



LLT Annual Report, 2022

April 2023

State of the Journal: An Overview

Founded in 1997, *LLT* is currently in its 27th year of publication and the journal's editorial staff and audience continue to grow. Currently, the *LLT* Listserv has 7,139 subscribers, of which 132 are new subscriptions. Our annual ISI Journal Citation Reports® Impact Factor rose from 4.31 to 4.69. We switched publication schedules from three issues published annually to a Continuous Article Publication (CAP) model in January 2022. During this year, we were able to publish 38 new articles, columns, and reviews, a 15% increase in publications compared to the previous year. 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.

Journal Staff

Editorial

Dorothy Chun and Trude Heift continue to lead *LLT* as Editors in Chief. Philip Hubbard, Meei-Ling Liaw, Lara Lomicka-Anderson, Hayo Reinders, Shannon Sauro, Nina Vyatkina, Jim Ranalli, and Jon Reinhardt remained on the staff as Associate Editors, with Yu-Ju Lan joining their ranks as our newest Associate Editor this year. In addition, Joshua Lawrence, Luke Plonsky, Joseph P. Vitta, and Paula Winke have joined the *LLT* Editorial Board. Robert Godwin-Jones continues as the Emerging Technologies Editor. After many years of service, Greg Kessler has transitioned to our Editorial Board, with Mimi Li succeeding him as Editor of both the Language Teaching and Technology Forum and Language Teacher Education and Technology Forum. Kristin Rock has succeeded Ruslan Suvorov as the Multimedia and Book Reviews Editor. We would like to thank both Greg and Ruslan for their excellent work over the past years. We established a new section of the journal for Systematic Review Articles, studies that provide critical overviews of empirical research in a given subfield of CALL, with Yu-Ju Lan as the Editor. Lastly, our new podcast series, *Voices from LLT*, is hosted by our Podcast Editor, Hayo Reinders.

| | |
|--|--|
| Editors in Chief: | Dorothy Chun and Trude Heift |
| Associate Editors: | Philip Hubbard, Yu-Ju Lan, Meei-Ling Liaw, Lara Lomicka-Anderson, Hayo Reinders, Jon Reinhardt, Jim Ranalli, Shannon Sauro, and Nina Vyatkina |
| Emerging Technologies Editor: | Robert Godwin-Jones |
| Language Teaching and Technology Forum Editor: | Mimi Li |
| Language Teacher Education and Technology Forum Editor: | Mimi Li |
| Book and Multimedia Reviews Editor: | Kristin Rock |
| Voices from <i>LLT</i> Podcast Editor: | Hayo Reinders |

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Publishing

LLT is published by the National Foreign Language Resource Center (NFLRC) at the University of Hawai'i at Mānoa (UHM) with support from the Center for Language & Technology at UHM. Skyler Riela continues as the Managing Editor. Richard Medina continues fulfilling Application Coding & OJS Maintenance duties. He and Koyuki Mitani provide production assistance. Bei Yang continues as our current Social Media Director.

| | |
|--|----------------------------------|
| Managing Editor: | Skyler Riela (Smela) |
| Application Coding & OJS Maintenance: | Richard Medina |
| Production Assistance: | Richard Medina and Koyuki Mitani |
| LISTSERV Administration: | Jim Yoshioka |
| Social Media Director: | Bei Yang |

Sponsors and Advisory Board

As of August 2022, the National Foreign Language Resource Center (NFLRC) and the Center for Language and Technology (CLT) at the University of Hawai'i at Mānoa are *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, Carl Blyth, and Mark Warschauer constitute the Advisory Board of *LLT*. We would also like to acknowledge the volunteer reviewers and copy editors who served during 2022. We are very grateful for their contributions to the journal.

| | | | |
|----------------------------|----------------------|-------------------------|--------------------------|
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| Volker Hegelheimer | Marijana Macis | | |

Publication Schedule 2022–2025

We switched our publication schedule from three issues published annually to a Continuous Article Publication (CAP) model in January 2022. As of January 1, 2022, general interest LLT articles, columns, and reviews have been published on a rolling basis. We are happy to announce that our CAP model rollout has been smooth and productive. During 2022, we were able to publish 29 new articles, columns, and reviews, a 15% increase in productivity compared to the previous year. We hope to continue increasing our publication capacity through the continued assistance of our volunteer copyeditor community. Special thanks and appreciation to Richard Medina and Skyler Riela for all of their enormous efforts in making this successful!

Since 2017, the NFLRC has assigned unique electronic article identifiers (handles) to all published content and retroactively supplied handles to all LLT content. Both DOIs and handles are persistent, unique identifiers. Both handles and DOIs are resolved by the Handle System¹. However, unlike handles, DOIs are distributed by registration agencies such as Crossref or DataCite, which charge fees for their services. *LLT* Handles are assigned by the University of Hawaii, which hosts the *LLT* infrastructure and content at no cost to *LLT*. Because unique article identifiers render sequential issue or volume pagination obsolete, *LLT* is no longer paginated sequentially by issue. Every general interest article, column, or review starts with page number 1. The organizational grouping of articles, columns and reviews has been maintained under the CAP model. When new content becomes available, listserv subscribers receive a message from *LLT* as has been customary when new issues have been published. News of the publication is also distributed via our social media sites.

Special issues continue to be processed and released in the customary way; the current schedule for special issues will not change, with all the articles that make up a special issue released simultaneously on the day of its publication. Special issues are numbered consecutively after the first, general interest issue (e.g., when two special issues are published in a year, they are numbered as Issue 2 and Issue 3, respectively). Content appearing under special issues is paginated sequentially. A complete publication schedule has been planned through 2025 and is available below:

| Year | Issue | Type | Guest Editors |
|------|-----------|---|-------------------------------------|
| 2022 | 26(1) | Regular Issue | Volker Hegelheimer and Jim Ranalli |
| | 26(2) Jun | <i>Special Issue on Automated Writing Evaluation</i> | |
| 2023 | 27(1) | Regular Issue | Liudmila Klimanova and Lara Lomicka |
| | 27(2) Feb | <i>Special Issue on Semiotics & CALL</i> | |
| | 27(3) Oct | <i>Special Issue on Extended Reality (XR) in CALL</i> | |
| 2024 | 28(1) | Regular Issue | Mark Warschauer and Ying Xu |
| | 28(2) Jun | <i>Special Issue on Artificial Intelligence for Language Learning</i> | |
| 2025 | 29(1) | Regular Issue | |

¹ See <https://www.doi.org/the-identifier/resources/factsheets/doi-system-and-the-handle-system>

| | | |
|-----------|---|------------------------------|
| 29(2) Feb | <i>Special Issue on Indigenous Languages and Less Commonly Taught Languages (LCTLs) with Technology</i> | Paula Winke and Kadidja Koné |
| 29(3) Oct | <i>Special Issue on Multimodality in CALL</i> | Bronson Hui and Matt Kessler |

Downloads and Readership

Download counts and readership statistics for 2022 can be found below:

Figure 1

Total Readership (unique downloads/views)

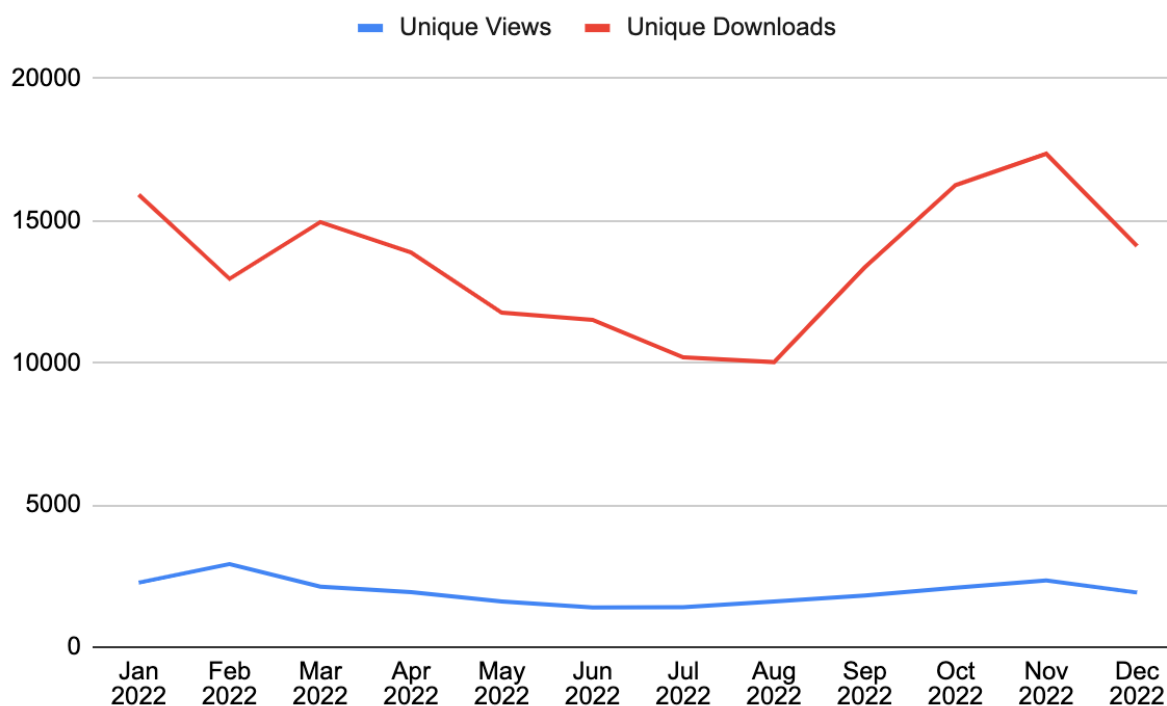


Table 1

2022 Total Readership (unique downloads/views)

| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Total |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| Down- | | | | | | | | | | | | | |
| loads | 15916 | 12962 | 14953 | 13885 | 11765 | 11516 | 10197 | 10028 | 13359 | 16253 | 17358 | 14110 | 162302 |
| Views | 2269 | 2922 | 2126 | 1935 | 1603 | 1399 | 1407 | 1603 | 1814 | 2087 | 2348 | 1920 | 23433 |

Figure 2

Percent of Downloads by Country

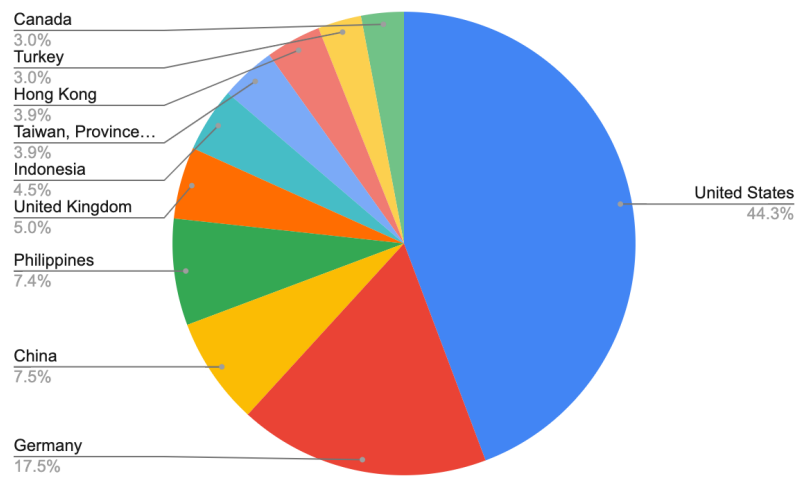


Table 2

Top Downloads by Country

| Country | Downloads |
|------------------------------|-----------|
| United States | 125252 |
| Germany | 49563 |
| China | 21233 |
| Philippines | 21034 |
| United Kingdom | 14198 |
| Indonesia | 12725 |
| Taiwan, Province of China | 10952 |
| Hong Kong | 10937 |
| Turkey | 8597 |
| Canada | 8445 |

Figure 3

Percent of Downloads by City

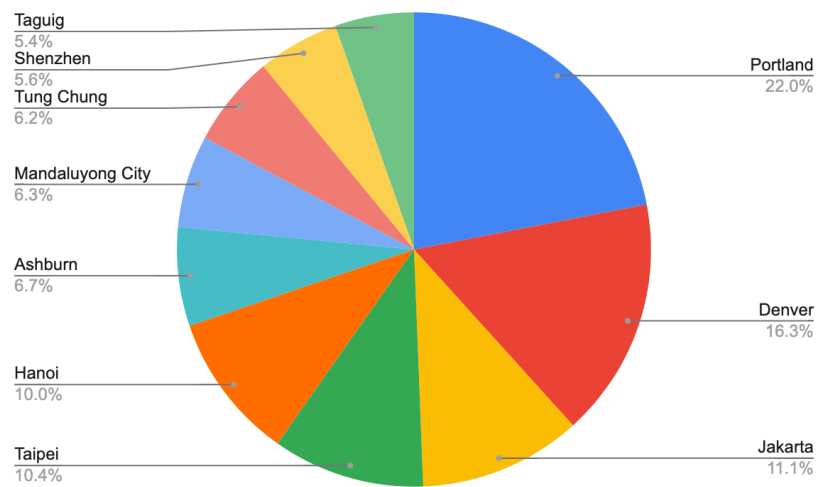


Table 3

Top Downloads by City

| City | Downloads |
|------------------|-----------|
| Portland | 8262 |
| Denver | 6149 |
| Jakarta | 4171 |
| Taipei | 3903 |
| Hanoi | 3771 |
| Ashburn | 2534 |
| Mandaluyong City | 2371 |
| Tung Chung | 2342 |
| Shenzhen | 2097 |
| Taguig | 2028 |

Table 4*Most Read Articles, 2022*

| Item | Downloads | Views |
|--|-----------|-------|
| van Lieshout, C., & Cardoso, W. (2022). Google Translate as a tool for self-directed language learning. <i>Language Learning & Technology</i> , 26(1), 1–19. http://hdl.handle.net/10125/73460 | 6092 | 1834 |
| Dixon, D. H., Dixon, T., & Jordan, E. (2022). Second language (L2) gains through digital game-based language learning (DGBLL): A meta-analysis. <i>Language Learning & Technology</i> , 26(1), 1–25. http://hdl.handle.net/10125/73464 | 4514 | 749 |
| Kourtali, N. E. (2022). The effects of face-to-face and computer-mediated recasts on L2 development. <i>Language Learning & Technology</i> , 26(1), 1–20. http://hdl.handle.net/10125/73457 | 2891 | 1184 |
| Kim, H., Yang, H., Shin, D., & Lee, J. H. (2022). Design principles and architecture of a second language learning chatbot. <i>Language Learning & Technology</i> , 26(1), 1–18. http://hdl.handle.net/10125/73463 | 2790 | 443 |
| Daly, N. P. (2022). Investigating learner autonomy and vocabulary learning efficiency with MALL. <i>Language Learning & Technology</i> , 26(1), 1–30. https://doi.org/10125/73469 | 2746 | 443 |
| Ranalli, J., & Yamashita, T. (2022). Automated written corrective feedback: Error-correction performance and timing of delivery. <i>Language Learning & Technology</i> , 26(1), 1–25. http://hdl.handle.net/10125/73465 | 2690 | 304 |
| Lyu, B., & Lai, C. (2022). Learners' engagement on a social networking platform: An ecological analysis. <i>Language Learning & Technology</i> , 26(1), 1–22. https://doi.org/10125/73468 | 2386 | 391 |
| He, S. (2022). Review of Digital games and language learning: Theory, development and implementation. <i>Language Learning & Technology</i> , 26(1), 1–4. http://hdl.handle.net/10125/73459 | 2370 | 248 |
| Zhang, H., & Torres-Hostench, O. (2022). Training in machine translation post-editing for foreign language students. <i>Language Learning & Technology</i> , 26(1), 1–17. http://hdl.handle.net/10125/73466 | 2233 | 164 |
| Çakmak, F. (2022). Review of Mobile assisted language learning across educational contexts. <i>Language Learning & Technology</i> , 26(1), 1–4. http://hdl.handle.net/10125/73461 | 2142 | 85 |

Submissions and Acceptance Rate

In 2022, *LLT* saw a steady number of submissions to the journal. Details are provided in the table below:

| Year | Total Submissions to <i>LLT</i> | Sent for Review | Accepted for Publication |
|------|---------------------------------|-----------------|--------------------------|
| 2021 | 411 | 92 | 48 |
| 2022 | 375 | 62 | 35 |

Columns

Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones, continues to be a mainstay of *LLT*. In 2022, *LLT* published the following Emerging Technologies Column articles:

| Issue | Author(s) | Title |
|-------|--|---|
| 26(1) | Heyoung Kim, Hyejin Yang, Dongkwang Shin & Jang Ho Lee | Design principles and architecture of a second language learning chatbot |
| 26(2) | Robert Godwin-Jones | Partnering with AI: Intelligent writing assistance and instructed language learning |

Language Teacher Education and Technology Forum

Beginning this year, *LLT* published a column titled the Language Teacher Education and Technology Forum, edited by Mimi Li. The purpose of this column is to provide a space for teacher educators who prepare/train language teachers in pre-school to university settings to exchange their innovative technology-based pedagogical approaches in teacher education programs. This expanded forum also provides a space for language teachers to reflect on their own engagement in professional development on CALL through different kinds of informal education/training. During 2022, we published the following forum articles:

| Issue | Author(s) | Title | Languages |
|-------|---------------------------|--|-----------|
| 26(2) | Heyoung Kim & Jang Ho Lee | SMART Teacher Lab: A learning platform for the professional development of EFL teachers | English |
| 26(2) | Weifeng Sun & Bin Zou | A study of pre-service EFL teachers' acceptance of online teaching and the influencing factors | English |

Media Reviews

Media reviews for *LLT* are solicited. Over the last five years, there has been a movement to increase the number of reviews for materials for languages other than English. Under the outstanding supervision of former Editor Ruslan Suvorov, *LLT* published 7 book and other media reviews in 2022. Details are provided in the table below:

| Issue | Author(s) | Title |
|-------|--------------------------------|---|
| 26(1) | Hiba B. Ibrahim | Review of Project-based language learning and CALL: From virtual exchange to social justice |
| 26(1) | Shanshan He | Review of Digital games and language learning: Theory, development and implementation |
| 26(1) | Fidel Çakmak | Review of Mobile assisted language learning across educational contexts |
| 26(1) | Lucas Kohnke | Review of Informal digital learning of English: Research to practice |
| 26(1) | Weijia Yang & Xuesong Andy Gao | Review of Mobile assisted language learning: Concepts, contexts and challenges |

| | | |
|-------|-----------------------------|---|
| 26(2) | Pelin Irgin | Review of Video enhanced observation for language teaching: Reflection and professional development |
| 26(2) | Aubri Cherub & Matt Kessler | Review of Researching and teaching second language writing in the digital age |

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. With the adoption of the Continuous Article Publication (CAP) model, a record 27 articles were published this year, an almost 200 page (39%) increase from last year. Details are provided in the table below:

| Year | Issue | Articles | Pages* |
|------|---------------|----------|--------|
| 2017 | 21(1)-SI | 6 | 188 |
| | 21(2) | 9 | 227 |
| | 21(3)-SI | 7 | 244 |
| | Total: | 22 | 659 |
| 2018 | 22(1) | 9 | 255 |
| | 22(2)-SI | 5 | 135 |
| | 22(3) | 8 | 213 |
| | Total: | 22 | 603 |
| 2019 | 23(1)-SI | 5 | 144 |
| | 23(2) | 7 | 158 |
| | 23(3)-SI | 7 | 198 |
| | Total: | 19 | 500 |
| 2020 | 24(1) | 7 | 208 |
| | 24(2)-SI | 4 | 118 |
| | 24(3) | 8 | 193 |
| | Total: | 19 | 519 |
| 2021 | 25(1)-SI | 2 | 91 |
| | 25(2) | 8 | 214 |
| | 25(3)-SI | 6 | 204 |
| | Total: | 16 | 509 |
| 2022 | 26(1) | 23 | 560 |
| | 26(2)-SI | 4 | 148 |
| | Total: | 27 | 708 |

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

Overview of Issues

The Regular and Special Issue in 2022 included 23 and 4 feature articles, respectively. The average pages per issue during the last year was 354, more than double the average of 170 in 2021.

Feature Articles

The following 27 feature articles were published during 2022:

| Issue | Citation | Languages |
|-------|--|---|
| 26(1) | Kourtali, N. E. (2022). The effects of face-to-face and computer-mediated recasts on L2 development. <i>Language Learning & Technology</i> , 26(1), 1–20. http://hdl.handle.net/10125/73457 | English |
| | van Lieshout, C., & Cardoso, W. (2022). Google Translate as a tool for self-directed language learning. <i>Language Learning & Technology</i> , 26(1), 1–19. http://hdl.handle.net/10125/73460 | *Dutch |
| | Henderson, A. J., & Skarnitzl, R. (2022). “A better me”: Using acoustically modified learner voices as models. <i>Language Learning & Technology</i> , 26(1), 1–21. http://hdl.handle.net/10125/73462 | English |
| | Dixon, D. H., Dixon, T., & Jordan, E. (2022). Second language (L2) gains through digital game-based language learning (DGBLL): A meta-analysis. <i>Language Learning & Technology</i> , 26(1), 1–25. http://hdl.handle.net/10125/73464 | English, German, *Italian, *Japanese, Spanish |
| | Ranalli, J., & Yamashita, T. (2022). Automated written corrective feedback: Error-correction performance and timing of delivery. <i>Language Learning & Technology</i> , 26(1), 1–25. http://hdl.handle.net/10125/73465 | English |
| | Zhang, H., & Torres-Hostench, O. (2022). Training in machine translation post-editing for foreign language students. <i>Language Learning & Technology</i> , 26(1), 1–17. http://hdl.handle.net/10125/73466 | *Mandarin Chinese, Spanish |
| | Lam, Y. W., Hew, K. F., & Jia, C. (2022). Toward a flipped 5E model for teaching problem-solution writing in ESL courses: A two-year longitudinal experiment. <i>Language Learning & Technology</i> , 26(1), 1–40. http://hdl.handle.net/10125/73467 | English |
| | Lyu, B., & Lai, C. (2022). Learners’ engagement on a social networking platform: An ecological analysis. <i>Language Learning & Technology</i> , 26(1), 1–22. https://doi.org/10125/73468 | *Mandarin Chinese, *Japanese, English |
| | Daly, N. P. (2022). Investigating learner autonomy and vocabulary learning efficiency with MALL. <i>Language Learning & Technology</i> , 26(1), 1–30. https://doi.org/10125/73469 | English |
| | Lenkaitis, C. A. (2022). Integrating the United Nations’ Sustainable Development Goals: Developing content for virtual exchanges. <i>Language Learning & Technology</i> , 26(1), 1–20. https://doi.org/10125/73470 | English, Spanish |
| | Green, C. (2022). Computing curriculum time and input for incidentally learning academic vocabulary. <i>Language Learning & Technology</i> , 26(1), 1–21. https://doi.org/10125/73471 | English |
| | Shafiee, Z., Marandi, S. S., & Mirzaeian, V. R. (2022). Teachers’ technology-related self- images and roles: Exploring CALL teachers’ professional identity. <i>Language Learning & Technology</i> , 26(1), 1–20. https://doi.org/10125/73472 | N/A |

| | | |
|-------|---|---------------------|
| | Lai, C., Liu, Y., Hu, J., Benson, P. & Lyu, B. (2022). Association between the characteristics of out-of-class technology-mediated language experience and L2 vocabulary knowledge. <i>Language Learning & Technology</i> , 26(1), 1–24. https://hdl.handle.net/10125/73485 | English |
| | Canals, L. (2022). The interplay between metalanguage, feedback, and meaning negotiation in oral interaction. <i>Language Learning & Technology</i> , 26(1), 1–24. https://hdl.handle.net/10125/73486 | English, Spanish |
| | Zheng, Y., & Barrot, J. S. (2022). Social media as an e-portfolio platform: Effects on L2 learners' speaking performance. <i>Language Learning & Technology</i> , 26(1), 1–19. https://hdl.handle.net/10125/73487 | English |
| | Bibauw, S., Van den Noortgate, W., François, F., & Desmet, P. (2022). Dialogue systems for language learning: A meta-analysis. <i>Language Learning & Technology</i> , 26(1), 1–24. https://hdl.handle.net/10125/73488 | N/A |
| | Huang, H.-T. D. (2022). Investigating the influence of video-dubbing tasks on EFL learning. <i>Language Learning & Technology</i> , 26(1), 1–20. https://hdl.handle.net/10125/73489 | English |
| | Lee, S.-M. (2022). Different effects of machine translation on L2 revisions across students' L2 writing proficiency levels. <i>Language Learning & Technology</i> , 26(1), 1–21. https://hdl.handle.net/10125/73490 | English |
| | Tai, T.-Y. (2022). Impact of mobile virtual reality on EFL learners' listening comprehension. <i>Language Learning & Technology</i> , 26(1), 1–23. https://hdl.handle.net/10125/73491 | English |
| | Medina González, M., & Hardison, D. M. (2022). Assistive design for English phonetic tools (ADEPT) in language learning. <i>Language Learning & Technology</i> , 26(1), 1–23. https://hdl.handle.net/10125/73493 | English |
| | Park, J. (2022). Vocabulary learning through a daily task of cooking in the digital kitchen. <i>Language Learning & Technology</i> , 26(1), 1–22. https://hdl.handle.net/10125/73494 | *Korean |
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| | Liu, S., & Yu, G. (2022). L2 learners' engagement with automated feedback: An eye-tracking study. <i>Language Learning & Technology</i> , 26(2), 78–105. https://doi.org/10125/73480 | 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. In particular, we encourage authors to contribute to OASIS, the Open Accessible Summaries In Language Studies initiative, which aims to make research findings on language learning and teaching available and accessible to a wide audience.

Dorothy Chun Award for Best Journal Article in LL&T

The Dorothy Chun Award For Best Journal Article in *Language Learning & Technology* was established in 2020 through a generous gift from Dorothy Chun administered by the University of Hawai'i Foundation. A single award of \$1,000 is given to one *LLT* article published in a volume. The award criteria establish that the topic of the selected article should be about innovative Computer Assisted Language Learning research that may benefit a broad scope of language learners. The article is selected by a committee appointed by the director of the Center for Language & Technology and the National Foreign Language Resource Center at the University of Hawaii at Manoa. Dr. Julio C. Rodriguez appointed the 2022 award selection committee. The 2022 award recipients were Dr. Maritza Medina González and Dr. Debra M. Hardison, both from Michigan State University.

New Initiatives in 2022

Voices from *LLT* Podcast

In order to increase the journal's multimedia presence, *LLT* launched its inaugural podcast, *Voices from LLT*, with Podcast Editor Hayo Reinders. From July to the end of 2022, four episodes were recorded with an average run time of about 20 minutes and an average reach of 146 plays. Moving forward, we hope to increase the reach of these channels and interview more key contributors to the journal.

Systematic Review Articles

Systematic reviews and meta-analyses of CALL research studies can provide valuable insights for effectively integrating different technologies into language learning. Since her first solicitation for papers in June, Associate Editor Yu-Ju Lan has acted as editor for this new section of the journal featuring

critical overviews of empirical research in a given subfield of CALL. The first Systematic Review articles are scheduled for publication in October 2023.

Future Initiatives

In 2022, various actions were taken to address the ideas, issues and concerns brought by the Board in previous years. In order to continue decreasing the wait time for publication of accepted articles, *LLT* expanded recruitment to over 20 volunteer copy editors and will continue recruiting qualified volunteers to help expedite the publication process. We continue to emphasize the publication of research concerning less commonly taught languages (LCTLs). In addition to the upcoming Special Issue (October 2025), we published five articles featuring LCTLs this year. Our Social Media Director, Bei Yang, continues to increase *LLT*'s online presence. There were an average of two to three posts on *LLT*'s social media pages per month with an average reach of 712 views on Twitter. These initiatives should help *LLT* continue to grow and expand its influence in the upcoming years.

Appendix A. Summary of Journal Statistics, 2022

| Category | Measure | Total |
|------------|--|-------|
| Readership | <i>N</i> Subscriptions | 7,139 |
| | <i>N</i> New Subscriptions in 2022 | 132 |
| Issues | <i>N</i> Issues Total | 2 |
| | <i>N</i> Special Issues | 1 |
| Articles | <i>N</i> Published in 2022 | 27 |
| | <i>N</i> Accepted for Publication | 35 |
| | <i>N</i> Submitted | 375 |
| | Acceptance Rate (calculated on 2022 submissions only) | 3% |
| | <i>N</i> on Heritage Learners | 0 |
| | <i>N</i> Addressing 78 Priority Languages | 4 |
| | <i>N</i> of Priority Languages Addressed | 3 |
| | <i>N</i> Column Publications | 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 |
|------|---------------|--------|---------------|---------------|
| 2021 | 4.69 | 5.239 | 10 out of 194 | 31 out of 267 |
| 2020 | 4.31 | 4.094 | 6 out of 193 | 36 out of 264 |
| 2019 | 2.47 | 3.299 | 14 out of 187 | 48 out of 263 |
| 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 |

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.