



LLT Board Report

May 19th, 2011

STATE OF THE JOURNAL

Founded in 1997, LLT is currently in its fifteenth year of publication and its submissions and readership continue to grow. Current figures show our number of subscribers as 18,214, an increase of 18% since 2009. In 2010, LLT received 174 submissions. This is a 25% increase from 2009 (139 submissions). 2010 also saw a number of changes to the journal and its operations. These are detailed below.

1. Staffing

In June 2010, Sigrun Biesenbach-Lucas stepped down as Reviews Editor. Paige Ware (Southern Methodist University) joined us as the new Reviews Editor starting with our October 2010 regular issue. In 2011, Fernando Naiditch joined the journal as editor of the new Action Research column (debuting in June, 2011). Matthew Prior, Managing Editor, finished his term as Managing Editor in spring 2011 having completed his doctoral degree in the Department of Second Language Studies at the University of Hawai'i at Manoa. Daniel Jackson, a second year PhD candidate in the Department of Second Language Studies, joined LLT as incoming Managing Editor in January 2011. Irene Thompson, our Co-Editor-in-Chief, will step down in summer 2011 and Mark Warschauer, the journal founder, will join Dorothy Chun as journal Co-Editor.

Editors	Dorothy Chun, Irene Thompson
Associate Editors	Trude Heift, Carla Meskill
Book and Multimedia Review Editor	Paige Ware
Action Research Column Editor	Fernando Naiditch
Managing Editor	Daniel Jackson
Web Production Manager	Carol Wilson-Duffy

LLT currently has 20 editorial board members and 2 advisory board members (see <http://llt.msu.edu/intro.html>). Our advisory board members are Dick Schmidt, Director of the National Foreign Language Resource Center (NFLRC) at the University of Hawai'i, and Susan Gass, Director of the Center for Language Education and Research (CLEAR) at Michigan State University.

In 2010, we rotated our editorial board members. We thanked John Norris, Lourdes Ortega, Noriko Nagata, Michelle Knobel, and Joy Peyton for their years of service and welcomed Bryan Smith, Tracey Derwing, Claire Kennedy, Regine Hampel, and Lina Lee as incoming members.



Our current Editorial Board:

Sigrun Biesenbach-Lucas	Claire Kennedy	Bryan Smith
Klaus Brandl	Marcus Kötter	Patrick Snellings
Thierry Chanier	Marie-Noelle Lamy	Maggie Sokolik
Tracey Derwing	Lina Lee	Susana Sotillo
Robert Godwin-Jones	Meei-Ling Liaw	Mark Warschauer
Regine Hampel	Lara Lomicka	
Philip Hubbard	Jill Pellettieri	

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 *Sponsors*.

3. Website Update

The journal initiated a Website facelift (<http://llt.msu.edu/>) led by Irene Thompson. Debuting in October, 2010, the redesigned Website included a number of updates:

- Cleaner and friendlier user interface
- "What's new" announcement box
- "Recommend to a friend" feature
- "Make a contribution" button
- Call for papers link
- Ability to allow readers to download the entire issue as well as individual articles

We received many positive comments from our readership.

4. ScholarOne/Manuscript Central

In February 2010, the journal moved to an online content management system to manage our growing number of submissions. This is still a work in progress, but it has greatly eased the burden on the editorial staff by automating and streamlining the submission and review process. The new system also allows authors and editors to check on the status of manuscripts at any time, thus expediting the decision and production process.

5. Journal Outreach

As part of LLT's professional outreach and mentoring, our editors continue to represent the journal at national conferences such as CALICO (Computer Assisted Language Instruction Consortium), AAAL (American Association of Applied Linguists) and TESOL (Teachers of English to Speakers of Other Languages). The editors also conducted a one-day workshop at CALICO in 2009, 2010, and 2011 designed to familiarize novice and veteran researchers with the essentials of conducting and publishing CALL research. In particular, our CALICO workshops on research and publishing have been well attended. We have also made materials developed for the workshops available to scholars across the globe through the LLT Website (<http://llt.msu.edu/research/researchworkshop.pdf>).



6. New Action Research Column

In our October 2010 issue, we announced a new action research column, edited by Fernando Naiditch (Montclair State University). The new column will serve as a forum for researchers and practitioners to disseminate the results of their projects and to consider the pedagogical implications of their research.

7. Publication Schedule

We continue to alternate special issues and regular issues. Our “Back to Basics” series was completed in June 2010 with a special issue on technology and learning vocabulary. A complete publication schedule is planned through 2013. The latest addition to the schedule is a special issue on technology and less commonly taught languages to be edited by Irene Thompson. Although all upcoming issues of LLT are receiving adequate numbers of quality manuscripts, we are hoping to receive a larger percentage of reviewable contributions.

Publication Schedule 2009-2013

2009	13:1 February	<i>Special issue on Technology and Learning Grammar</i>	Trude Heift
	13:2 June	Regular issue	
	13:3 October	<i>Special issue on Technology and Learning Pronunciation</i>	Debra Hardison
2010	14:1 February	Regular issue	
	14:2 June	<i>Special issue on Technology and Learning Vocabulary</i>	Irene Thompson & LLT Editors
	14:3 October	Regular issue	
2011	15:1 February	<i>Special issue on Multilateral Online Exchanges</i>	Tim Lewis, Thierry Chanier, & Bonnie Youngs
	15:2 June	Regular issue	
	15:3 October	<i>Special issue on Learner Autonomy</i>	Hayo Reinders & Cynthia White
2012	16:1 Feb	Regular issue	
	16:2 June	<i>Special issue on Hegemonies in CALL</i>	Marie Noel Lamy & Mark Pegrum
	16:3 Oct	Regular Issue	
2013	17:1 Feb	<i>Special issue on Technology and Less Commonly Taught Languages</i>	Irene Thompson

We would like to encourage our board members to make suggestions on possible topics and volunteer to guest edit future special issues.

8. Subscriptions

The number of subscribers increased from 15,430 in 2009 to 18,214 in 2010, an 18% increase since 2009. While the number of subscribers who teach English, Spanish, and French still remain the highest overall, 2009 saw a continued increase in subscribers who teach Russian (+72%), German (+54%), Chinese (+44%), and other languages (+19%).

9. Readership

The extensive online report feature provided by our Web Production Editor, Carol Wilson-Duffy, continues to provide interesting information about the LLT Website. The most recent report is located at <http://llt.msu.edu/report2010/> and includes the overall yearly statistics as well as



detailed information on activity, access, visitors, and browsers. Reports for the two previous years can be found at <http://llt.msu.edu/report2009/> and <http://llt.msu.edu/report2008/>.

The journal also created a Google Analytics Web visit tracker. According to Google Analytics, the total number of visits in 2010 was 59,065. The top ten visitor countries are displayed below.

Country	# Visits (year)
1. US	19,207
2. UK	3,101
3. Taiwan	2,698
4. Canada	2,309
5. China	2,292
6. Japan	1,983
7. Australia	1,831
8. Spain	1,534
9. South Korea	1,319
10. Malaysia	1,227

Please keep in mind that this is not an accurate number of the total number of visits to all LLT pages, but it gives an idea of the general pattern of visits to the LLT Website. In order to have an accurate count, we would need to embed Google Analytics into each page for every issue.

10. Submissions and Acceptance Rate

The number of submissions increased from 139 in 2009 to 174 in 2010 (+25%). The acceptance rate for 2010 remained at a steady 5%. Most rejections were based on an internal (prescreening) review) by the editors. Principal reasons for rejection are (1) submission is inappropriate for LLT; (2) paper lacks a theoretical framework and in-depth literature review; (3) research suffers from methodological shortcomings and lacks appropriate statistics.

For the 10 articles published in 2010, the average time from submission to publication was 348 days. For the three submissions published in 2010 that were processed in Scholar One, the average was 153 days between submission and publication, perhaps suggesting a rise in productivity.

11. Book and Software Reviews

In 2010, we published 7 book reviews. Reviews are unsolicited and we are working to increase the number of reviews for non-ESL materials.

12. Commentaries

We published 3 invited commentaries in 2010, compared to none in 2009 and 2 in 2008:

- Issue 14:1. Mark Warschauer on *New Tools for Teaching Writing*
- Issue 14:2. Ron Martinez and Norbert Schmitt on *Vocabulary*
- Issue 14:3. Carol A. Chapelle on *Research and Practice: A Look at Issues in Technology for Second Language Learning*



13. Articles Published

Issue	Author(s)	Title	Languages
14:1 Feb. 2010	Kennedy & Miceli	Corpus-Assisted Creative Writing: Introducing Intermediate Italian Learners to a Corpus as a Reference Resource	Italian
	Liang	Using Synchronous Online Peer Response Groups in EFL Writing: Revision-Related Discourse	English
	Winke, Gass, & Sydorenko	The Effects of Captioning Videos Used for Foreign Language Listening Activities	Arabic*, Spanish, Chinese*, Russian*
14:2 June 2010	Chen & Baker	Lexical Bundles in L1 and L2 Academic Writing	English
	Sydorenko	Modality of Input and Vocabulary Acquisition	Russian*
	deHaan, Reed, & Kuwada	The Effect of Interactivity with a Music Video Game on Second Language Vocabulary Recall	English
	Stockwell	Using Mobile Phones for Vocabulary Activities: Examining the Effect of Platform	English
14:3 Oct. 2010	Park & Kinginger	Writing/Thinking in Real Time: Digital Video and Corpus Query Analysis	English
	Elola & Oskoz	Collaborative Writing: Fostering Foreign Language and Writing Conventions Development	Spanish
	Yanguas	Oral Computer-Mediated Interaction Between L2 Learners: It's About Time!	Spanish

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

14. Future initiatives

The journal editors are currently discussing plans to use social media to promote readership. This may include YouTube, Facebook, and Twitter.



15. Additional information

Additional sources of information on the journal’s status include: (a) published evaluations of scholarly activity in the field of computer-assisted language learning, (b) the journal’s Impact Factor, which is a measure of the number of citations divided by the number of citable items over a given period and (c) Impact Factor rankings by year.

In December 2009, *The Modern Language Journal* published an article by Bryan Smith and Barbara A. Lafford which surveyed expert researchers in language education and technology. These experts ranked *Language Learning & Technology* highest in quality in a list of 19 academic journals. LLT was also ranked first in terms of these scholars’ preferences for publishing their own research and in having benefit for tenure/promotion.

LLT has also received strong ratings through Journal Citation Reports®, published by Thomson Reuters. In 2009, which was the most recent year reported, the journal’s Impact Factor was 2.531 and its 5-year Impact Factor was 3.575. This shows an increase from the Impact Factor reported for 2008, which was 1.7. The 5-year Impact Factor in 2008 was 2.067.

Finally, LLT stood out in the yearly Impact Factors rankings for 2009. The journal ranked 3rd out of 139 journals in Education and Educational research. It also held 3rd place among 93 journals in the Linguistics category.

16. Appendix: Summary of Journal statistics

Category	Measure	Total
Readership	N subscriptions	18,214
	N new subscriptions in 2010 (% increase)	2,784 (18%)
	N visits	59,065
Issues	N issues total	3
	N special issues	1
	N issues on priority areas	0
Articles	N published	10
	N submitted	174 (+25%)
	Acceptance rate	5%
	N articles on advanced proficiency learners	0
	N articles on heritage learners	0
	N articles addressing 79 priority languages	2
	N book and software reviews	7
N other pieces	3 commentaries	