

Editorial

We are pleased to welcome you to Volume 8 of the Language Studies Working Papers of the University of Reading. This annual online publication is based in the Department of English Language and Applied Linguistics (DELAL) at the University of Reading, but over the past eight years it has gone from strength to strength and now both its readership and contributors come from a range of departments, including the Department of Psychology and Clinical Language Sciences and the Department of Politics and International Relations. This volume is brought to you by the new editorial team of Sophie Payne from the Department of Modern Languages and European Studies and Roopa Leonard from DELAL. Putting together this volume has been a hugely rewarding experience, allowing us to connect with contributors and reviewers across the university and beyond, and huge credit must go to Jacqueline Laws, co-ordinator of LSWP, in expertly guiding us through this process.

Before we introduce this volume's papers, we would like to wish a fond farewell to editor David Giannoni, who was a permanent member of the editorial team at LSWP since its inception, as he has decided to move on to other endeavours. His work on the publication since 2009 has been invaluable and he will be missed. Thank you, David, and we wish you all the best for whatever the future brings!

The papers in this volume of LSWP belong to two areas of research in language studies: 'Language and Social Relations' and 'Bilingualism'. In Part I, the first paper by Yanos Soubieski offers an interpretation of loneliness in conjunction with structural Marxist Louis Althusser's theory of interpellation, also expounding on the formation of subjectivity within language. To further understand Barbin's loneliness and suicide, Soubieski introduces 'weak' and 'strong' interpellation as amendments to Althusser's theory and draws upon Roman Jakobson's theory of similarity aphasia.

The final paper in Part I, by Areej Albawardi, examines the digital literacy practices of Saudi female university students using data from electronic literacy logs where participants recorded their interactions on WhatsApp and Snapchat. The results of the study indicate that the participants communicated in multilingual and multimodal ways across both these platforms, using different languages for different recipients and using each platform for different purposes. With insights into how university students in Saudi use language online, this study contributes to the global discourse about the impact of digital media on young people.

Opening Part II, Shi Zhang provides a critical review of work on the area of heritage language speakers and morphosyntactic processing, in light of reported differences between the processing of heritage speakers and monolingual speakers of the same language. Zhang evaluates existing contributions to developing a predictive model of heritage language speakers' processing and suggests future directions of study, including closer investigation of heritage speakers' highly varied language experience and development paths.

George Pontikas follows with an overview of existing studies carried out with bilingual children with specific language impairment, an understudied area compared to monolingual children with SLI. He outlines the current background and rationale for studying SLI in a bilingual setting, particularly as it provides a more detailed understanding of theories of

language and language impairment. Pontikas suggests more work should be done on understanding how bilingual children with SLI process morphosyntactically complex structures, such as temporarily ambiguous sentences, which place a higher load on working memory.

Finally, Ngee Yap Thai, Rogayah A Razak, Ewa Haman, Magdalena Łuniewska and Jeanine Treffers-Daller report on the development of the Malay Crosslinguistic Lexical Task, a picture-based task that assess receptive and experience knowledge of single nouns and verbs. This CLT in the Malay language is a contribution to a wider project designed to create tasks assessing aspects of language development in bi- and multilingual children, and goes beyond the project's original 34 languages. The authors describe the stages carried out in order to develop this CLT, particularly important for a language which is typologically distant from those included in previous studies. Given Malaysia's multilingual environment, the authors suggest future research should concentrate on developing CLTs for the other languages spoken by Malaysian children.

We hope readers will enjoy this year's LSWP and we would like to finish by thanking Jacqueline Laws, David Giannoni, and Chris Ryder who reviewed and edited last year's special edition celebrating 50 years of Linguistics at Reading (Vol.7).

The Editors