

EDITORIAL INTRODUCTION

The present number of the journal comprises four articles and two short communications. The opening text, entitled *Making inferences and individual differences in emotion understanding*, is prepared by Eleonora Farina and Ottavia Albanese (University of Milan Bicocca), and Francisco Pons (University of Oslo). The authors investigate the role of children's ability to make inferences in the process of emotion understanding. They hypothesize that pragmatic skills can be better indicators of children's differences in emotion understanding than semantic and syntactic abilities. Eighty Italian children between the ages of 4 and 7 years participated in the study. Several tests were used to assess children's lexical and syntactic knowledge, their pragmatic competence and emotion understanding. The results showed that syntactic and lexical competences alone are not sufficient to explain the importance of communication for emotion comprehension. The authors concluded that children who are good at making plausible inferences and understand syntactic rules and structures are also good at comprehending others' emotions.

The second article in this issue refers to narrative discourse. The title is *Narrative mode in impression formation*. The goal of the authors, Jerzy Trzebiński and Ewa Antczak (Warsaw School of Social Psychology), was to verify two hypotheses: (1) narrative impressions are more individualized (because the narrative mode reduces the role of stereotyping in social understanding), and (2) impression processes (as narrative schema-driven) may occur at different levels of conscious control. Three experimental conditions were introduced: narrative priming, non-narrative priming, and no priming. Seventy Polish junior school students (between 17 and 18 years) participated in experiments (scheduled individually) during their class time. It turned out that narrative priming, as compared to neutral or lack of specific priming, shortens reaction time for subjects' decisions in the case of motive attributions, but not in the case of trait attributions. The observed data showed also that the narrative mode caused by narrative priming diminished the stereotype effect in impression formation. These results confirmed that seeing a person within a story context affects the kind of information we are looking for, and that we remember better and process more deeply.

The third article is prepared by Magdalena Gawrońska and Ewa Haman (University of Warsaw). The title is: *Do different demonstrative systems influence*

distance categorization in geographical space? Cross-linguistic comparison: Polish and Spanish. The study was based on the assumption that the different number of demonstratives in Polish (two demonstratives: proximal *tutaj* and distal *tam*) and in Spanish (three demonstratives: proximal *aquí*, medial *ahí*, and distal *allí*) would lead to different distance categorizations made by their users. Subjects in the study estimated the distance in space landscape photos on the computer screen. Each photo was accompanied by a short story. The subjects' task was to estimate on the screen the location of a certain object. Native speakers of Polish (29 university students in Warsaw) and of Spanish (24 university students in Bilbao) participated in the study. The hypotheses on different scopes of meaning, as well as the influence of the addressee on the use of Spanish demonstratives, were not confirmed. However, the main pronoun effect was obtained (p. 44).

The fourth article, entitled *Impact of second language proficiency on the bilingual Polish-English Stroop task*, was submitted by Hanna Okuniewska (University of Warsaw). Her research concerns the relationship between interference and the level of L2 proficiency. A total of 44 respondents were tested with the bilingual version of the Stroop test in two groups: the high L2 proficiency group and the low-proficiency L2 group. The object of analysis was the level of between-language and within-language interference in both tested groups. The article answers the question whether benefits in the field of cognitive control that is characteristic of bilingual persons can be observed among people with high L2 proficiency.

The fifth article in this issue by Ewa Rudnicka (University of Warsaw), deals with a phenomena of linguistic EU integration. In the title the following question is asked: *Does social-economic EU integration require as well linguistic integration?* The author gives a positive answer to this question. Her article shows two aspects of common European activity, firstly, the initiatives of the European Commission and its strong promotion of the idea of multilingualism and, secondly, the activity of the European Federation of National Institutions for Language (EFNIL) in enforcing national (not only English) language policy. The text presents the position of national languages in a hierarchy of cultural values in the European Union.

The issue ends with a short communication containing Hristo Kyuchukov's review of the book *Identifikatsiya po ezika v'z osnova na s'vremennata b'lgarska rech* [Identification by language on the basis of contemporary Bulgarian] by Mihail Videnov (Sofia: Feneya 2007, 286 pp). The author of the book presents the Bulgarian dialectal atlas as a tool for territorial identification of dialectal speech. He shows also different techniques for identification of a speaker on the basis of his/her written or spoken language.

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