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

LLT Annual Report, 2016

January 1, 2017

Compiled by Ivan Banov

STATE OF THE JOURNAL: AN OVERVIEW

Founded in 1997, *LLT* is currently in its 20th year of publication and the journal's editorial staff and audience continue to grow. While readership in English-speaking countries decreased slightly over the last year, *LLT* continues to increase in popularity throughout the rest of the world and its impact factor has significantly increased from previous years. Looking forward to the future, *LLT* will undergo some minor changes in order to better serve its target audience and increase its impact with research on less commonly taught languages.

STAFFING

Dorothy Chun and Trude Heift continue to lead *LLT* as Editors in Chief. Meei-Ling Liaw succeeded Scott Crossley who stepped down as an Associate Editor. Philip Hubbard, Rick Kern, Lara Lomicka-Anderson, Glenn Stockwell, and Cynthia White stay on the staff as Associate Editors. Robert Godwin-Jones continues as the Emerging Technologies Editor. Greg Kessler transitioned into the role of Editor of the new Language Teaching and Technology Forum, as the Action Research Column was discontinued during 2016. Jon Reinhardt replaced Page Ware as the new Book and Multimedia Reviews Editor. Ivan Banov remains as the Managing Editor along with Carol Wilson-Duffy as the Web Production Editor. Yining Zhang served as the Social Media Director in 2016, maintaining *LLT*'s Facebook and Twitter accounts.

Editors in Chief:	Dorothy Chun and Trude Heift
Associate Editors:	Philip Hubbard, Rick Kern, Meei-Ling Liaw, Lara Lomicka-Anderson, Glenn Stockwell, Cynthia White
Emerging Technologies Editor:	Robert Godwin-Jones
Language Teaching and Technology Forum Editor:	Greg Kessler
Book and Multimedia Reviews Editor:	Jon Reinhardt
Managing Editor:	Ivan Banov
Web Production Editor:	Carol Wilson-Duffy
Social Media Director:	Yining Zhang

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Editorial Board

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 at Mānoa 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 Rodríguez serves as the Director of both the NFLRC and the CLT at the University of Hawai'i. Susan Gass is a Co-director of the CLEAR at Michigan State. Julio, Susan, and Mark Warschauer constitute the Advisory Board of *LLT*.

WEBSITE UPDATES

We include a list of our 2016 reviewers on our site 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 to 2016, as well as the link to the CALL dissertation PDFs. Since June of 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 2016–2018

We continue to alternate special issues and regular issues with three issues published annually. A complete publication schedule has been planned through 2018 and is available below. In 2016, there was one special issues: 20(2) *LLT 20th Anniversary Special Issue*, edited by Philip Hubbard, Greg Kessler, & Paige Ware. Bryan Smith will edit a special issue on methodological innovation in CALL research in February of 2017. Nina Vyatkina and Alex Boulton will edit a special issue on corpora in language learning and teaching in October 2017. In 2018, there will be one more special issue: 22(2) *CALL in the Digital Wilds*, edited by Shannon Sauro and Katerina Zourou.

Year	Issue	Type	Guest Editors
2016	*20*(1) Feb	Regular Issue	
	20(2) Jun	*20th Anniversary Special Issue*	Phil Hubbard, Greg Kessler, & Paige Ware
	20(3) Oct	Regular Issue	
2017	*21*(1) Feb	*Special Issue on Methodological Innovation in CALL Research and its Role in SLA*	Bryan Smith
	21(2) Jun	Regular Issue	
	21(3) Oct	*Special Issue on Corpora in Language Learning and Teaching*	Nina Vyatkina & Alex Boulton
2018	*22*(1) Feb	Regular Issue	
	22(2) June	*Special Issue on CALL in the Digital Wilds*	Shannon Sauro & Katerina Zourou
	22(3) Oct	Regular Issue	
2019	*23*(1) Feb	*Special Issue*	TBD
	23(2) Jun	Regular Issue	
	23(3) Oct	*Special Issue*	TBD

SUBSCRIPTIONS & READERSHIP

Links to reports from 2007–2016 can be found on the *LLT* website under the *Resources* tab.

2016	Count	% change	2015	Count	% change	2014	Count	% change
Subscriptions	**24,114**	**9.64**	**Subscriptions**	**21,993**	**1.08**	**Subscriptions**	**21,604**	**1.83**
Visitors by country			**Visitors by country**			**Visitors by country**		
1. US	329,381	-0.64	**1. US**	331,510	-7.54	**1. US**	358,526	26.87
2. China	145,844	2.73	**2. China**	141,967	5.26	**2. China**	134,870	34.77
3. Brazil	69,263	10.12	**3. Brazil**	62,896	73.46	**3. UK**	51,831	8.95
4. UK	49,558	1.59	**4. UK**	48,784	-5.87	**4. Canada**	41,551	37.68
5. Philippines	47,192	13.00	**5. Philippines**	41,761	12.45	**5. Philippines**	37,139	48.53
6. Germany	37,633	0.47	**6. Germany**	37,456	7.34	**6. Brazil**	36,260	111.74
7. India	36,839	14.94	**7. India**	32,052	-1.47	**7. Germany**	34,896	74.64
8. Canada	32,038	22.03	**8. France**	27,846	-15.09	**8. Ukraine**	33,795	102.22
9. France	30,182	8.39	**9. Canada**	26,255	-36.81	**9. France**	32,796	43.51
10. Russia	25,696	34.39	**10. Indonesia**	20,849	-15.60	**10. India**	32,530	26.13
11. Indonesia	25,517	22.39	**11. Australia**	20,262	-11.95	**11. Indonesia**	24,703	22.22
12. Australia	20,042	-1.09	**12. Russia**	19,120	22.78	**12. Australia**	23,012	28.34
13. Unknown	17,825	-2.60	**13. Unknown**	18,300	102.44	**13. Vietnam**	19,387	-24.03
14. Japan	16,915	21.38	**14. Vietnam**	16,066	-17.13	**14. Japan**	16,151	35.68

Information tracking the number of subscriptions and top-ten visitor countries from 2014 to 2016 is presented above. These data act as a metric for active users and readership. They reveal that in certain countries there is a stable, core readership that actively visits the *LLT* website year after year: US, China, and the United Kingdom. Brazil broke into the top three countries in 2015 and remained there over the last year. This was due, in large part, to a prominent Brazilian education blogger posting a link to *LLT*. Besides the *LLT* website, *De Tudo um Pouco* was the top referring website to the journal during 2016. In 2014, Brazil moved from 22nd place to 6th place with a 112% increase in readership, and it featured another 73%

increase in 2015. The growth of page views from Brazil over the last year has begun to slow, increasing by only 10%. The Philippines and India continue steady growth in readership during 2016, as do most of the lower-ranking countries not represented in the table above. Slightly concerning, however, might be the decrease in readership from English-speaking countries over the last two years.

Of notable interest to *LLT* is the report on types of devices our 1,200,000+ visitors used to access the journal. There was a shift in device type used to access the journal between 2014 and 2015: 87% of visitors accessed it from their desktop computers (a decrease from 90% in 2014). 10% used a mobile device (an increase from 6% in 2014) and 3% utilized tablets (roughly equal to 2014). However, every statistic in this category remained equal in 2016. There may be an opportunity to increase readership via mobile devices.

SUBMISSIONS AND ACCEPTANCE RATE

In 2016, *LLT* saw a slight increase increase in number of total submissions. There were 220 articles submitted during the year. *LLT* had 212 total manuscripts submitted in 2015 and 265 in 2014. Of the 220 submissions received last year, 68 were sent for external review, compared to 63 of 212 submissions in 2015. 24 articles were accepted for publication in 2016, yielding a 10.9% acceptance rate. A larger number of articles for the 20(2) 20th Anniversary Special Issue were received and accepted, slightly raising the acceptance rate from the normal 8.0–9.0% range.

COLUMNS

Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones continues to be a mainstay of *LLT*. In 2016, *LLT* published the following three Emerging Technologies Column articles.

- Issue 20(1). *Integrating technology into study abroad*, by Robert Godwin-Jones
- Issue 20(2). *Looking back and ahead: 20 years of technologies for language learning*, by Robert Godwin-Jones
- Issue 20(3). *Augmented reality and language learning: From annotated vocabulary to place-based mobile games*, by Robert Godwin-Jones

Action Research Column

Greg Kessler edited this column starting in June of 2012. In 2016, *LLT* published its last Action Research Column article. The column was discontinued in June and will be replaced by a new Language Teaching and Technology Forum. The article published in the column was the following:

- Issue 19(1). *Irish in a 3D world: Engaging primary school children*, by Gene Dalton and Ann Devitt

Commentaries and Tributes

Keeping with the focus of shifting commentaries to include discussions of topical themes and current issues in language learning, *LLT* published one guest editor commentary, seven reflections on previous *LLT* publications by their respective authors, and one commentary on the dominance of English in CALL publications. The large increase in commentaries was due to the 20th anniversary special issue published in June of this year. They are as follows:

- Issue 20(2). *Special issue of special issues: 20 years of Language Learning & Technology*, by Philip Hubbard, Greg Kessler, and Paige Ware
- Issue 20(2). *Leading the way for open access research*, by Mark Warschauer
- Issue 20(2). *CALL in the year 2000: A look back from 2016*, by Carol A Chapelle
- Issue 20(2). *My first CMC article revisited: A window on Spanish L2 interlanguage*, by Robert Blake
- Issue 20(2). *An update on discourse functions and syntactic complexity in synchronous and asynchronous communication*, by Susana M. Sotillo
- Issue 20(2). *Cultura revisited*, by Gilberte Furstenberg and Kathryn English
- Issue 20(2). *Celebrating the story of my first contribution to CALL*, by Khalid Al-Seghayer
- Issue 20(2). *Cultures-of-use and morphologies of communicative action*, by Steven L. Thorne
- Issue 20(2). *Does CALL have an English problem?*, by Shannon Sauro

BOOK REVIEWS

Reviews for *LLT* are solicited and there has been a movement to increase the number of reviews for non-ESL materials over the last two years. Under the outstanding supervision of Paige Ware and Jon Reinhardt, *LLT* published 8 book reviews in 2016. Paige Ware served as Reviews Editor until June of 2016. Jon Reinhardt took over as the Reviews Editor starting with the October 2016 issue and will continue throughout the year of 2017.

ARTICLES PUBLISHED

In 2013, starting with the 17(2) regular issue, *LLT* more than doubled its historical average in publishing around four articles per issue and exceeded 200 pages per issue for the first time. This trend has continued ever since, resulting in 624 pages in Volume 20—the longest volume ever.

Overview of Issues

The February, June, and October 2016 issues each included eight feature articles, bringing the average pages per issue to 208. 2016 provided a notable increase to this average, as there was only one special issue and it was larger than other special issues. The two 2016 regular issues were also at capacity. As of the date of this report, *LLT* has accepted all the articles it will publish through June of 2017. The October 2017 special issue will be completed shortly and the February 2018 regular issue is already at half capacity.

Year	Issue	Articles	Pages*	Year	Issue	Articles	Pages*
2010	14(1)	3	87	**2014**	18(1)	6	183
	14(2)–SI	4	112		18(2)-SI	4	175
	14(3)	3	94		18(3)	9	255
Total:		10	293	**Total:**		19	613
2011	15(1)–SI	5	170	**2015**	19(1)-SI	7	200
	15(2)	3	108		19(2)	8	218
	15(3)–SI	4	131		19(3)-SI	4	140
Total:		12	409	**Total:**		19	558
2012	16(1)	4	130	**2016**	20(1)	8	232
	16(2)–SI	4	129		20(2)-SI	8	192
	16(3)	3	121		20(3)	8	200
Total:		11	380	**Total:**		24	624
2013	17(1)–SI	4	145	**2017**	21(1)-SI	6	188
	17(2)	9	239		21(2)	9	
	17(3)–SI	6	226		21(3)-SI	ND	
Total:		19	611	**Total:**			

Note. *Total number of pages per issue, including reviews and columns

Feature Articles, 2016

Issue	Author(s)	Title	Languages
20(1)	Melinda Dooly Randall Sadler	Becoming little scientists: Technologically-enhanced project-based language learning	English
	Dawn Bikowski Ramyadarshanie Vithanage	Effects of web-based collaborative writing on individual L2 writing development	English
	Luis Cerezo	Type and amount of input-based practice in CALI: The revelations of a triangulated research design	Spanish
	Chin-Hsi Lin Mark Warschauer Robert Blake	Language learning through social networks: Perceptions and reality	English
	Dennis Koyama Angela Sun Gary J. Ockey	The effects of item preview on video-based multiple-choice listening assessments	English
	José Antonio Mompean Jonás Fouz-González	Twitter-based EFL pronunciation instruction	English
	Li Yang	Learning to express gratitude in Mandarin Chinese through web-based instruction	Mandarin Chinese*
	Choongil Yoon	Concordancers and dictionaries as problem-solving tools for ESL academic writing	English
20(2) SI	Luke Plonsky Nicole Ziegler	The CALL-SLA interface: Insights from a second-order synthesis	Various
	Edie A. Furniss	Teaching the pragmatics of Russian conversation using a corpus-referred website	Russian*
	Tomoko Okuno	Perception-production link in L2 Japanese vowel	Japanese*

Issue	Author(s)	Title	Languages
	Debra M. Hardison	duration: Training with technology	
	Lina Lee	Autonomous learning through task-based instruction in fully online language courses	Spanish
	Dorothy M. Chun	The role of technology in SLA research	Various
	Carol A. Chapelle Erik Voss	20 years of technology and language assessment in Language Learning & Technology	Various
	Robert Blake	Technology and the four skills	Various
	Hayo Reinders Cynthia White	20 years of autonomy and technology: How far have we come and where to next?	Various
20(3)	Gisela Granena	Individual versus task-based performance through voice-based computer mediated communication	English
	Yu-Ju Lan Yu-Hsuan Kan Yao-Ting Sung Kuo-en Chang	Oral-performance language tasks for CSL beginners in Second Life	Mandarin Chinese*
	Giulia Messina Dahlberg Sangeeta Bagga-Gupta	Mapping languaging in digital spaces: Literacy practices at borderlands	Italian
	Fahimeh Marefat Mohammad Hassanzadeh	Applying form-focused approaches to L2 vocabulary instruction through podcasts	English
	Pei-Lin Liu	English vocabulary learning based on concept-mapping strategy	English
	Carlton J. Fong Shengjie Lin Randi A. Engle	Positioning identity in computer-mediated discourse among ESOL learners	English
	Nina Vyatkina	Data-driven learning of collocations: Learner performance, proficiency, and perceptions	German
	Youngmin Park Mark Warschauer	Syntactic enhancement and second language literacy: An experimental study	English

Note. *****Less commonly taught languages

FUTURE INITIATIVES

During the online board meeting conducted in 2016, several ideas, issues, and concerns were brought before the *LLT* editors. Action is being taken on several of these, and we hope to see the journal make small changes to better serve its readership. One key change moving forward will be the addition of an online collaboration space that will allow graduate students to share some of their work with the community in order to receive feedback and mentoring from our board and readers. There has been a bigger push for inclusion of research focused on less commonly taught languages, and that movement will continue to increase. Steps are being taken to have the journal assign DOIs to each article, making it easier to be found online. Finally, changes will be discussed on how to make *LLT* more accessible via mobile devices. These new initiatives should help *LLT* continue to grow and expand its influence in the upcoming years.

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APPENDIX A. Summary of Journal Statistics, 2015

Category	Measure	Total
Readership	N subscriptions	24,114
	N new subscriptions in 2015 (% change)	2,121 (9.64)
	N hits (% change)	6,346,392 (-0.01)
Issues	N issues total	3
	N special issues	1
Articles	N published	24
	N Submitted	220
	Acceptance Rate	10.9%
	N article on advanced proficiency learners (3rd year or higher)	6
	N articles on heritage learners	0
	N articles addressing 78 priority languages	4 articles on 3 languages
	N columns	4
	N book reviews	8

APPENDIX B. LLT Ranking and Classification

ISI Journal Citation Reports® Ranking

Year	Impact Factor	5 Year	Linguistics	Education
2016	ND	ND	ND	ND
2015	1.38	2.42	14 out of 179	30 out of 230
2014	1.13	2.10	13 out of 171	30 out of 224
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."