

EDITORIAL INTRODUCTION

As we noted in the previous issue (vol. 14, no. 1) of *Psychology of Language and Communication*, in 2008 the journal 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. 2) comprises four articles and two short communications. The opening text, entitled *Internally driven change and feature correspondence in object representation: A key to children's essentialism?*, is by Maciej Haman from the University of Warsaw in Poland. The author focuses his attention on object changes as highly informative cues of object cognition. His two experiments deal with children's perception of internally driven object transformation. The experiments showed that 4-year-olds presented with internally driven change were able to access the representation of the correlation between initial and final state features (comprised in the "essentialist stance", see: S. Gelman, 2003) much more quickly than those presented with an external-change condition. The author discusses a possible perceptual mechanism that could facilitate the way children's essentialism takes.

Whereas the first article focuses on children's cognition, the second article of the issue refers to adults' cognition, i.e., the semantic organization of adults' mental lexicon. The article, entitled *The superordination relation and the symmetry of verbal associations in selected parts of the mental lexicon*, is by Nawoja Mikołajczak-Matyja (Adam Mickiewicz University, Poznań, Poland). The experiment consisted of three free association tests (reactions from the previous test were stimuli in the next one). The respondents, 50 secondary-school students aged 18-19, were asked to give the first word that occurred to them when reading a word-stimulus. It turned out that adult subjects (Polish language users) react rather regularly with hypo/hyperonymic associations to stimuli belonging to different lexical fields (the names of some artifacts, living beings, emotions and sensations). It shows the role of hierarchical organization in the mental representation of reality.

The third and fourth articles deal with some developmental difficulties in children. The third article is entitled *The application of the ICF CY Model in Specific*

Learning Difficulties: A case study. The authors, Silvia Riva and Alessandro Antonietti (Catholic University of the Sacred Heart in Milan, Italy), report traditional and innovative diagnostic processes as concerns a 10-year-old boy with Specific Learning Difficulties (SpLDs), difficulties in reading and writing. He was assessed both traditionally, with a set of cognitive and language test batteries, and innovatively, based on the framework of the International Classification of Functioning, Disability and Health for children and adolescents (ICF CY). The aim of this innovative diagnosis was to estimate the child's functioning profile. What is most important, implementing the ICF CY model can provide some cues to teachers, rehabilitators and therapists. The fourth article is entitled *Using MLU to study early language development in English.* The author, Roma Wieczorek from the RWTH Aachen University (Germany), shows the parameter of Mean Length of Utterance (MLU), measured both in morphemes (MLUm) and words (MLUw), in early language development in the case of two children matched for age. The MLU scores of a normally developing child were compared to the MLU results of a language-impaired child in a longitudinal study. The author found that (despite the expected delay) the language-impaired child followed a similar route of language development as the control child. Some observed significant differences between MLUw and MLUm confirmed that these parameters performed two different linguistic analyses.

The final part of the issue comprises two short communications. The first communication, entitled *Motivation and attitudes of Polish students learning Hebrew*, is written by Elzbieta Okuniewska, Hanna Okuniewska and Jan E. Okuniewski (University of Warsaw, Poland). The authors collected data using a questionnaire adapted for this study (by the third author) from the Attitude/Motivation Test Battery (Gardner, 1985). Three AMTB scales were selected: integrative attitude, instrumental attitude and motivation intensity. The study on Polish students learning Hebrew showed that the level of motivation intensity was significantly high (especially in the case of university students). The relationship between the level of motivation intensity and integrative attitude turned out to be significantly stronger than between motivation intensity and instrumental attitude. The second communication, entitled *Leading with Words? Emotion and Style in the Language of U.S. President Clinton's Public Communications*, is by Cynthia Whissell from the Laurentian University in Sudbury, Ontario (Canada). She examines President Clinton's communications during the eight years of his presidency. Samples of presidential speech were scored with a computer program for a) the emotional undertones of words, b) proportional occurrence of negations and very common words, and c) the use of first and second person pronouns. The results of the analyses are interpreted in terms of theories of presidential rhetoric.

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