

Editorial

We are pleased to introduce you to Volume 9 of the *Language Studies Working Papers* from the University of Reading. This is our second year working together as an editorial team and, as ever, we have enjoyed putting together this year's volume as the LSWP approaches its first double-digits birthday. This annual online peer-reviewed publication is based out of the Department of English Language and Applied Linguistics (DELAL) but we welcome papers from across the university; this year's volume includes submissions from DELAL, the Department of Politics and International Relations and the Department of Modern Languages and European Studies, as well as a special section dedicated to the magnum opus of a past member of DELAL.

Before introducing the papers, we would like to break with tradition and acknowledge one of this year's reviewers Christopher Wagstaff, who was a longstanding and much beloved member of the Italian section in Department of Modern Languages and European Studies. A world expert in Italian cinema, Chris reviewed this volume's paper on the work of Federico Fellini shortly before he passed away in January this year. One of us (SP) was taught by him as an undergraduate and remembers him fondly not only as a very tough translation teacher but as someone who valued the university as a place of life-long learning and as someone who above all cared passionately for his students. As a publication that supports researchers early in their careers, some still at undergraduate level, we hope that we at the LSWP can continue this spirit. Thank you, Chris.

The papers in this year's volume are split into three sections: studies in second language learning, a section which goes "beyond the word", and a final section on the work of Philip Tregidgo.

Starting off the first section, Studies in Second Language Learning, is Ghadah Albarqi's paper on how second language self-monitoring behaviour can be examined through a dual task condition. The paper begins with an overview of theories of self-monitoring and self-repair in the L1 and a discussion on how these theories can be used to understand the same processes in the L2. Following this, she reports a pilot study on how L2 self-repair is affected by the dual task condition in native speakers of Arabic.

The second paper in this section, by Hajar Binasfour and Jane Setter, is an engaging report of a study that looks at how Arabic L2 learners acquire distinctive Arabic emphatic sounds in a range of vowel contexts. The study investigated the difficulty level of acquisition of the aforementioned sounds in each vowel context and also took into account the learners L1s (a mix of Mandarin, Urdu and English) and the amount of pharyngealization spread.

This section ends with Gonzalo Galián-López's insightful paper which argues that lexical automaticity should be given more importance in the L2 classroom. Beginning with a description of the distinction between implicit and explicit vocabulary knowledge, the paper goes on to discuss why implicit knowledge is crucial in L2 learning and concludes with some suggestions on how to facilitate lexical automaticity in language instruction.

The first paper in the second section, Beyond the Word, is Christina Cachia's aforementioned paper on Fellini and "low" art. Cachia, whose paper is the product of a superb undergraduate thesis, delves into the semiotic mode of image, drawing new comparisons between the films renowned director Federico Fellini made as an adult and his

favourite childhood comic book strips.

Rounding out the second section, Yanos Soubieski writes a critique of a recent publication in Critical Discourse Analysis (CDA). Taking Ruth Wodak's *The Politics of Fear* (2015) as an exemplary CDA text, he demonstrates how this nonetheless analytically rigorous research programme can benefit from theoretical insights from feminists, such as Julia Kristeva's work on abjection and othering.

Finally, the third section of this year's issue is a special section devoted to an overview of the work of Philip Tregidgo who did MA Linguistics at Reading over 40 years ago. Tregidgo's love for language and his passion for its teaching and learning is evident in his detailed exposition of the role of linguistics in language pedagogy, a part of which is discussed in this final section of this year's LSWP.

To draw this editorial to a close, we extend our warmest thanks to the reviewers from Volume 8, named below. To our readers, too, we thank you for your support of LSWP and we encourage you to consider submitting to Volume 10, the Call for Papers for which will be circulating soon.

Volume 8 Reviewers:

Erhan Aslan
Fraibet Avelado
Luca Cilibrasi
Alan Cromartie
Michael Daller
Brian Feltham
Sylvia Jaworska
Holly Joseph
Noor Mat Nayan
Ludovica Serratrice

The Editors