## **TABLE OF CONTENTS**

INTRODUCTION		7
1/	TEACHING FOREIGN LANGUAGES TO LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN THE CZECH REPUBLIC AND SLOVAKIA: BASIC CONTEXT AND TERMINOLOGY	11
1.1	Legislation	11
1.2	Terminology used	13
1.3	Inclusive education in the Czech Republic and Slovakia	16
2/	TEACHING FOREIGN LANGUAGES TO PRIMARY LEARNERS WITH SPECIAL EDUCATIONAL NEEDS	23
2.1	Introduction	23
2.2	Is there any such thing as a foreign language learning disorder? (FLLD hypothesis)	27
2.3	Using links between mother and foreign language learning	29
3/	PRIMARY TEACHERS OF FOREIGN LANGUAGES IN INCLUSIVE CLASSROOMS: THEIR OPINIONS, ATTITUDES AND NEEDS	31
3.1	Previous research in the Czech Republic	31
3.2	Analysis of SEN teachers' needs in Slovakia	34

4/	THE EXPERTISE SUPPORT PROVIDED TO PRIMARY FOREIGN		
	LANGUAGE TEACHERS	45	
4.1	Possible ways of expert support and advice to SEN teachers	45	
4.2	Expert support of SEN teachers of foreign languages in the Czech Republic and Slovakia	48	
4.3	Analysis of SEN teachers' evaluation of the available expert advice	50	
5/	STRATEGIES AND SUPPORTING ACCOMMODATIONS: IDEALS AND REALITY IN FOREIGN LANGUAGE CLASSES	53	
5.1	Introduction	53	
5.2	Research-based instructions recommended for dyslectic and dysgraphic learners	56	
5.3	Research on teaching techniques in SEN classrooms in the Czech Republic and Slovakia	57	
CONCLUSION AND IMPLICATIONS			
RE	REFERENCES		
AP	APPENDICES		