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Sommario/riassunto	Spoken as a foreign language by around 24 million people worldwide, Spanish can be the second language (L2) of monolingually raised learners who acquire it in school. Ever more often it is also the third or a further language (L3) of learners who have previously studied another foreign language (for example Spanish after English in Germany) or who acquired more than one language during early childhood, as is the case with heritage speakers. This book explores the intersections between linguistics and language pedagogy related to the acquisition of L2 and L3 Spanish in various contexts worldwide. Fostering the interdisciplinary dialogue, it combines contributions by linguists and specialists in didactics, which not only examine the interface between basic linguistic and applied research but also develop proposals and materials for concrete teaching situations. Biographische Informationen Jonas Grunke is a postdoctoral researcher in Romance Linguistics at JGU Mainz. Alongside phonetics/phonology and syntax, his work -focuses on multilingualism and language acquisition.Andrea

Peskova is a postdoctoral researcher at the Free University of Berlin. Her research interests include language contact and change as well as second language acquisition. Christoph Gabriel is a full professor of Romance Linguistics at JGU Mainz. His research focuses on phonetics/phonology, multilingualism, and the linguistics-didactics interface. Reihe Romanistik - Band 42

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