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

LLT Calendar Year Report

(2012–2013, first trimester)

compiled by Gerriet Janssen

June 25, 2013

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 2012–2013 (all information for 2013 considers only the first trimester), two new Associate Editors and four new board members have joined our team. Our readership likewise continued to grow—to a current total of 20,766 subscribers.

1. Staffing

Staffing throughout most of *LLT* has experienced an important strengthening in 2012–2013. Dorothy Chun and Mark Warschauer continue to lead *LLT* as Editors-in-Chief. Since mid-2012, we have recruited two new Associate Editors: Marie-Noëlle Lamy (2012) and Lara Lomicka-Anderson (2013), which brings our total number of AEs to 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; and Chin-Hsi Lin as the Social Media Director. The most change in *LLT* staff has concerned the Managing Editor position: Daniel Jackson was awarded the prestigious Bilinski Dissertation Fellowship and left the position July 2012 to pursue full-time his dissertation research. Gerriet Janssen has been Managing Editor during the 2012–2013 academic year, and will be leaving July 2013 because he has also received a similar Bilinski Fellowship. Both Daniel and Gerriet performed their duties with great distinction, and we are very grateful for their conscientious contributions to the journal. Mónica Vidal will begin as Managing Editor August 1st, 2013.

Editors-in-Chief:	Dorothy Chun, Mark Warschauer
Associate Editors:	Trude Heift, Philip Hubbard, Rick Kern, Marie-Noëlle Lamy, Lara Lomicka-Anderson, Carla Meskill, Glenn Stockwell
Managing Editors:	Daniel Jackson (2011–2012); Gerriet Janssen (2012–2013) Mónica Vidal (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

During the year 2012, *LLT*'s editorial board membership has stayed at 29 total members. We are grateful to the following former board members for their years of service: Sigrun Biesenbach-Lucas, Marie-Noëlle Lamy, Lara Lomicka-Anderson, and Maggie Sokolik,. In 2012, we welcomed these new members to the board: Scott Crossley, Jenifer Larson-Hall, Joshua Lawrence, and Pavel Trofimovich.

Current Editorial Board, May 2013

Nike Arnold	Claire Kennedy	Hayo Reinders
Robert Blake	Markus Kötter	Bryan Smith
Klaus 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, James Dean Brown is the current Director of the National Foreign Language Resource Center (NFLRC) at the University of Hawai'i. 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 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.

3. Website Updates

The *LLT* webpage now includes several new or updated functions. The CALL dissertations and thesis list was updated by Natalia Ávila Reyes (UC Santa Barbara) and Gerriet Janssen (Managing Editor) to include PhD and MA projects up to and including 2012; hyperlinks to actual documents have been provided when available. News is now featured on the top right corner of the *LLT* homepage; a list of 2012 reviewers is now included on the homepage in order to thank them for their service to our journal. The *Resources* tab on the *LLT* homepage now includes the *LLT* reports from 2007–2012, and the link to the CALL dissertations pdf.

The Facebook and Twitter accounts continue to be maintained by Social Media Director Chin-His Lin. Most other CALL journals (e.g., Systems, Computer Assisted Language Learning, ReCALL) do not have Facebook pages; *LLT*'s Facebook page has similar membership compared to other pages in the field of applied linguistics.

ACTFL	2014	LLT	783	NCOLCTL	346
AAAL	1545	CASLS	666	LARC SDSU	302
NFLRC	1539	CLEAR	614	CALICO	287

4. ScholarOne/Manuscript Central

LLT has continued to use the Scholar One Manuscript Central online submission system, and *LLT* has continued to have an important consolidation in its workflow using this system. All Editors-in-Chief, Associate Editors, and reviewers now use Scholar One; submissions for the Action Research Column are also now submitted using this online system. This website coordinates the sharing of documents, greatly facilitating the submission, review, and decision process. Authors and editorial staff can check on the status of manuscripts at any time.

5. Publication Schedule 2012–2016

We continue to alternate special issues and regular issues. A complete publication schedule is planned through 2015. There are two new special issues planned: 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. For 2016, we would like to brainstorm plans for (a) the special issue 20(2) being dedicated as an anniversary edition; (b) the possibility of an additional special anniversary issue (i.e., a fourth issue); (c) an edited anniversary volume. At the May 20th, 2013 board meeting, Phil Hubbard, Greg Kessler, and Paige Ware volunteered to lead a committee that would pursue options (a) and (b). Potential themes of this special issue included interviews with CALL field leaders, including "talking head" abstracts.

2012	16:1 Feb	Regular issue	
	16:2 June	*Special issue on Hegemonies in CALL*	Marie-Noëlle Lamy & Mark Pegrum
	16:3 Oct	Regular Issue	
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	*Twenty Years of LLT ??*	
	20:3 Oct	Regular issue	

6. Subscriptions & Readership

The number of subscribers has continued to increase steadily from 2010–2012 (see the table below) at about 7% per year. Continuing the 2011 trend, subscribers who teach English (12,981), French (7,639), and Spanish (7,601) continue to be *LLT*'s core readership; similarly, important numbers of teachers of Chinese (5,450), Japanese (5,334), and Russian (4,689) are also subscribed to *LLT*. 2012 did see the emergence of teachers of German (5,696) as being another important group of readers. 4,912 teachers of other languages were subscribed to *LLT* in 2012.

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, visitors, and browsers. Links to reports from 2007–2012 now can be found at on the *LLT* website on the *Resources* tab.

http://llt.msu.edu/report2012/index.htm; http://llt.msu.edu/report2011/index.htm

2012	Count	% increase	2011	Count	% increase	2010	Count
Subscriptions	20,766	7.30		19,354	6.26		18,214
Visitors by country							
1. US	193,952	12.56	**1. US**	172,309	0.74	**1. US**	171,050
2. China	76,239	71.34	**2. China**	44,497	3.70	**2. China**	42,909
3. UK	38,677	92.72	**3. Vietnam**	34,837	-17.64	**3. Vietnam**	42,300
4. Vietnam	37,997	9.07	**4. UK**	20,069	-13.58	**4. UK**	23,223
5. Germany	20,080	27.40	**5. Germany**	15,761	64.42	**5. Canada**	13,726
6. India	17,111	58.70	**6. Canada**	11,150	-18.77	**6. Japan**	11,848
7. Indonesia	16,749	67.79	**7. India**	10,782	-6.32	**7. India**	11,509
8. Canada	13,079	17.30	**8. Indonesia**	9,982	-8.55	**8. Indonesia**	10,915
9. Switzerland	12,305	(ND)	**9. Japan**	9,793	-17.34	**9. South Korea**	10,892
10. Philippines	11,535	73.54	**10. Australia**	9,744	-4.71	**10. Brazil**	10,840
11. Australia	11,348	16.46	**15. Brazil**	7,598	-29.91	**11. Australia**	10,226
14. Japan	10,442	6.63	**17. Philippines**	6,647	-16.94	**13. Germany**	9,586
19. Brazil	7,346	-3.32	**18. South Korea**	6,528	-40.07	**16. Philippines**	8,003
21. South Korea	6,964	6.68	**Switzerland**	ND	ND	**54. Switzerland**	1,033

Information tracking the performance of the subscriptions and top-ten visitor countries in 2010–2012 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 who year after year actively visit the *LLT* website: US, China, UK, and Vietnam. An important, relatively active, second tier of website users come from Germany, India, Indonesia, and Canada. 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) substantially increased in 2012, after experiencing a plateau between 2010 and 2011.

7. 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] of which 125 unique manuscripts were actually submitted. Of these unique manuscripts, 53 (42.4%) were sent to external review, compared to 59 in 2011. 17 articles were accepted for publication in 2012 (and 17 articles were published), which is a 13.6% acceptance rate, using 125 unique manuscripts as the denominator. Previous calculations for acceptance rates (7.4% in 2011 and 5.7% in 2010)[2] were based on the prior submission system (Filemaker.pro), which permitted the calculation of accepted manuscripts divided by unique manuscripts.

For the articles sent to review in 2012, the median time from submission to decision was 100 days (the mean score is much higher—140 days—because of some extreme outliers). Special issue publication schedules, which set deadlines for submission and publication, have a median submission to decision time of 171 days (and a mean of 200 days). Starting in June, 2013, submission to acceptance to publication times will be published as part of the article's abstract information, in part to help track these times. The most current issue had the following times:

17(2) publication times	Submission to acceptance (days)	Acceptance to publication (days)	Submission to publication (days)
average	215.33	180.89	396.22
median	204.00	183.00	366.00

One special issue was published in 2012 (Hegemony and CALL, 16(2)). We received about 25 abstract proposals, 8 full length articles, from which 4 articles were published in this issue (16% acceptance rate). For the 2013 special issue published in February (17(1), Less Commonly Taught Languages), we received a total of 102 abstract proposals, 18 full-length submissions, and 4 articles for this issue (3.9% acceptance rate). For the issue to be published in October, 2013, (17(3), Mobile Assisted Language Learning), *LLT* received a total of 53 abstract proposals, inviting 7 articles for this issue, an acceptance rate of 13.2%. The 2012 and 2013 acceptance rates for special issues are mostly on par with the special issues from 2011.

8. Emerging Technologies

The Emerging Technologies column continues to be a mainstay of *LLT*. In 2012, three columns were published, two written by Robert Godwin-Jones, and one by Jeonghye Han, edited by Robert Godwin-Jones.

9. Action Research Column

In June 2011, the Action Research column debuted as a forum for researchers and practitioners to disseminate the results of their projects and to consider the pedagogical implications of their research. Greg Kessler has edited this column since June 2012. In 2012–2013, *LLT* has published the following reports in the Action Research Column:

- Issue 16(1). *Fostering Computer-Mediated L2 Interaction Beyond the Classroom*, by Keith Barrs (Edited by Philip Hubbard)

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

[2] Crude acceptance rate is based on the number of articles published during a given annual period divided by the total number of crude article submissions.

- Issue 16(2). *Building Computer Skills in TESOL Teacher Education*, by Margo DelliCarpini
- Issue 16(3). *Promoting EFL Students' Inferential Reading Skills Through Computerized Dynamic Assessment*, by Adeline Teo
- Issue 17(1). *Tablets for Informal Language Learning: Student Usage and Attitudes*, by Xiao-Bin Chen

10. Book, Software, and Website Reviews

Under the outstanding supervision of Paige Ware, in 2012 *LLT* published nine book reviews, one software review, and one website review. Reviews are unsolicited and we are working to increase the number of reviews for non-ESL materials. Paige has just agreed to being Review Editor through the June, 2016 issue of *LLT*.

11. Commentaries and Tributes

While each issue in 2011 (Vol. 15) had a commentary or tribute article, in 2012 (Vol. 16) the focus of the commentaries shifted somewhat to include discussions of topical themes. This discussion continued between the 16(3) and 17(1) issues.

- Issue 16(2). Marie-Noëlle Lamy and Mark Pegrum's *Hegemonies in CALL*
- Issue 16(3). Oliver James Ballance's *Mobile Language Learning: More than Just "The Platform"* (A commentary on Glenn Stockwell's "Using Mobile Phones for Vocabulary Activities: Examining the Effect of the Platform," *LLT 14*(2)
- Issue 16(3). Glenn Stockwell's *Working with Constraints in Mobile Learning: A Response to Ballance.*
- 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.*

12. Articles Published 16(1)–17(1)

During 2012, the number of articles remained about on par with the historical trends. However, with the increased submissions *LLT* experienced in 2012, the June, 2013 regular issue (17(2)) will contain nearly twice the number of articles from most previous issues, a trend which the October special issue (17(3)) will repeat. Similarly, the first issue of 2014 already has four accepted articles in addition to an accepted Action Research Column.

Year	Issue	Art's	pp. pdf	Year	Issue	Art's	pp. pdf
2004	08(1)	4	108	**2009**	13(1)–SI	4	129
	08(2)–SI	4	112		13(2)	4	110
	08(3)	4	151		13(3)–SI	4	111
2005	09(1)–SI	3	105	**2010**	14(1)	3	94
	09(2)	5	132		14(2)–SI	4	119
	09(3)–SI	6	173		14(3)	3	98
2006	10(1)	4	147	**2011**	15(1)–SI	5	175
	10(2)–SI	4	128		15(2)	3	113
	10(3)	4	127		15(3)–SI	4	136
2007	11(1)–SI	3	124	**2012**	16(1)	4	135

	11(2)	5	155		16(2)–SI	4	134
	11(3)–SI	5	163		16(3)	3	126
2008	12(1)	3	121	**2013**	17(1)–SI	4	151
	12(2)–SI	4	119		17(2)	9	245
	12(3)	5	134		17(3)–SI	4–6* (6–8, adjusted)	ND
				2014	18(1)	4 (as of May 2013)	ND

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

Articles, 2012–2013

Issue	Author(s)	Title	Languages
2012 Feb. 16(1)	Yu-Chih Sun & Yu-Jung Chang	*Blogging to Learn: Becoming EFL Academic Writers Through Collaborative Dialogues*	Chinese,* English
	María Belén Díez-Bedmar & Pasqual Pérez-Paredes	*The Types and Effects of Peer Native Speakers' Feedback on CMC*	English, Spanish
	Greg Kessler, Dawn Bikowski, & Jordan Boggs	*Collaborative Writing among L2 Learners in Academic Web-Based Projects*	English
	Chen-Hui Tsai, Chin-Hwa Kuo, Wen-Bing Horng, & Chun-Wen Chen	*Effects on Learning Logographic Character Formation in Computer-Assisted Handwriting Instruction*	Chinese*
2012 June 16(2)–SI Hegemony in CALL	Don Hinkelman & Paul Gruba	*Power within Blended Language Learning Programs in Japan*	English
	Euline Cutrim Schmid & Shona Whyte	*Interactive Whiteboards in State School Settings: Teacher Responses to Socioconstructivist Hegemonies*	English
	Cara Preuss & Carolyn Morway	*Caught in the Web: Overcoming and Reproducing Hegemony in Azerbaijan*	English
	Francesca Helm, Sarah Guth, & Mohammed Farrah	*Promoting Dialogue or Hegemonic Practice? Power Issues in Telecollaboration*	English
2012 Oct. 16(3)	Bryan Smith	*Eye Tracking as a Measure of Noticing: A Study of Explicit Recasts in SCMC*	English
	Carolin Fuchs, Mirjam Hauck, & Andreas Müller-Hartmann	*Promoting Learner Autonomy Through Multiliteracy Skills Development in Cross-Institutional Exchanges*	English, German
	Peter Prince	*Towards an Instructional Programme for L2 Vocabulary: Can a Story Help?*	English
2013 Feb. 17(1)–SI LCTLs	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*

Issue	Author(s)	Title	Languages
	Mary Hermes & Kendall A. King	*Ojibwe Language Revitalization, Multimedia Technology, and Family Language Learning*	Ojibwe*

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

13. Journal Outreach

LLT continues to do outreach within the larger applied linguistics community, and several people deserve special mention for their consistent volunteer service. Greg Kessler and Phil Hubbard were panelists in the "How to Get Published in TESOL and Applied Linguistics Serials" workshop at TESOL 2012. Phil Hubbard led a "Getting published in CALL" workshop at EUROCALL in 2012. Paige Ware was a panelist at the same workshop at TESOL 2013; Paige Ware and Phil Hubbard also represented *LLT* at the Working Session for Journal Editors. Paige Ware and Phil Hubbard participated in the CALICO 2013 CALL publishing workshop, along with CALICO editors Bryan Smith and Mathias Schultz.

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.

14. Future Initiatives/ Projects for the Board's consideration

There are several important themes to consider, which have been listed below, roughly in descending order of importance.

- Maintaining *LLT*'s positioning
  - o What are the next, interesting directions to take?
    - 20th Anniversary Special Issue
    - Extra Edition (fourth issue)
    - Anniversary edited volume?
    - Ideas for future special issues
    - Ideas for areas of focus for articles, action research, emerging tech.?
  - o Increase field standards for quantitative research
    - Include a special stats reviewer for articles with quantitative data
    - Identify stats reviewers among SLA scholars
    - Include effect size and statistical power as minimums for major comparisons (following APA and *Language Learning*)

      "When reporting research using quantitative and statistical methods, authors submitting to *Language Learning* are required to provide measures of effect sizes, at least for the major statistical contrasts which they report" (http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9922/homepage/ForAuthors.html).

- ▪ Include *df* for *t*-tests
- ▪ Include 95% confidence interval levels
- ▪ Inform authors with APA Reporting Statistics
- o Encourage fine-grained reviews (including organization, grammar, etc.)
- o Encourage/ invite more commentaries
- o Include DOIs on articles
- o Do Board Members have suggestions for good copyeditors?

15. Appendix: Summary of Journal Statistics–2012

Category	Measure	Total
Readership	N subscriptions	20,766
	N new subscriptions in 2011 (% increase)	1,412 (7.30%)
	N visits	4,373,587
Issues	N issues total	3
	N special issues	1
Articles	N published	11
(Including Action Research and commentaries)	N submitted	152
	Acceptance rate	8.8%
	N articles on advanced proficiency learners (3rd year or higher)	4
	N articles on heritage learners	0
	N articles addressing 78 priority languages (see list here)	2 articles on 1 language: Chinese
	N book and software reviews	11
	N other pieces	3 commentaries
University of Hawaiʻi Foundation *LLT* Fund:		$1,217.94 (as of 4/30/13)

Year	Impact Factor	5 Year	Linguistics	Education
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."