

## PRESENTATION

### For the Record

It is a pleasure to introduce the latest volume of LSWP. Since its launch in 2009, this annual online publication has increased its coverage both within and beyond the School of Literature and Languages at the University of Reading. A large part of the credit goes to the efforts of its coordinator, Jacqueline Laws, and support from staff in the Department of English Language and Applied Linguistics. This year's annual conference (aptly publicised as the Language Studies PhD Conference) was particularly well attended, with presenters including doctoral students from the Institute of Education and the Department of Psychology and Clinical Language Studies; three of the contributions in Vol. 5 originate from this interdisciplinary event. The LSWP Panel, chaired by Lynda O'Brien, opened with two presentations from the editors on "The Path from MS to Publication" (D.S. Giannoni) and "Ten Tips for Reviewers" (C. Ciarlo). An interesting debate followed on the challenges faced by young researchers in their progress to academic maturity.

The readership of LSWP also appears to have grown over the years, with several of its papers cited in other publications internationally. Our hope is that this trend may continue, as authors move on and firmly establish themselves in their respective fields. For any queries regarding this volume or the next, please refer to the LSWP homepage<sup>1</sup> or contact [lswp@reading.ac.uk](mailto:lswp@reading.ac.uk).

The contents of the present volume comprise two types of paper. Those in Part I are empirical studies in the field of psycholinguistics. C. Pliatsikas and T. Marinis examine the morphological processing of past-tense forms by native English speakers and Greek L2 learners of English. Their findings show that native English speakers process regular and irregular, but related, tense pairs more easily than unrelated pairs; for L2 learners, processing is facilitated for irregular forms, while the results for regular forms reveal inhibitory effects.

In the second paper of Part I, L. Cilibrasi and M. Pascucci present a new approach to conditional reasoning tasks that acknowledges the inadequacy of using an "if... then..." sentence in natural language to translate a logical formula containing a material implication, and the influence of the context and the participant's knowledge of the topic. Their study shows that conditional tasks are significantly more complex when they involve a material implication formula and the participant cannot rely on contextual information.

The contributions in Part II explore aspects of sociolinguistics and language development. S. Payne conducted a contrastive analysis of compliment responses by German and Italian female students. The results of her study suggest that both groups of respondents prefer acceptance of the compliment as a response, but there are notable differences between the two cultures: Italians favour positive politeness and agreement strategies; conversely, Germans favour negative politeness and qualification strategies.

In the first of two papers dealing with language development, A. Turek discusses different approaches to L2 research into young learners' participation and compares them with the recent participatory approach to researching in the language classroom. Drawing on her own fieldwork, she shows that the involvement of young learners as active participants in the

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<sup>1</sup> <http://www.reading.ac.uk/english-language-and-applied-linguistics/Research/elal-research-language-publications.aspx>.

design of research instruments is effective, and that their input can provide researchers with invaluable information when it comes to making pedagogical decisions.

In the closing contribution, Y.J. Calvo Benzies considers the role of pronunciation in EFL courses at degree level in Spanish universities. Her analysis of students' views on pronunciation teaching in their EFL courses reveals that, despite being perceived as crucial, pronunciation is neglected and plays a minor role in EFL classes and teaching material.

We hope readers will find something of interest in this year's LSWP and wish to thank the members of staff, doctoral graduates and students who generously served as anonymous referees on last year's edition, Volume 4 (2012):

Andreea Simona Calude  
Alice Gruber  
Francesca La Morgia  
Jacqueline Laws  
Liu Xinghua  
Melani Schroeter  
Alan Tonkyn  
Jeanine Treffers-Daller  
David Walmsley-Goulding

The Editors