Degree Thesis II
Master’s Level
Teachers’ Views on ICT as a Tool in English Teaching for Students with Dyslexia

An interview study with English teachers in grades 7-9

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Abstract:
Information and communications technology (ICT) is a broad concept, which is often discussed in relation to the development of education. More specially, ICT can be seen as a tool to help teachers individualize students’ education. Students who have literacy difficulties, such as dyslexia, are in constant need of new techniques to help them learn and new tools to make their educational development easier. The aim of this thesis is to show what views teachers have regarding using ICT in English teaching at a sample of schools in the south of Sweden. A secondary part of the aim is to see what ICT tools, or other non ICT related methods, these teachers use to improve literacy skills for students with dyslexia. This empirical study is based on interviews with six participants. Previous research within the area is presented and different aspects of ICT within the National Agency for Education in Sweden, and the English syllabus, are also discussed. The results of this thesis show that ICT is seen as a helpful tool to make education easier for both students and teachers. Tools such as ViTal, Spell Right and Legimus are being used and the participants of the study also use iPads and Chromebooks in their teaching. According to the interviews, ICT can tribute to a fun way of learning and a more individualized education. Other non ICT related methods are also used to help students with dyslexia and these are often in terms of pictures in connection to words. These findings are based on a limited number of participants in a small area of south of Sweden. Therefore, further research is needed to see if the findings can be verified with more participants, in different parts of the country.

Keywords: ICT, dyslexia, technological devices, individualized teaching.
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1. Introduction

As society develops and becomes more digitalized, technological devices have increasingly been integrated in schools as a compensatory aid for pupils with reading and writing difficulties. In society today there is a wide range of technological devices to help pupils with dyslexia. The technological development of society has in turn affected the pupils’ opportunities. Today, some schools are equipped with computers, iPads, smart phones, projectors, which have become a more central part of education (Brodin, 2010).

As a result of the technological developments and the emergence of the Internet, we are connected worldwide at the touch of a button, and reading and writing skills are needed to be able to make use of the opportunities that this technology gives us. In today’s digital society, reading and writing are an integral part of our daily lives, which can easily lead to problems for those who have reading and writing difficulties, such as dyslexia. We read like never before and with this, there is an increase in demands on reading and writing skills. Pupils with dyslexia thus face many challenges when they are young, which can be something that will persist throughout the pupils’ lives (Judge & Floyd, 2012, p. 49).

According to Tapscott (2009, p. 2), children are more comfortable, knowledgeable, and technologically advanced than ever. However, even though children might have this basic technological knowledge, some children have difficulties with their reading and writing skills. This lack of basic knowledge within reading and writing can be due to a number of things, such as, emotional problems, lack of reading in the early stages of life, or a neurological disorder such as dyslexia (Ericson, 2010, p.35). Not being able to read and write can lead to children feeling bad about themselves and they can develop low self-esteem. According to Ericson (2010), not being able to read and write can therefore be very stressful and cause issues which can affect the children socially. The lack of basic knowledge within reading and writing can also lead to having a hard time in all aspects of education, and it can affect all school subjects, since reading and writing are needed in all areas of compulsory education (Ericson, 2010, p.35).

In schools around Sweden, teachers encounter pupils who differ from each other and have different needs and backgrounds. All children are entitled to receive an equal education and feel that they can achieve their goals and dreams, and it is the teachers’ duty to help pupils achieve them (Skolverket, 2011, p. 8). Whilst practicing as a student teacher in different classes it became clear to me that there were many different individuals, some of whom had a difficult time reading and writing, due to dyslexia. This led to an increased interest in dyslexia and research into the topic of literacy difficulties. The research had an aim to see what ICT tools could be used to help pupils with these difficulties and also aimed to investigate previous research with regard to the use of ICT to increase literacy learning in English. The result of that research showed that pupils with dyslexia often have low self–esteem and are not motivated to learn. However, ICT was seen as a motivational way to learn, and findings also indicated that an individualized teaching approach was easier to achieve when ICT was used. This empirical study is therefore a continuation of that literature review.

1.1. Aim and research questions

The aim of this study is to examine what views teachers have regarding using ICT in English teaching at a sample of schools in the south of Sweden. ICT is still something that is fairly new in education which makes teachers’ views on ICT usage an interesting starting point for the study. In relation to this, the aim is to show to what extent ICT tools are used to help pupils with dyslexia. In addition, the aim is also to see what ICT tools or other methods these
teachers use to improve literacy skills for pupils with dyslexia. ICT tools are in this study defined as all technological devices that can be connected to the internet, but foremost computers, tablets and smart phones. To achieve the aim of this thesis the following research questions will be used:

- What are teachers’ views on using ICT in English teaching?
- To what extent are ICT tools used to improve literacy skills for pupils with dyslexia?
- What other methods are used by these teachers for pupils with dyslexia?

2. Background
In this section, the terms dyslexia and ICT – information and communications technology – will be defined. The National Agency for Education in Sweden, the English syllabus, previous research within the subject of ICT, and how to work with students with dyslexia, will also be discussed in this section.

2.1. General background and previous research
Previous research within the subject of ICT and dyslexia has been discussed by various authors and there are different tools that also have been researched and discussed. One tool is that of using Facebook to help pupils with dyslexia. Research conducted by Barden (2014) showed that pupils with dyslexia were helped by using Facebook to, for example, ask friends about homework. The students could also go back and view previous conversations which helped them remember what had been discussed (Barden, 2014). According to Conway and Amberson (2011), pupils with dyslexia often have educational disadvantages. The authors discuss how these disadvantages can lead to low self-esteem, poor motivation and that the students might feel embarrassed and frustrated when reading and doing schoolwork (Conway & Amberson, 2011, p. 174). With this in mind, Barden (2014) also discusses how ICT can help pupils with these difficulties, because of the speed of providing information and giving instant feedback (Barden, 2014). The results of this research indicate that Facebook and ICT interaction can develop pupils’ meta-cognitive awareness and it also indicates that digital media, and in this case Facebook, can lead to an educational environment that is less stressful, as it is more individualized and personal than a classroom situation. In addition, this individualization can lead to a greater feeling of confidence, since spelling or reading mistakes are often made between friends, in a place where the pupils feel less judged (Barden, 2014).

Conway & Amberson (2011) discuss how technological devices such as laptops can be used as learning support for pupils with dyslexia (2011, p. 174). They also state that ICT, can have advantages for pupils with dyslexia, particularly if ICT is used for educational purposes. This can be seen in relation to the Swedish National Agency for Special Needs Education and Schools¹ (2014) which indicates that children with dyslexia often find reading books and letters boring and they have trouble when it comes to remembering what they have read. However, the authors argue that much more research within the subject still needs to be done (Conway & Amberson, 2011, p. 179).

Judge and Floyd (2012) also discuss how much more research within the subject of ICT and dyslexia needs to be done (p. 62). However, these authors have examined different ICT tools such as screen readers and speech synthesis, to find out how they might help pupils with dyslexia. They suggest that using ICT can lead to a more individualized teaching (Judge & Floyd, 2012, p.59). Another tool mentioned by Judge and Floyd, that can be used to help

¹ Specialpedagogiska skolmyndigheten
students with dyslexia is the *Classmate Reader*. This tool can give the students the help they need by letting them at all time listen to a text and follow a highlighted text on a technological device. By doing this the pupils have more control over their reading since they can choose color, size and font, which leads to a more individualized education (Judge & Floyd, 2012, p.53).

ICT can be seen as a tool for teachers to individualize pupils’ education. Pupils with dyslexia, need to be motivated and need new ways to learn. ICT can also be seen as a way for teachers to help pupils gain more self-esteem, which, as mentioned earlier, is something that Conway and Amberson (2011) argue that pupils with dyslexia lack. Previous research also indicates that ICT can lead to a more individualized education. Tools, such as screen readers and speech synthesis, to help pupils work more independently and to increase reading comprehension are seen as important for a more individualized education.

2.2. **Definition of terms**

The most important terms used throughout this thesis are explained below.

### 2.2.1 Individualized teaching in Sweden

According to the National Agency for Education in Sweden², all teaching should be individualized and customized so that all pupils can achieve their educational goals (Skolverket, 2011, p. 222). According to the National Agency for Education in Sweden (2011) it is important that teachers promote pupils’ further development based on pupils’ prior knowledge and experience (2011,p.222). All pupils, regardless of background or circumstance should, according to the National Curriculum 11³, (2011, p. 222) be given the same opportunities and the same education in order to stimulate their interest of reading and writing. A pupil’s previous experience is very important and should be a starting point in a pupil’s educational development. It is also important for a teacher to know the pupil’s background and experiences (Skolverket, 2011, p. 8).

According to the syllabus of English in the National Curriculum (2011, p. 30), there are some main aspects of learning English: these are content of communication, listening and reading, reception, speaking, writing and discussing, and production and interaction (Skolverket, 2011, p.34). The communication aspect of the syllabus for English teaching states that “through teaching, students are given the opportunity to develop all-round communication skills” (Skolverket, 2011, p. 32). The National Agency of Education in Sweden also discusses that the school has a special responsibility for those pupils who, for various reasons, need help to achieve the goals of education (Skolverket, 2011, p. 16). According to the syllabus of English in the National Curriculum in Sweden education should be equal throughout the country, but this does not mean that the education will be designed in the same manner in all schools and in all classrooms. All pupils have different needs, and it is the task of the teacher and the principal of the school to take responsibility so that pupils with difficulties receive the help they need (Skolverket, 2011, p. 16)

### 2.2.2 ICT – Information and Communications Technology

ICT stands for Information and Communications Technology (Brodin, 2010; Livingstone, 2011; Svensson, 2008). Information and Communications Technology, according to Livingstone (2011) brings together traditionally separated educational technologies such as telephone, television, photography, databases, games and more (p.9-10). There are many

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² Skolverket
³ The National Curriculum in Sweden
different kinds of devices that can be used within the area of ICT, such as computers, tablets, projectors, smart phones and so on. Today there are many ways of communicating with the help of technology. People can use instant messaging, or social networks such as Facebook or Instagram. The communicative cores within ICT can be used by pupils to learn and work more independently as they can start conversations online at any time and this kind of work is seen as central in teaching in today’s society (Svensson, 2008, p. 12). ICT in this essay will include devices such as computers, tablets, and smart phones that can all be connected to the internet and therefore can download games or use instant messaging.

2.2.3 Dyslexia
Dyslexia can have a number of causes, such as lack of education within reading, social problems or a neurological problem that the children are born with. Dyslexia, is often characterized by certain difficulties with word recognition, decoding ability, problems with spelling, phonological short-term memory and phonological difficulties – which means that individuals have difficulty connecting sounds to letters and then pronouncing them (Høien & Lundberg, 2013, p. 13). The concept of phonological awareness difficulties means not being able to understand how a language is shaped in the form of sounds and syllables (Høien & Lundberg, 2013, p. 13). Dyslexia researchers say that dyslexia originates from a special weakness in one or more centers of the brain, which have an important role when people are learning how to read and write (Ericson, 2010, p.35). However, Ericson (2010, p.35) also states that this special weakness within the brain has no effect on peoples’ intelligence.

Pupils with dyslexia have, according to Høien & Lundberg (2013), the right to know why they have trouble reading. Dyslexia is a reading and writing difficulty where the distinctive traits include finding it hard to understand letters, sounds and syllables. However, as mentioned earlier, the most common problem is that people with dyslexia have a lack of phonological awareness, lack of ability to pay attention and understand the language (Høien & Lundberg, 2013, p. 13-14). While dyslexia varies from individual to individual, there are some common symptoms to look for. The National Agency for Special Needs Education and Schools (2014) states that children with dyslexia often find reading books and letters boring and they have trouble when it comes to remembering what they have read. It is estimated that 5-8% of the population in Sweden has been diagnosed with dyslexia (Specialpedagogiska skolmyndigheten, 2014).

3. Theoretical background
In this section the theoretical perspectives of this study will be presented. When education and teaching are concerned, all pupils have different methods of learning. We learn differently from time to time and in different environments and some pupils might need a more individualized education than others. Gardner (2011) discusses how all humans have different types of intelligences. Today, these different intelligences can be met by technological aids such as computers, apps, tablets or projectors, to help develop learning. What these aids might do is to train pupils’ cognitive and social skills and these can be developed on an individual level (Estling Vannestål, 2012, p. 101-102). Another aspect of individualization is the potential for ICT to individualize education for students. According to Smythe “the choice of a given e-assessment tool will depend on the needs of the assessor and/or the person being assessed” (Smythe, 2010, p 19). However, Rose and Dalton (2009) argue that there are normally many pupils in a class and therefore individualization is hard to achieve. They state
that “digital technologies make it possible to design learning environments that are responsive to individual differences” (2009, p 74).

3.1. The Sociocultural Perspective
The importance of social interaction for learning is emphasized in the sociocultural perspective (Säljö, 2010). In today’s multicultural society, it is important to understand each other. With globalization the need for understanding for people and cultures increases, something students can develop through interaction. According to Säljö (2010) the sociocultural perspective is a social theory that focuses on learning in a social context that can provide an understanding of how people gain knowledge and experience. This form of learning can, according to the sociocultural perspective, be achieved by interacting with other pupils through various activities. In other words, and most of the new words we learn are through social interaction (Säljö, 2010, pp. 189-190).

According to Westlund (2012) the sociocultural perspective has a focus on social interaction, and on how pupils can learn from each other which is part of communication. Vygotsky is seen as leading figure in regards to the sociocultural perspective due to his fundamental work regarding development, learning and language (Säljö, 2010, p.189). Vygotsky discusses how learning has to happen in relation to and interaction with something familiar (Westlund, 2012, p. 20). In addition, Säljö (2010) discusses the way communication is central in language learning and that the pupils can learn by talking and discussing matters together. When we use communication tools to gain more social interaction, Säljö states that “it is through communication with others that we gain an understanding of our own learning” (Authors translation from Säljö, 2010, p. 189).

Vygotsky developed the theory of the zone of proximal development (ZPD). The ZPD includes the development that pupils can achieve with the help of a more experienced person (Säljö, 2000, pp. 120-122). This help from a more knowledgeable person is according to Säljö (2000), called scaffolding. An important part of this support is dialogue. In practice this may mean that the teacher supports the pupil as long as necessary to develop learning (Säljö, 2000, p.22). This can, according to Säljö (2010, p. 192), involve asking the right questions or dividing the task into smaller sections, in order to make it easier for the pupil. The teacher does not give pupils the answers, but can through tactical dialogue lead the pupils on the right path to the answer (Säljö, 2010, p. 185).

Lim (2002) discusses how ICT can be connected to the sociocultural theory. The author explains that no tool is bad or good in itself. It is in relation to what the tool’s intention is and in what context it is being used that a tool can be evaluated to see if it is useful or not. (Lim, 2002, p. 413). Lim argues that “as ICT enters the sociocultural setting of the school, it weaves itself into learning in many more ways than its original promoters could possibly have anticipated” (2002, p. 412). Using ICT in schools can trigger changes, such as changes in activities and in the learning environment. Furthermore, Lim (2002) discusses the sociocultural perspective, ICT and individualization, and states that:

Cognition is no longer studied in light of individuals learning in isolation with only their minds to guide them; instead, the emphasis is on individuals learning with a wide variety of tools, and people that help them carry out their goal-oriented activities in a sociocultural setting (p.413).
Pinter (2006, p. 12-13), does not emphasize the aspect of individualization but rather the role of interaction between people. In the early stages of life the students learn to listen and communicate with their parents, which in turn leads to communication skills that later can be used with teachers. It is important for the pupils own pronunciation to listen to the teacher in order to understand a new language (Pinter, 2006, p. 36). Also, according to Printer, communication is the starting point for learning in the classroom. To learn a new language, pupils need to communicate and interact with other people (Pinter, 2006, p. 12). Individualization is when pupils get ICT devices that their teachers can use to give pupils individual goals and tasks. With this as a starting point the communication, interaction and social aspects of using ICT allows the pupils to develop their languages skills. With this in mind the sociocultural perspective, and its view on communication to learn, will be part of the theoretical perspective for this thesis.

3.2. Behaviorism

Behaviorism as a theory is focused on human behavior. According to Säljö (2010), behaviorism highlights how human behavior can be rewarded instantly, and this is achieved by showing learners what they have done correctly (Säljö, 2010, p. 146). An important idea of behaviorism is to teach pupils at different levels. This is done by acknowledging effort and giving pupils rewards when each step of learning has been achieved. The idea of behaviorism also emphasizes the importance of individualism (Säljö, 2010, pp. 146-147). The main focus in behaviorism is on the pupils themselves and “in this sense, the behaviorists approach, in regards to learning is an individualistic theory, which focuses on the individual and their behavior” (authors translation from Säljö, 2010, p. 149).

It is also discussed in behaviorist theory how rewards can be used as a learning technique. The rewards should be instant, so that the learner will feel success when they do something right. This is then connected to individualization, which is also emphasized in behaviorist theory, and which means that all pupils should work at their own level and at their own pace. Steele (2005, p. 1) also discusses behaviorism and individualization and argues that instructions and decisions regarding a pupil’s education should be based on the individual child. This can be done by “breaking down the tasks into small, manageable segments for teaching” (Steele, 2005, p. 3). The theory emphasizes individualization and instant rewards, something that in terms of the theory can be classified as extra support (Säljö, 2010, pp. 150-151) and this is something that Steele (2005, p. 4) also indicates by writing that feedback should be used throughout the lessons, not just as a conclusion.

Behaviorism has a focus on individualism and extra support, individualization and instant rewards. To be able to communicate and to be able to gain as much knowledge as possible the pupil needs to be mature enough to be able to learn. If they are not mature for the task given they will not be able to make full use of the material given. This can lead to the pupil not being able to learn what was intended (Säljö, 2010, p.156). As mentioned in the background section, pupils with dyslexia have low self-esteem and often feel unmotivated. The use of instant rewards, individualization and extra support can hopefully give pupils a stronger feeling of success so that they will develop their literacy skills.

4. Methodology

In this section the method for the interviews will be presented. In addition, the pilot study and validity, objectivity, reliability and ethical aspects for this study will be discussed. The criteria for selecting interview questions and teachers to participate in this empirical study will also be presented.
4.1. Interviews as a method of collecting data
For this empirical study, with the aim to show what views teachers have regarding using ICT in English teaching, a decision was made to use interviews as a research method. This was because interviews were the method that could be used to get qualitative answers, and also have the possibility to have a conversation with the interviewee. By adding follow up questions whilst doing the interviews the study will gain even more information – something a survey or observations would not allow. The point was to see what views teachers had regarding ICT and also, interviews were chosen to see if the teachers who participated in the study had any other methods whilst working with pupils with dyslexia and if so, what are they? Trying to find answers to these questions through observations or surveys would not allow follow up questions if that felt needed.

The method chosen to answer the research questions was individual teacher interviews. The term method is a collective term for the technologies relating to when someone is collecting and analyzing data (Fejes & Thornberg, 2014, p.22). Qualitative data, and the methods that are used when collecting the data, - when seeking out the things that do not include numbers, diagrams or mathematic form, - is sometimes called soft data. Qualitative methods are often employed to dig deeper into an issue and make visible, contexts that are not obvious (Eliasson, 2013, pp. 21-27).

4.2. Validity, Objectivity and Reliability
Something that is important to mention here are three terms that need to be considered whilst using interviews as a method; validity, objectivity and reliability. Objectivity is the ability to be able to stay neutral, and have no preconceived ideas about a subject to be examined (Gilje & Grimen, 2007, p.79-80). Validity means that the one who undertakes an examination really measures what is intended to be measured (Gilje & Grimen, 2007, p.50-51).

With objectivity and validity in mind, one advantage of qualitative methods is that you have control over whether the participants answer the questions or not, due to the dialog between the interviewer and the participant. The main disadvantage of qualitative methods is that qualitative interviews require much in terms of time and resources. Another disadvantage is the human impact. This can be both from the interviewer, where the risk of impact whilst asking the questions might occur and also for the interviewee where he or she can be uncomfortable facing certain issues and therefore responds less truthfully (Larsen, 2009, p. 27). The validity of the questions that were asked for this study was tested beforehand in a pilot study. This means that the questions that were intended were tested on a person who would not take part in the study, to test the questions that would be used in the interviews.

To achieve a high reliability within a study there is a few factors that should be considered. The data collection needs to be carefully handled in the way that the informants have been given all the information that they would need when participating in the study. Also, own opinions and leading questions should not occur. The research should stay reliable, accurate and this accuracy should make it possible for another researcher to use the same material as this study and to receive the same result (Eriksson Barajas, Forsberg & Wengström, 2013, p.103).

4.3. Selections and criteria for participants
The first criteria for finding people to interview for this empirical study was that they were English teachers who were working with pupils in grades 7-9, in Swedish schools, in a particular municipality. The search started at a school where six teachers were interested in
participating in the study. This was found out after taking to them on the phone and explaining what the study would be about. However, there were only two of these volunteers who taught English in the appropriate age group. The search continued by looking at other schools in the same municipality. There were three lower secondary schools in the municipality and an email was sent to the principal and the information desk to see if there were any teachers that wanted to volunteer for this study. It was a short email with a short introduction of myself and a short description of what the volunteers were needed for. This led to two teachers accepting to participate out of the three schools that were contacted. Phone calls were then made to the ones who wanted to participate to arrange a time to meet. In these phone calls the information letter, which includes a consent form, was mentioned (Appendix 1). In short, the information letter explains for the participants what the study is about, and that they will be recorded during the interviews. They were also informed that the recording will be kept until the study is finished. Also, the participants were told that if they want to end the interview for any reason, this is possible without any questions asked.

Even though four volunteers for this thesis had agreed to participate a decision was made to try to find more participants. The social media site Facebook has a group where people who are teachers and have an interest in ICT can join. A message to everyone in this group was published. It was a short message with the useful information, about the aim of the study and a call for participants. There were many who emailed me saying that they were interested. However, there were only two who fulfilled the criteria for the study, which included teaching English in the school years 7-9 in schools in a particular municipality. The two volunteers were contacted in the same way as the previous participants and were given the necessary information before the meeting was held.

4.4. Presentation of participants and methods for collection data
After the final selection there were six people in total to interview, all working with English in years 7-9 in schools, in a particular municipality in southern Sweden. A short introduction will be presented of the participants in the table below. Based on the ethical perspectives that advocate interviewees’ anonymity, all names are fictional.

Table 1 - The participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Age group that he/she teaches</th>
<th>Age of participant</th>
<th>Years of experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greta</td>
<td>works in years 7-9</td>
<td>25-30</td>
<td>0-5 years</td>
</tr>
<tr>
<td>Nori</td>
<td>works in year 7</td>
<td>25-30</td>
<td>0-5 year</td>
</tr>
<tr>
<td>Frans</td>
<td>works in years 7-9</td>
<td>30-35</td>
<td>5-10 years</td>
</tr>
<tr>
<td>Ellie</td>
<td>works in years 7-9</td>
<td>30-35</td>
<td>5-10 years</td>
</tr>
<tr>
<td>Ronja</td>
<td>works in year 8</td>
<td>40-45</td>
<td>10-15 years</td>
</tr>
<tr>
<td>Abbe</td>
<td>works in years 7-9</td>
<td>50-55</td>
<td>30-35 years</td>
</tr>
</tbody>
</table>

The interview consisted of 20 questions; see appendix 2 for more information. In the information letter it was mentioned that the interviews would take around 60 minutes. However, one interview, the one with Greta, took 85 minutes, whereas the others took around 30 minutes. The interviews were held in Swedish but have been translated into English by the author.

As mentioned earlier, the interviews were recorded. However, notes were also taken whilst questions were being answered. These notes came to good use for transcribing the interviews afterwards. The interviews were not transcribed word for word, as the core content of each interview was more important than the word for word conversation. This method of
transcribing the core content is, according to Kvale and Brinkmann called content analysis (2009, p. 154). The main focus when doing a content analysis, when transcribing, is to find patterns and/or common cores, or information that differs from each other (Kvale & Brinkmann, 2009, p. 154)

Transcribing the interviews according to the content analysis, which is mentioned above was something that needed structure and planning. A system, in the form of a table with different columns for different types of answers, was used to find common themes and patterns when analyzing the interviews, which can be seen in appendix 3. This system was made with the research questions in mind.

4.5. Ethical Aspects
With the information that was given to the participants, there are some things to think about before the interviews were conducted. Kvale and Brinkmann (2014) discuss how there are four ethical aspects when interviews are held. These are consent, consequences, the role of the researcher and confidentiality.

Informed consent means that the person being interviewed must have been informed what the study is about and how the collective data will be handled, before the interview (Kvale & Brinkmann, 2014, p. 107). In this study, this was done in the form of an information letter (Appendix 1) that all participants had access to before the study. Another part of the ethical aspects is the researcher’s role. This means that the researcher must be as professional as possible, but also to be objective whilst asking the questions. It also is important that the researcher should not ask any leading questions or try to influence the participants according to the researcher’s aim (Kvale & Brinkmann, p. 111). The last aspect regards confidentiality. This means that participants are anonymous. (Kvale & Brinkmann, p. 109). Therefore, all participants in the study were given fictional names.

5. Results
In this section the results will be presented. The results are divided in to three different sections, where each section has been chosen in relation to a research question. The result is presented with the interviews as background. All the interviews have been transcribed; however not word for word as the core content of each interview was more important. The core content of the interviews was then translated to English by the author.

5.1. What are teachers’ views on ICT in English teaching?
While interviewing the participants their views on ICT were mostly seen as great tool to use in education, due to the way it is easy to individualize, easy to use and students find it fun to work with. However, there was one participant, Ronja who has worked as a teacher for 10-15 years, who thinks that it is difficult to use ICT. Ronja says:

Using ICT is hard. There are so many different apps and websites that teachers can use which can be seen as positive. But for me it is a jungle. I have been working for a long time as a teacher but I think that more education when it comes to how I/we can use ICT in a good way needs to be available. Maybe it is available but I have not been offered to take part in any of these classes and maybe because I think it is hard to use I do not have the enthusiasm to learn more about the subject of ICT.

4 Translated from Swedish – “Jättebra”
5 Translated from Swedish – “Svårt” and “krångligt”
What Ronja discusses here, about not knowing enough regarding how to use ICT is something the other participants do not discuss. The participants’ named Greta, who has worked as a teacher for 0-5 years, feels that ICT is great⁶ due to its many educational perks. The questions regarding her views on ICT were answered as follows:

I think ICT is great due to its educational perks such as how I can easily individualize the pupils’ education and I can do so in a fun way. There are a lot of materials for students to use. It is easy to use once you learn which tools to use and there is an app for all different needs. If I have a pupil that needs to relax and do English crosswords, there is an app. Or, if I need to help a pupil develop how he or she uses verbs or if he or she needs to learn more words, there is an app. The pupils also think it is fun to work on computers or on the iPads, it hardly ever happens that any of my students are negative towards using ICT when I teach.

Greta’s positive views on ICT as a very fun and motivational way for pupils to learn, are something that Abbe, with 30-35 years of work experience, and Ellie, with 10-15 years of work experience, both share. They both find ICT very easy to use⁷ and Abbe thinks, like Greta, that there are endless possibilities whilst working with ICT. Abbe says:

I think ICT is something all teachers should be using. The possibilities are huge and for me as a teacher I can really individualize my teaching and see what the different students need. The student gets motivated and it is also a fun way to work. Another thing I think is great with ICT is that pupils nowadays know how to use technological devices. So sometimes I pretend that they are teaching me how to use these. This makes the pupils feel very important in a way and I feel that it gives the students a higher sense of self-esteem. But if I have to mention anything bad about it, it might be that the web is endless and it is easy for the pupils to get on the wrong track. With this I mean that they easily go on to social media or YouTube etc. This is hard to avoid.

That the pupils appreciated working with ICT and that they see it as a fun way to learn is something that five out of six participants agreed on, including Frans, who has worked as a teacher for 5-10 years. He discusses how it is easy to work with different technological devices and how even though it seems like students are always on their computers, there is a variety in what they learn. Frans says:

ICT is a fun way to teach pupils what the curriculum says needs to be taught. In English teaching the communicative perspective is important and ICT can open up doors when this is concerned. They can watch different clips on social media, they can go on chats etc. They see the English language in a different way when they can interact with it. Also, it is somewhat repetitive when they use different websites and apps, the log on and need to enter the same things to be able to make use of the information. This leads to that them learning without thinking of what they are being taught – something I really like.

However, what Frans discusses when it comes to the possibilities of social media and how this can open doors for learning, is something Nori, 0-5 years of work experience, thinks is a little bit negative. Nori explains:

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⁶ Translated from Swedish – “Jättebra”  
⁷ Translated from Swedish – “Lätt att använda”
ICT is good. I like working with it and I think teachers get a lot for free when using these tools. Pupils think it is a fun way to work and they feel like they know what they are doing. But sometimes there is too much fun when ICT is involved. Pupils easily get distracted by social media and they want to check statuses etc. They lose focus on what they are supposed to do and it feels like I am walking around more trying to get them to focus on the task than me focusing on teaching the pupils.

In conclusion with regard to what the teachers’ views are on ICT, they generally think that it is good. They all, except Ronja, thought it is a good way to teach and think that it results in enjoyable education. They feel that there are plenty of opportunities with ICT when it comes to variety and finding tasks for the students to do. Furthermore, many positive aspects of ICT were also mentioned such as educational perks, individualization, a fun way to learn and lots of material to use. The participants also mentioned different types of ICT such as computer and iPads and with these ICT tools the teachers used social media, websites and apps to, for example, practices communicative skills. However, some of the teachers shared the view that can ICT sometimes invite students to lose focus and to end up on social media instead of doing the tasks the teacher has given them.

5.2. What ICT tools are teachers using to help students with literacy difficulties such as dyslexia?

In response to what different tools the teachers use to help pupils with dyslexia, the same tools are mentioned by the participants. Frans, Greta and Abbe all use iPads (tablet computers) or a small computer called a Chromebook. Greta says regarding these tools that:

Chromebooks are super easy to use. The students get a username and password so it is easy to save the pupils’ work on the computer. This is something very good as I can see how far the different pupils have come in their work. The pupils with literacy difficulties can work the same as other pupils with these computers. The thing that is very good here is that the pupils with difficulties are not exposed or feel that they cannot do what is expected of them. On these small computers there are spelling programs such as spell right. They also have the option of making text bigger if needed and they can also listen to text. I use something called Legamus for pupils who want to listen to texts. This is a tool for slow readers that libraries around Sweden offer. The pupils can also choose to pause the devices have whilst listening to texts – something that is very good.

Frans, Greta and Abbe all use Chromebooks and iPads in their teaching and they use the other tools that are mentioned by Greta. When iPads are concerned Abbe explains:

I am very positive when it comes to using iPads while I teach. What is very good is that I can download many different apps and individualize them to the pupils’ different needs. The apps that I download are often at different levels. The pupils advance whilst working with them and they get rewarded for example when they know the right words or can answer questions on a text. When pupils with literacy difficulties read, they can also zoom on the iPad – something that makes it easier for them to read.

This aspect of making words bigger, or zooming, is something that all participants say that they use programs for pupils with dyslexia. Frans also used the iPads for vocabulary training and says that he downloads apps, just like Abbe, with different levels and instant rewards.

8 Translated from Swedish – “bra”
9 Translated from Swedish – “jättebra”
Something that four of the participants mention is that they use tools where the pupils can speak and have their spoken words translated into text. Ellie explains this tool as follows:

I have a program on the Chromebooks called ViTal. This is where pupils speak into a microphone and a text appears on the screen. I also use iPads and press the microphone button and the pupils can get their text onto paper that way. The only thing with these tools is that our spoken language is different from our written one – something the pupils learn after a while.

As mentioned above, four of the participants are using ICT for pupils with dyslexia, and are happy with the result. They use apps for instant rewards and different levels of difficulty, which lead to a more individualized education. ViTal and the microphone device on the iPads are used to help pupils with dyslexia with speech to text. Tools such as Spell Right and Legimus are used to help pupils develop their literacy skills.

5.3. What other methods are used to help students with literacy difficulties such as dyslexia?
If ICT tools are not used, the teachers often use other methods to help pupils with dyslexia. One thing that all participants use is pictures. The teachers use pictures together with words to teach them the English word in connection to the picture, in order to get a better understanding. Ellie explains that:

Pictures are a good way to learn new words and how they are spelled. Another thing that I use a lot is that the pupils write different texts. Pupils with literacy difficulties can then practice the words whilst writing and hopefully get a better understanding.

Pictures are also used by participant Nori. She discusses how:

Pictures can be a good way for pupils with literacy difficulties to learn new, and old, words. They see and understand what is on the picture and from that understanding they see the word and learn how it is spelled. Something that is also very important is that pupils repeat what they have learned. It does not really matter how, or what, they repeat, as long as they do. They need to see how a word works in a sentence and also how it is spelled. I believe that if pupils repeat the words many times they will learn them.

Nori and Ronja feel that ICT is hard to use and gives examples of what other methods to use. Ronja says:

I read texts for my pupils with literacy difficulties and let them follow along in the text. I read at a slow pace and explain what the different words mean as I go along. After reading the text they get to work with the words and repeat them – something I find very important and feel successful with. I also think it is important to take your time and not rush whilst learning new words. I would rather my students learn 10 new words a week properly than 50 words and get them all mixed up.

Another method that was mentioned by Abbe was to use a CD – player that plays the text and it allows pupils follow the text whilst it is being read aloud. The other participants, Greta and Frans, shared the idea of using pictures and word training. In conclusion, other methods that are used to help pupils with dyslexia, are highly influenced by pictures in combination with word training. In addition, the word that has been learned needs to be repeated. Texts are also read aloud, and where pupils follow the text; this is seen as a helpful method for pupils with
dyslexia. Words that are unfamiliar are explained and later on they work with these words, both orally and in writing.

6. Discussion
This part will first discuss the results of this thesis. The result discussion is in relation to previous research, the theoretical perspectives and the interviews made with the teachers. The method chosen and limitations for this study, will also be discussed.

6.1. Result discussion
In this section the results in connection to the theoretical perspectives and previous research which has been mentioned in the background, will be discussed.

The aim of this thesis is to show what teachers’ views on ICT are and what ICT tools are used to help pupils with dyslexia. The secondary aim was to see if there were any other methods for helping pupils with dyslexia and if so, what they were. The views were quite similar among the informants where five out of six participants thought that ICT was either good or great due to it being a fun way of learning, easy to individualize and lots of material. This was with the exception of one participant who did not prefer ICT as the participant lacked confidence while using ICT influenced education. The result has been divided into different themes that has been discovered during this study and will be presented within different sections.

6.1.1. Individualization
The thoughts on ICT amongst the participants were, generally speaking, that ICT creates opportunities to make education more individualized. A more individualized education is something that is central in behaviorism and it is also concerned with how students need to work at their own pace (Säljö, 2010, pp. 146-147). The issue of pace is also something that two of the participants, Abbe och Frans, mentioned. They can download apps and pupils can work at their levels and when these levels are completed and they get instant reward and they can develop and move up to a tougher level. To teach pupils at their own level is important according to Gardner (2011) as all pupils have different methods of learning. Individualization is necessary and according to the National Agency for Education in Sweden, all teaching should be individualized and customized so that all pupils can achieve their educational goals (Skolverket, 2011, p. 222). In addition, a central idea in behaviorism is that pupils should be given instant rewards which then will lead to development. The participants, especially Abbe, discussed how iPads, and the apps that are downloaded, can give instant rewards which is in line with one of the main tenets of behaviorism (Säljö, 2010, p. 146).

As opposed to behaviorism, which is a focus on individualization and instant rewards, the sociocultural perspective is focused on social interaction and how learning through social interaction is important (Säljö, 2010, pp. 189-190). Social interaction is something that all participants mention, even though two of them indicate that the social interaction can be negative. When the pupils use the ICT devices they can individualize their workload and for example use different fonts and sizes when reading or writing, which is part of interaction when communication with others occur. The participants discuss how students can learn through social media and also that there is a communication aspect whilst using ICT due to interaction. Frans says that in the Swedish curriculum for English teaching the communication aspect is very important, something they all felt that the pupils got whilst using ICT tools. Pupils listen to different news accounts online or chat with their friends, which are examples of the social interaction that is central in the sociocultural perspective.
6.1.2. Communication

Scaffolding is connected to social interaction, and according to Säljö (2010, p. 192), this involves asking the right questions so that the pupil develop their understanding. According to Säljö (2010) scaffolding can also mean that the teachers guide the student in the right direction by dividing the task into smaller sections, in order to make it easier for the pupil. This can be seen in the way teachers use other methods such as pictures to communicate with the pupils and help them develop their reading comprehension. The teacher does not give pupils the answers, but can through tactical dialogue lead the pupils on the right path (Säljö, 2010, p. 185). They show the pictures for the pupils and repeat them and the teacher ask the right questions which is related to each picture. Communication is also connected to what participant Frans mentions when he discusses how ICT can open doors and that the pupils can watch different clips on social media, or have online chats. Individualization when communication is concerned is when pupils get individual goals and assignments and then through these can practice their communication skills through social interaction on, for example, the internet.

6.1.3. Different methods

Pictures, and especially using them whilst learning new words, was something that all participants use as a method to help pupils with dyslexia. This method is used as the main method for two of the participants, Nori and Ronja, where pictures were used when ICT were unavailable for the other four participants. The two participants who used pictures thought that it was a good way to learn new words because of the associations the pupils have to make between words and pictures. Another thing that the teachers think was really good was that the pictures could be used repetitively and therefore it can lead to further development. Other methods were also mentioned, such as pupils writing their own texts and then correcting them and by doing so hopefully the pupils will develop a larger understanding of the words. Since pupils with dyslexia often read slowly, and have problems with phonological awareness (Høien & Lundgren, 2013, pp. 13-14), pictures can be a good way to help pupils with dyslexia to develop their literacy skills. However, this method seems to be something that can be used on technological devices as well. The use of technological devices could be seen as a negative factor, however, since the devices could do the work for them. In addition, the repetitive part is central since hopefully the pupil will develop their literacy skills even if the pupils are using devices, instead of writing by hand. The main idea is that repetitive tools are being used, for example rewriting texts and doing the same exercise more than once.

Repeating what the pupils have learned is something that all teachers used when practicing literacy skills for pupils with dyslexia. This aspect of repetition was, according to three of the participants, something that was seen as very important. It is also important to find material that gives pupils confidence and a feeling that they can handle the task they are given. The aspect of confidence is something that Barden (2014) advocates, who indicates that there are many other problems associated with dyslexia such as stress, low self-esteem and social problems. Confidence could be developed through interaction and can develop pupils’ metacognitive awareness (Barden, 2014). The National Agency for Education in Sweden (2011. p 8) discusses how all teaching should be individualized and customized so that all pupils can achieve their educational goals. To achieve this ICT can be seen, according to the participants, as a good way to make this happen. ICT can be customized and individualized and with regard to repetition as an aid for learning, the pupils can save previous work and continue revising and repeating for a deeper understanding. This can be done by hand by for example using a notebook, but ICT makes the work easier and as mentioned earlier some teachers use...
Chromebooks where the pupils work can be shared very easily between the teacher and the pupil. This can then be seen as positive, especially since it seems that a side-effect is that the teachers’ workload gets lighter, because the computer does much of the filing and documenting.

6.1.4. Different aspects of ICT – positive and negative

With regard to positive aspects of using ICT for pupils with dyslexia, the teachers mentioned some factors that they thought were good. Three of the participants asserted how there are many ICT influenced tools and information for the pupils to use. Another aspect was that of ICT making individualization easier to accomplish for the teachers. This is in relation to what Smythe (2010) discusses that “the choice of a given e-assessment tool will depend on the needs of the assessor and/or the person being assessed” (Smythe, 2010, p 19). Barden (2014) discusses how ICT can help pupils with dyslexia, because of the way ICT has a quick way of providing information and how it gives instant feedback. With this in mind, the pupils’ needs could be taken in to consideration that a more individualized education could occur. Rose and Dalton discussed the aspect of ICT and individualization and state that “digital technologies make it possible to design learning environments that are responsive to individual differences” (2009, p. 74). These views are all in line with what the participants discussed during the interviews. In addition, ICT could, according to the participants, be seen as motivational, since the pupils with literacy difficulties were not excluded in education. If the tools used within ICT are individualized the other pupils do not know what the pupils with literary difficulties are working with. They receive an ICT tool, such as a computer or a tablet to log onto, where their own work is saved and they can continue with their work at a different time. They have the appropriate tools, such as ViTal and Legimus, on their technological device where spelling programs and programs that can play the text for them, something the participants find very helpful. Rose and Dalton also discuss how teachers normally have 20 – 30 pupils in a classroom and how none of them are alike. This makes it hard for teachers to give all students the help they need and is ultimately, according to the authors, not possible and the advantages of ICT are something that can help teachers educate their pupil (Rose & Dalton, 2009, p. 74).

Even though the participants discuss positive aspects of using ICT for students with dyslexia, there were two of the participants, Nori and Ronja, who hardly ever used it. They only used technological devices when the pupils needed to write or if they were searching for information on the internet. This was due to the fact that ICT tools are hard to understand, and also that they are expensive to invest in. Both Judge and Floyd (2012) and Livingstone (2012) discuss how the use of ICT needs to be researched further. Due to lack of research, ICT and the advantages and disadvantages regarding the subject is hard to know. If the subject of ICT was researched further, maybe teachers would find it easier to understand how to make use of the benefits of ICT. In addition, the two participants also mention that there are many temptations online, such as games and social media, which can easily distract the pupils from what their task is. This aspect is something that all participants mentioned as a negative aspect in the use of ICT. Also, some participants mentioned that if the internet is not working and an ICT - based lesson has been planned, many problems occurs.

6.2. Method discussion and limitations

In this section the methods for this thesis will be discussed and also the limitations of this study.
The aim of this thesis is to show what views teachers have regarding using ICT in English teaching at a sample of schools in the south of Sweden. In relation to this the aim is to show to what extent ICT tools are used to improve literacy skills for pupils with dyslexia. A secondary part of the aim is to see what ICT tools or other methods these teachers use to improve literacy skills with dyslexia. These aims were researched by using interviews as it was seen as the best ways to collect the necessary data. This method was chosen because qualitative methods are often employed to dig deeper into an issue and make visible contexts that are not obvious (Eliasson, 2013, p. 21 & 27).

The participants for this thesis can be discussed with regard to the results. If other participants were chosen for interviews the result would have differed. This is due to the fact that another result might have occurred if the participants were younger or older, from another part of the country, differed in the way they use ICT; or if more or less teachers were interviewed. Since the timeframe for this thesis did not allow more interviews to take place, it might have changed the result if more participants were involved.

Another aspect that needs to be considered is that of the information letter and consent form. There it was stated that this was a study regarding the usage of ICT for students with literacy difficulties such as dyslexia. It might be possible that the information letter scared off some participants if they did not feel confident discussing the matter. Another thing is that two of the participants were found on a Facebook page that discusses ICT. These participants had an interest of ICT and if other teachers were interviewed, teachers with no interest in ICT, the result might have been different. However, there were another two participants that hardly ever used ICT. They found it hard to use and only used it for searching the internet and essay writing. These two knew their level of usage and still accepted participation, something that makes the result feel more well-balanced.

There are some limitations with this degree thesis and they are discussed above. There were more women than men participating in the interviews which might have an effect on the result due to the fact that two of the female participants did not use ICT that much. The timeframe for this thesis has also been a limitation where a broader timeframe would allow more participants being interviewed. Also, the author contacted a Facebook group in which all were teachers with an interest in ICT and thus reached out to find participants. The criteria to participate in this study was to teach English in year 7-9 in a particular municipality in south of Sweden which led to only two more teachers to interview. If the criteria were different and had allowed teachers from other places in Sweden the result might have been different. However, this decision of keeping the research local was due to the short timeframe of this study and also due to travel time when making the interviews.

6.2.1. Further research needed
More research within the subject of ICT and literacy difficulties needs to occur and this thesis can be seen as a foundation for further research. It would be interesting to do observations to see how teachers use ICT tools in their education when they are helping students with literacy difficulties such as dyslexia. It would also be interesting to see how they use other methods some of which has been discussed in this thesis and to do a comparison on which methods give a better educational development. The main finding of this study indicates that ICT can be seen as beneficial when teaching pupils with dyslexia. Tools such as ViTal, Legimus and Spell Right have been discussed and are used. Chromebooks, tablets and wordapps are also used and other non ICT related tools such as pictures in combination with words are also used. However, more research within the subject of ICT, and especially more tools, need to be explored and tried to give pupils with dyslexia extra support in developing their reading
comprehension. Furthermore, more research and more knowledge on how to use these tools need to be discovered. In this study it was clear that ICT is not always available or that it might be hard to understand how to use the different tools available. This needs to be explored in order to make ICT easier to use.

7. Conclusion
The aim of this thesis has been to show what views teachers have regarding using ICT in English teaching to help pupils with dyslexia. It has also been of interest to show to what extent ICT tools are used and also to see what ICT tools or other methods these teachers use when working with pupils with dyslexia. To achieve the aim of this thesis the following research questions was used:

- What are teachers’ views on using ICT in English teaching?
- To what extent are ICT tools used to improve literacy skills for pupils with dyslexia?
- What other methods are used by these teachers for children with dyslexia?

Four of the participants use ICT to help pupils with literacy difficulties such as dyslexia and they think that ICT tools are good to use. They download apps, use programs on computers to help them read and they try to help them get a more individualized education. Tools such as Chromebooks and word apps are used by the teachers to help pupils and they also use tools such as ViTal, Legimus and Spell Right to help pupils with their difficulties. Functions on iPads, such as zooming in on the words or using the microphone so students can convert speech to text. Other methods are used and pictures that explain words were the most common alternative method. The participants also explain how they read text where students follow in the text, something that ICT tools also can help teachers do.

There are both positive and negative aspects of using ICT for pupils with dyslexia according to the participants and the positive aspects are those of individualization, motivation and an endless amount of programs to use. The main negative aspects appear to be distractions caused when social media and games online are used. The dependence on the internet is also something that is mentioned, something that is vulnerable to technical issues. The expenses and the fact that ICT tools can be seen as difficult to use, is also something that can lead to ICT tools not being used in education to help pupils with dyslexia. Lack of knowledge about what different apps and how to use them needs to better advertised and more workshops on how to use ICT for pupils with dyslexia need to be available. In addition, the ICT tools that have been considered in this study are those that can be connected to the internet. But to use these methods the internet needs to be functional and the ICT devices needs to work in order to help the pupils with dyslexia. Therefore, it was interesting to see that other methods such as CD players and pictures were used, both when ICT connected to the internet was not available and as a core method to help pupils with dyslexia develop their reading comprehension.

Also, in regard to what the teachers’ views are on ICT, they generally think that is a good way to teach pupils with dyslexia. There are many educational perks, websites and apps that can be used and they feel that there are plenty of opportunities with ICT, especially when it comes to variety and finding tasks for pupils with dyslexia. Furthermore, the apps that are used are mostly used for instant rewards and to give pupils the chance to advance in different levels. This is in line with behaviorism and also leads to a more individualized teaching.
References
Floyd, K. K., & Judge, S. L. (2012). The Efficacy of Assistive Technology on Reading Comprehension for Postsecondary Students with Learning Disabilities. Assistive Technology Outcomes and Benefits, 8(1), 48-64.
Information angående medverkan i undersökning om IKT som hjälpmedel för elever med dyslexi i ämnet engelska

Du tillfrågas härmed om att delta i denna undersökning.

Syftet med denna undersökning är att undersöka hur du som lärare arbetar med elever med läs- och skrivsvårigheter så som dyslexi i årskurs 7-9 i engelskundervisningen. Det som även är av intresse är om IKT kan användas som ett hjälpmedel för att underlätta undervisningen i engelska för dessa elever och om detta är något som du använder dig av som hjälpmedel.

Jag hoppas att du vill delta i denna undersökning och den kommer genomföras genom intervjuer. Dessa kommer att genomföras enskilt och kommer att ta högst 60 minuter och kommer genomföras under vecka 40. Intervjuerna kommer att vara anonyma och varken ditt namn, eller skola, kommer att namnges i denna undersökning. Intervjuerna spelas in under tiden som undersökningen genomförs och sedan raderas de när undersökningen avslutats.

Ditt deltagande i undersökningen är helt frivilligt. Du kan när som helst avbryta ditt deltagande utan närmare motivering.

Undersökningen kommer att presenteras i form av en uppsats vid Högskolan Dalarna där jag, Ebba Kjellin Ifverson, studerar på grundlärarprogrammet årskurs 7-9.

Ytterligare upplysningar lämnas av nedanstående ansvariga

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Genom att skriva under nedan godkänner du medverkan i undersökningen

__________________________                                     ____________________________
Ort                                                                                     Namnteckning
Datum

19
Appendix 2: Interview questions

1. Hur länge har du jobbat som engelsklämare?
2. Är du legitimerad engelsklämare?
3. Vilken åldersgrupp undervisar du i engelska?
4. Hur många av åren du jobbat som lärare har du stött på elever med läs- och skrivsvårigheter såsom dyslexi?
5. Vad känner du är den största utmaning när man arbetar med elever med dyslexi?
   B) Om man fortsätter på föregående fråga, hur löste du dessa situationer?
7. Kan du berätta lite för mig hur du arbetar med elever som har läs- och skrivsvårigheter/dyslexi?
8. A) Har du hört talas om begreppet IKT? I så fall, hur ser du på detta begrepp? 
   B) Vad betyder IKT för dig?
9. Använder du dig av IKT (informations och kommunikations teknik) i din undervisning? I så fall, hur mycket? Vid vilka tillfällen?
10. Hur används IKT i din undervisning?
11. Känner du att du har tillräckligt mycket kunskap vad gäller IKT?
12. Har ni fått någon utbildning angående IKT och hur man använder IKT? I så fall, vem utbildade er och var tog utbildningen plats?
13. Vilka metoder använder ni för att underlätta för elever med dyslexi?
14. Vilka fördelar finns det med att använda dessa metoder?
15. Vilka nackdelar finns det med att använda dessa metoder?
16. Vilka fördelar finns det om man jämför att använda IKT för att underlätta för elever med dyslexi och de andra metoderna?
17. Vilka nackdelar finns det om man jämför IKT och de andra metoderna?
18. Känner du att det finns några andra svårigheter förutom läs- och skrivsvårigheter för elever med dyslexi?
19. Hur motiverar du elever med läs- och skrivsvårigheter?
20. Har du något att tillägga?
## Appendix 3: Interview answers

<table>
<thead>
<tr>
<th>Name</th>
<th>What are the views on ICT?</th>
<th>What ICT tools is the person using to help students with literacy difficulties?</th>
<th>What other methods are used to help students with literacy difficulties?</th>
<th>Pros and cons with ICT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frans</td>
<td>Frans thinks that ICT is good. It is easy to work with and feels that the students appreciate working with computers and Ipads.</td>
<td>Frans uses ICT frequently and uses computers when students write and when they read – where the students can listen to the text. Apps for training words are being used a lot.</td>
<td>Frans uses picture books or word training if ICT cannot be used.</td>
<td>Pros – easy to motivate students and there is a lot of material available. Cons - Social medias and games can distract.</td>
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<tr>
<td>Ronja</td>
<td>Ronja does not use ICT much. She thinks it is hard to understand and to practice in real life.</td>
<td>Ronja only uses ICT when students need to write essays or search information on the web.</td>
<td>Ronja reads for the students and let them follow in the text. She uses picture books and games like memory.</td>
<td>Pros –. Cons- expensive and hard to understand how things work.</td>
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<tr>
<td>Ellie</td>
<td>Ellie thinks ICT is great. She uses computers and tablets daily and finds it easy to use and handy.</td>
<td>Ellie uses Ipads a lot where she downloads apps. These are for instant apps that can make text bigger, or programs where students speak in to a microphone and the words translate to text.</td>
<td>Ellie thinks that pictures are a good way to work with words for students with trouble reading. Also, let them write a lot, read their own text and then correct it.</td>
<td>Pros – endless information and possibilities. Apps to help students with their reading. Cons- when there is no internet no ICT.</td>
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<td>Nori</td>
<td>Nori thinks ICT is ok to use. She thinks that social media is being used too much when technological devices are being used; something she thinks destroys the focus on what the task is.</td>
<td>Nori uses computers, but not so much. She only uses it when students should search information or write essays.</td>
<td>Nori uses repetition a lot. She thinks it does not really matter in what way if it is by writing, pictures etc, just that it is repetitive.</td>
<td>Pros – students can spell by themselves. Cons- too many temptations online.</td>
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<td>Greta</td>
<td>Greta thinks ICT is great. She uses it often and enjoys finding new ways to work with it. She finds it very handy and she thinks that the students enjoy working with it.</td>
<td>Greta uses computers such as chromebooks where she uses Googledrive to save and share student work. Apps to help student read are downloaded.</td>
<td>Greta uses techniques that regards words and teaches students different words. This is mostly done with pictures.</td>
<td>Pros- Individualized and easy and also many apps to help students read. Cons- not enough tools for dyslexia.</td>
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<td>Abbe</td>
<td>Abbe thinks ICT is great. He really enjoys the possibilities when using ICT – he thinks they are endless. He also thinks it is very handy and easy to get students motivated to work.</td>
<td>Abbe uses Ipads and computers the most. Apps are downloaded for students’ special needs. Chromebooks, a small computer, is his favorite tool.</td>
<td>Abbe uses a CD – player and he normally let students follow in a text and then discuss the words.</td>
<td>Pros- innovative and endless. Individualized and easy. Cons- bad internet and “play” online.</td>
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</tbody>
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