ANNOUNCEMENTS AND NEWS

Announcements and news from our sponsors

Announcements

- *LLT* will be implementing continuous article publication (CAP) and crowd-sourced copy editing models in 2022. Please see the letter from the sponsors on page vi for details.

- Mahalo to our new Managing Editor, Skyler Smela, who joined the team in March 2021, dove right in, did an outstanding job of learning the ropes, and has become an invaluable member of our team in a few short months.

- Our 2020 Annual Report is available for viewing on our website.

- Since the ***Commentary*** category has hardly ever been utilized, we are eliminating it and replacing it with an expanded ***Reviews*** section. In addition to book and software/app reviews, we will be publishing review articles.

    o **Description of Review Articles**: LLT publishes review articles of up to 8,500 words that provide a critical overview of empirical research in a given subfield of CALL. The reviews must be comprehensive but focused by capturing ground-breaking studies that have defined the particular subfield. The reviews must also show the impact of CALL research and its applications to language learning and teaching.

- The following special issues are scheduled:
    o Automated Writing Evaluation (June 2022)
    o Semiotics & CALL (Feb 2023)
    o Augmented Reality & Virtual Reality (Oct 2023)

Rankings

According to JCR (Journal Citation Reports), in 2020 LLT had an Impact Factor of 4.313, a 5 Year Impact Factor of 4.094, and was ranked 6th out of 193 Linguistics journals and 36th out of 264 Education journals.

According to SJR (SCImago Journal and Country Rank), LLT has been ranked #1 in the world among all Open Access journals in Language and Linguistics since 2015. In 2020, LLT ranked #1 of the 267 Open Access journals in Language and Linguistics.

Transitions

Our long standing Associate Editor, Rick Kern, is stepping down after many years of outstanding contributions and service to LLT. We are grateful for his expertise and wisdom, and wish him well in his new role as department chair. He has graciously agreed to join the Editorial Board. Thank you, Rick!

Request for copyeditors

We are soliciting volunteer help to proofread articles that will be published in our journal. Researchers,

faculty and graduate students in the fields of English, applied linguistics, second/foreign language education, educational technology, and related fields are encouraged to assist in this important task. Volunteer copy editors who meet the standards for the task will receive an electronic credential (badge) in recognition for this valuable service to the profession. Faculty in these programs are encouraged to formally recognize the electronic credentials earned by graduate students.

To be considered for the LLT Crowd-sourced Copy Editing Program, please register at the following link: LLT Volunteer Copy Editor Registration.

Sponsors

University of Texas at Austin Center for Open Educational Resources & Language Learning

University of Hawai'i National Foreign Language Resource Center

University of Hawai'i Center for Language and Technology

The Center for Open Educational Resources & Language Learning (COERLL)

Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin

A leader in the development and dissemination of Open Educational Resources (OER) such as textbooks, videos, and websites, COERLL works to create an open digital environment for sharing rooted in the use of open licenses, which allow foreign language learners and teachers to exchange products, practices, and findings through workshops and online communities.

Get started with critical language study

In COERLL's blog this August, Dr. L.J. Randolph shared five posts on the subject of critical pedagogy, social justice oriented teaching, inclusivity, and anti-racism in the language classroom.

Read the full series here: https://blog.coerll.utexas.edu/category/critical-language-study/

OER Office Hours for Language Teachers

COERLL and the Open Language Resource Center (OLRC) at the University of Kansas will be hosting three "OER Office Hours" sessions during the fall semester.

OER Office Hours are informal drop-in sessions taking place on Zoom. Language center staff and OER experts will be available to answer questions about open educational resources and talk about your open projects and teaching.

Learn more and register at https://www.coerll.utexas.edu/coerll/events

NEW literacy handbook for language educators

CERCLL and COERLL have published a new "Literary in the Everyday" handbook, written by Joanna Luks, Chantelle Warner, and Carl Blyth.

The handbook is for instructors of all languages and levels. It offers ideas for enhancing a unit or course with a Foreign Languages and the Literary in the Everyday (FLLITE) lesson. A FLLITE lesson develops students' language awareness and communicative ability through speaking, reading, listening, and writing tasks that are based around a central authentic text with language play.

Read the handbook to learn about creating FLLITE lessons: https://bit.ly/2WdDk6e

Keep up with COERLL

For updates about the above projects, sign up (http://bit.ly/COERLLnews) for COERLL news! Or browse current work on our projects page (http://www.coerll.utexas.edu/coerll/projects).

University of Hawai'i National Foreign Language Resource Center (NFLRC)

The University of Hawai'i National Foreign Language Resource Center engages in research and materials development projects and conducts workshops and conferences for language professionals among its many activities.

SUPPORTING STUDENTS IN ONLINE LANGUAGE LEARNING: VOICES OF EXPERIENCE

The National Foreign Language Resource Center has released its fifth Online Language Pedagogy (OLP) Module*: Supporting Students in Online Language Learning: Voices of Experience*. Fourteen online language teachers across the country shared their strategies for successfully engaging and supporting students. The module consists of 10 TED-Ed lessons on topics such as:

- best practices in onboarding at the outset of a course
- assessment practices, including self-assessment and peer assessment
- cultivating strong relationships with your students and building peer communities
- finding support for students facing challenges
- keeping students engaged
- personalizing instruction in mixed groups and helping remedial students

Check out this free resource today and share it with your colleagues!

NFLRC MENTORING PROGRAM FOR PROJECT-BASED LANGUAGE LEARNING

Are you a beginning practitioner of Project-Based Language Learning (PBLL)? Have you ever thought about working with a mentor? The Mentoring PBLL Teachers program leverages the experience and expertise of a skilled cadre of veteran PBLL practitioners as resources supporting the professional learning of the rising generation of new PBLL practitioners. NFLRC Mentors are world language teachers who have completed one or more courses of professional learning from the National Foreign Language Resource Center (NFLRC) and have implemented PBLL in their classes. Mentees in the program are world language teachers who are interested in learning more about PBLL and how to implement PBLL in their classrooms. One mentor is paired with one mentee through a semester to provide support and consultation about PBLL. Mentors also share their personal experiences and knowledge in adopting PBLL. Mentors and mentees use open educational resources (OERs) on PBLL developed by NFLRC as supporting materials. The mentoring will be conducted virtually via email, phone, or videoconferences. After completing the mentoring program and submitting an evaluation survey, the mentor will be awarded with a digital badge as a PBLL Mentor.

The NFLRC invites prospective mentors and mentees to sign up as part of the mentorship database. The NFLRC performs mentor-mentee matching based on requests submitted by mentees. Mentor-mentee matches are based on mentees' preferences to the extent possible.

MORE OPEN JOURNALS

Did you know that, in addition to LL&T, the NFLRC publishes and co-sponsors three additional free, refereed online journals? *Reading in a Foreign Language* focuses on issues in foreign language reading and literacy and is published twice a year. *Language Documentation & Conservation* focuses on issues related to language documentation and revitalization and publishes articles and special issues year-round.

Second Language Research & Practice publishes one volume a year and seeks to disseminate scholarship on topics relevant to postsecondary language education and language program direction, for example program articulation, curriculum development, teacher professional development, student learning, and assessment. Check them out and subscribe today!

JOIN THE NFLRC LISTSERV

To get announcements and reminders on NFLRC news, publications, professional learning events, and more, please subscribe to the **official announcements email list for the National Foreign Language Resource Center** at the University of Hawai'i at Mānoa. We may occasionally post announcements of other news and events of interest to our listserv subscribers, but in general, posts will be kept to a minimum.

If you prefer social media, you could instead join our 4,700+ fans on **Facebook** or our 1,300+ followers on **Twitter**. All key announcements will be posted there as well.

LANGUAGE LEARNING & TECHNOLOGY

A refereed journal for second and foreign language scholars and educators

Oct. 1, 2021

LLT implements continuous article publication and crowd-sourced copy editing models in 2022

Language Learning & Technology journal (*LLT*) is a free of charge, fully-refereed, open journal which has been published exclusively online since its founding in July 1997. *LLT* has been published solely by the National Foreign Language Resource Center (NFLRC) at the University of Hawaii at Manoa (UHM) since 2018, with additional operational support from the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin, and the Center for Language & Technology at UHM.

Since its founding in 1997, *LLT* has followed the publication format commonly used by traditional print journals: a series of issues published at regular intervals (February, June, and October, in the case of *LLT*) make up a volume, which is aligned with the calendar year. *LLT* issues rotate between general interest and special issues. As *LLT*'s recognition has increased in the last few years, the journal has experienced a surge of high quality submissions of general interest, which has resulted in a backlog of articles awaiting publication. Two primary factors have contributed to this backlog: a) the rotation in the publication schedule, which sometimes results in two special issues and only one general interest issue published in a year; and b) the limited resources available to copy edit articles that are in their final stages of publication. To address this situation, the NFLRC and the *LLT* editors-in-chief have agreed to implement two enhancements: a continuous article publication (CAP) and a crowd-sourced copy editing model, which, in combination, should help ameliorate the current time lag between final article acceptance and publication.

Continuous Article Publication (CAP) Model

The implementation of the CAP model will make it possible for general interest content to be published throughout the year, as soon as it becomes ready for publication. As of January 1, 2022, general interest *LLT* articles, columns, and reviews will be published on a rolling basis. Therefore, beginning with Volume 26, all general interest articles, columns, and reviews published will be part of a single issue, designated as Issue 1.

Since 2017, the NFLRC has assigned unique electronic article identifiers (handles) to all published content and retroactively supplied handles to all *LLT* content. Unique article identifiers render sequential issue or volume pagination obsolete. Therefore, starting with Volume 26, content appearing under Issue 1 will no longer be paginated sequentially by issue. Every general interest article, column, or review will start with page number 1. The organizational grouping of articles, columns and reviews will be maintained under the CAP model. When new content is available, readers who wish to be notified will receive a message from LLT as has been customary when new issues have been published.

Special issues will continue to be processed and released in the customary way; the current schedule for special issues will not change, and all the articles that make up a special issue will be released simultaneously on the day of its publication. Special issues will be numbered consecutively after the first,

general interest issue (e.g., when two special issues are published in a year, they will be numbered as Issue 2 and Issue 3, respectively). Content appearing under special issues will be paginated sequentially.

Crowd-sourced Copy Editing Model

The open nature of *LLT* makes it possible to offer opportunities to the broader readership to engage in a democratic publication process and receive proper acknowledgement for it. After almost a decade of experimentation with open badges, the NFLRC is now able to accommodate the granting of badges to *LLT* volunteer copy editors who participate in the publication process. A process of rigorous review of the work will ensure that the quality of the final product meets the high standards expected from *LLT*. Researchers, faculty and graduate students in the fields of English, applied linguistics, second/foreign language education, educational technology, and related fields are encouraged to assist in this important task. Volunteer copy editors who meet the standards for the task will receive an electronic credential (badge) in recognition for this valuable service to the profession. Faculty in these programs are encouraged to formally recognize the electronic credentials earned by graduate students.

To be considered for the *LLT* Crowd-sourced Copy Editing Program, please register at the following link: *LLT* Volunteer Copy Editor Registration.

The NFLRC, Editors-in-Chief, and funding sponsors at the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin, would like to thank the talented volunteers on our Advisory and Editorial Boards, our volunteer reviewers and copy editors, our readership, and of course, the scholars who continue to choose *LLT* to share their research with the world. Without this community, we would not be here today, and we look forward to your continued support.

Dorothy Chun, LLT Editor-in-Chief
Trude Heift, LLT Editor-in-Chief
Julio C. Rodriguez, NFLRC Director
Carl Blyth, COERLL Director