

## Comparisons – old and new paths of contrastive linguistics

Following the already established tradition of this series, Vol. 22 of *Lähivördlusi. Lähivertailuja* (“Close Comparisons”) concentrates on the contrastive research of diverse languages and linguistic phenomena. Among the wide range of topics, the teaching and learning of Finno-Ugric languages forms one of the most central dimensions. There are articles with wide perspectives to the international role of Finno-Ugric L2 research (Suni) as well as articles concentrating, for instance, on one single verb type (Siitonen & Martin). Both “precision grades” are necessary.

Among the diverse topics of this volume, certain research approaches or types of material stand out. Many topics are connected to corpus linguistics (Eslon; Jantunen & Brunni; Määttä; Pällin & Kaivapalu). Two articles represent the research of receptive multilingualism, in particular, recognition of vocabulary on the basis of the mother tongue (Muikku-Werner & Heinonen; Paajanen & Muikku-Werner). The theoretical framework of cognitive linguistics provides a new perspective on the specificity and genericity of knowledge (Jaakola). In any case, we can speak of a contrast of some kind, also between an existing system and its potential alternative, as when grammar terminology seemingly runs counter to common sense (Kok).

The learner’s perspective plays a central role in many articles. An Estonian speaker learning Finnish typically struggles with, for instance, verbs derived with the suffix *U* (Siitonen & Martin) or the two Finnish verbs for ‘to go (away)’, *mennä* and *lähteä* (Pällin & Kaivapalu). The differences between sister languages may be particularly problematic in the area of derivation (Remes), but morphological priming is also impor-

tant for a language learner (Jantunen & Brunni). Furthermore, there are comparisons between learner language and native language, for example the verbs of object phrases in learner Estonian and Standard Estonian (Pool). Textbooks are of crucial importance for language learning, and the relationship between the vocabulary of the target language at large and its representations in the textbook deserves to be investigated (Määttä).

In this series, there has traditionally been a strong emphasis on the contrastive research between Estonian and Finnish, but this time the range of languages is wider. There is an article on the moods of dependent clauses in Estonian and Hungarian (Rüütmaa) and another on certain particles in Estonian and German (Kärk). Many articles deal with the contrast between learner language and native language, and the native languages represented include, in addition to Estonian and Finnish, also e.g. Swedish, Russian, English, Romanian, and Udmurt (Määttä, Eslon, Pool). Another positive “novelty” is that among the authors of this volume there are many early-career researchers (Heinonen, Kok, Paa-janen, Pällin).

Part of the articles in this volume are based on talks given at the VIRSU workshop which took place in Joensuu in connection with the autumn symposium of AFinLA (Finnish Association for Applied Linguistics) in November 2011. This volume includes both articles proper and review articles; these two types have not been separated into different sections, since all of them have been reviewed and edited according to the processes customary to the journal.

We thank all authors for their inspiring contributions, and the reviewers for their careful and committed work. Thanks are also due to Johanna Laakso for her fast and efficient help with the translations, and to Eino Koponen, who helped the non-native-speaker authors writing in Finnish give the final polish to their articles. The series *Lähivõrdlusi. Lähivertailuja* is very grateful to Hannu Remes, who has during 27 years very actively supported this series and written numerous articles for it. We also express our gratitude to the Alfred Kordelin Foundation, to

the Finno-Ugric Culture Fund (*Suomalais-ugrilaisen kulttuurirahaston säätiö*) and to the state programme “Estonian Language and Cultural Memory” of the Estonian Ministry of Education and Research; only with the financial support of these institutions could this volume be published. Moreover, we would like to thank especially the Estonian Association for Applied Linguistics, to whose journals this series belongs.

Joensuu, Oulu, and Tallinn

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