



LLT Annual Report, 2015

January 1, 2016

Compiled by Ivan Banov

STATE OF THE JOURNAL - AN OVERVIEW

Founded in 1997, *LLT* is currently in its 19th 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. Looking forward to the future, *LLT* will undergo some minor changes in order to better serve its target audience.

STAFFING

Trude Heift and Dorothy Chun continue to lead *LLT* as Editors-in-Chief. 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 2015, maintaining *LLT*'s Facebook and Twitter accounts. Ivan Banov replaced Mónica Vidal as Managing Editor in August of 2015.

Editors-in-Chief: Dorothy Chun and Trude Heift

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

Managing Editor: Ivan Banov

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



Editorial Board

Nike Arnold	Eva Lam	Patrick Snellings
Robert Blake	Jenifer Larson-Hall	Susana Sotillo
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Debra Hardison	Jonathon Reinhardt	Binbin Zheng
Claire Kennedy	Shannon Sauro	
Marcus Kötter	Bryan Smith	

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

In 2015, *LLT* released a new set of updated keywords, in order to better assist readers in locating past articles and to define topics for potential future publications. Working with Hyung-Jo Yoon and Irina Zaykovskaya, two students at Michigan State University, Carol Wilson-Duffy was able to go through every article published by *LLT* and update the metadata on each article. Also added were the languages that were studied in each research article. This allows *LLT* to track its publications on each language taught. This is part of a larger effort to include more languages in *LLT* and to serve LCTL faculty throughout the world.

We include a list of our [2015 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 2015, 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 2015–2018

We continue to alternate special issues and regular issues with three issues published annually. A complete publication schedule has been planned through 2017 and is available below. In 2015, there were two special issues: 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 June of 2016, Phil Hubbard, Greg Kessler, and Paige Ware will publish a special issue for *LLT*'s 20th anniversary. And in 2017, there will be two more 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.



Year	Issue	Type	Guest Editors
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>20th 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 2007–2015 can be found on the *LLT* website under the *Resources* tab.

2015	Count	% change	2014	Count	% change	2013	Count	% change
Subscriptions	21,993	1.08		21,604	1.83		21,215	2.16
Visitors by country								
1. US	331,510	-7.54	1. US	358,526	26.87	1. US	282,598	45.71
2. China	141,967	5.26	2. China	134,870	34.77	2. China	100,076	31.27
3. Brazil	62,896	73.46	3. UK	51,831	8.95	3. UK	47,575	23.01
4. UK	48,784	-5.87	4. Canada	41,551	37.68	4. Canada	30,179	130.69
5. Philippines	41,761	12.45	5. Philippines	37,139	48.53	5. India	27,473	60.56
6. Germany	37,456	7.34	6. Brazil	36,260	111.74	6. Philippines	23,806	106.38
7. India	32,052	-1.47	7. Germany	34,896	74.64	7. France	22,852	139.01
8. France	27,846	-15.09	8. Ukraine	33,795	102.22	8. Vietnam	21,708	-42.87
9. Canada	26,255	-36.81	9. France	32,796	43.51	9. Indonesia	20,740	23.83
10. Indonesia	20,849	-15.60	10. India	32,530	26.13	10. Australia	19,354	70.55
11. Australia	20,262	-11.95	11. Indonesia	24,703	22.22	11. Germany	17,839	-11.16
12. Russia	19,120	22.78	12. Australia	23,012	28.34	15. Japan	12,907	23.61
13. Unknown	18,300	102.44	13. Vietnam	19,387	-24.03	22. Brazil	9,659	31.47
14. Vietnam	16,066	-17.13	14. Japan	16,151	35.68	23. South Korea	9,091	30.54

Information tracking the number of subscriptions and top-ten visitor countries in 2013–2015 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 year after year actively visits the *LLT* website: US, China, and the United Kingdom. Brazil broke into the top three countries in 2015. This was due to a prominent Brazilian blogger posting a link to *LLT*. Besides the *LLT* website, *De Tudo um Pouco* was the top referring website to the



journal during 2015. In 2014, Brazil moved from 22nd place to 6th place with a 112% increase in readership, and this year, it featured another 73% increase. The Philippines and Germany continue steady growth in readership during 2015, as do most of the lower-ranking countries. Slightly concerning, however, might be the decrease in readership in 7 of the top 11 countries.

Of notable interest to *LLT* is the report on types of devices our 1,000,000+ visitors used to access the journal in 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).

SUBMISSIONS AND ACCEPTANCE RATE

In 2015, *LLT* saw a 20% decrease in submissions with 212 total manuscripts submitted. Of the 212 submissions, 63 were sent for external review, compared to 79 of 265 submissions in 2014. 22 articles were accepted for publication in 2015, yielding a 10.4% acceptance rate. Several articles for the June 2016 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 2015, *LLT* published the following five reports in the Emerging Technologies Column.

- Issue 19(1). *The Evolving Roles of Language Teachers: Trained Coders, Local Researchers, Global Citizens*, by Robert Godwin-Jones
- Issue 19(2). *A Corpus Approach for Autonomous Teachers and Learners: Implementing an On-line Concordancer on Teachers' Laptops*, by Jang Ho Lee, Hansol Lee, and Cetin Sert
- Issue 19(3). *Contributing, Creating, Curating: Digital Literacies for Language Learners*, by Robert Godwin-Jones

Action Research Column

Greg Kessler has edited this column since June 2012. He will continue to do so until June 2016, when the Action Research Column will be replaced by a new Language Teaching and Technology Forum. In 2015, *LLT* published the following five reports in the Action Research Column:

- Issue 19(1). *New Software to Help EFL Students Self-correct their Writing*, by Jim Lawley
- Issue 19(1). *Promoting Pre-Service Teachers' Reflections through a Cross-Cultural Keypal Project*, by Aleksandra Wach
- Issue 19(2). *Contextual EFL Learning in a 3D Virtual Environment*, by Yu-Ju Lan
- Issue 19(3). *The Intersection of Multimodality and Critical Perspective: Multimodality as Subversion*, by Shin-ying Huang
- Issue 19(3). *Using Facebook to Promote Korean EFL Learners' Intercultural Competence*, by Seunghee Jin



Commentaries and Tributes

Keeping with the focus of shifting commentaries somewhat to include discussions of topical themes, LLT published the two guest editor commentaries in 2015:

- Issue 19(1). Contextualized Views of Practices and Competencies in CALL Teacher Education Research, by Nike Arnold and Lara Ducate
• Issue 19(3). Digital Literacies and Language Learning, by Christoph A. Hafner, Alice Chik, and Rodney H. Jones

BOOK REVIEWS

Under the outstanding supervision of Paige Ware, in 2015 LLT published 9 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. After that, Jon Reinhardt will take over as the Reviews Editor.

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. This trend has continued ever since, resulting in 558 pages in Volume 19.

The February 2015 issue included seven articles and Action Research Column publications. The June 2015 issue had eight articles and another Action Research Column. The October 2015 issue included four articles and two Action Research Column publications, bringing our average pages per issue to 186. 2016, should provide a large increase to these averages, as there is only one special issue, and it will be large, due to the 20th anniversary content. The two 2016 regular issues are also at capacity. As of the date of this report, LLT has accepted all the articles it will publish through June 2017.

Table with 8 columns: Year, Issue, Articles, Pages*, Year, Issue, Articles, Pages*. It shows publication statistics from 2004 to 2015, including total articles and pages for each year.



2009	13(1)-SI	4	129	2016	20(1)	8	232
	13(2)	4	110		20(2)-SI	8	192
	13(3)-SI	4	111		20(3)	8	
Total:		12	349	Total:			
2010	14(1)	3	87	2017	21(1)-SI	ND	
	14(2)-SI	4	112		21(2)	ND	
	14(3)	3	94		21(3)-SI	ND	
Total:		10	293	Total:			

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

Articles, 2015

Issue	Author(s)	Title	Languages
19(1) SI	Robert O'Dowd	Supporting In-service Language Educators in Learning to Telecollaborate	English
	Iryna Kozlova Dmitri Priven	ESL Teacher Training in 3D Virtual Worlds	English
	Chin-chi Chao	Rethinking Transfer: Learning from CALL Teacher Education as Consequential Transition	English
	Mei-Hui Liu Robert Kleinsasser	Exploring EFL Teachers' Knowledge and Competencies: In-service Program Perspectives	English
	Shu-Ju Tai	From TPACK-in-Action Workshops to Classrooms: CALL Competency Developed and Integrated	English
	Karen Haines	Learning to Identify and Actualize Affordances in a New Tool	English
	Sang-Keun Shin	Teaching Critical, Ethical, and Safe Use of ICT to Teachers	English
19(2)	Elizabeth Lavolette Charlene Polio Jimin Kahng	The Accuracy of Computer-Assisted Feedback and Students' Responses to It	English
	Yu-Fen Yang Pei-Yin Hsieh	Negotiation of Meaning to Comprehend Hypertexts Through Peer Questioning	English
	Huifen Lin	A Meta-Synthesis of Empirical Research on the Effectiveness of Computer-Mediated Communication (CMC) in SLA	Various
	Carrie Lou Garberoglio Duncan Dickson Stephanie Cawthon Mark Bond	Bridging the Communication Divide: CMC and Deaf Individuals' Literacy Skills	English
	Yu-Ju Lan Yao-Ting Sung Chia-Chun Cheng Kuo-En Chang	Computer-Supported Cooperative Prewriting for Enhancing Young EFL Learners' Writing Performance	English



LANGUAGE LEARNING & TECHNOLOGY

A refereed journal for second and foreign language scholars and educators

Issue	Author(s)	Title	Languages
	Airong Wang	Facilitating Participation: Teacher Roles in a Multiuser Virtual Learning Environment	English
	Rainbow Tsai-Hung Chen	L2 Blogging: Who Thrives and Who Does Not?	English
	Francesca Helm	The Practices and Challenges of Telecollaboration in Higher Education in Europe	English
19(3)	Brooke Ricker Schreiber	“I Am What I Am”: Multilingual Identity and Digital Translanguaging	English
SI	Phil Benson	Commenting to Learn: Evidence of Language and Intercultural Learning in Comments on YouTube Videos	English Mandarin Chinese* Cantonese Chinese*
	Brian W. King	Wikipedia Writing as Praxis: Computer-mediated Socialization of Second-language Writers	English
	Ekaterina Tour	Digital Mindsets: Teachers’ Technology Use in Personal Life and Teaching	English Mandarin Chinese*

Note. *Less commonly taught languages (LCTLs)



APPENDIX A. Summary of Journal Statistics, 2015

Category	Measure	Total
Readership	N subscriptions	21,993
	N new subscriptions in 2015 (% change)	389 (1.08)
	N hits (% change)	6,373,315 (-14.67)
Issues	N issues total	3
	N special issues	2
Articles	N published	19
	N Submitted	212
	Acceptance Rate	9.0%
	N article on advanced proficiency learners (3 rd year or higher)	15
	N articles on heritage learners	0
	N articles addressing 78 priority languages	2 articles on 2 languages
	N columns	10
	N book reviews	9

APPENDIX B. LLT Ranking and Classification

Isi Journal Citation Reports® Ranking

Year	Impact Factor	5 Year	Linguistics	Education
2015				
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.”