



## 2017 *LLT* Annual Report

January 1, 2018

Compiled by Ivan Banov

### State of the Journal: An Overview

Founded in 1997, *LLT* is currently in its 21st 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. Philip Hubbard, Rick Kern, Meei-Ling Liaw, Lara Lomicka-Anderson, Glenn Stockwell, and Cynthia White remain on the staff as Associate Editors. Robert Godwin-Jones continues as the Emerging Technologies Editor. Greg Kessler serves as the Editor of the Language Teaching and Technology Forum. Jon Reinhardt is the Book and Multimedia Reviews Editor. Ivan Banov remains as the Managing Editor along with Carol Wilson-Duffy as the Web Production Editor. This will be Carol's last year with *LLT*, as we are transitioning into a new website at the beginning of 2018. Yining Zhang served as the Social Media Director in 2017, maintaining *LLT*'s Facebook and Twitter accounts.

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**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

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Nike Arnold	Christoph Hafner	Hayo Reinders
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Jack Burston	Rodney Jones	Bryan Smith
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Robert Godwin-Jones	Mike Levy	Paige Ware
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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 Director of both the NFLRC and the CLT at the University of Hawai‘i. Susan Gass is Co-director of the CLEAR at Michigan State. Julio, Susan, and Mark Warschauer constitute the Advisory Board of *LLT*. Beginning next year, CLEAR will no longer be able to serve as a sponsor of *LLT*. The NFLRC and the CLT will continue to sponsor the journal.

## Website Updates

*LLT* is getting a facelift! On February 1, 2018, we will be getting a new website. The new site was created in collaboration with the Editors in Chief and staff at the NFLRC and CLT at the University of Hawai‘i at Mānoa under the guidance of its Director, Julio Rodriguez. We offer a sincere thank you to the NFLRC and CLT for creating the new website and to CLEAR for assisting with the transfer of the content. Feel free to check out the new site and provide us with feedback as we complete the transition process. We include a list of our [2017 reviewers](#) on our site to acknowledge their service to our journal, for which we are also very grateful.

## Publication Schedule 2017–2020

We continue to alternate special issues and regular issues with three issues published annually. A complete publication schedule has been planned through 2020 and is available below. In 2017, there were 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. Mike Levy and Paul Moore will edit a special issue on *Qualitative Research in CALL* in June of 2018. In the 2019 calendar year, there will be two more special issues: 23(1) *CALL in the Digital Wilds*, edited by Shannon Sauro and Katerina Zourou, and 23(3) *Telecollaboration*, edited by Robert O’Dowd and Breffni O’Rourke. In addition, we have a special issue on *L2 Pragmatics* that will be edited by Carl Blyth and Julie Sykes and will appear in the June 2020 issue.

Year	Issue	Type	Guest Editors
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 Qualitative Research in CALL</i>	Mike Levy & Paul Moore
	22(3) Oct	Regular Issue	
2019	23(1) Feb	<i>Special Issue on CALL in the Digital Wilds</i>	Shannon Sauro & Katerina Zourou
	23(2) Jun	Regular Issue	
	23(3) Oct	<i>Special Issue on Telecollaboration</i>	Robert O'Dowd & Breffni O'Rourke
2020	24(1) Feb	Regular Issue	
	24(2) June	<i>Special Issue on L2 Pragmatics</i>	Carl Blyth & Julie Sykes
	24(3) Oct	Regular Issue	

## Subscriptions and Readership

2017	Count	% change	2016	Count	% change	2015	Count	% change
<b>Subscriptions</b>	N/A	N/A	<b>Subscriptions</b>	<b>24,114</b>	<b>9.64</b>	<b>Subscriptions</b>	<b>21,993</b>	<b>1.08</b>
<b>Visitors by country</b>			<b>Visitors by country</b>			<b>Visitors by country</b>		
1. US	330,130	0.23	1. US	329,381	-0.64	1. US	331,510	-7.54
2. China	263,168	80.44	2. China	145,844	2.73	2. China	141,967	5.26
3. Russia	49,190	91.43	3. Brazil	69,263	10.12	3. Brazil	62,896	73.46
4. Philippines	42,958	-8.97	4. UK	49,558	1.59	4. UK	48,784	-5.87
5. UK	42,738	-13.76	5. Philippines	47,192	13.00	5. Philippines	41,761	12.45
6. Brazil	42,100	-39.22	6. Germany	37,633	0.47	6. Germany	37,456	7.34
7. India	41,936	13.84	7. India	36,839	14.94	7. India	32,052	-1.47
8. Germany	39,056	3.78	8. Canada	32,038	22.03	8. France	27,846	-15.09
9. France	37,001	22.59	9. France	30,182	8.39	9. Canada	26,255	-36.81
10. Canada	29,280	-8.61	10. Russia	25,696	34.39	10. Indonesia	20,849	-15.60
11. Indonesia	20,456	-19.83	11. Indonesia	25,517	22.39	11. Australia	20,262	-11.95
12. Netherlands	18,420	19.67	12. Australia	20,042	-1.09	12. Russia	19,120	22.78
13. Australia	18,130	-9.54	13. Unknown	17,825	-2.60	13. Unknown	18,300	102.44
14. Japan	17,377	2.73	14. Japan	16,915	21.38	14. Vietnam	16,066	-17.13

The number of subscriptions and the top visitor countries from 2015 to 2017 are 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. Russia broke into the top three countries for the first time in 2017, with an 80.44% jump in readership. Russia has slowly been moving up in readership since the early 2010s, and it is wonderful to see an increase in that region. China also strengthened its position in the second spot. If its rate of increase in readership continues to increase at the same rate, it will overtake the US in the top spot. We are happy to have a truly worldwide group of readers. India continued its steady growth in readership during 2017, as did most of the lower-ranking countries not represented in the table above. Slightly concerning, however, might be the decrease in readership from the UK and Canada over the last two years. We are excited to see Netherlands join the list for the first time ever as well.

Of notable interest to *LLT* is the report on types of devices our 1,100,000+ visitors used to access the journal. 88.6% of visitors accessed it from their desktop computers (an increase from 87% in 2016). 9.5% used a mobile device (a decrease from 10% in 2016) and 1.8% utilized tablets (a decrease from 3% in 2016). The decrease in readership from mobile devices during a time of increased mobile device usage may suggest an opportunity to increase readership via mobile devices.

## Submissions and Acceptance Rate

In 2017, *LLT* saw a slight decrease in the number of total submissions. There were 211 articles submitted during the year. *LLT* had 220 total manuscripts submitted in 2016 and 212 in 2015. Of the 211 submissions received last year, 54 were sent for external review, compared to 68 of 220 submissions in 2016. 22 articles were accepted for publication in 2016, yielding a 10.4% acceptance rate.

## Columns

### Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones continues to be a mainstay of *LLT*. In 2017, *LLT* published the following three Emerging Technologies Column articles:

Issue	Author(s)	Title
21(1)	Robert Godwin-Jones	Scaling up and zooming in: Big data and personalization in language learning
21(2)	Robert Godwin-Jones	Smartphones and language learning
21(3)	Robert Godwin-Jones	Data-Informed language learning

### Language Teaching and Technology Forum

Beginning this year, *LLT* is publishing a new column titled the “Language Teaching and Technology Forum.” It is edited by Greg Kessler. The purpose of this column is to provide a space for language researchers and educators to reflect on their current pedagogical practices and discuss in depth the intersection of technology and language teaching pedagogy. During 2017, we published the following four forum articles:

Issue	Author(s)	Title	Languages
21(1)	Hsiu-Ting Hung	Sharing a multimodal corpus to study webcam-mediated language teaching	English
	Yan Chen, Chris Liska Carger, & Thomas J. Smith	Mobile-assisted narrative writing practice for young English language learners from a funds of knowledge approach	English
21(3)	Melissa Baralt & José Morcillo Gómez	Task-based language teaching online: A guide for teachers	Spanish
	Kelly Arispe & Jack Burston	Making it personal: Performance-based assessments, ubiquitous technology, and advanced learners	Spanish

### Commentaries and Tributes

Keeping with the focus of shifting commentaries to include discussions of topical themes and current issues in language learning, *LLT* published two guest editor commentaries. In addition, we published one tribute to Richard (Dick) Schmidt, who passed away on March 15, 2017. Dick was a central figure in the

founding and success of *LLT*, working collaboratively to make *LLT* what it is today. The commentaries and tributes published during 2017 are as follows:

Issue	Author(s)	Title
21(1)	Bryan Smith	Methodological innovation in CALL research and its role in SLA
21(2)	<i>LLT</i> Staff	A tribute to Richard (Dick) Schmidt: With aloha and appreciation
21(3)	Nina Vyatkina & Alex Boulton	Corpora in language learning and teaching

## 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 Jon Reinhardt, *LLT* published seven book reviews in 2017. Jon Reinhardt took over as the Reviews Editor starting in 2016, and he will continue throughout the year of 2018.

## Articles Published

In 2013, starting with the 17(2) regular issue, *LLT* more than doubled its historical average of publishing around four articles per issue and exceeded 200 pages per issue for the first time. This trend has continued ever since, resulting in 659 pages in Volume 21—the longest volume ever.

Year	Issue	Articles	Pages*	Year	Issue	Articles	Pages*
<b>2010</b>	14(1)	3	87	<b>2014</b>	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
<b>2011</b>	15(1)-SI	5	170	<b>2015</b>	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
<b>2012</b>	16(1)	4	130	<b>2016</b>	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
<b>2013</b>	17(1)-SI	4	145	<b>2017</b>	21(1)-SI	6	188
	17(2)	9	239		21(2)	9	227
	17(3)-SI	6	226		21(3)-SI	7	244
<b>Total:</b>		19	611	<b>Total:</b>		22	659

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

## Overview of Issues

The February, June, and October 2017 issues included six, nine, and seven feature articles, respectively. The average pages per issue during the last year was 220. 2016 provided a notable increase to this average,

as there was only one special issue and it was larger than other special issues. 2017 showed a continuing increase to this number. As of the date of this report, *LLT* has accepted all the articles it will publish through February of 2019. The June 2019 regular issue is already at half capacity.

## Feature Articles

The following 22 feature articles were published during 2017:

Issue	Author(s)	Title	Languages
21(1) SI	Nicolas Guichon	Sharing a multimodal corpus to study webcam-mediated language teaching	French
	D. Joseph Cunningham	Methodological innovation for the study of request production in telecollaboration	German
	Kyle Scholz & Mathias Schulze	Digital-gaming trajectories and second language development	German
	Frederik Cornillie, Wim Van Den Noortgate, Kris Van den Branden, & Piet Desmet	Examining focused L2 practice: From in vitro to in vivo	English
	Soobin Yim & Mark Warschauer	Web-based collaborative writing in L2 contexts: Methodological insights from text mining	English
	Francesca Helm & Melinda Dooly	Challenges in transcribing multimodal data: A case study	English
21(2)	Hansol Lee, Mark Warschauer, & Jang Ho Lee	The effects of concordance-based electronic glosses on L2 vocabulary learning	English
	Irina Elgort	Blog posts and traditional assignments by first- and second-language writers	English
	Richmond Dzekoe	Computer-based multimodal composing activities, self-revision, and L2 acquisition through writing	English
	Mimi Li & Wei Zhu	Explaining dynamic interactions in wiki-based collaborative writing	English
	Chantelle Warner & Hsin-I Chen	Designing talk in social networks: What Facebook teaches about conversation	German and English
	Joshua J. Thoms & Frederick Poole	Investigating linguistic, literary, and social affordances of L2 collaborative reading	Spanish
	Ewa M. Golonka, Medha Tare, & Carrie Bonilla	Peer interaction in text chat: Qualitative analysis of chat transcripts	Russian*
	Yvette Coyle & Maria José Reverte Prieto	Children's interaction and lexical acquisition in text-based online chat	English
21(3)	Murad Abdu Saeed & Kamila Ghazali	Asynchronous group review of EFL writing: Interactions and text revisions	English
	Kathleen Bardovi-Harlig, Sabrina Mossman, & Yunwen Su	The effect of corpus-based instruction on pragmatic routines	English

Elena Cotos, Stephanie Link, & Sarah Huffman	Effects of DDL technology on genre learning	English
Gregory Hadley & Maggie Charles	Enhancing extensive reading with data-driven learning	English
Shuangling Li	Using corpora to develop learners' collocational competence	English
Sumi Han & Jeong-Ah Shin	Teaching Google search techniques in an L2 academic writing context	English
Katherine Ackerley	Effects of corpus-based instruction on phraseology in learner English	English
Agnieszka Leńko-Szymańska	Training teachers in data-driven learning: Tackling the challenge	English

*Note.* \*Less commonly taught languages

## Journal Outreach

*LLT* continues to do outreach within the L2 education community. Several of our board members have participated in community or scholarly events and have helped share research published in our journal with others. During 2017, Susana Sotillo visited the Pontificia Universidad Católica del Perú to meet with some of the professors there and discussed the journal while building relationships with the faculty at that institution. They expressed special interest in the use of technology for language and content learning. Similarly, Nina Vyatkina and Alex Boulton shared articles from their special issue on corpora and language learning at the CALICO, AILA, and AAAL conferences in the US and Brazil . We give heartfelt thanks to all of our board members for their service. We encourage everyone to share research published in *LLT* with the greater community and share their stories with us, so that we can include them in future reports.

## Future Initiatives

During our board meeting conducted in 2017, several ideas, issues, and concerns were brought before the *LLT* Editors in Chief. Action is being taken on several of these, and we hope to see the journal make small changes to better serve its readership. There has been a push for inclusion of research focused on less commonly taught languages, and that movement will continue to increase. Over the last year, we have begun assigning DOIs to all of our articles, making them easier to be found online. We are also updating our website over the next year to improve the visibility, image, and organization of *LLT*. Finally, we will be growing our presence on social media channels, providing opportunities for students and professionals to collaborate, give and receive feedback, and share their research with others. We also have several new timely and pertinent special issues planned, with more awaiting to be announced soon. These new initiatives should help *LLT* continue to grow and expand its influence in the upcoming years.

## Appendix A. Summary of Journal Statistics, 2017

Category	Measure	Total
Readership	<i>N</i> Subscriptions	—
	<i>N</i> New Subscriptions in 2015 (% Change)	—
Issues	<i>N</i> Issues Total	3
	<i>N</i> Special Issues	2
Articles	<i>N</i> Published	22
	<i>N</i> Submitted	211
	Acceptance Rate	10.4%
	<i>N</i> on Higher-Proficiency (3rd-Year +) Learners	10
	<i>N</i> on Heritage Learners	0
	<i>N</i> Addressing <a href="#">78 Priority Languages</a>	1
	<i>N</i> of Priority Languages Addressed	1
	<i>N</i> Columns	4
	<i>N</i> Book Reviews	7

## Appendix B. LLT Ranking and Classification

### ISI Journal Citation Reports® Ranking

Year	Impact Factor	5-Year	Linguistics	Education
2017	—	—	—	—
2016	2.29	3.31	8 out of 180	26 out of 235
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

### 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.”