

Preface

We wish the academic dedication of our book to be a recognition of Professor Hans Hörmann, mentor to both of us at the Free University of Berlin. The first author, Daniel C. O'Connell, was a Humboldt Fellow there during the 1968–1969 academic year. It was a year of academic protests, strikes, and endless debate over rights and duties. Altogether, it was a time of chaos and scholarly stalemate, not the best year to appear in a Berlin beleaguered by both the cold war and now a student revolt.

It must have been January of 1969 that Professor Hörmann approached Sabine Kowal, a student at that time, in the corridor of the Psychological Institute of the Free University of Berlin with a suggestion that she work with him and O'Connell on a research project, since O'Connell was free to carry on his research unimpeded. The reason for this freedom was that none of the protesters wanted to confront the American or risk reprisals.

Sabine Kowal did go to see O'Connell. Within a year, the new team had attended two international psycholinguistic conferences (Schloss Lehen near Heidelberg, Germany, and Bressanone, Italy) and had published twice (O'Connell, Kowal, & Hörmann, 1969, 1970). That was almost 40 years ago, and O'Connell and Kowal are still engaged in research together.

Hörmann (1967) had quickly become a critic of the new psycholinguistics that emerged at the middle of the twentieth century. And it was precisely his attitude of questioning and criticizing that both O'Connell and Kowal learned from him. But there was more: Beneath his deep personal reserve, Hans Hörmann offered to us a sort of fatherly expectation of excellence and exemplified for us a disciplined and stubborn dedication to empirical discovery. Both of us are deeply grateful to him for his encouragement and his mentoring of our fledgling efforts to learn in a genuinely psychological framework about how people use language to communicate with one another.

Many others have contributed along the way to the growth of this project. Notable among them was Frieda Goldman-Eisler (1968), whose interest in pauses was our own starting point. Dozens of students and colleagues have worked with us. And a number of institutions and foundations have invested in us. Among the universities that have supported our research are St. Louis University (alma mater to us both), Loyola University of Chicago, Georgetown

University, the Free University of Berlin, and the Technical University of Berlin; among the foundations and agencies are the Alexander von Humboldt-Stiftung, the Deutsche Forschungsgemeinschaft, the Deutscher Akademischer Austauschdienst, the National Science Foundation, the National Institutes of Health, and the Fulbright Commission. There is one more group of colleagues who deserve special thanks. Donelson E. Dulany of the University of Illinois (Champaign/Urbana), Robert W. Rieber of CUNY and Fordham Universities, Camelia Suleiman of Florida International University, and Kevin Weinfurt of Duke University have plowed through the preliminary ms. with us and offered both encouragement and constructive criticism along the way. Don Dulany has also graciously agreed to write a Foreword for our book.

Responsibility for the shortcomings of the book is entirely ours, but let it also serve as a sign of our gratitude to all who have contributed in any way to its existence. And may it subserve the greater good by clarifying issues, providing empirical ways and means of addressing them, and coming up with a few useful conclusions for the overall good of a psychology of language use. The reader will quickly note, especially since we begin our chapters with Part I, A Critique of Mainstream Psycholinguistics, that our book is occasionally agonistic. We find this inevitable as we venture into unknown territory. And it also entails the use of many direct quotations in order to accurately reflect the positions we wish to criticize. For the cumbersomeness of such a multitude of citations, we beg our readers' indulgence.

There is one more reflection that finds its proper place here at the beginning. This book was written dialogically. That is to say that it was literally written down from our daily spontaneous spoken discourse that sometimes lasted as long as three hours. With immense gratitude to whoever thought up the technology of the SKYPE phone system, we can report that our daily regimen of work between Berlin, Germany and St. Louis, Missouri, USA was 8 a.m. and 2 p.m. in terms of CST or CDT and correspondingly 15 *Uhr* and 21 *Uhr* in *MEZ*. Another aspect of our dialogical approach is that it is also an English-language/German-language collaboration. American psycholinguistics has clearly neglected important contributions to a psychology of language use on the part of European psychologists, even though a large portion of their contributions have been written in the English language.

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