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## Nota di contenuto

Front matter -- Contents -- The Contributors -- Introduction -- Chapter 1. L1 and L2 Literacy, Aptitude and Affective Variables as Discriminators Among High- and Low-achieving L2 Learners with Special Needs -- Chapter 2. Writing Abilities in First and Second Language Learners With and Without Reading Disabilities -- Chapter 3. Second Language Assessment in Dyslexia: Principles and Practice -- Chapter 4. Input, Processing and Output Anxiety in Students with Symptoms of Developmental Dyslexia -- Chapter 5. Vocabulary Learning in Dyslexia: The Case of a Hungarian Learner -- Chapter 6. An Experiment with Direct Multisensory Instruction in Teaching Word Reading and Spelling to Polish Dyslexic Learners of English -- Chapter 7. Deaf EFL Learners Outside the School System -- Chapter 8. Hungarian Teachers' Perceptions of Dyslexic Language Learners -- Chapter 9. Teachers' and Trainers' Perceptions of Inclusive Education Within TEFL Certificate Courses in Britain

## Sommario/riassunto

In this age of globalisation, people who do not speak a foreign language are at a serious disadvantage in the job market. It is therefore of great relevance that learners with learning disabilities are also provided with equal and appropriate opportunities to acquire a second or foreign language. The aim of the book is to give readers an insight into the language learning process of learners with disabilities. The articles discuss the learning process and the teaching of dyslexic as well as hearing impaired learners in various parts of the world, from the USA and Canada to England, Norway, Poland and Hungary. The intended audience of the book is language teachers, MA and MEd students, and researchers in the field of SLA, applied linguistics, or special education.