



## LLT Annual Report, 2019

April 2020

### State of the Journal: An Overview

Founded in 1997, *LLT* is currently in its 23rd year of publication and the journal's editorial staff and audience continue to grow. In all, there were 9,601 subscribers, 155 of which were new in 2019. Our [rankings](#) continue to improve as well. In 2019, *LLT* remained in the top 10 publications in the field of educational technology, as ranked by [Google Scholar](#), and our Journal Citation Reports impact factor increased from 2.11 in 2017 to 2.57 in 2018. 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 remained on the staff as Associate Editors. Glenn Stockwell has rotated back to the editorial board. 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. Due to increased numbers of submissions, we will add some associate editors in the coming year and will also make some replacements. Ivan Banov remained as the Managing Editor through September 2019, when Susanne DeVore took over. Daniel Lin, from the University of Hawai'i, served as the Web Production Editor for the first part of 2019 until Khiet Chau took over for him in the Fall 2019 semester. Both helped *LLT* transition fully into its new web platform. Yining Zhang served as the Social Media Director in 2019, 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. Bei Yang of Sun Yat-sen University will serve as Social Media Director in 2020.

---

<b>Editors in Chief:</b>	Dorothy Chun and Trude Heift
<b>Associate Editors:</b>	Philip Hubbard, Rick Kern, Meei-Ling Liaw, Lara Lomicka-Anderson, and 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/Susanne DeVore
<b>Web Production Editor:</b>	Daniel Lin/Khiet Chau
<b>Social Media Director:</b>	Yining Zhang

---

## Editorial Board

---

<b>Nike Arnold</b>	<b>Christoph Hafner</b>	<b>Shannon Sauro</b>
<b>Robert Blake</b>	<b>Regine Hampel</b>	<b>Bryan Smith</b>
<b>Alex Boulton</b>	<b>Debra Hardison</b>	<b>Susana Sotillo</b>
<b>Jack Burston</b>	<b>Rodney Jones</b>	<b>Glenn Stockwell</b>
<b>Alice Chik</b>	<b>Claire Kennedy</b>	<b>Julie Sykes</b>
<b>Scott Crossley</b>	<b>Yu-Ju Lan</b>	<b>Pavel Trofimovich</b>
<b>Tracey Derwing</b>	<b>Jenifer Larson-Hall</b>	<b>Nina Vyatkina</b>
<b>Lara Ducate</b>	<b>Joshua Lawrence</b>	<b>Paige Ware</b>
<b>Robert Godwin-Jones</b>	<b>Mike Levy</b>	<b>Bonnie Youngs</b>
<b>Marta González-Lloret</b>	<b>Mimi Li</b>	<b>Binbin Zheng</b>
<b>Muriel Grosbois</b>	<b>Chin-Hsi Lin</b>	

---

## 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 Open Educational Resources & Language Learning (COERLL) at the University of Texas at Austin are *LLT*'s primary funders and sponsors. Julio Rodríguez serves as the Director of both the NFLRC and the CLT and Carl Blyth is the Director of COERLL. Julio Rodríguez, Susan Gass, Carl Blyth, and Mark Warschauer constituted the Advisory Board of *LLT*.

We would also like to acknowledge the reviewers who served during 2019. We also very grateful for their contributions to the journal.

Dr. Lee B. Abraham	Dr. Luis Cerezo	Dr. Luana Ferreira Lopes	Dr. Markus Kotter
Dr. Zsuzsanna Abrams	Dr. Angela Chambers	Silva	Dr. Dennis Koyama
Dr. Ali Farhan AbuSeileek	Ms. Aichia Chang	Dr. Lionel Fontan	Mr. Jeff Kuhn
Ms. Katherine Ackerley	Dr. Cheryl Wei-yu Chen	Dr. Mark R. Freiermuth	Dr. Yuri Kumagai
Dr. Yuka Akiyama	Dr. Hsin-I Chen	Dr. Carolin Fuchs	Dr. Malgorzata Kurek
Dr. Minoo Alemi	Prof. Howard Chen	Dr. Robert Godwin-Jones	Mr. Kristopher Kyle
Dr. David Allen	Dr. Alice Chik	Prof. Senta Goertler	Dr. Mingyue Li
Dr. Heather Allen	Ms. Jennifer Claro	Dr. Marta González-Lloret	Dr. Chun Lai
Dr. Rachel Allen	Prof. Andrew Cohen	Dr. Paul Andrew Gruba	Dr. Yu-Ju Lan
Dr. Yousif Alshumaimeri	Dr. Cathy Cohen	Dr. Ricardo Gutierrez-	Ms. Jinyoung Lee
Dr. Kelly Christine Arispe	Ms. Tina Čok	Osuna	Dr. Sangmin Michelle Lee
Prof. Nike Arnold	Dr. "Jillian" Conry	Prof. Regine Hampel	Dr. Xiao Lei
Dr. Vahid Aryadoust	Mr. Frederik Cornillie	Prof. Debra Hardison	Dr. Agnieszka Lenko-
Dr. Laura Ballard	Dr. Beatriz Cortina-Pérez	Dr. Mohammad	Szymanska
Prof. Kathleen Bardovi-	Dr. Elena Cotos	Hassanzadeh	Dr. Aubrey Neil Leveridge
Harlig	Dr. D. Joseph Cunningham	Mr. Dmetri Hayes	Dr. John Levis
Prof. Aaron Olaf Batty	Dr. Amanda Dalola	Prof. Emily Hellmich	Dr. Tim Lewis
Dr. Dawn Bikowski	Dr. Danping Danping Wang	Prof. Francesca Helm	Dr. Mimi Li
Dr. Robert Blake	Dr. Mark Darhower	Prof. Alan Hirvela	Dr. Shuangling Li
Dr. Rocío Blasco García	Dr. Nina Daskalovska	Dr. Hsin-chou Huang	Mr. Jian Liao
Dr. Joel Bloch	Dr. Robert Davis	Mr. Daniel Richard Isbell	Dr. Meei-Ling Liaw
Dr. Celina Bortolotto	Dr. Tracey M. Derwing	Dr. Min Jung Jee	Prof. Huifen Lin
Prof. Alex Boulton	Dr. Melinda Dooly	Dr. Song Jiang	Dr. Stephanie Link
Dr. Linda Bradley	Dr. Stayc DuBravac	Dr. Li Jin	Dr. Hsien-Chin Liou
Dr. Dan Brown	Dr. Beatrice Dupuy	Ms. Marlene Johnshoy	Dr. Dilin Liu
Dr. Alberto Bruzos Moro	Mr. Masaki Eguchi	Dr. Mark Kaiser	Prof. Pei-Lin Liu
Dr. Jack Lester Burston	Dr. Deniz Erguvan	Dr. Richard Kern	Ms. Qian Liu
Dr. Silvia Canto	Dr. Zohreh Eslami	Dr. Greg Kessler	Dr. Barbara Loranc-Paszylk
Mr. J. Elliott Casal		Dr. Minkyung Kim	Dr. Gillian Lord

Dr. Eva Maria Luef	Dr. Susan Parks	Dr. Simon Smith	Dr. Lara Wallace
Dr. Paul Lyddon	Dr. Jill Pellettieri	Mr. Bruce Solomon	Dr. Shudong Wang
Dr. Beatriz Martin	Dr. Luke Plonsky	Miss Sinem Sonaat	Dr. Yanlin Wang
Marchante	Mr. Frederick Poole	Prof. Susana Sotillo	Prof. Yuping Wang
Dr. Ines Aileen Martin	Dr. Grace Yue Qi	Dr. Elana Spector-Cohen	Dr. Ian Walkinshaw
Dr. Muqing Ma	Dr. Nasrin Ramezanali	Dr. Glenn Stockwell	Prof. Paige Ware
Mr. Patrick Mannion	Dr. Hayo Reinders	Dr. Sei Sumi	Dr. Mark Warschauer
Dr. Owen McGrath	Dr. Jonathon Reinhardt	Ms. Yanyan Sun	Dr. Yukiko Watanabe
Prof. Stuart McLean	Dr. Mehdi Riazi	Dr. Yu-Chih Sun	Miss Rebecca White
Dr. Giulia Messina	Mr. Paul Richards	Dr. Pia Sundqvist	Dr. Shona Whyte
Dahlberg	Dr. Anne Rimrott	Prof. Tetyana Sydorenko	Dr. Lawrence Williams
Ms. Kathleen Mitchell	Prof. Tom Robb	Dr. Julie Sykes	Prof. Paula Winke
Dr. Mohammed Ali Mohsen	Dr. Michael P.H. Rodgers	Dr. Naoko Taguchi	Dr. Jonathan Wigglesworth
Dr. Katia Regina Monteiro	Dr. Julio C. Rodriguez	Mr. Chiachieh Tang	Dr. Senem Yildiz
Dr. Nina Moreno	Dr. Jekaterina Rogaten	Dr. Joshua Thoms	Prof. Jie Chi Yang
Dr. Klaus Mundt	Dr. Marianna V Ryshina-	Prof. Ron Thomson	Dr. Se Jeong Yang
Dr. Kathryn Annette	Pankova	Dr. Constanza Tolosa	Dr. Yu-Feng (Diana) Yang
Murphy-Judy	Dr. Joséphine Rémon	Dr. Sheng-Shiang Tseng	Dr. Inigo Yanguas
Dr. Lindsay Myers	Dr. H. Muge Satar	Prof. Vincenza Tudini	Dr. Ellen Yeh
Prof. Jean-Paul Narcy-	Dr. Shannon Sauro	Dr. Per Urlaub	Mr. Peng Yin
Combes	Miss Olga Savchenko	Dr. Rémi Adam van	Dr. Makoto Yoshii
Mr. Long Van Nguyen	Dr. Theresa Schenker	Compernelle	Dr. Bonnie Lynne Youngs
Ms. Phuong Nguyen	Dr. Kyle W Scholz	Miss Katia Vanderbilt	Dr. Qi Zhang
Dr. Ana Nino	Dr. Olcay Sert	Dr. Robert Vanderplank	Dr. Binbin Zheng
Mr. Adam Nunes	Dr. Karim Shabani	Dr. Erik Voss	Dr. Nicole Ziegler
Dr. Robert O'Dowd	Prof. Gillian Skyrme	Dr. Nina Vyatkina	
Dr. Kate Paesani	Dr. Bryan Smith	Dr. Ute Walker	

## Publication Schedule 2019–2021

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 2019, there were two special issues: 23(1) *CALL in the Digital Wilds*, edited by Shannon Sauro and Katerina Zourou and 23(3) *New Developments in Virtual Exchange in Foreign Language Education*, edited by Robert O'Dowd and Breffni O'Rourke. In the 2020 calendar year, there will be one more special issue: 24(2) *L2 Pragmatics* edited by Carl Blyth and Julie Sykes. 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 will be 25(3) *25 Years of Emerging Technology in CALL*, edited by Robert Godwin-Jones, Ana Oskoz, and Jonathon Reinhardt.

Year	Issue	Type	Guest Editors
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	Carl Blyth & Julie Sykes
	24(2) June	<i>Special Issue on L2 Pragmatics</i>	
	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	Robert Godwin-Jones, Ana Oskoz, and Jonathon Reinhardt
	25(3) Oct	<i>Special Issue on 25 Years of Emerging Tech</i>	
2022	26(1) Feb	Regular Issue	TBD
	26(2) Jun	<i>Special Issue</i>	
	26(3) Oct	Regular Issue	

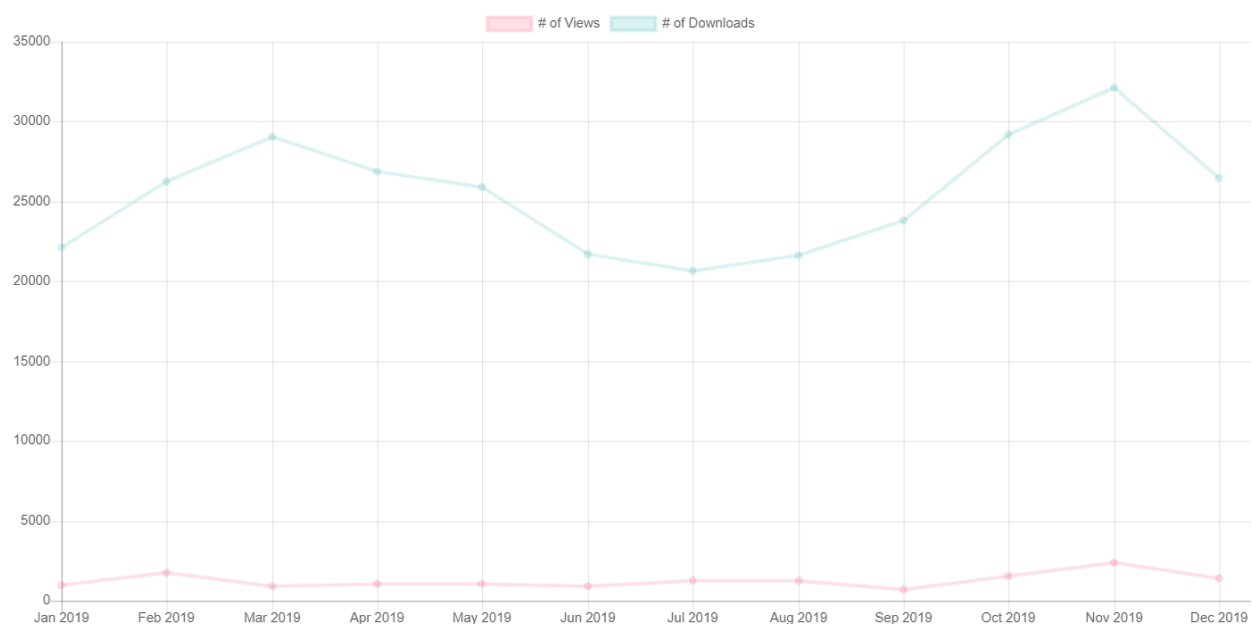
## Subscriptions and Readership

In 2019, *LLT* changed from using an internal subscription system to a Listserv to manage subscriptions. Previously, data by country was available and is provided below.

2018	Count	% change	2017	Count	% change	2016	Count	% change
<b>Subscriptions</b>	<b>9,501</b>	<b>N/A</b>	<b>Subscriptions</b>	<b>N/A</b>	<b>N/A</b>	<b>Subscriptions</b>	<b>24,114</b>	<b>9.64</b>
<b>Visitors by country</b>			<b>Visitors by country</b>			<b>Visitors by country</b>		
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

The new subscription system does not keep track of subscriptions by country; however, ScholarSpace provides statistics about readership by country (not limited to subscriptions). This information is provided below.

Total readership during 2019 by month.



### Readership by country

Country	Readership
United States	68712
China	20379
United Kingdom	18094
Indonesia	16029
Philippines	11474
Taiwan	9626
Australia	9573
Canada	8905
Iran	7773

## Most-read articles:

Item	Downloads
Godwin-Jones, R. (2011). Mobile apps for language learning. <i>Language Learning &amp; Technology</i> , 15(2), 2–11. <a href="http://dx.doi.org/10125/44244">http://dx.doi.org/10125/44244</a>	8,586
Baralt, M., & Morcillo Gómez, J. (2017). Task-based language teaching online: A guide for teachers. <i>Language Learning &amp; Technology</i> , 21(3), 28–43. Retrieved from <a href="http://llt.msu.edu/issues/october2017/baraltmorcilogomez.pdf">http://llt.msu.edu/issues/october2017/baraltmorcilogomez.pdf</a>	4,063
Arndt, H. L., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. <i>Language Learning &amp; Technology</i> , 22(1), 124–142. <a href="https://doi.org/10125/44660">https://doi.org/10125/44660</a>	3,457
Godwin-Jones, R. (2017). Smartphones and language learning. <i>Language Learning &amp; Technology</i> , 21(2), 3–17. <a href="https://dx.doi.org/10125/44607">https://dx.doi.org/10125/44607</a>	2,879
Lam, Y. W., Hew, K. F., & Chiu, K. F. (2017). Improving argumentative writing: Effects of a blended learning approach and gamification. <i>Language Learning &amp; Technology</i> , 22(1), 97–118. <a href="https://dx.doi.org/10125/44583">https://dx.doi.org/10125/44583</a>	2,752
Godwin-Jones, R. (2019). Riding the digital wilds: Learner autonomy and informal language learning. <i>Language Learning &amp; Technology</i> , 23(1), 8–25. <a href="https://doi.org/10125/44667">https://doi.org/10125/44667</a>	2,511
Vazquez-Calvo, B., Zhang, L. T., Pascual, M., & Cassany, D. (2019). Fan translation of games, anime, and fanfiction. <i>Language Learning &amp; Technology</i> , 23(1), 49–71. <a href="https://doi.org/10125/44672">https://doi.org/10125/44672</a>	2,485
Ho, Yong. (2006). Review of Beginner's Chinese with Two Audio CDs; Intermediate chinese with Two Audio CDs. <i>Language Learning &amp; Technology</i> , (10)2, 29–34. <a href="http://dx.doi.org/10125/44059">http://dx.doi.org/10125/44059</a>	2,457
deHaan, J., Reed, W. Michael & Kuwanda, K. (2010). The effect of interactivity with a music video game on second language vocabulary recall. <i>Language Learning &amp; Technology</i> , (14)2, 74–94. <a href="http://dx.doi.org/10125/44215">http://dx.doi.org/10125/44215</a>	2,431

## Submissions and Acceptance Rate

In 2019, *LLT* saw a significant increase in the number of submissions to the journal. In 2019, 57% of articles were selected for external review, compared with 59% in 2018. The total acceptance rate was 6.5%.

## Columns

### Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones continues to be a mainstay of *LLT*. In 2019, *LLT* published the following Emerging Technologies Column articles:

Issue	Author(s)	Title
23(1)	Robert Godwin-Jones	Riding the digital wilds: Learner autonomy and informal language learning
23(3)	Robert Godwin-Jones	Telecollaboration as an approach to developing intercultural communication competence

### Language Teaching and Technology Forum

Since 2016, *LLT* has published a column titled the Language Teaching and Technology Forum, 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 2019, we published the following forum articles:

Issue	Author(s)	Title	Languages
23(1)	David Kent	Technique efficacy when using a student response system in the	English

		reading classroom	
23(2)	Jim Ranalli, Hui-Hsien Feng, & Evgeny Chukharev-Hudilainen	The affordances of process-tracing technologies for supporting L2 writing instruction	English
23(3)	Yiting Han	Exploring multimedia, mobile learning, and place-based learning in linguacultural education	Mandarin Chinese*

*Note.* \*Less commonly taught languages

## Commentaries and Tributes

In keeping with the practice of including commentaries from the guest editors of special issues, *LLT* published the following commentaries in 2019, as follows:

Issue	Author(s)	Title
23(1)	Shannon Sauro; Katerina Zourou	What are the digital wilds?
23(3)	Robert O'Dowd; Breffni O'Rourke	New developments in virtual exchange in foreign language education

## 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 eight book reviews in 2019. Jon Reinhardt took over as the Reviews Editor starting in 2016, and continued in this role in 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. Volume and article numbers have been fairly steady since that time. Details are provided in the table below.

Year	Issue	Articles	Pages*
2011	15(1)–SI	5	170
	15(2)	3	108
	15(3)–SI	4	131
	<b>Total:</b>	12	409
2012	16(1)	4	130
	16(2)–SI	4	129
	16(3)	3	121
	<b>Total:</b>	11	380
2013	17(1)–SI	4	145
	17(2)	9	239
	17(3)–SI	6	226
	<b>Total:</b>	19	611
2014	18(1)	6	183
	18(2)–SI	4	175
	18(3)	9	255
	<b>Total:</b>	19	613

<b>2015</b>	19(1)-SI	7	200
	19(2)	8	218
	19(3)-SI	4	140
	<b>Total:</b>	19	558
<b>2016</b>	20(1)	8	232
	20(2)-SI	8	192
	20(3)	8	200
	<b>Total:</b>	24	624
<b>2017</b>	21(1)-SI	6	188
	21(2)	9	227
	21(3)-SI	7	244
	<b>Total:</b>	22	659
<b>2018</b>	22(1)	9	255
	22(2)-SI	5	135
	22(3)	8	213
	<b>Total:</b>	22	603
<b>2019</b>	23(1)-SI	5	144
	23(2)	7	158
	23(3)-SI	7	198
	<b>Total:</b>	19	500

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

## Overview of Issues

The February, June, and October 2019 issues included five, seven, and seven feature articles, respectively. The average pages per issue during the last year was 166. Over the last six years, *LLT* has shown that it can maintain this length of volumes.

## Feature Articles

The following 19 feature articles were published during 2019:

Issue	Citation	Languages
23(1)	Vazquez-Calvo, B., Zhang, L. T., Pascual, M., & Cassany, D. (2019). Fan translation of games, anime, and fanfiction. <i>Language Learning &amp; Technology</i> , 23(1), 49–71. <a href="https://doi.org/10.125/44672">https://doi.org/10.125/44672</a>	Catalan, English, Japanese*, Spanish
	Hannibal Jensen, S. (2019). Language learning in the wild: A young user perspective. <i>Language Learning &amp; Technology</i> , 23(1), 72–86. <a href="https://doi.org/10.125/44673">https://doi.org/10.125/44673</a>	English
	Sundqvist, P. (2019). Commercial-off-the-shelf games in the digital wild and L2 learner vocabulary. <i>Language Learning &amp; Technology</i> , 23(1), 87–113. <a href="https://doi.org/10.125/44674">https://doi.org/10.125/44674</a>	English
	Lee, J. S. (2019). Quantity and diversity of informal digital learning of English. <i>Language Learning &amp; Technology</i> , 23(1), 114–126. <a href="https://doi.org/10.125/44675">https://doi.org/10.125/44675</a>	English
	Shafirova, L., & Cassany, D. (2019). Bronies learning English in the digital wild. <i>Language Learning &amp; Technology</i> , 23(1), 127–144. <a href="https://doi.org/10.125/44676">https://doi.org/10.125/44676</a>	English
23(2)	Abrams, Zs. I. (2019). Collaborative writing and text quality in Google Docs. <i>Language Learning &amp; Technology</i> , 23(2), 22–42. <a href="https://doi.org/10.125/44681">https://doi.org/10.125/44681</a>	German

	Li, J., & Cummins, J. (2019). Effect of using texting on vocabulary instruction for English learners. <i>Language Learning &amp; Technology</i> , 23(2), 43–64. <a href="https://doi.org/10125/44682">https://doi.org/10125/44682</a>	English
	Gao, J., & Ma, S. (2019). The effect of two forms of computer-automated metalinguistic corrective feedback. <i>Language Learning &amp; Technology</i> , 23(2), 65–83. <a href="https://doi.org/10125/44683">https://doi.org/10125/44683</a>	English
	Gass, S., Winke, P., Isbell, D. R., & Ahn, J. (2019). How captions help people learn languages: A working-memory, eye-tracking study. <i>Language Learning &amp; Technology</i> , 23(2), 84–104. <a href="https://doi.org/10125/44684">https://doi.org/10125/44684</a>	Spanish, English
	Ramezanali, N., & Faez, F. (2019). Vocabulary learning and retention through multimedia glossing. <i>Language Learning &amp; Technology</i> , 23(2), 105–124. <a href="https://doi.org/10125/44685">https://doi.org/10125/44685</a>	English
	Lan, Y. J., Lyu, B.-N., & Chin, C. K. (2019). Does a 3D immersive experience enhance Mandarin writing by CSL students? <i>Language Learning &amp; Technology</i> , 23(2), 125–144. <a href="https://doi.org/10125/44686">https://doi.org/10125/44686</a>	Mandarin*
	Tseng, S.-S., & Yeh, H.-C. (2019). The impact of video and written feedback on student preferences of English speaking practice. <i>Language Learning &amp; Technology</i> , 23(2), 145–158. <a href="https://doi.org/10125/44687">https://doi.org/10125/44687</a>	English
23(3)	Kurek, M., & Müller-Hartmann, A. (2019). The formative role of teaching presence in blended Virtual Exchange. <i>Language Learning &amp; Technology</i> , 23(3), 52–73. <a href="http://hdl.handle.net/10125/44696">http://hdl.handle.net/10125/44696</a>	English
	Fuchs, C. (2019). Critical incidents and cultures-of-use in a Hong Kong–Germany telecollaboration. <i>Language Learning &amp; Technology</i> , 23(3), 74–97. <a href="http://hdl.handle.net/10125/44697">http://hdl.handle.net/10125/44697</a>	English
	Grau, M. K., & Turula, A. (2019). Experiential learning of telecollaborative competences in pre-service teacher education. <i>Language Learning &amp; Technology</i> , 23(3), 98–115. <a href="http://hdl.handle.net/10125/44698">http://hdl.handle.net/10125/44698</a>	English
	Van der Zwaard, R., & Bannink, A. (2019). Towards a Comprehensive Model of Negotiated Interaction in Computer-mediated Communication. <i>Language Learning &amp; Technology</i> , 23(3), 116–135. <a href="http://hdl.handle.net/10125/44699">http://hdl.handle.net/10125/44699</a>	English
	Oskoz, A., & Gimeno-Sanz, A. (2019). Engagement and Attitude in Telecollaboration: Topic and cultural background effects. <i>Language Learning &amp; Technology</i> , 23(3), 136–160. <a href="http://hdl.handle.net/10125/44700">http://hdl.handle.net/10125/44700</a>	English, Spanish
	Cunningham, D. J. (2019). Telecollaboration for content and language learning: A Genre-based approach. <i>Language Learning &amp; Technology</i> , 23(3), 161–177. <a href="http://hdl.handle.net/10125/44701">http://hdl.handle.net/10125/44701</a>	German
	Lee, J. & Song, J. (2019). Developing intercultural competence through study abroad, telecollaboration, and on-campus language study. <i>Language Learning &amp; Technology</i> , 23(3), 178–198. <a href="http://hdl.handle.net/10125/44702">http://hdl.handle.net/10125/44702</a>	English, Korean*, Mandarin*, Japanese*, French, Spanish

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

Although we did not have a face-to-face board meeting in 2018, we solicited input from editorial board members through an online survey. We asked members for their opinions regarding cooperation with the OASIS initiative, suggestions for topics for future special issues, and ideas for new initiatives. Almost all

of the members thought that LLT should cooperate with the OASIS initiative and encourage LLT authors to contribute 1-page summaries of their research articles, but opinion was split as to whether this should be required or optional. We have taken into consideration all of the suggestions for future issue topics and new initiatives and will follow up in our next report. In addition, plans are in place to move to an open-source manuscript management system. These new initiatives should help LLT continue to grow and expand its influence in the coming years.

## Appendix A. Summary of Journal Statistics, 2019

Category	Measure	Total
Readership	<i>N</i> Subscriptions	9,601
	<i>N</i> New Subscriptions in 2019 (% Change)	155
Issues	<i>N</i> Issues Total	3
	<i>N</i> Special Issues	2
Manuscripts	<i>N</i> Articles Published	19
	<i>N</i> Submitted	290
	Acceptance Rate	6.5%
	<i>N</i> on Heritage Learners	0
	<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	8

## Appendix B. LLT Ranking and Classification

### ISI Journal Citation Reports® Ranking

Year	Impact Factor	5-Year	Linguistics	Education
2018	2.57	3.295	11 out of 184	32 out of 243
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

### 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.