

EDITORIAL INTRODUCTION

In 2008 the journal *Psychology of Language and Communication* started to appear not only in print, but also on the internet. The present number (volume 13, no. 1) is the third in both versions.

The issue comprises five articles and one short communication. The opening text, entitled *Explaining events in narratives: the impact of scaffolding in 4 to 12 year old children*, is by Edy Veneziano (Paris Descartes University – CNRS) and Christian Hudelot (CNRS – University of Nice Sophia Antipolis). The article presents results of studies on children telling stories (based on the picture book “Stone” showing misunderstanding between its characters). Children narrated twice: spontaneously and after a scaffolding procedure during which they were questioned about the reasons for story events. Story characters’ epistemic states were compared in these two versions of narratives in 4 to 12 year old children speaking French. It turned out that – with the exception of 4-5 year olds – all children talk after the scaffolding significantly more about the characters’ epistemic states. It is of interest that 6-7 and 8-9 year olds mentioned epistemic states more than 10-11 year olds do in their narrative before scaffolding. The results call for multiple evaluations in order to draw conclusions about children’s potentialities and real abilities expressed in the landscape of consciousness in narrative texts.

The second article in this issue refers to events of argumentation occurring in co-constructing a narrative text (based on the „Pear story” film) by Polish-speaking children at the age of 4-7 years. The article, entitled *Arguing to persuade and arguing to explore in preschoolers’ narrative discourse*, is by Jolanta Rytel (from the Cardinal Stefan Wyszyński University, Warsaw). Two types of argumentation events were compared: conflict (with disagreement between the co-narrators) and non-conflict (where none of the partners has opposed the speaker’s position in story telling). Argumentative strategies were analyzed as referred to the content introduced by the participants (semantic dimension of narration) and to the process of co-constructing text (interactive dimension of narration). The findings show that, in conflict events, the argumentation more often concerned the interactive dimension of story-telling. But in non-conflict events, the argumentation more often concerned the semantic dimension of the discourse. The two types of arguing – to persuade and to explore – are discussed as crucial for the development of critical thinking in children.

The next two articles (third and fourth in this issue) deal with bilingualism. The title of the third article is *Correction techniques preferred by students during the process of learning a foreign language*. The text was written by Kamilla Bargiel-Matusiewicz (University of Warsaw) and Aleksandra Bargiel-Firlit (Secondary School no 1, Gierałtowiec). Their goal was to find out if and how the learners of a foreign language (English) appreciate error correction and how they react to corrective feedback received both from the teacher and from another learner. The subjects (aged between thirteen and sixteen) were students of grades I-III in secondary schools in Poland. The results clearly indicate that students generally believe that making errors is one of the things they do while learning a foreign language. The study proves that learners usually expect teachers to correct their errors, and are not satisfied by teachers' responses which do not provide correction but merely indicate the error or express disapproval.

The fourth article, by Adriana Biedroń and Anna Szczepaniak (from the Pomeranian Academy in Słupsk) deals with *The cognitive profile of a talented foreign language learner – a case study*. The purpose of the research was to construct an extended cognitive profile of a 21-year-old female student. Cognitive variables included tested: foreign language aptitude, verbal and nonverbal intelligence, learning styles, and learning strategies. The subject is a native speaker of Polish. To date, she has studied ten foreign languages mastering them to different levels of proficiency. The languages include: English, German, Russian, Latin, French, Chinese, Mongolian, Tibetan, Sanskrit and Japanese. The subject displays all features attributed to talented foreign language learners.

The title of the fifth article is *The effectiveness of rehabilitation based on an original computer program: Case study of a patient with kinaesthetic aphasia*. The text was prepared by Agnieszka Pluta (from the University of Warsaw). She reports an effective application of a professional computer program in the rehabilitation of a male patient with kinaesthetic aphasia. The study shows how to combine traditional forms of neuropsychological rehabilitation with computer-assisted therapy.

The final part of the issue (Short communications) is a short text entitled *In quest of identity: Reading Tabucchi in the light of Hermans' concept of the dialogical self*, by Barbara Rojek (University of Warsaw). This text attempts to show how Hubert Hermans's concept of the dialogical self can be applied to the interpretation of modern literature characters' quest for their identity.

Barbara Bokus