Editorial

We are very pleased to present Volume 10 of the *Language Studies Working Papers*, which is produced by the Department of English Language and Applied Linguistics (DELAL) on behalf of the School of Literature & Languages (SLL) at the University of Reading. The aim of this online publication is to publish peer-reviewed articles on language-related topics from both within and beyond SLL and this year we welcome another paper in the latter category from the Institute of Education.

Since its launch in 2009, the production of the LSWP has been nurtured by a total, so far, of seven editors from DELAL and the Department of Languages & Cultures (DLC). With the completion of Volume 10, one of us (Roopa Leonard) will be stepping down after 3 years in this editorial role and so we hope that another PhD student in SLL will come forward to take up the reins and continue the work with Begoña Garrido on this interesting and rewarding activity which develops skills for early researchers in so many important ways.

We would like to point out that the process of calling for papers is going to change from 2020 onwards. In the past, we have sent out a call around the time of the Language Studies PhD Conference, which is held towards the end of the Spring term, with the aim of producing the LSWP volume by the end of that year; this has involved requesting that authors submit their papers by the end of June. In future, we will keep the call for papers open, with no fixed deadline, so that authors can submit at any time. We feel that this procedure is more aligned to that used by mainstream online journals.

In keeping with the scope of the LSWP, the contributions in this tenth volume cover a wide range of language-related issues, two of which are concerned with speakers of Arabic. The current papers range from studies in vocabulary acquisition, to language learners' identity construction, to codeswitching on social media.

In the first paper, Jeanine Treffers-Daller, Reham Alkhudiry and Jacqueline Laws present a study in which a test designed for assessing reading comprehension in UK secondary school pupils (YARC—York Assessment of Reading for Comprehension) was used with Arabic L1 adult L2 learners of English. This study aimed to determine to what extent the YARC is suitable for measuring reading comprehension in this adult L2 English learner population. Using vocabulary tests and other comprehension measures, as well as the results from the YARC, the researchers conclude that the YARC can be used with some groups of adult L2 learners provided necessary vocabulary adjustments are made.

In paper two, Gaston Bacquet, who has taught English in multiple foreign countries, analyses the impact of language and culture on language learners' identity and ways in which teachers might support learners in this process of identity construction. By examining the pedagogical interventions needed to assist language learners in this process, he concludes that it is imperative to develop constructive relationships with language learners based on collaboration, allowing the active participation of the learners, such as encouraging them to make personal choices and have an equal voice in the classroom. Moreover, it reveals that it is

vital to motivate students to immerse themselves in extra-curricular activities involving the target language, thus gaining autonomy in their own learning process.

This volume's final paper was authored by Firdous Abdelhamid, who examines the linguistic choices Algerian Facebook users make between English, French and Modern-Standard Arabic while posting and commenting on a specific Facebook page. An analysis of selected posts showed that these users exhibit a strong preference for French over Modern Standard Arabic while discussing casual issues and also that they tend to use English in comments when responding to posts in English. This study is part of a larger study that investigates the frequency of codeswitching on Algerian Facebook pages.

At this juncture, we would like to thank the authors who have contributed to the LSWP over the last 10 years (we have published a total of 53 papers over that time) and to acknowledge and thank the reviewers (listed below) who participated in the review process for LSWP Volume 9; their scrupulous feedback in the review process provides authors with essential guidance on how to write an academic article and maintains the quality of the LSWP - their time and effort are greatly appreciated.

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