

EDITORIAL INTRODUCTION

In 2008 the journal *Psychology of Language and Communication* started to appear not only in print, but also on the Internet: <http://versita.metapress.com/plc> (<http://versita.metapress.com/content/121133>). All the earlier abstracts contained on the <http://plc.psychologia.pl> website were supplemented with the complete texts of the respective articles and now, starting with the first issue of *Psychology of Language and Communication* from 1997, these are also available on the web.

The present issue of the periodical (vol. 14, no. 1) comprises five articles and one short communication. The opening text, *From infants' reacting to understanding: Grounding mature communication and sociality through turn-taking and sequencing*, is by Domenic Berducci from the Toyama Prefectural University in Japan. The author performs a very detailed analysis of behaviors in infant-caregiver social arrangements and shows how infants come to participate in interaction. The infant-caregiver interaction achieves its social order through turn-taking and sequencing of socially directed behaviors. Based on the data collected, Berducci points out that even though one member of the analyzed interactions is not able to speak, they are both able to co-communicate.

Whereas the first article focuses on infants and their participation in interactions, the second article of the issue refers to events of narratives in adolescence and adulthood. The article, entitled *Constructing a narrative in the standard unexpected transfer tests in adolescence and adulthood*, is by Marta Białecka-Pikul, Marta Rynda, and Daria Syrecka from Jagiellonian University in Cracow (Poland). The aim of the presented research was the replication and extension of the research by Nelson, Plesa and Henseler (1998). The test, an unexpected transfer task (the story of Max looking for chocolate), was completed by 827 people aged 13 to 75. Variables such as age, gender and fields of the subjects' interest were taken into account. The results support the criticism of the results obtained by Nelson and co-workers (1998).

The third article deals with the phenomenon of inner dialogues. *The dialogical self: Research and applications* was written by three authors from John Paul II Catholic University of Lublin – Anna Batory, Waław Bąk, Małgorzata Puchalska-Wasył, and by one author from the Warsaw School of Social Sciences and Humanities – Piotr K. Oleś. The article presents dialogical self theory and its current theoretical

and empirical status. The main theoretical presupposition is of dialogicality as a particular manner of thinking (treated as different from the categorical and narrative modes distinguished by Bruner). It can be conceptualized and measured as internal dialogical activity. The authors show that self-complexity from a dialogical point of view offers a new paradigm for research in the field of identity.

The title of the fourth article is *Interruption in women's conversations: The effects of context in ethnic majority and minority group interactions*. The text was prepared by Patrick Leman and Theresa Ikoko (Royal Holloway, University of London). Their subjects (undergraduate students) participated in two types of conversation: introductory (unstructured) talk in pairs and task talk in pairs (how to rank a list of possible improvements to a university campus). The results can be presented as follows: a) In introductory talk, all women used more positive interruptions when speaking with a minority group woman (p. 67 in this issue); b) In the task discussion, majority group women used proportionately fewer positive interruptions and more negative interruptions in majority-minority pairs than they did in all-majority pairs (ibid, p. 68). Minority women used more positive and fewer negative interruptions in their talk with a majority partner, compared with a minority partner.

The title of the fifth article, by Piotr Francuz (John Paul II Catholic University of Lublin), is *The impact of audio information intonation on understanding television news content*. Three original news items broadcast on Polish public television were used in the experiment. All the news items were prepared in two versions, with correct and incorrect intonation. Irregular intonation of read news text resulted in television viewers being unable to correctly reproduce the words in accordance with the context of the news content. They also failed to remember the most important detailed information and had difficulties identifying the real causes of the events discussed in the news (pp. 81-82 in this issue).

The final part of the issue (Short Communications) is a brief review of the new monograph (e-book) by Hristo Kyuchukov entitled *Kognitivniyat podhod v obuchenieto po romski ezik (v preduchilishtna i nachalna uchilishtna vazrast)* [The cognitive approach in Romani language teaching (in preschool and primary school)]. The reviewer, Encho Gerganov from the New Bulgarian University in Sofia, evaluates this book as a very important contribution to contemporary psycholinguistics and language education. He emphasizes its role in the process of bringing Romani language education to the level of modern European languages.

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