



## *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.

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

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## Editorial Board

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

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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 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  | <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) Jun  | 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 on CALL in the Digital Wilds</i>                                      | Shannon Sauro & Katerina Zourou          |
|      | 22(3) Oct  | Regular Issue  |  |
| 2019 | 23(1) Feb  | <i>Special Issue</i>   | TBD                                      |
|      | 23(2) Jun  | Regular Issue  |  |
|      | 23(3) Oct  | <i>Special Issue</i>   | 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    |
|----------------------------|---------------|-------------|----------------------------|---------------|-------------|----------------------------|---------------|-------------|
| <b>Subscriptions</b>       | <b>24,114</b> | <b>9.64</b> | <b>Subscriptions</b>       | <b>21,993</b> | <b>1.08</b> | <b>Subscriptions</b>       | <b>21,604</b> | <b>1.83</b> |
| <b>Visitors by country</b> |               |             | <b>Visitors by country</b> |               |             | <b>Visitors by country</b> |               |             |
| 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 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    |
| <b>Total:</b> |          | 10       | 293    | <b>Total:</b> |          | 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    |
| <b>Total:</b> |          | 12       | 409    | <b>Total:</b> |          | 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    |
| <b>Total:</b> |          | 11       | 380    | <b>Total:</b> |          | 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       |        |
| <b>Total:</b> |          | 19       | 611    | <b>Total:</b> |          |          |        |

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

## Feature Articles, 2016

| Issue           | Author(s)   | Title   | Languages  |
|-----------------|---|---|--|
| 20(1)           | Melinda Dooly<br>Randall Sadler                           | Becoming little scientists: Technologically-enhanced project-based language learning  | English  |
|                 | Dawn Bikowski<br>Ramyardarshanie Vithanage<br>Luis Cerezo | Effects of web-based collaborative writing on individual L2 writing development<br>Type and amount of input-based practice in CALI: The revelations of a triangulated research design | English<br>Spanish   |
|                 | Chin-Hsi Lin<br>Mark Warschauer<br>Robert Blake           | Language learning through social networks: Perceptions and reality  | English  |
|                 | Dennis Koyama<br>Angela Sun<br>Gary J. Ockey              | The effects of item preview on video-based multiple-choice listening assessments  | English  |
|                 | José Antonio Mompean<br>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)<br>SI   | Luke Plonsky<br>Nicole Ziegler  | The CALL-SLA interface: Insights from a second-order synthesis |
| 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<br>Erik Voss                             | 20 years of technology and language assessment in Language Learning & Technology             | Various           |
|       | Robert Blake   | Technology and the four skills   | Various           |
|       | Hayo Reinders<br>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<br>Yu-Hsuan Kan<br>Yao-Ting Sung<br>Kuo-en Chang | Oral-performance language tasks for CSL beginners in Second Life                             | Mandarin Chinese* |
|       | Giulia Messina Dahlberg<br>Sangeeta Bagga-Gupta            | Mapping languaging in digital spaces: Literacy practices at borderlands                      | Italian           |
|       | Fahimeh Marefat<br>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<br>Shengjie Lin<br>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<br>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.



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 (3 <sup>rd</sup> 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.”