

## EDITORIAL INTRODUCTION

The present number of the journal comprises four articles two of which deal with children's communication, two other refer to communication in adults.

The opening text, entitled *Production and comprehension of analogies in preschool children's referential communication*, is prepared by Maria Silvia Barbieri and Laura Iozzi (University of Trieste). The empirical data were gathered in a controlled context of referential communication where the transfer of information from the speaker to the listener was the main object at issue. The study shows that analogical expressions in four- and five-year-olds more often referred to stimuli that are difficult to describe (when the conventional label for the intended referent is lacking) than to stimuli that are easy to describe. The authors focused their attention on the pragmatic function of analogical messages as a communicative strategy systematically adopted by children.

The second article in this issue refers to child narrative discourse in the connectionist approach. The title is *Slips of the tongue in children's narratives: Connectionist interpretation*. The goal of the author, Irina Ovchinnikova (Perm State University, Russia), was to clarify types of slips of the tongue in children's narratives. She compared frog stories generated by Russian speaking children at the age of 6 and at the age of 13-15 years, and found in the narratives of teenagers some cases of lexical self-correction and resonance effect. Slips of the tongue in preschoolers' frog stories include cases of wrong lexical decision, incorrect or atypical argument structure, and wrong articulation (Ovchinnikova, p. 23 in this issue). The author uses the connectionist model for data interpretation. She considers speech perception and speech production not as a sequence of steps and operations but as activation of neuron paths. Following the connectionist model, she does not stress the reasons for a wrong choice but rather the parameters of meaning that win in competition. Narrations of older children were presented as reflecting greater abilities of choice among possible language units to realize the author's intention.

The third article, entitled *Types and functions of inner dialogues*, was submitted by Małgorzata Puchalska-Wasył (John Paul II Catholic University of Lublin). The author presents a study conducting in a group of adults (between the ages of 19 and 32) having inner dialogues. One hundred and seventeen internal dialogues were collected. All internal dialogues were analyzed following the dialogical Self theory.

Two methods (constructed by Puchalska-Wasył) were used: *The Initial Questionnaire* (in order to (a) induce the subject's reflection on internal dialogues and to (b) determine what I-positions are ascribed to interlocutors in these dialogues) and The Dialogue-Monologue-Perspective (to determine functions fulfilled by imaginary participants in imaginary discussions). All internal dialogues were compared for their psychological functions. The meta-functions presented in the paper (Support, Substitution, Exploration, Bond, Self-improvement, Insight and Self-guidance) reflect the psychological meaning of internal conversations.

The final article in this issue was prepared by Monika Obrębska and Tomasz Obrębski (Adam Mickiewicz University, Poznań). The title of the text is *Lexical and grammatical analysis of schizophrenic patients' language: A preliminary report*. The authors present research on a group of 14 schizophrenic patients and 14 healthy people. They describe specific features of the language of people suffering from paranoid schizophrenia, especially those in the area of lexis and grammar. The data confirmed the thesis about the specific nature of schizophrenic patients with positive and negative syndromes. It turned out that "the utterances of patients with positive syndromes were clearly the longest, the metaphysical terms were overrepresented, there were a greater number of verbs in the first person and pronouns *ja* 'I'. The patients with negative syndromes seldom used relative pronouns, and their utterances were short and lexically less abstract" (Obrębska & Obrębski, p. 71 in this issue).

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