

## EDITORIAL INTRODUCTION

The present number of the journal comprises four articles and one short communication. The issue opens with an article entitled “Mmmmm... *I like English!*” *Linguistic behaviors of Ukrainian-English bilingual children*, by Roma Chumak-Horbatsch (Ryerson University, Toronto) and Suchi Garg (University of Toronto). The study documents school-aged children’s use of two working languages, Ukrainian and English. Twenty children, 10 born in Ukraine and 10 born in Canada, for whom Ukrainian was L1, participated in the study. A parental questionnaire, interviews conducted with teachers and staff, and language tasks presented to the children are sources of information about home language use and children’s language behaviors. The study confirms earlier reports which have found that the school plays a negligible role in L1 maintenance. The present findings show that (a) even in a school which teaches and supports L1, negative L1 attitudes and L1 loss are evident, and (b) L1 as a school subject does not serve to strengthen L1. The study concludes with the thesis that parents play a pivotal role in the maintenance of the home language. In order to help children grow up in two languages and in two language worlds, their parents have several tasks: “to commit themselves to the L1 maintenance task, to adopt reasonable maintenance strategies, to work on extending their children’s L1 exposure [...], and to acknowledge the very real presence of L2 in their homes” (p. 23).

The second article in this issue deals with the process well named in the title *From iconicity to arbitrariness: How do gestures become signs in peer-group pidgin?* The author, Piotr Tomaszewski (University of Warsaw), presents Polish Sign Language (PJM) as a visual-spatial language with its own grammatical structure. The grammar of PJM differs structurally from that of spoken language – it relies on space, handshape and movement. The study provides a description of PJM conventionalization processes from the perspective of an arbitrariness – iconicity continuum. The author shows how manual gestures were conventionalized into signs and changed in peer-group of deaf individuals. The study confirms Frishberg’s findings on changes of signs in ASL: the iconic signs which were used frequently by deaf signers became less iconic and more conventionalized and arbitrary.

The third article, entitled *Narrative discourse in schizophrenia* was submitted by Tomasz Woźniak (Maria Curie-Skłodowska University, Lublin). The author presents

results of narrative research conducted in three groups of patients: (a) with chronic schizophrenia, (b) with first episode of schizophrenia and (c) with child and adolescent schizophrenia. G. M. Edelman's theory of neuronal group selection (TNGS) was used as a background for the analyses of narrative discourse in schizophrenic subjects. It has been assumed that the narrative units distinguished on the basis of TNGS, e.g., a narrative picture, narrative sequence, narrative scene, and narrative world reflect the activity of neuronal networks and processes connected with narrator's higher-order consciousness. Narrative disorders in schizophrenia were found in all these units. It shows that the schizophrenic process is reflected in the changes of functioning or in the dissolution of cognitive and language structures.

The final article in this issue was prepared by Stefan Frydrychowicz and Joanna Matejczuk (Adam Mickiewicz University, Poznań). The title of the text is *The role of intention in the process of interpersonal communication*. Gollwitzer's model of realization of intention and his research procedure served as the basis for examination of the interdependence between communication effectiveness and the level of realization of speakers' intention. The authors focused their attention on two aspects of realization of intention: (a) an implementation and (b) termination, as proposed in Gollwitzer's model. The study had an experimental character and was conducted in sender-receiver dyads in two age groups: junior high school students (13-14 years old) and senior high school students (16-17 years old). The sender received a diagram of five squares joined in various ways. The task was to convey maximum information so that the receiver would be able to make an image as close to the original as possible. The intention implementation procedure turned out to be an important factor allowing for an increase in students' level of communicative effectiveness.

The issue ends with a short communication to mark the tenth anniversary of the journal *Psychology of Language and Communication* (10 volumes, 20 issues). The short communication lists all the texts published in the journal in the period 1997-2006. I use this occasion to thank all anonymous reviewers for their opinions dealing with submitted manuscripts and their comments on the texts published.

*Barbara Bokus*