

## EDITORIAL INTRODUCTION

In its twelfth year of existence the journal *Psychology of Language and Communication* now appears not only in print form but also on the internet (<http://versita.metapress.com/content/121133>). The present number (vol. 12, no. 1) is the first one in both versions.

The issue comprises four articles and two short communications. The opening text, entitled *Early bilingualism: Children of immigrants in an English-language childcare center*, is prepared by Roma Chumak-Horbatsch (from the Ryerson University in Toronto). The article is based on the studies of language behavior of eight immigrant families in Canada. The children were enrolled in the Maplewood Childcare Center where the spoken language was English. Their first language was neither English nor French. The important outcome of the studies was the creation of a website [mylanguage.ca](http://mylanguage.ca). Its purpose is to provide immigrant parents with information (in their home language) about children's dual language learning so that they can facilitate early bilingualism in their children.

The second and third articles in this issue refer to children's ability to identify verbal irony and to generate inferences about a speaker's intention in such cases. The title of the second article is *Young children's detection and decoding of ironic intonation*. The text was written by Catherine Rattray (University of Strathclyde, Glasgow) and Andrew Tolmie (Institute of Education University of London). Their goal was to examine whether 3- and 4-year-olds are sensitive to ironic intonation as a cue that lies and jokes should not be believed. Amongst 4-year-olds, intonation was found to trigger assessment of the information available in the text, while 3-year-olds appeared confused. The third article, entitled *Development of comprehension of ironic utterances in 3- to 9-year-old Finnish-speaking children*, was prepared by Soile Loukusa (University of Oulu & University of Hertfordshire) and Eeva Leinonen (University of Hertfordshire). This study explored the comprehension of simple ironic utterances in Finnish children from 3 to 9 years. In this study, it turned out that even the youngest showed an emerging ability to comprehend irony.

The fourth article, by Aneta R. Borkowska and Ewa Zawadzka (both from the University of Maria Curie-Skłodowska in Lublin), deals with *Verbal working memory in ADHD children*. The study was based on the neuropsychological models of ADHD, i.e., deficits of working memory are an essential cognitive phenotype for

the disorder. The primary goal of this study was to compare the functioning of the phonological loop and the central executive system in the manipulation of verbal material in children with or without ADHD. Results revealed worse performance of tasks in ADHD subjects.

The next part of the issue (Short communications) contains a research report and a book review. The report by Marlena Bartczak (from the University of Warsaw) is entitled *Metaphorical conceptualization of some notions in depressive disorders: Is PLEASURE an insipid milky jelly?* The study concerned creating metaphors in two groups: depressive and non-depressive persons. The results showed the existence of a tendency to create fewer metaphors in depressive people (especially concerning the notion of FUTURE). Fewer positive metaphors of HAPPINESS were noted in this group. The results confirmed Beck's cognitive content specificity hypothesis.

The issue ends with Antoni Niedzielski's review of the book *Psychosomatyka jąkania. Dlaczego osoby jękające się mówią płynnie* (Psychosomatics of stuttering. Why stutterers speak fluently) by Zbigniew Tarkowski (Lublin: Wydawnictwo Fundacji "Orator", 2007).

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