LANGUAGE LEARNING & TECHNOLOGY
A refereed journal for second and foreign language scholars and educators

LLT Calendar Year Report, 2013

Compiled by Mónica Vidal

April 30, 2014

STATE OF THE JOURNAL—AN OVERVIEW

Founded in 1997, *LLT* is currently in its seventeenth year of publication and the journal's editorial staff and audience continue to grow. In 2013, one new Associate Editor and five new board members have joined our team. Our readership likewise continued to grow—to a current total of 21,215 subscribers.

1. Staffing

Staffing throughout most of *LLT* has experienced an important strengthening in 2013. Dorothy Chun and Mark Warschauer continued to lead *LLT* as Editors-in-Chief in 2013 and in June of 2014, Mark Warschauer, the journal founder, will step down and Trude Heift will take his place as Co-Editor-in-Chief. In 2013 we recruited one new Associate Editor: Lara Lomicka-Anderson and will welcome Scott Crossley in June 2014 and say good-bye to Carla Meskill who has stepped down in her role as AE, which keeps our total number of AEs at seven. Greg Kessler continues as Action Research Column Editor; Bob Godwin-Jones as the Emerging Technologies Editor; Carol Wilson-Duffy as the Web Production Editor; Paige Ware as the Reviews Editor. Chin-Hsi Lin served as the Social Media Director in 2013 and in 2014, we welcomed Yining Zhang to *LLT* as the new Social Media Director. Gerriet Janssen was the Managing Editor during the 2012–2013 academic year, and left to pursue his dissertation research full-time as a prestigious Bilinski Dissertation Fellow, just as the previous Managing Editor, Daniel Jackson did the previous year. Gerriet performed his duties with great distinction, and we are very grateful for his conscientious contributions to the journal. Mónica Vidal began as Managing Editor in August of 2013.

Editors-in-Chief:	Dorothy Chun, Mark Warschauer (outgoing), Trude Heift (incoming)
Associate Editors:	Scott Crossley (outgoing, 2014) Trude Heift (outgoing, 2014), Philip Hubbard, Rick Kern, Marie-Noëlle Lamy, Lara Lomicka-Anderson, Carla Meskill (stepping down 2014), Glenn Stockwell
Managing Editors:	Mónica Vidal (2013–); Gerriet Janssen (2012–2013)
Web Production Editor:	Carol Wilson-Duffy
Book & Multimedia Reviews Editor:	Paige Ware
Action Research Column Editor:	Greg Kessler
Emerging Technologies Editor:	Robert Godwin-Jones
Social Media Director:	Chin-Hsi Lin (2013); Yining Zheng (2014)

During the year 2013, *LLT*'s editorial board membership stayed at 29 total members. We are grateful to the following board members whose service ends in June of 2014: Klaus Brandl, Lina Lee, and Mark Pegrum. In June of 2014, we welcome new board members: Chin Hsi Lin, Jonathon Reinhardt, Shannon

Sauro, Julie Sykes, Nina Vyatkina, and Binbin Zheng, bringing our editorial board membership to 31 in 2014.

Current Editorial Board, April 2014

Nike Arnold	Claire Kennedy	Hayo Reinders
Robert Blake	Markus Kötter	Bryan Smith
Klauas Brandl	Eva Lam	Patrick Snellings
Thierry Chanier	Jenifer Larson-Hall	Susana Sotillo
Scott Crossley	Joshua Lawrence	Phillip A. Towndrow
Tracey Derwing	Lina Lee	Pavel Trofimovich
Lara Ducate	Meei-Ling Liaw	Paige Ware
Robert Godwin-Jones	Paul Kei Matsuda	Cynthia White
Regine Hampel	Mark Pegrum	Bonnie Youngs
Debra Hardison	Jill Pellettieri	

Finally, JD Brown served as the Director of the National Foreign Language Resource Center (NFLRC) at the University of Hawaiʻi in 2013 and Julio Rodríguez now serves in this capacity since January, 2014. Our other advisory board member is Susan Gass, Director of the Center for Language Education and Research (CLEAR) at Michigan State University.

2. Sponsors

The National Foreign Language Resource Center (NFLRC) at the University of Hawaiʻi and the Center for Language Education and Research (CLEAR) at Michigan State University remain *LLT*'s primary funders and are referred to as *LLT*'s sponsors.

3. Website Updates

In 2013, the CALL dissertations and thesis list was updated by Natalia Ávila Reyes (UC Santa Barbara) and Gerriet Janssen (Universidad de los Andes/University of Hawaiʻi at Mānoa) which includes PhD and MA projects up to and including 2012. This resource, currently being updated by Amin Dehghan (King Mongkut's University of Technology Thonburi), for projects completed in 2013, also contains hyperlinks to documents when available. News continues to be featured on the top right corner of the *LLT* homepage and is also used to gather information via surveys from time to time. We proudly include a list of our 2013 reviewers on the homepage to acknowledge their service to our journal, for which we are very grateful. The *Resources* tab on the *LLT* homepage includes the *LLT* reports from 2007–2012, as well as the link to the CALL dissertation PDFs.

Chin-Hsi Lin, a new board member as of June 2014, maintained *LLT*'s Facebook and Twitter accounts in 2013 and our new Social Media Director Yining Zhang began in this role early 2014.

As of June, 2013, submission to acceptance to publication times started to be published as part of the article's abstract information.

4. Publication Schedule 2012–2016

We continue to alternate special issues and regular issues with three issues publish annually. A complete publication schedule is planned through 2016. There are two special issues planned for 2015: 19(1) *Teacher Training and CALL*, edited by Nike Arnold and Lara Ducate; and, 19(3) *Digital Literacies*,

edited by Christoph Hafner, Alice Chik, and Rodney Jones. In 2016, Phil Hubbard, Greg Kessler, and Paige Ware will edit a special issue for *LLT's* 20th anniversary.

Year	Issue	Type	Guest Editors
2013	17:1 Feb	*Special issue on Technology and Less Commonly Taught Languages*	Irene Thompson
	17:2 June	Regular issue	
	17:3 Oct	*Special issue on Mobile Language Learning*	Glenn Stockwell & Susana Sotillo
2014	18:1 Feb	Regular issue	
	18:2 June	*Special issue on Game-informed L2 Teaching & Learning*	Jonathon Reinhardt & Julie Sykes
	18:3 Oct	Regular issue	
2015	19:1 Feb	*Special issue on Teacher Training and CALL*	Nike Arnold & Lara Ducate
	19:2 June	Regular issue	
	19:3 Oct	*Special issue on Digital Literacies*	Christoph Hafner, Alice Chik, & Rodney Jones
2016	20:1 Feb	Regular issue	
	20:2 June	*20th Anniversary Special Issue*	Phil Hubbard, Greg Kessler, & Paige Ware
	20:3 Oct	Regular issue	
2017	21:1 Feb	*Special issue*	TBD
	21:2 June	Regular issue	
	21:3 Oct	*Special issue*	TBD

5. Subscriptions & Readership

The number of subscribers saw a continued increase in 2011 and 2012 (see the table below) at about 7% per year. In 2013, however, there was slightly more than a 2% increase in subscribers. These include subscribers who teach English (13,374), Spanish (7,692), and French (7,691) as *LLT*'s core readership; similarly, important numbers of teachers of German (5,720), Chinese languages (5,479), Japanese (5,364), and Russian (4,702) are also subscribed to *LLT*. Note that though we have 21,215 subscribers, the total number of languages taught reflects a larger number because many of our subscribers teach more than one language.

The extensive online report feature provided by our Web Production Editor, Carol Wilson-Duffy, continues to provide interesting information about the *LLT* Website. Reports include the overall yearly statistics as well as detailed information on activity, access, bowsers, and visitors who totaled 937,913, an increase of 36% over 2012, with an average of 2,589 visitors per day in 2013. Notably, 53% of these visitors (501,183) occurred between September and December of 2013. Links to reports from 2007–2013 can be found on the *LLT* website on the *Resources* tab.

2013	Count	% increase	2012	Count	% increase	2011	Count
Subscriptions	21,215	2.16		20,766	7.29		19,354
Visitors by country							
1. US	282,598	45.71	**1. US**	193,952	12.56	**1. US**	172,309
2. China	100,076	31.27	**2. China**	76,239	71.34	**2. China**	44,497
3. UK	47,575	23.01	**3. UK**	38,677	92.72	**3. Viet Nam**	34,837
4. Canada	30,179	130.69	**4. Viet Nam**	37,997	9.07	**4. UK**	20,069
5. India	27,473	60.56	**5. Germany**	20,080	27.40	**5. Germany**	15,761
6. Philippines	23,806	106.38	**6. India**	17,111	58.70	**6. Canada**	11,150
7. France	22,852	(ND)	**7. Indonesia**	16,749	67.79	**7. India**	10,782
8. Viet Nam	21,708	-42.87	**8. Canada**	13,079	17.30	**8. Indonesia**	9,982
9. Indonesia	20,740	23.83	**9. Switzerland**	12,305	(ND)	**9. Japan**	9,793
10. Australia	19,354	70.55	**10. Philippines**	11,535	73.54	**10. Australia**	9,744
11. Germany	17,839	-11.16	**11. Australia**	11,348	16.46	**15. Brazil**	7,598
15. Japan	12,907	23.61	**14. Japan**	10,442	6.63	**17. Philippines**	6,647
22. Brazil	9,659	31.47	**19. Brazil**	7,346	-3.32	**18. South Korea**	6,528
23. South Korea	9,091	30.54	**21. South Korea**	6,964	6.68	**Switzerland**	(ND)

Information tracking the performance of the subscriptions and top-ten visitor countries in 2011–2013 is presented above. These data act as a metric for "active users/ readership." They reveal that in certain countries there is a stable, core readership that year after year actively visits the *LLT* website: US, China, and the United Kingdom. While last year Viet Nam saw a 9% increase in visitors and remained in the top four countries, this year, it saw a 43% decrease in visitors whereas Canada jumped from 8th place to 4th, with an impressive 131% increase. An important, relatively active, second tier of website users come from India, The Philippines, and for the first time, France's visitors are on this table. There is also a third tier of relatively frequent users that are less stable in terms of their activity between years. Overall, visits (i.e., active users) increased in 2013.

Of notable interest to *LLT* is the report on types of devices our over 900,000 visitors used in 2013 to access the journal: 90% of visitors accessed it from their computers, 6% used a mobile device and 4% utilized tablets.

6. Submissions and Acceptance Rate

During and since 2012, *LLT* has received much increased numbers of quality manuscripts. The total number of *crude* submissions increased greatly from 174 in 2010 and 162 in 2011 to 225 in 2012,[1] but only increased slightly from 2012 to 2013, with 228 submissions, 163 of which were unique manuscripts. Of these unique manuscripts, 33 (14.5%) were sent to external review, compared to 53 in 2012. 19 articles were accepted for publication in 2012 (and 19 articles were published), which is an 11.7% acceptance rate, using 163 unique manuscripts as the denominator.

For the articles accepted in 2013, the median time from submission to decision was 179 days (the mean score is much higher—206 days—because of some extreme outliers). Since June, 2013, submission to acceptance to publication times have been published as part of the article's abstract information, in part to help track these times.

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[1] "Crude" manuscripts include unblinded manuscripts and other false-starts later resubmitted using a different manuscript number.

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The call for papers (CFP) for our October 2015,19(3) special issue on digital literacies expired on February 1, 2014. We saw an unprecedented number of submissions: 116. Authors responded to a survey asking about where they learned of the CFP. Of the 98 respondents, 51 reported acquiring the information from the *LLT* website, 20 obtained the information from LinguistList.org and 32 provided comments ranging from forwarded emails, to list-servs and one person reported learning about the CFP from Twitter.

7. Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones continues to be a mainstay of *LLT*. In 2013, three columns were published, two written by Robert Godwin-Jones, and one by Hansol Lee and Jang Ho Lee:

- Issue 17(1). *The Technological Imperative in Teaching and Learning Less Commonly Taught Languages*, by Robert Godwin-Jones
- Issue 17(2). I*ntegrating Intercultural Competence into Language Learning through Technology,* by Robert Godwin-Jones
- Issue 17(3). *Implementing Glossing in Mobile-Assisted Language Learning Environments: Directions and Outlook*, by Hansol Lee and Jang Ho Lee

8. Action Research Column

Greg Kessler has edited this column since June 2012. In 2013, *LLT* published the following reports in the Action Research Column:

- Issue 17(1). *Tablets for Informal Language Learning: Student Usage and Attitudes*, by Xiao-Bin Chen
- Issue 17(2). *Learning Chinese Idioms through iPads*, by Chunsheng Yang and Ying Xie
- Issue 17(3). *From Particular to Popular: Facilitating EFL Mobile-Supported Cooperative Reading,* by Yu-Ju Lan, Yao-Ting Sung, and Kuo-En Chang

9. Book Reviews

Under the outstanding supervision of Paige Ware, in 2012 *LLT* published eight book reviews. Reviews are unsolicited and we are working to increase the number of reviews for non-ESL materials. Paige will continue to serve as Review Editor through the June, 2016 issue of *LLT*.

10. Commentaries and Tributes

In keeping with the focus of commentaries shifting somewhat to include discussions of topical themes as we saw in Volume 16 (2012), the commentaries continued as such in Volume 17:

- Issue 17(1). Oliver James Ballance's *MALL—Somewhere Between the Tower, the Field, the Classroom, and the Market: A Reply to Professor Stockwell's Response*
- Issue 17(1). Carl Blyth's *LCTLs and Technology: The Promise of Open Education.*
- Issue 17(3). Ema Usihoda's *Motivation Matters in Mobile Language Learning: A Brief Commentary*

11. Articles Published

From 2004 to 2012, the average number of articles published was four. Our February 17(1) issue continued with this trend, however, with the increased submissions *LLT* experienced in 2012 and 2013, our June 17(2) regular issue, we more than doubled the historical average in publishing nine articles and

for the first time in the history of *LLT*, surpassed the 200-page mark. This increased trend continued in our October special issue with six articles and 226 pages. Similarly, the first issue of 2014 included six articles in addition to two Action Research Columns. For our June 18(2) special issue, there will be four articles and another two Action Research Columns. In October, we will publish nine articles in our 18(3) issue.

Year	Issue	Articles	Pages	Year	Issue	Articles	Pages
2004	08(1)	4	108	**2010**	14(1)	3	94
	08(2)–SI	4	112		14(2)–SI	4	119
	08(3)	4	151		14(3)	3	98
2005	09(1)–SI	3	105	**2011**	15(1)–SI	5	175
	09(2)	5	132		15(2)	3	113
	09(3)–SI	6	173		15(3)–SI	4	136
2006	10(1)	4	147	**2012**	16(1)	4	135
	10(2)–SI	4	128		16(2)–SI	4	134
	10(3)	4	127		16(3)	3	126
2007	11(1)–SI	3	124	**2013**	17(1)–SI	4	151
	11(2)	5	155		17(2)	9	245
	11(3)–SI	5	163		17(3)–SI*	6	226
2008	12(1)	3	121	**2014**	18(1)	6	183
	12(2)–SI	4	119		18(2)-SI	4	ND
	12(3)	5	134		18(3)	9	ND
2009	13(1)–SI	4	129	**2015**	19(1)-SI	ND	
	13(2)	4	110		19(2)	1 accepted	
	13(3)–SI	4	111		19(3)-SI	ND	

Note. *One article from this issue includes a 75-page annotated bibliography, which is equivalent to about 3 articles.

Articles, 2013

Issue	Author(s)	Title	Languages
Feb. 17(1)–SI	Liudmila Klimanova & Svetlana Dembovskaya	*L2 Identity, Discourse, and Social Networking in Russian*	Russian*
	Hsueh-Chih Chen, Chih-Chun Hsu, Li-Yun Chang, Yu-Chi Lin, Kuo-En Chang, Yao-Ting Sung	*Using a Radical-Derived Character E-Learning Platform to Increase Learner Knowledge of Chinese Characters*	Chinese*
	Juha Jalkanen & Heidi Vaarala	*Digital Texts for Learning Finnish: Shared Resources and Emerging Practices*	Finnish*
	Mary Hermes & Kendall A. King	*Ojibwe Language Revitalization, Multimedia Technology, and Family Language Learning*	Ojibwe*
June 17(2)	Penny MacDonald, Amparo García-Carbonell, & José Miguel Carot-Sierra	*Computer Learner Corpora: Analysing Interlanguage Errors in Synchronous and Asynchronous Communication*	French German Latvian Norwegian

Issue	Author(s)	Title	Languages
			Spanish
	Nihat Polat, Rae Mancilla, & Laura Mahalingappa	*Anonymity and Motivation in Asychronous Discussions and L2 Vocabulary Learning*	Spanish
	Jim Ranalli	*Online Strategy Instruction for Integrating Dictionary Skills and Language Awareness*	English Mandarin*
	Chun Lai	*A Framework for Developing Self-Directed Technology Use for Language Learning*	English French German Japanese* Korean*
	Wei-Chen Lin, Hung-Tzu Huang, & Hsien-Chin Liou	*The Effects of Text-Based SCMC on SLA: A Meta Analysis*	English French German Japanese* Spanish Turkish*
	Hsin-I Chen	*Identity Practices of Multilingual Writers in Social Networking Spaces*	Mandarin*
	Scott Crossley & Danielle McNamara	*Applications of Text Analysis Tools for Spoken Response Grading*	English
	Li Jin	*Language Development and Scaffolding in a Sino-American Telecollaborative Project*	Mandarin*
	Yu-Fen Yang & Wen-Ting Meng	*The Effects of Online Feedback Training on Students' Text Revision*	English
October 17(3)-SI	Daesang Kim, Daniel Rueckert, Dong-Joong Kim, & Daeryong Seo	*Students' Perceptions and Experiences of Mobile Learning*	English
	Fernando Rosell-Aguilar	*Podcasting for Language Learning Through iTunes U: The Learner's View*	Chinese* English French German Italian Spanish Welsh
	Franziska Lys	*The Development of Advanced Learner Oral Proficiency Using iPads*	German
	Shudong Wang & Simon Smith	*Reading and Grammar Learning Through Mobile Phones*	English
	Zhi Li & Volker Hegelheimer	*Mobile-Assisted Grammar Exercises: Effects on Self-Editing in L2 Writing*	English

Issue	Author(s)	Title	Languages
	Jack Burston	*Mobile-Assisted Language Learning: A Selected Annotated Bibliography of Implementation Studies 1994–2012*	N/A

Note. Less commonly taught languages (LCTLs) are marked by an asterisk.

12. Journal Outreach

LLT continues to do outreach within the larger applied linguistics community, and several people deserve special mention for their consistent volunteer service. Phil Hubbard and Paige Ware were panelists in the "Getting Published in CALL" panel at CALICO in May, 2013. Hubbard also presented a brief overview of *LLT* entitled "How to Get Published in ESOL and Applied Linguistics Serials" workshop at TESOL 2014. Robert Godwin-Jones gave a presentation called "Open scholarship and the Role of Peer-Reviewed Open Journals", Symposium on Open Education in March of 2014. Mark Warschauer presented "From *LLT* to AERA Open: What can open access journals accomplish?" at the Annual Meeting of the American Educational Research Association in March 2014. Finally, Dorothy Chun presented a paper at the American Association of Applied Linguistics annual conference also in March 2014 entitled "Language Learning & Technology: Status of the first open access online CALL journal".

LLT has developed educational materials that are available to scholars across the globe through the *LLT* Website (http://llt.msu.edu/research/researchworkshop.pdf). *LLT* also provides talented MA and PhD students with the possibility to gain an insider's view of academic publishing, with opportunities to copyedit and attend *LLT* board meetings. Please forward the Managing Editor names of any students you have who are excellent writers. A warm thank you to everyone else who has done *LLT* outreach as part of their less-publicized, daily lives.

13. Appendix: Summary of Journal Statistics–2012

Category	Measure	Total
Readership	N subscriptions	21,215
	N new subscriptions in 2013 (% increase)	449 (2.16 %)
	N hits	6,249,832
Issues	N issues total	3
	N special issues	2
Articles (Including Action Research and commentaries)	N published	19
	N submitted	163
	Acceptance rate	11.7%
	N articles on advanced proficiency learners (3rd year or higher)	4
	N articles on heritage learners	1
	N articles addressing 78 priority languages (see list here)	10 articles on 12 languages
	N book reviews	8
	N other pieces	3 commentaries

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University of Hawai'i Foundation *LLT* Fund: <mark>$1,217.94 (as of 4/30/14)</mark>

ISI Journal Citation Reports® Ranking

Year	Impact Factor	5 Year	Linguistics	Education
2012	1.38	2.21	12 out of 160	19 out of 216
2011	1.74	2.47	7 out of 162	15 out of 206
2010	1.69	2.46	8 out of 141	15 out of 177
2009	2.53	3.575	3 out of 93	3 out of 139
2008	1.70	2.067	11 out of 68	9 out of 113
2007	1.22	No Data	13 out of 55	14 out of 105

The European Reference Index for the Humanities (ERIH) classification:
ERIH classifies *LLT* as INT2 in the field of Pedagogical and Educational research, an international publication "with significant visibility and influence in the various research domains in different countries."