



***LLT* Annual Report, 2018**

January 1, 2019

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. Over the last year, *LLT* has continued to increase the diversity of its readership. In 2018, more than 90% of our readership came from outside the US. Our rankings continue to improve as well, with 2018 marking the first time that *LLT* broke the top 10 publications in the field of educational technology, as ranked by [Google Scholar](#). Looking forward to the future, *LLT* will undergo 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, and Cynthia White remain on the staff as Associate Editors. Glenn Stockwell has rotated back to the editorial board, and Hayo Reinders has taken his place as an Associate Editor. 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. Daniel Lin, from the University of Hawai'i served as the Web Production Editor over the last year as *LLT* transitioned fully into its new web platform. Yining Zhang served as the Social Media Director in 2018, maintaining *LLT*'s Facebook and Twitter accounts. This was her last year, as she graduated with her PhD and started a new position at Tsinghua University in China. A new Social Media Director will be working with *LLT* in 2019.

Editors in Chief: Dorothy Chun and Trude Heift

Associate Editors: Philip Hubbard, Rick Kern, Meei-Ling Liaw,
Lara Lomicka-Anderson, Hayo Reinders,
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: Daniel Lin

Social Media Director: Yining Zhang

Editorial Board

Nike Arnold	Christoph Hafner	Jonathon Reinhardt
Robert Blake	Regine Hampel	Shannon Sauro
Alex Boulton	Debra Hardison	Bryan Smith
Jack Burston	Rodney Jones	Susana Sotillo
Alice Chik	Claire Kennedy	Glenn Stockwell
Scott Crossley	Yu-Ju Lan	Julie Sykes
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Robert Godwin-Jones	Mike Levy	Paige Ware
Marta González-Lloret	Mimi Li	Bonnie Youngs
Muriel Grosbois	Chin-Hsi Lin	Binbin Zheng

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 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. Julio Rodríguez, Susan Gass, and Mark Warschauer constituted the Advisory Board of *LLT*. Beginning next year, the Center for Open Educational Resources & Language Learning (COERLL) will join in the sponsorship of *LLT*. CORELL’s director, Carl Blyth, will also join the advisory committee.

Website Updates

On February 1, 2018, we Rolled over to a new website platform. The new site was created in collaboration with the Editors in Chief and staff at the University of Hawai‘i at Mānoa. We offer a sincere thank you to the NFLRC for creating the new website and to CLEAR for assisting with the transfer of the content. The new site has been receiving continual updates throughout the year. We thank those board members who have shared feedback on how we can improve the site and invite everyone to continue to do so. We always appreciate suggestions on how we can improve. Lastly, we have included a list of our [2018 reviewers](#) to acknowledge their service to our journal, for which we are also very grateful.

Publication Schedule 2018–2021

We continue to alternate special issues and regular issues with three issues published annually. A complete publication schedule has been planned through 2021 and is available below. In 2018, there was one special issues: 22(1) *Qualitative Research in CALL*, edited by Mike Levy and Paul Moore. 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* edited by Carl Blyth and Julie Sykes that will appear in the June 2020 issue. There are two special issues slated for 2021. The first will be 25(1) *Big Data in Language Education and Research*, edited by Hayo Reinders and Yu-Ju Lan. The second has yet to be decided, but it will be announced in the October 2019 issue of *LLT*.

Year	Issue	Type	Guest Editors
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	
2021	25(1) Feb	<i>Special Issue on Big Data in Language Education and Research</i>	Hayo Reinders & Yu-Ju Lan
	25(2) Jun	Regular Issue	
	25(3) Oct	<i>Special Issue</i>	

Subscriptions and Readership

2018	Count	% change	2016	Count	% change	2016	Count	% change
Subscriptions	9,501	N/A	Subscriptions	N/A	N/A	Subscriptions	24,114	9.64
Visitors by country			Visitors by country			Visitors by country		
1. US	59,581	N/A	1. US	330,130	0.23	1. US	329,381	-0.64
2. UK	16,299	N/A	2. China	263,168	80.44	2. China	145,844	2.73
3. China	14,523	N/A	3. Russia	49,190	91.43	3. Brazil	69,263	10.12
4. Indonesia	14,133	N/A	4. Philippines	42,958	-8.97	4. UK	49,558	1.59
5. Philippines	10,492	N/A	5. UK	42,738	-13.76	5. Philippines	47,192	13.00
6. Taiwan	8,589	N/A	6. Brazil	42,100	-39.22	6. Germany	37,633	0.47
7. Australia	8,102	N/A	7. India	41,936	13.84	7. India	36,839	14.94
8. Canada	7,829	N/A	8. Germany	39,056	3.78	8. Canada	32,038	22.03
9. Malaysia	7,298	N/A	9. France	37,001	22.59	9. France	30,182	8.39
10. Germany	7,023	N/A	10. Canada	29,280	-8.61	10. Russia	25,696	34.39

Information tracking the number of subscriptions and the top visitor countries from 2016 to 2018 is presented above. As *LLT* moved to a new online platform during 2018, our method of tracking readership changed, helping us better track individual human visitors and aiding us in avoiding bots or other non-human site visitors that can inflate statistics. 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. Indonesia broke into the top four countries for the first time in 2018. As the readership data are not directly comparable across years, we cannot draw many conclusions yet, but we anticipate that we will continue to see a growth in readership over the next years as the new site becomes more familiar and accessible to our readers.

Submissions and Acceptance Rate

In 2018, *LLT* saw a significant increase in the number of total submissions. There were 264 articles submitted during the year. *LLT* had 211 total manuscripts submitted in 2017 and 220 in 2016. Of the 211 submissions received last year, 64 were sent for external review, compared to 54 of 211 submissions in

2017. 22 articles were accepted for publication in 2018, yielding a 8.3% acceptance rate.

Columns

Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones continues to be a mainstay of *LLT*. In 2018, *LLT* published the following three Emerging Technologies Column articles:

Issue	Author(s)	Title
22(1)	Robert Godwin-Jones	Second language writing online: An update
22(2)	Robert Godwin-Jones	Chasing the butterfly effect: Informal language learning online as a complex system
22(3)	Robert Godwin-Jones	Contextualized vocabulary learning

Language Teaching and Technology Forum

Over the last two years, *LLT* has published a column titled the Language Teaching and Technology Forum. It has been 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 2018, we published the following four forum articles:

Issue	Author(s)	Title	Languages
22(1)	Jia Yang, Chengxu Yin, & Wei Wang	Flipping the classroom in teaching Chinese as a foreign language	Mandarin Chinese*
	Jinrong Li & Mimi Li	Turnitin and peer review in ESL academic writing classrooms	English
	Se Jeong Yang	Language learners' perceptions of having two interactional contexts in eTandem	English, Korean*
22(3)	Jian Liao & Xiaofei Lu	Exploring the affordances of telepresence robots in foreign language learning	English

Note. *Less commonly taught languages

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 in 2018, as follows:

Issue	Author(s)	Title
22(2)	Mike Levy & Paul J. Moore	Qualitative research in CALL

Book Reviews

Reviews for *LLT* are solicited. Over the last three years, there has been a movement to increase the number of reviews for materials for languages other than English. Under the outstanding supervision of Jon Reinhardt, *LLT* published nine book reviews in 2018. Jon Reinhardt took over as the Reviews Editor starting in 2016, and he will continue throughout the year of 2019.

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 603 pages in Volume 22.

Year	Issue	Articles	Pages*	Year	Issue	Articles	Pages*
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
	Total:	12	409		Total:	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
	Total:	11	380		Total:	24	624
2013	17(1)–SI	4	145	2017	21(1)–SI	6	188
	17(2)	9	239		21(2)	9	227
	17(3)–SI	6	226		21(3)–SI	7	244
	Total:	19	611		Total:	22	659
2014	18(1)	6	183	2018	22(1)	9	255
	18(2)–SI	4	175		22(2)–SI	5	135
	18(3)	9	255		22(3)	8	213
	Total:	19	613		Total:	22	603

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

Overview of Issues

The February, June, and October 2018 issues included nine, five, and eight feature articles, respectively. The average pages per issue during the last year was 201. 2016 provided a notable increase to this average, as there was only one special issue and it was larger than other special issues. Over the last six years, *LLT* has shown that it can maintain this length of volumes. As of the date of this report, *LLT* has accepted all the articles it will publish through October of 2019. The February 2020 regular issue is already at half capacity.

Feature Articles

The following 22 feature articles were published during 2017:

Issue	Author(s)	Title	Languages
22(1)	Manman Qian, Evgeny Chukharev-Hudilainen, & John Levis	A system for adaptive high-variability segmental perceptual training: Implementation, effectiveness, transfer	English
	Yau Wai Lam, Khe Foon Hew, & Kin Fung Chiu	Improving argumentative writing: Effects of a blended learning approach and gamification	English
	Dawn Bikowski & J. Elliott Casal	Interactive digital textbooks and engagement: A learning strategies framework	English

	Avizia Y. Long, Sun-Young Shin, Kimberly Geeslin, & Erik W. Willis	Does the test work? Evaluating a web-based language placement test	Spanish
	H. Müge Satar & Sumru Akcan	Pre-service EFL teachers' online participation, interaction, and social presence	English
	Melinda Dooly	"I do which the question": Students' innovative use of technology resources in the language classroom	English
	Marianna Ryshina-Pankova	Discourse moves and intercultural communicative competence in telecollaborative chats	German
	Derya Kulavuz-Onal & Camilla Vásquez	"Thanks, shokran, gracias": Translingual practices in a Facebook group	English, Arabic*, Spanish
22(2) SI	Hui-Chin Yeh	Exploring the perceived benefits of the process of multimodal video making in developing multiliteracies	English
	Yuping Wang & Grace Yue Qi	Mastery-based language learning outside class: Learning support in flipped classrooms	Mandarin Chinese*
	Zhiwei Wu	Positioning (mis)aligned: The (un)making of intercultural asynchronous computer-mediated communication	English
	Ufuk Balaman	Task-induced development of hinting behaviors in online task-oriented L2 interaction	English
	Monica Ward	Qualitative research in less commonly taught and endangered language CALL	Finnish*, Runyakitara*, Ojibwe*, Ndjbbana*
22(3)	Stéphanie Roussel & Jean-Philippe Galan	Can clicker use support learning in a dual-focused second language German course?	German
	Inigo Yanguas & Tyler Bergin	Focus on form in task-based L2 oral computer-mediated communication	Spanish
	Daniel R. Isbell	Online informal language learning: Insights from a Korean learning community	Korean*
	Hsiu-Chen Hsu & Yun-Fang Lo	Using wiki-mediated collaboration to foster L2 writing performance	English
	Henriette L. Arndt & Robert Woore	Vocabulary learning from watching YouTube videos and reading blog posts	English
	Joshua Matthews & Ingrid Wijeyewardene	Exploring relationships between automated and human evaluations of L2 texts	English
	Jennica Grimshaw & Walcir Cardoso	Activate space rats! Fluency development in a mobile game-assisted environment	English
	Christine Giguère & Susan Parks	Child-to-child interaction and corrective feedback during eTandem ESL–FSL chat exchanges	English, French

Nicole Ziegler	Pre-task planning in L2 text-chat: Examining learners' process and performance	English
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Note. *Less commonly taught languages

Journal Outreach

LLT continues to do outreach within the L2 education community. 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 2018, 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. We have now fully adopted the use of DOIs with all of our articles, making them easier to find online. Our new website is aimed at improving the visibility, image, and organization of *LLT*. We also have several new timely and pertinent special issues planned, with another one awaiting to be announced soon. Next year, we will be switching to an improved and tailored manuscript management system with the hope of keeping better track of authors, submissions, and reviewers. 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	1
Articles	<i>N</i> Published	22
	<i>N</i> Submitted	264
	Acceptance Rate	8.3%
	<i>N</i> on Heritage Learners	1
	<i>N</i> Addressing 78 Priority Languages	3
	<i>N</i> of Priority Languages Addressed	3
	<i>N</i> Column Publications	7
	<i>N</i> Book Reviews	9

Appendix B. LLT Ranking and Classification

ISI Journal Citation Reports® Ranking

Year	Impact Factor	5-Year	Linguistics	Education
2018	—	—	—	—
2017	2.11	3.01	14 out of 181	47 out of 238
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.”

List of 78 Priority Languages

The following is a list of the 78 priority languages selected from the U.S. Department of Education's list of less commonly taught languages. The list includes the following: Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanakan (Bamana, Bambara, Mandikan, Mandigo, Maninka, and Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.