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Sommario/riassunto

If the goal of receptive multilingualism is to be attained in the European context, new pedagogical concepts must be developed, tested and implemented. The following discussion has as its focus the learning of a new, tertiary and possibly related foreign language (FL), employing two models, Meißner's Spontaneous Learner Grammar and Hufeisen's Factor model, as a theoretical framework. It is shown how these models have been used to investigate tertiary language learning and how these concepts apply to improving the reception of new FLs. Two projects, DaFnE and EuroComGerm, are considered, both of which aim to help students use their knowledge of a related, previously learned FL in order to achieve receptive competencies in a new FL.
