



## **Annual Board Report, Language Learning & Technology, February 1999**

We are happy to announce that LLT is in outstanding condition as we enter our third year of publication. We have had a number of advances over the past year that we believe have raised us from an outstanding beginning journal published on the Web to simply an outstanding journal--with a bright future ahead of us.

The following is an evaluation of our progress in different areas:

### **1. PROGRESS OVER PAST YEAR**

#### **1.1 Content, consistency, reputation**

While our first volume had several outstanding articles, some of the articles were of mixed quality. We feel that our second volume has had universally high quality articles. We have been consistent not only in quality of articles, but in timeliness, with every issue in our first two years coming out within 48 hours of our targeted deadline.

The quality and consistency of our publication has won us a steady stream of congratulatory comments in our personal contacts and by e-mail. We are told time and again that we are setting a high standard for electronic journals, and that we are making a valuable contribution to the field.

#### **1.2 Readership and subscriptions**

Our subscription rate has more than doubled in the past year, from 1108 to 2448. This is during a time when we took no special steps to push for subscriptions, but simply kept publishing the journal. Our readership is growing as well. Our most popular articles to date have received about 3,000-4,000 hits. While this is not an exact indication of number of readings, it represents a continued expansion from our first year of publication.

#### **1.3 Reviewers**

We continue to build our network of reviewers, which now totals 109 (in addition to our board members), thus allowing us to give more precise review to manuscripts on a range of topics. During the past year, we used outside reviewers extensively (39 times) to complement reviews done by board members (23 times).

#### **1.4 Staffing**

Our staffing is in our best condition ever. The addition of Irene Thompson has helped develop a much more stable and capable editorial team of three editors. India Plough and Alison Mackley have reorganized the book and software review section and have that on solid ground as well. In addition, editorial assistant Chad Green has helped systematize all our internal communications and administrative policies, and passed them on to his able successor, Pam DaGrossa.

## **1.5 Submissions**

During the past year, we received exactly the same number of submissions as our first year, though they were of a notably better quality. Our acceptance rate went up slightly, from 32% to 36%. At the same time, we expect an increased number of submissions this year. For example, we received 24 abstracts for the upcoming special issue on computer technology in second language acquisition research, and many of them were outstanding. These abstracts came from a number of well-known people in the field to whom we had issued special invitations, as well as from a number of others who responded to the call for papers in the journal. We expect at least 6-8 publishable manuscripts to come in from these 24 abstracts. We are also expecting (and have already begun to receive) a positive response to the upcoming special issue on literacies and technologies.

## **1.6 Multimedia**

We have also taken several small steps to expand the multimedia aspect of our journal, with the inclusion of audio in vol. 2., no. 1, and now, for the first time, video clips in vol. 2, no. 2.

Based on the progress we've made to date, where shall we go from here? The following are some suggestions that we would like the board to discuss.

## **2. POSSIBLE FUTURE DIRECTIONS**

### **2.1 Special issues and contents**

The great success of the multimedia special issue in vol. 2, no. 1, (with a spill-over into vol.2. no. 2) and the very positive response so far to the upcoming two special issues that are being planned, confirms our belief that special topic issues are a great way to build the journal. First, they allow us to reach out to possible contributors who have expertise in certain areas with special invitations. Second, when they are published, they can generate a great deal of interest due to their special focus. Finally, they are a natural medium to bring in guest editors and thus expand the pool of people involved in helping lead the journal.

We propose that we continue to organize frequent special issues, while at the same time continuing regular issues at least once a year in order to allow us to publish general submissions. The following are some topics that we think may make good special issues in the future:

- Bilingual Education and Technology
- Computer-Adaptive Testing
- Computer-Mediated Interaction
- Connectionist Research on Language Learning
- Distance Education
- Educational Uses of Language Corpora
- Indigenous Languages and Technology
- Intelligent CALL
- Technology and Professional Development
- Technology and Self-Access Learning
- Technology and the Young Language Learner
- Technology in Teacher Education
- Video
- Videoconferencing

We would be interested in hearing responses to these topics from members of the board, as well as additional topics that you would like to suggest. Whether for special issues or regular issues, are there some content areas that you think we need to cover better?

## **2.2 Reviews**

We would like to see the book and software review section continue to expand, both with the single items reviews which have occurred so far, as well as with comparative reviews (where 2-4 books or software products are reviewed together). How do you think we can expand the review section? Are any of you willing to do a review, or perhaps a comparative review?

We would also like to develop more specific guidelines for book and software reviewers. Do you have any suggestions in this area?

## **2.3 Commentaries**

We published our first commentary in volume 2, no.2 and it was well received. How can we continue to expand our commentaries? We would like to see this section as not only a "response" section, but also an "editorial" section whereby readers would offer (academically defended) opinions on important topics related to language learning & technology. Please consider writing or soliciting a piece such as that.

## **2.4 Expansion of readership**

While 3,000-4,000 hits for our more popular articles represents important expansion, it is still not a very large number (especially when it is taken into account that the number of actual readers is likely far fewer than the number of hits). How can we expand our readership in the coming year?

## **2.5 Interaction**

When we launched the journal, we spoke about including interactive features to allow more spontaneous electronic comment. We decided that we should first launch the journal as a serious academic refereed journal and then think about adding such interaction later. Are we ready to consider adding some sort of interactive features? What about a way to let people add their "readers' comments" to the book and software review section (a la Amazon.com)? Or are there other ways to generate reader contributions and comments? Or shall we play it safe and go with our strong point -- which is publishing a well-refereed online journal -- and allow the listservs, etc., to handle the interaction?

## **2.6 Role of Board Members**

Over the last year, a number of board members have started to get more involved in their contribution to the journal. We are especially pleased that board members Dorothy Chun and Rick Kern offered to guest edit special issues, as their effort in this regard has made an outstanding contribution toward developing LLT. We encourage board members to continue to expand their involvement -- by submitting manuscripts, by soliciting manuscripts from colleagues and students, by promoting LLT whenever possible, by continuing to review manuscripts, and, we hope, by guest editing special issues. We urge all board members to consider the possibility of guest editing, or co-editing, a special issue in the next several years. Even if you are busy now, feel free to make a suggestion for an issue which could be launched a year or two down the road, as we are now able to carry out that kind of advanced planning.

## **2.7 Role of co-sponsors**

Our two sponsoring organizations, UH NFLRC and MSU CLEAR, have been essential to the publication and have provided funding for staff, as well as guidance from advisory board members Dick Schmidt (UH) and Sue Gass (MSU). We have co-published an article with ALSIC (they in French, us in English), which is a good sign of cooperation with them, and CARLA at the Univ. of Minnesota made a valuable contribution during the first year by handling book and software reviews. But so far we have not asked for, nor received, much in the way of specific, concrete support or involvement of our other co-sponsors, all of which are sizeable organizations: Australian Technology Enhanced Language Learning Consortium (ATELL); Computer Assisted Language Instruction Consortium (CALICO); European Association for Computer Assisted Language Learning (EUROCALL); International Association for Language Learning Technology (IALL). Is there a way for us to better tap our co-sponsoring organizations, or should we just see this as a formality which helped to launch our journal before we had our own reputation but perhaps is not so important now?

## **2.8 Possible expansion**

When we first launched LLT, we spoke of the desire to expand to 3 issues per year, and eventually to 4 issues per year. We are not ready to take that step yet, but we are starting to think about the possibility. We will revisit this issue in the summer, after the manuscripts and abstracts have come in for the Chun and Kern special issues, which will give us a better sense of what kind of backlog we have built up for future publication. We recognize the need and value of a small backlog, so as not to be rushing around so much at the last minute, but we also see the value of having manuscripts coming out on a timely basis and not having to sit on our hands for a year to wait for an open slot in the journal. We also think that coming out 3 times per year, if possible, would help us better meet the needs and interests of our readers. With the full support of the board -- by continuing to submit and solicit manuscripts, commentaries, and reviews, as well as by suggesting and editing special issues-- we hope that we may be able to give serious consideration to expanding to three issues per year.

Thank you for your attention. We look forward to your comments.

Mark Warschauer, Irene Thompson, and Cindy Hart-González  
Editors

## SUBMISSIONS

<b>Manuscripts</b>	<b>1/15/97- 1/31/98</b>	<b>2/1/98- 1/31/99</b>	<b>Total</b>	<b>Average</b>
Mss. submitted	23	24	47	-
Commentaries	2	1	3	-
Total submissions	25	25	50	-
Submissions accepted	8(v1)	9(v2)	17	-
Percent acceptance rate	32%	36%	-	34%
Average no. of days between submission and publication of mss.	164	199	-	182
Average no. of days between submission and decision for reviewed mss.	N/A	84.1	-	N/A
Average no. of days between submission and decision for mss. rejected internally	N/A	8.3	-	N/A

<b>Reviews</b>	<b>1/15/97- 1/31/98</b>	<b>2/1/98- 1/31/99</b>	<b>Total</b>
No. book reviews	3	2	5
No. software reviews	2	3	5

## REVIEW PROCESS

<b>Board Reviewers vs. Outside Reviewers</b>	<b>1/15/97- 1/31/98</b>	<b>2/1/98- 1/31/99</b>	<b>Average</b>
Percent of board members (33 total) agreeing to review mss.	80%	70%	75%
Percent of outside reviewers (109 total) agreeing to review mss.	60%	56%	58%
Use of outside reviewers vs. board members	32/35	39/23	36/29
Average no. of invited board and outside reviewers per reviewed ms.	3.9	4.5	4.2

N/A = Not available

## READERSHIP

### Volume 1, Number 1 • July 1997

ARTICLE	Hits to 3-1-1998	Hits from 3-1-1998 to 1-31-1999
CALL in the Year 2000: Still in Search of Research Paradigms? by Carol Chapelle	2297	1311
Computers in Language Testing: Present Research and Some Future Directions by James Dean Brown	1818	1067
Research on Text Comprehension in Multimedia Environments by Dorothy M. Chun & Jan L. Plass	1958	1000
Processes and Outcomes in Networked Classroom Interaction: Defining the Research Agenda for L2 Computer-Assisted Classroom Discussion by Lourdes Ortega	1638	771
On the Net: Language Education and Learning Disabilities by Jean W. LeLoup & Robert Ponterio	1338	565
Emerging Technologies: Real-time Audio and Video Playback on the Web by Bob Godwin-Jones	1299	2524
Book Reviews - HAL's Legacy: 2001's Computer as Dream and Reality by David Stork (Ed.) Reviewed by Philip Hubbard	342	233
Book Reviews - The Power of CALL by Martha Pennington (Ed.) Reviewed by Charles Kisner	763	247
Software Review - <u>Star Festival</u> Botticelli Interactive Reviewed by Tomo Yanagimachi	416	155

### Volume 1, Number 2 • January 1998

ARTICLE	Hits to 3-1-1998	Hits from 3-1-1998 to 1-31-1999
Input vs. Output Practice in Educational Software for Second Language Acquisition by Noriko Nagata	1302	1460
"To Gloss or Not to Gloss": An Investigation of Reading Comprehension Online by Lara L. Lomicka	1377	985
The Effects of Electronic Mail on Spanish L2 Discourse by Manuela González-Bueno	684	800
Using the World Wide Web to Integrate Spanish Language and Culture: A Pilot Study by Maritza Osuna & Carla Meskill	892	2432
On the Net Resources for Instructors and Learners of LCTLs by Jean W. LeLoup & Robert Ponterio	850	612
Emerging Technologies: Dynamic Web Page Creation by Bob Godwin-Jones	977	1116
Shockwave Player and VivoActive Reviewed by Chris La Belle	334	249
Technology Enhanced Language Learning by Michael D. Bush, Ed., & Robert M. Terry, Assoc. Ed. Reviewed by Margaret Hayford O'Leary	649	683

## Volume 2, Number 1 • July 1998

ARTICLE	Hits From 7-31-1998 to 1-31-1999
Multimedia CALL: Lessons to be Learned from Research on Instructed SLA by Carol A. Chapelle	2802
Design and Evaluation of the User Interface of Foreign Language Multimedia Software: A Cognitive Approach by Jan L. Plass	1907
Speech Technology in Computer-Assisted Language Learning: Strengths and Limitations of a New CALL Paradigm by Farzad Ehsani & Eva Knodt	1436
Signal Analysis Software for Teaching Pronunciation by Dorothy M. Chun	1012
On the Net Using WWW Multimedia in the Foreign Language Classroom: Is This for Me? by Jean W. LeLoup & Robert Ponterio	2136
Emerging Technologies: New Developments in Digital Video by Bob Godwin-Jones	624
Book Reviews - Computer Assisted Language Learning: Context and Conceptualization by Michael Levy Reviewed by Christine Leahy	902
Software Reviews - Tripleplay Plus! English Syracuse Language Systems, Inc. Reviewed by Alison Mackey & Jung-Yoon Choi	602

### OUR SUBSCRIBERS

1. Total number of subscribers

As of 3-1-1998	Up to 1-31-1999
1108	2448

2. What they teach	Up to 3-1-98	Up to 1-31-99	% of Subscribers (as of 1/31/99)
Chinese	114	226	9.2
French	317	656	26.8
German	215	428	17.5
Japanese	141	324	13.2
Russian	83	174	7.1
Spanish	413	888	36.3
TOTAL	1293	2708	110.6

The total percentage is larger than 100 because some subscribers teach more than one language. Information on teachers of English/ESL and of less-commonly taught languages is being compiled and will be included in future reports.

3. Where they are	Up to 3-1-98	Up to 1-31-99	% of Subscribers (as of 1/31/99)
Asia/Pacific	166	373	15.2
Canada	63	108	4.4
Europe	210	444	18.1
Latin America	26	91	3.7
Middle East/Africa	35	97	4.0
US	576	1276	52.1
TOTAL	1076	2389	97.5

4. What they do	Up to 3-1-1998	Up to 1-31-1999	% of Subscribers (as of 1/31/99)
-----------------	----------------	-----------------	----------------------------------

Adult or vocational education teacher, staff, or administrator	60	80	3.3
College/university administrator, staff, or teacher trainer	84	138	5.6
College/university faculty or teacher	361	542	22.1
Graduate student	167	304	12.4
Other	62	81	3.3
Researcher or materials developer (including software)	100	143	5.8
School administrator, staff, specialist, or teacher trainer	51	82	3.3
School teacher	164	290	11.8
Undergraduate student	23	34	1.4
TOTAL	1072	1694	69.0