, it would possibly have altered the reliability of the results as it would have facilitated the search for additional participants which would have led to extra data to use for the survey.

In conclusion, it would have been interesting for further research to investigate how dyslexic pupils experience English language learning. In addition, it would then be exciting to compare their answers with the results of this study in order to examine if it is sufficient that special
needs teachers mainly work with the organization of the school, rather than with the pupils who experience difficulties due to their language disabilities which make them in need of extra support.
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