

EDITORIAL INTRODUCTION

The present issue of *Psychology of Language and Communication* (vol. 15, No. 2) comprises four articles (submitted by authors from Georgia, Finland, Bulgaria and Poland) and one short communication.

The opening text, entitled *A study of foreign language learning styles used by Georgian students*, is by Rusudan Gogokhia and Natela Imedadze from Ilia State University in Tbilisi. Students from the same university, specializing in a foreign language: English, German, French or Spanish, participated in the study. Their progress in learning the foreign language was evaluated by their teachers. All subjects (divided into two groups: more successful and less successful, according to a standard system used by the teachers) answered questions of Personal Learning Techniques MSQ Part II b (adapted by Ehrman). It turned out that more successful students use a variety of foreign language learning styles (analytical, global, perceptual, multi-tasking, impulsive, etc.), while less successful ones mostly stick to one style. The results were transformed into some recommendations for foreign language teachers.

The second article, entitled *Sublexical effects on eye movements during repeated reading of words and pseudowords in Finnish*, is by Jarkko Hautala (University of Jyväskylä), Jukka Hyönä (University of Turku), Mikko Aro (University of Jyväskylä), and Heikki Lyytinen (University of Jyväskylä). The authors collected data to gain more insight into fluent and dysfluent word decoding by studying the independent effects of the number of letters and number of syllables during repeated reading of words and pseudowords. Participants of the study (19 adults and 18 children) read aloud word and pseudoword lists repeatedly ten times from a computer screen. Their eye movements were recorded by an SMI HiSpeed eye tracker with a 500 Hz sampling rate. As the authors reported, across all measures the repetition effect tended to be slightly larger for children than for adults. Lexicality effects were robust for both groups in gaze duration and the number of fixations, whereas only children showed a lexicality effect in average fixation duration (p. 140).

The third article deals with the earliest stages in the ontogeny of coordinate constructions (phrasal and sentential) in the development of children acquiring Polish or Bulgarian. The article is entitled *Precursors of coordinate constructions: Polish-Bulgarian parallels*. The author, Juliana Stoyanova (Sofia University St. Kli-

ment Ohridski) analyzed empirical materials excerpted from Bulgarian and Polish databases. The data regarding Polish are excerpted from the speech production of three children belonging to Szuman's corpus (included in CHILDES). The Bulgarian data come from three Bulgarian subjects whose language development was traced by Stoyanova. It turned out that Polish as well as Bulgarian children develop their knowledge of coordinate structures, starting from the earliest multi-word combinations with existential semantics, through learning the phrasal/sentential synonymy between certain types of coordinate constructions and proceeding simultaneously to the acquisition of coordinate sentences (p. 172).

The fourth article is entitled *The (dis)alienating function of the media. The role of mass media in building a civil society*. The author, Agnieszka Turska-Kawa from the University of Silesia (Katowice) shows the relationships between a sense of alienation and the use of mass media after 20 years of democracy in Poland. Two original research tools were used in the study – the “Z” Sense of Alienation Scale and the Media Use Questionnaire. The results show that lower activity, lower commitment, the lack of social support, the lack of a sense of agency imply the perception of the media as sources for satisfying needs. It can be assumed that other types of individuals, those who feel an inner strength in some field of socio-political life, find other attractive sources of satisfaction apart from the media (p. 198)

The final part of the issue (Short Communication) is a review prepared by Tomasz Woźniak (Maria Curie-Skłodowska University in Lublin) in reference to the book *Studies in the Psychology of Language and Communication* (Warszawa: Matrix 2010, 320 pp.). The volume (edited by B. Bokus) was prepared in honor of Professor Ida Kurcz to celebrate her 80th birthday and to mark the 40th anniversary of Kurcz's text “The influence of grammatical habits on sentence recognition” (*Advances in Psycholinguistics*, 1970, edited by G. B. Flores D'Arcais and W. J. M. Levelt, Amsterdam: North Holland).

Barbara Bokus