



## LANGUAGE LEARNING & TECHNOLOGY

A refereed journal for second and foreign language scholars and educators

# *LLT* Annual Report, 2014

Compiled by Mónica Vidal

March 15, 2015

### STATE OF THE JOURNAL—AN OVERVIEW

Founded in 1997, *LLT* is currently in its eighteenth year of publication and the journal's editorial staff and audience continue to grow. In 2014, one new Associate Editor and six new board members joined our team. Our readership likewise continued to grow—to a current total of 21,604 subscribers.

### STAFFING

In June of 2014, Mark Warschauer, the journal's founder, stepped down as one of the Editors-in-Chief, and Trude Heift took his place. She and Dorothy Chun continue to lead *LLT* as Editors-in-Chief. In August 2014, Marie-Noëlle Lamy stepped down as Associate Editor. We are grateful for her many years of dedicated service to the journal. We welcomed a new Associate Editor, Cynthia White, in November 2014. Greg Kessler continues as Action Research Column Editor, Robert Godwin-Jones as the Emerging Technologies Editor, Carol Wilson-Duffy as the Web Production Editor, and Paige Ware as the Reviews Editor. Yining Zhang served as the Social Media Director in 2014, maintaining *LLT*'s Facebook and Twitter accounts. Mónica Vidal continues as Managing Editor.

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**Editors-in-Chief:** Dorothy Chun and Trude Heift

**Associate Editors:** Scott Crossley, Philip Hubbard, Rick Kern,  
Lara Lomicka-Anderson, Glenn Stockwell,  
Cynthia White

**Managing Editors:** Mónica Vidal

**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:** Yining Zhang

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In 2014, 6 additional people joined *LLT*'s editorial board bringing our editorial board membership to 29. We are grateful to the following board members whose service ended in June of 2014: Klaus Brandl, Lina Lee, and Mark Pegrum. At that time, we welcomed our six new board members: Chin Hsi Lin, Jonathon Reinhardt, Shannon Sauro, Julie Sykes, Nina Vyatkina, and Binbin Zheng.



## Current Editorial Board, March 2015

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Nike Arnold	Eva Lam	Bryan Smith
Robert Blake	Jenifer Larson-Hall	Patrick Snellings
Thierry Chanier	Joshua Lawrence	Susana Sotillo
Tracey Derwing	Meei-Ling Liaw	Julie Sykes
Lara Ducate	Chin Hsi Lin	Phillip A. Towndrow
Robert Godwin-Jones	Paul Kei Matsuda	Pavel Trofimovich
Regine Hampel	Jill Pellettieri	Nina Vyatkina
Debra Hardison	Hayo Reinders	Paige Ware
Claire Kennedy	Jonathon Reinhardt	Bonnie Youngs
Markus Kötter	Shannon Sauro	

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## SPONSORS AND ADVISORY BOARD

The National Foreign Language Resource Center (NFLRC) and the Center for Language and Technology (CLT) at the University of Hawai‘i 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. Julio Rodriguez serves as the Director of both the NFLRC and the CLT at the University of Hawai‘i. Susan Gass is the Director of the Center for Language Education and Research (CLEAR) at Michigan State. Julio, Sue, and Mark Warschauer constitute the Advisory Board of *LLT*.

## WEBSITE UPDATES

In 2014, the [CALL dissertations and thesis list](#), which includes PhD and MA projects up to and including 2013 and contains hyperlinks to documents when available, was updated by Amin Dehghan (King Mongkut's University of Technology Thonburi). 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 include a list of our [2014 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 2007–2013, as well as the link to the CALL dissertation PDFs. Since June 2013, submission to acceptance to publication times started to be published as part of the article's abstract information and we continue to report these dates.

## PUBLICATION SCHEDULE 2014–2017

We continue to alternate special issues and regular issues with three issues published annually. A complete publication schedule is planned through 2017. In 2014, there was one special issue, 18(2) on *Game-informed L2 Teaching & Learning* edited by Jonathon Reinhardt and Julie Sykes. For 2015, there are two special issues: 19(1) *Teacher Training and CALL*, edited by Nike Arnold and Lara Ducate, ([already published online](#)); and to be published in October, 2015 is the 19(3) issue, edited by Christoph Hafner, Alice Chik, and Rodney Jones, on *Digital Literacies*. In 2016, Phil Hubbard, Greg Kessler, and Paige Ware will edit a special issue for *LLT*'s 20<sup>th</sup> anniversary. And in 2017, there will be another two special issues: 21(1) *Methodological Innovation in CALL Research and its Role in SLA*, edited by Bryan Smith and 21(3) *Corpora in Language Learning and Teaching*, edited by Nina Vyatkina and Alex Boulton.



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Year	Issue	Type	Guest Editors
2014	18:1 Feb	Regular issue	
	18:2 June	<i>Special issue on Game-informed L2 Teaching &amp; Learning</i>	Jonathon Reinhardt & Julie Sykes
	18:3 Oct	Regular issue	
2015	19:1 Feb	<i>Special issue on Teacher Training and CALL</i>	Nike Arnold & Lara Ducate
	19:2 June	Regular issue	
	19:3 Oct	<i>Special issue on Digital Literacies</i>	Christoph Hafner, Alice Chik, & Rodney Jones
2016	20:1 Feb	Regular issue	
	20:2 June	<i>20<sup>th</sup> Anniversary Special Issue</i>	Phil Hubbard, Greg Kessler, & Paige Ware
	20:3 Oct	Regular issue	
2017	21:1 Feb	<i>Special issue on Methodological Innovation in CALL Research and its Role in SLA</i>	Bryan Smith
	21:2 June	Regular issue	
	21:3 Oct	<i>Special issue on Corpora in Language Learning and Teaching</i>	Nina Vyatkina & Alex Boulton
2018	22:1 Feb	Regular issue	
	22:2 June	<i>Special Issue</i>	TBD
	22:3 Oct	Regular Issue	



SUBSCRIPTIONS & READERSHIP

Links to reports from 2007–2014 can be found on the LLT website on the Resources tab.

Table with 3 columns: Year, Count, % increase. Rows include Subscriptions and Visitors by country for years 2014, 2013, and 2012.

Information tracking the number of subscriptions and top-ten visitor countries in 2012–2014 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.

Of notable interest to LLT is the report on types of devices our over 900,000 visitors used in 2014 to access the journal: 90% of visitors accessed it from their computers, 6% used a mobile device and 4% utilized tablets.

SUBMISSIONS AND ACCEPTANCE RATE

In 2014, LLT saw a 15.5% increase with 265 crude submissions.1 Of the 265 submissions, 160 were unique manuscripts, and of these unique manuscripts, 79 were sent for external review, compared to 33 of 228 submissions in 2013.

For the articles accepted in 2014, the mean time from submission to final decision was 292 days (the median score is much higher—332 days—because of some extreme outliers). Since June 2013, submission, acceptance, and publication dates have been published as part of the article’s abstract information, in part to help track these times and we continue to do so.

1 “Crude” manuscripts include unblinded manuscripts and other false-starts later resubmitted using a different manuscript number.



The call for papers (CFP) for our October 2015, 19(3) special issue on digital literacies expired on February 1, 2014. We received an unprecedented number of abstracts: 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.

## COLUMNS

### Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones continues to be a mainstay of *LLT*. In 2014, three columns were published, all written by Robert Godwin-Jones.

- Issue 18(1). *Towards Transparent Computing: Content Authoring Using Open Standards*
- Issue 18(2). *Games in Language Learning: Opportunities and Challenges*
- Issue 18(3). *Global Reach and Local Practice: The Promise of MOOCs*

### Action Research Column

Greg Kessler has edited this column since June 2012. In 2014, *LLT* published the following five reports in the Action Research Column:

- Issue 18(1). *Can a Web-Based Course Improve Communicative Competence of Foreign-born Nurses?* by Eileen Van Schaik, Emily Lynch, Susan Stoner, & Lorna Sikorski
- Issue 18(1). *Exploring How Collaborative Dialogues Facilitate Synchronous Collaborative Writing*, by Hui-Chin Yeh
- Issue 18(2). *Developing Autonomous Learning for Oral Proficiency Using Digital Storytelling*, by SoHee Kim
- Issue 18(2). *Does Second Life Improve Mandarin Learning by Overseas Chinese Students?* by Yu-Ju Lan
- Issue 18(3). *Facebook-Photovoice Interface: Empowering Non-Native Pre-Service English Language Teachers*, by Jessie Grace U. Rubrico & Fatimah Hashim

### Commentaries and Tributes

In keeping with the focus of commentaries shifting somewhat to include discussions of topical themes as we saw in Volume 17 (2013), the commentaries continued as such in Volume 18, with one tribute to Mark Warschauer, our out-going Co-Editor in Chief:

- Issue 18(2). Dorothy Chun's *Tribute to Mark Warschauer*.
- Issue 18(2). Jonathon Reinhardt and Julie Sykes's *Guest Editor Commentary*
- Issue 18(3). Alan Taylor's *The Value of SCMC in SLA: Comments on Lin, Huang, & Liou (2013)*

### BOOK REVIEWS

Under the outstanding supervision of Paige Ware, in 2014 *LLT* published 12 book reviews. Reviews are solicited 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*.



**ARTICLES PUBLISHED**

From 2004 to 2012 as well as the first issue of February in 2013, the average number of articles published was four. With the increased submissions *LLT* experienced in 2012 through 2014, starting with 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<sup>2</sup>. This increased trend continued throughout 2014 with an average of six articles published across the volume.

The February issue of 2014, 18(1), included six articles in addition to two Action Research Columns. For our June 18(2) special issue, there were four articles and another two Action Research Columns. In October, we published nine articles in our 18(3) issue, bringing our average page per issue in 2014 to 204. In 2015, the February 19(1) issue is exactly 200 pages with eight articles. We will publish another eight articles in the June 19(2) issue and expect at least four in the October 19(3) special issue on Digital Literacies.

Year	Issue	Articles	Pages*	Year	Issue	Articles	Pages*
2004	08(1)	4	101	2011	15(1)-SI	5	170
	08(2)-SI	4	105		15(2)	3	108
	08(3)	4	144		15(3)-SI	4	131
<b>Total:</b>		12	350	<b>Total:</b>		12	409
2005	09(1)-SI	3	98	2012	16(1)	4	130
	09(2)	5	125		16(2)-SI	4	129
	09(3)-SI	6	164		16(3)	3	121
<b>Total:</b>		14	387	<b>Total:</b>		11	380
2006	10(1)	4	139	2013	17(1)-SI	4	145
	10(2)-SI	4	114		17(2)	9	239
	10(3)	4	120		17(3)-SI**	6	226
<b>Total:</b>		12	353	<b>Total:</b>		19	611
2007	11(1)-SI	3	117	2014	18(1)	6	183
	11(2)	5	148		18(2)-SI	4	175
	11(3)-SI	5	156		18(3)	9	255
<b>Total:</b>		13	411	<b>Total:</b>		19	613
2008	12(1)	3	114	2015	19(1)-SI	8	200
	12(2)-SI	4	113		19(2)	8 accepted	ND
	12(3)	5	127		19(3)-SI	5 pending	ND
<b>Total:</b>		12	354	<b>Total:</b>			
2009	13(1)-SI	4	129	2016	20(1)	8 accepted	ND
	13(2)	4	110		20(2)-SI	ND	
	13(3)-SI	4	111		20(3)	ND	
<b>Total:</b>		12	349	<b>Total:</b>			
2010	14(1)	3	87	2017	21(1)	ND	
	14(2)-SI	4	112		21(2)	ND	
	14(3)	3	94		21(3)	ND	
<b>Total:</b>		10	293	<b>Total:</b>			

Note. \*Total number of pages per issue, including reviews and columns. \*\*One article from this issue includes a 69-page annotated bibliography, which is equivalent to about 3 articles.

<sup>2</sup> The average number of pages published in the last two years' volumes (2013–2014) was 612: a 59.6% increase over the previous eight years' 365-page average.



## Articles, 2014

Issue	Author(s)	Title	Languages
18(1)	Jen Jun Chen Shu Ching Yang	Fostering Foreign Language Learning Through Technology-Enhanced Intercultural Projects	English
	Ali AbuSeileek Awatif Abualsha'r	Using Peer Computer-Mediated Corrective Feedback to Support EFL Learners' Writing	English
	Hyunsook Yoon JungWon Jo	Direct and Indirect Access to Corpora: An Exploratory Case Study Comparing Students' Error Correction and Learning Strategy Use in L2 Writing	English
	Maribel Montero Perez Elke Peters Geraldine Clarebout Piet Desmet	Effects of Captioning on Video Comprehension and Incidental Vocabulary Learning	French
	Levi McNeil	Ecological Affordance and Anxiety in an Oral Asynchronous Computer-Mediated Environment	English
	Zeliha Aydin Senem Yildiz	Use of Wikis to Promote Collaborative EFL Writing	English
18(2) SI	Alice Chik	Digital Gaming and Language Learning: Autonomy and Community	Cantonese* Mandarin* Taiwanese Hokkien* English Japanese* French
	Hayo Reinders Sorada Wattana	Can I Say Something? The Effects of Digital Gameplay on Willingness to Communicate	English
	Laura K. Allen Scott A. Crossley Erica L. Snow Danielle S. McNamara	L2 Writing Practice: Game Enjoyment as a Key to Engagement	English
	David Hattem	Microblogging Activities: Language Play and Tool Transformation	English
18(3)	Kátia Monteiro	An Experimental Study of Corrective Feedback During Video-Conferencing	English
	Cuiqin Xu Yanren Ding	An Exploratory Study of Pauses in Computer-Assisted EFL Writing	English
	Hee-Jung Jung	Ubiquitous Learning: Determinants Impacting Learners' Satisfaction and Performance with Smartphones	English
	Huifen Lin	Establishing an Empirical Link Between Computer-Mediated Communication (CMC) and SLA: A Meta-Analysis of the Research	N/A (meta-analysis)
	Jaehan Park Jaeseok Yang	University Level Second Language Readers' Online Reading and Comprehension Strategies	English



Issue	Author(s)	Title	Languages
	Yi Chin Hsieh		
18(3) (cont.)	Daniel J. Olson	Benefits of Visual Feedback on Segmental Production in the L2 Classroom	Spanish
	Ron Cowan Jinhee Choo Gabseon Sunny Lee	ICALL for Improving Korean L2 Writers' Ability to Edit Grammatical Errors	English
	Medha Tare Ewa M. Golonka Karen Vatz Carrie L. Bonilla Carolyn Crooks Rachel Strong	Effects of Interactive Chat Versus Independent Writing on L2 Learning	Russian*
	Heping Wu Junde Gao Weimin Zhang	Chinese EFL Teachers' Social Interaction, Socio-Cognitive Presence in Synchronous Computer-Mediated Communication	English

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

JOURNAL OUTREACH

LLT continues to do outreach within the larger applied linguistics community, and several people deserve special mention for their consistent volunteer service. Dorothy Chun was part of a panel as editor of LLT at the American Association of Applied Linguistics annual conference in March 2014 entitled "Publishing in Applied Linguistics: A Forum on Innovation and Challenges in a Changing World" to an audience of about 200. 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. We extend a warm thank you to everyone else who has done LLT outreach as part of their less-publicized, daily lives.

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.





APPENDIX A. Summary of Journal Statistics–2014

Category	Measure	Total
Readership	N subscriptions	21,604
	N new subscriptions in 2014 (% increase)	389 (1.8 %)
	N hits	7,469,342
Issues	N issues total	3
	N special issues	1
Articles	N published	19
	N Submitted	265
	Acceptance Rate	13.9%
	N article on advanced proficiency learners (3 <sup>rd</sup> year or higher)	5
	N articles on heritage learners	0
	N articles addressing 78 priority languages	2 articles on 5 languages
	N columns	11
	N book reviews	12
<b>University of Hawai‘i Foundation LLT Fund:</b>		\$1,448.19 (as of 2/4/15)

APPENDIX B. LLT Ranking and Classification

Isi Journal Citation Reports® Ranking

Year	Impact Factor	5 Year	Linguistics	Education
2013	1.93	2.36	10 out of 169	26 out of 219
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.”