

## EDITORIAL INTRODUCTION

The present number of the journal comprises four articles and two short communications. The variety of languages the texts refer to makes this issue interesting in the light of language-specific as well as universal factors.

The issue opens with a study in which university students from Eastern (Hangzhou), Western (Taiyuan), Northern (Haerbin), and Southern (Haikou) parts of China participated. A big adjective pool of personality-related adjectives was selected from two Chinese dictionaries and tested in the study. A five-factor model of personality traits (“Intelligent”, “Emotional”, “Conscientious”, “Unsocial” and “Agreeable”) was found through analyzing 650 personality-related Chinese adjectives. Then the university students were asked to rate themselves with reference to 100 adjectives. The results are presented in the article *Description of personality traits by Chinese adjectives: a trial on university students* by seven authors – Shaohua Yu, Lili Wei, Wei He, Hao Chai, Dengfeng Wang, Wei Chen, and Wei Wang – from the Zhejiang University School of Medicine in Hangzhou and the Peking University Department of Psychology in Beijing. The study shows significant inter-scale correlations, especially between “Conscientious” and “Intelligent” or “Agreeable”. This is compatible with the adjective approach conducted in other languages. No previous work has considered Chinese personality-related adjectives.

The second article is the first one to deal with the development of false belief reasoning in bilingual Roma children in Bulgaria. The authors, Hristo Kyuchukov (Constantine the Philosopher University, Nitra) and Jill de Villiers (Smith College, Northampton) prepared their text on *Theory of mind and evidentiality in Romani-Bulgarian bilingual children*. The following questions are formulated in the text:

- How do Roma children do on ToM (specifically False Belief) tasks?
- How does mastery of ToM progress in bilingual versus monolingual children?
- When are evidentiality markers comprehended in each language?
- What is the relation between understanding evidentiality markers and passing ToM?” (pp. 21-22)

Romani-Bulgarian bilingual children and monolingual Bulgarian-speaking children participated in the study. They were given classic False Belief tasks. The languages in question are of interest because they both contain evidential markers. The bilingual group turned out to have much better results on the evidential task

than the monolingual Bulgarian group. This is possibly related to “the linguistic character of the markings” (p. 19). These data are compatible with data from the large cross-linguistic meta-analysis by Wellman et al. (2003).

The next article, entitled *Lexical base as a compressed language model of the world (on material from the Ukrainian language)*, is written by Solomiya Buk from the Ivan Franko National University of Lviv. The starting point of the study is that “a conceptual model of the world can be brought to light by comparing the ideographic dictionaries in different languages” (p. 36). Buk’s hypothesis is as follows: “there is an invariant synoptical scheme irrespective of language in all ideographic dictionaries. It is caused by the fact that human knowledge has a systematic nature, and language (in particular, the lexical composition) is its main vehicle, so they should be a similar system” (p. 31). The author collated the ideographic dictionaries synoptical schemes of English, German, Spanish, Czech, Russian, and Ukrainian. The comparative analyses show that the list of words selected by formal statistical methods (frequency and functional genre unrestrictedness) creates a system of interrelated items. It can be named *lexical base of language*. This selected list of words covers practically all the spheres of human activity: nature (including the spheres from heaven to animals), human beings with body and mental features, relations between people in society, and independent categories like existence, space, time, movement, etc.

The title of the final article, by Wiktor Paciorek and Joanna Rączaszek-Leonardi (University of Warsaw), is *The influence of sentential context and frequency of occurrence on the recognition of words with scrambled letters*. Many explanations for this effect, found in the literature, have focused on the processes in the “bottom-up” models. The authors suggest that “top-down” processes also play an important role. “The hypothesis was that a semantically constraining context will shorten the time necessary for the recognition of a jumbled word, as compared to a semantically neutral context. What is more, it was expected that more frequent words would be recognized faster than infrequent words” (p. 46). The experiment was programmed using E-Prime software. The subjects were Polish-speaking university students. The subject’s task was to read sentences presented on the computer screen. The “self-paced reading” procedure was applied in the experiment. The reading time of words with scrambled letters was measured (as the interval between the word’s appearance and the moment when the subject pressed the spacebar advancing to the next word). The results confirm the importance of “top-down” processing in the recognition of words with scrambled letters.

The issue ends with two short communications: a brief article and a book review. The article entitled *A syntactic account of comprehension deficits in Broca’s aphasia* is by Konrad Janowski and Małgorzata Tatala from the John Paul II Catholic University of Lublin. The article presents the Trace Deletion Hypothesis (TDH) linguistically explaining comprehension deficits observable in Broca’s aphasia. Not only the main assumptions, claims and consequences of this hypothesis are

presented, but also criticisms of the TDH found in the literature. The authors discuss the current state of linguistic knowledge about aphasia in the context of TDH. At the end of the text they formulate seven suggestions concerning further research on agrammatism in Broca's aphasia.

The final text of the issue is a very interesting review of a book edited by A.D. Cohen and E. Macaro, entitled *Language learner strategies: 30 years of research and practice* and published in 2007 by the Oxford University Press. The authors of the review are Shahram Salehi Zadeh (Ministry of Education, Fasa, Fars) and Amin Karimnia (Islamic Azad University, Fasa Branch). They describe the contributions of the editors and 26 distinguished researchers to the reviewed book. Some theoretical aspects of research related to language learner strategies are shown. Furthermore, the contributors and reviewers' attention is focused on operationalization research questions in factual empirical studies on language learning strategies.

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