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Autore	Francisco de Vitoria <1483-1546 >
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Autore	Ringbom H?akan
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- Contents -- Acknowledgements -- Chapter 1. Introduction -- Chapter 2. Different Types of Cross-linguistic Similarities -- Chapter 3. Learner Expectations, On-line Comprehension and Receptive Learning -- Chapter 4. Cross-linguistic Similarities in Comprehension and Production: The Mental Lexicon -- Chapter 5. Transfer: The Use of Cross-linguistic Similarities. The Finnish Scene -- Chapter 6. Tests of English Comparing Finnish and Swedish Speakers in Finland -- Chapter 7. Levels of Transfer: Items and Procedures (Systems) -- Chapter 8. Item Transfer in Production: Areas of Language -- Chapter 9. Skill Theory, Automaticity and Foreign Language Learning -- Chapter 10. Development of Foreign Language Learning -- Chapter 11. Consequences for Teaching -- Chapter 12. Further Research Needed -- Chapter 13. Conclusion -- Appendix 1 -- Appendix 2 -- References -- Index of Persons Cited
Sommario/riassunto	This book explores the importance of cross-linguistic similarity in foreign language learning. While linguists have primarily focused upon differences between languages, learners strive to make use of any similarities to prior linguistic knowledge they can perceive. The role of positive transfer is emphasized as well as the essential differences

between comprehension and production. In comprehension of related languages, cross-linguistic similarities are easily perceived while in comprehension of distant languages they are merely assumed. Production may be based on previous perception of similarities, but frequently similarities are here merely assumed. Initially, effective learning is based on quick establishment of cross-linguistic one-to-one relations between individual items. As learning progresses, the learner learns to modify such oversimplified relations. The book describes the ways in which transfer affects different areas of language, taking account of the differences between learning a language perceived to be similar and a language where few or no cross-linguistic similarities can be established.
