



LLT Annual Report, 2021

April 2022

State of the Journal: An Overview

Founded in 1997, *LLT* is currently in its 26th year of publication and the journal's editorial staff and audience continue to grow. Currently, the *LLT* Listserv has 7,448 subscribers, down from 9,731 in 2020. Potential reasons for this decrease include the change in the way the *LLT* Listserv is now used, as a notification system to alert the readership of rolling content uploads, and the removal of duplicate emails from our lists. While still well ranked, we have seen a slight decrease in our international ranking. In 2022, *LLT* fell from its rank of 12th in [Google Scholar's](#) top 20 publications, placing 18th in the field of educational technology. *LLT* switched publication schedules from three issues published annually to a Continuous Article Publication (CAP) model in January 2022. 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, Shannon Sauro, Nina Vyatkina, and Jon Reinhardt remained on the staff as Associate Editors, with Hayo Reinders and Jim Ranalli joining their ranks as our newest Associate Editors this year. In addition, Frederik Cornillie, Francesca Helm, Maribel Montero Perez, Tetyana Sydorenko, Boris Vazquez-Calvo, and Grace Yue Qi have joined the *LLT* Editorial Board. Nike Arnold, Tracey Derwing, Lara Ducate, Claire Kennedy, Joshua Lawrence, Paul Moore, Susana Sotillo, and Julie Sykes, who have served on the board for the past few years, are now rotating off. Robert Godwin-Jones continues as the Emerging Technologies Editor. Greg Kessler continues as the Editor of the Language Teaching and Technology Forum. Ruslan Suvorov serves the *LLT* editorial team as the Multimedia and Book Reviews Editor. We established a new Language Teacher Education and Technology Forum, with Mimi Li as the Editor.

Editors in Chief: Dorothy Chun and Trude Heift

Associate Editors: Philip Hubbard, 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: Greg Kessler

Language Teacher Education and Technology

Forum Editor: Mimi Li

Book and Multimedia Reviews Editor: Ruslan Suvorov

Editorial Board

Robert Blake	Francesca Helm	Paige Ware
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Alice Chik	Yu-Ju Lan	Tetyana Sydorenko
Frederik Cornillie	Mike Levy	Boris Vazquez-Calvo
Scott Crossley	Mimi Li	Grace Yue Qi
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Marta González-Lloret	Maribel Montero Perez	Katarina Zourou
Christoph Hafner	Mark Pegrum	

Publishing

The 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 and the Center for Open Educational Resources for Language Learning (COERLL) at the University of Texas, Austin. Skyler Smela continues as the Managing Editor. Richard Medina continues fulfilling Application Coding & OJS Maintenance duties. Dave Oka served as Art & Design specialist until February 2022. Khiet Chau continues to provide production assistance. Bei Yang continues as our current Social Media Director.

Managing Editor:	Skyler Smela
Application Coding & OJS Maintenance:	Richard Medina
Design & Production:	Dave Oka
Production Assistance:	Khiet Chau
LISTSERV Administration	Jim Yoshioka
Social Media Director:	Bei Yang

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, Carl Blyth, and Mark Warschauer constituted the Advisory Board of *LLT*. The Center for Open Educational Resources & Language Learning (COERLL) continues to sponsor *LLT*. CORELL's director, Carl Blyth, remains on the advisory committee.

We would also like to acknowledge the volunteer reviewers and copy editors who served during 2021. We are very grateful for their contributions to the journal.

Copy Editors	Emily Dux Speltz	Michaela Nuesser	Rui Yamawaki
Zach Breneman	Jacob (Alexander) Kletzien	Brian Parrott	
Laia Canals	Madison Liotta	Morgan Phelps	

Reviewers

Soojin Ahn	Lionel Fontan	Rui Li	Lijing Shi
Haiyang Ai	Luciana Forti	Peng Li	Chung-Ling Shih
Minoo Alemi	Jonás Fouz-González	Jinrong Li	Jaran Shin
Mashaal Algana	Mark Freiermuth	Meei-Ling Liaw	Kayo Shintaku
Emad Alghamdi	Cécile Gabarre	Yeu Ting Liu	Rachel Shively
Alia Amir	Jianwu Gao	Xiaobin Liu	Alif Silpachai
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Kelly Arispe	Betsy Gilliland	Beate Luo	Bryan Smith
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Frank Boers	Christoph Hafner	Ines A. Martin	Pia Sundqvist
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Hsin-I Chen	Fang Huang	Ana Oskoz	Boris Vazquez-Calvo
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Jin Soo Choi	Wei Jiang	Mark Pegrum	Nina Vyatkina
Yuah Chon	Tan Jin	Jan Plass	Paige Ware
Sin Wang Chong	Napat Jitpaisarnwattana	Oksana Polyakova	Marie Webb
Evgeny	DJ Kaiser	Frederick Poole	Seth Wiener
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Rianne Conijn	Rick Kern	Dolores Ramirez	Michael Winans
Jillian Conry	Greg Kessler	Amin Rasti-Behbahani	Paula Winke
Frederik Cornillie	Matt Kessler	Katherine Ratliffe	Sumei Wu
Scott Crossley	Hea-Suk Kim	Hayo Reinders	Xiaorui
Joseph Cunningham	Tanja Kocjancic Antolik	Jonathon Reinhardt	Xinhao Xu
Sara Cushing	Svetlana Koltovskaia	Deb Reisinger	Taichi Yamashita
Isbell Dan	Judit Kormos	Andrea Révész	Bei Yang
Vanessa De Wilde	Chun Lai	Jose Riera	Inigo Yanguas
Semire Dikli	Kriss Lange	Fernando Rosell-Aguilar	Hui-Chin Yeh
Ali Dincer	Betsy Lavolette	Björn Rudzewitz	James York
Daniel Dixon	Joshua Lawrence	Daniel Rueckert	Meixiu Zhang
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Masaki Eguchi	Junkyu Lee	Brooke Schreiber	Nicole Ziegler
Jehan Elbassouy	John Levis	Mat Schulze	Di Zou
Carrie Demmans Epp	Tim Lewis	Liudmila Shafirova	Katerina Zourou
Jalil Fathi	Mimi Li	Trevor Shanklin	
Nicholas Feroce	Huifang (Lydia) Li	Asmaa Shehata	
	Jia Li	Mark Shermis	

Publication Schedule 2021–2024

We have switched our publication schedule from three issues published annually to a Continuous Article Publication (CAP) model in January, 2022. 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 have been published on a rolling basis. Beginning with this year’s 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. A complete publication schedule has been planned through 2024 and is available below:

Year	Issue	Type	Guest Editors
2021	25(1) Feb	<i>Special Issue on Big Data in Language Education and Research</i>	Hayo Reinders and Yu-Ju Lan
	25(2) Jun	Regular Issue	
	25(3) Oct	<i>Special Issue on 25 Years of Emerging Tech</i>	Robert Godwin-Jones, Ana Oskoz, and Jonathon Reinhardt
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>	

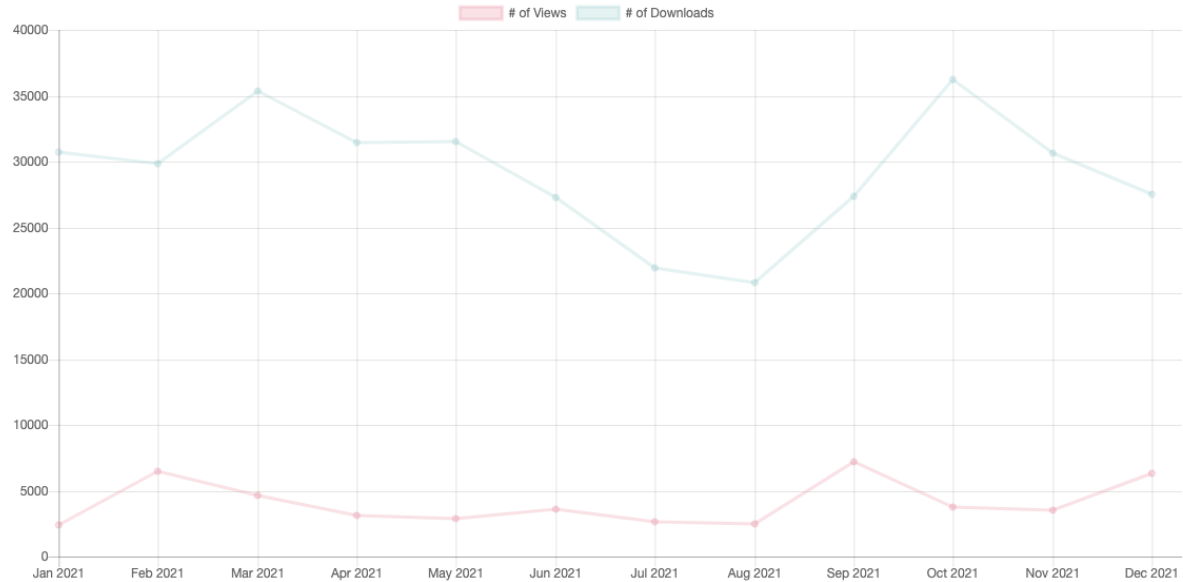
Downloads and Readership

Download counts and readership statistics for 2021 can be found below:

Figure 1

Total Readership (unique downloads/views)

Downloads/Views by Month

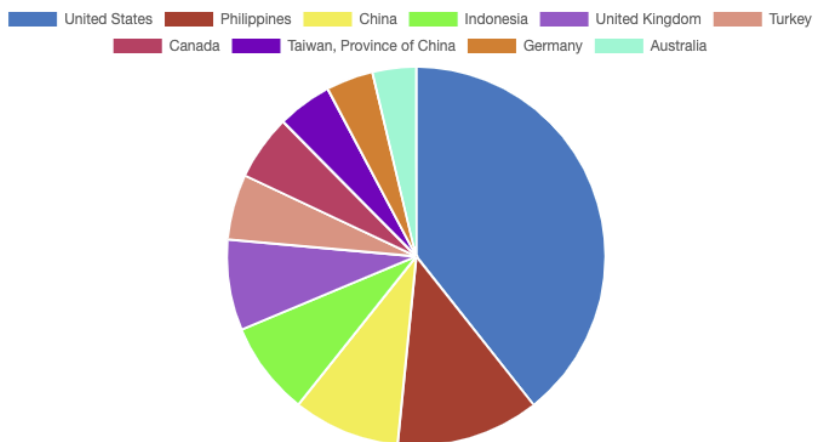


	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Total
Downloads	30697	29871	35327	31426	31495	27242	21916	20811	27350	36243	30621	27526	350525
Page Views	2438	6483	4647	3089	2916	3572	2612	2449	7214	3771	3534	6348	49073

Figure 2

Top Readership by Country

Top Countries

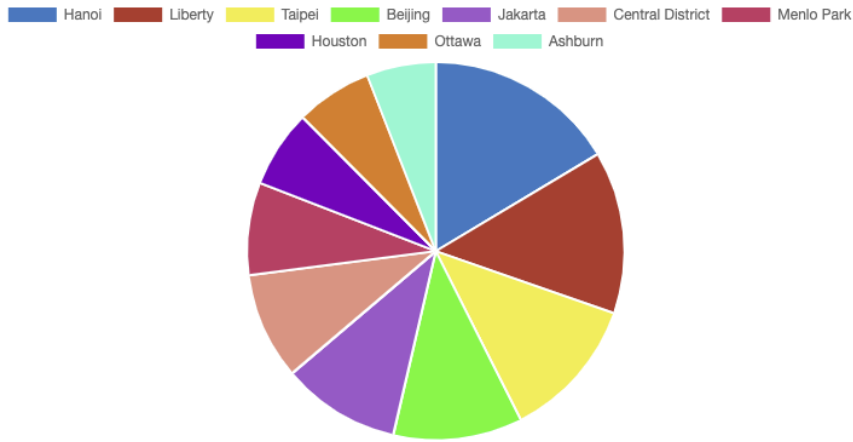


Country	Downloads + Views
United States	86573
Philippines	26920
China	20088
Indonesia	17572
United Kingdom	17022
Turkey	12284
Canada	12232
Taiwan, Province of China	10313
Germany	8869
Australia	8187

Figure 3

Top Readership by City

Top Cities



City	Downloads + Views
Hanoi	7259
Liberty	6148
Taipei	5410
Beijing	4889
Jakarta	4496
Central District	4049
Menlo Park	3501
Houston	2941
Ottawa	2888
Ashburn	2624

Most-read articles:

Item	Downloads
Mobile apps for language learning	4936
Task-based language teaching online: A guide for teachers	4700
Genres, registers, text types, domain, and styles: Clarifying the concepts and navigating a path through the BNC jungle	4145
Meeting the Needs of Distance Learners	3945
Vocabulary learning from watching YouTube videos and reading blog posts	3566
Technology-mediated task-based language teaching: A qualitative research synthesis	3079
Smartphones and language learning	2985
Immersion, interaction, and experience-oriented learning: Bringing virtual reality into FL learning	2675
Improving argumentative writing: Effects of a blended learning approach and gamification	2634
Copy Editor Guidelines	2619

Submissions and Acceptance Rate

In 2021, *LLT* saw a significant increase not only in the number of submissions to the journal, but also in the number that were selected for external review. The list starts with our first full year of using OJS as our journal management software. Details are provided in the table below.

Year	Total Submissions to <i>LLT</i>	Sent for Review	Accepted for Publication
2021	411	92	48

Columns

Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones, continues to be a mainstay of *LLT*. In 2021, *LLT* published the following Emerging Technologies Column articles:

Issue	Author(s)	Title
25(1)	Robert Godwin-Jones	Big data and language learning: Opportunities and challenges
25(2)	Jesus García Laborda; Miguel Fernández Álvarez	Multilevel language tests: Walking into the land of the unexplored
25(3)	Robert Godwin-Jones	Evolving technologies for language learning

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 2021, we published the following forum articles:

Issue	Author(s)	Title	Languages
25(1)	Kacper Łodzikowski	Association between allophonic transcription tool use and phonological awareness level	English
25(2)	Jennifer François; Mohammed Albakry	Effect of formulaic sequences on fluency of English learners in standardized speaking tests	English
25(3)	David Kent	Voice-user interfaces for TESOL: Potential and receptiveness among native and non-native English speaking instructors	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 Ruslan Suvorov, *LLT* published 11 book and other media reviews in 2021.

Issue	Author(s)	Title
25(1)	Alyssa Wolfe	Review of Technology and the psychology of second language learners and users
25(1)	Leonardo A. Guédez	Review of Disruptive technologies and the language classroom: A complex systems theory approach
25(1)	Yasin Karatay; Leyla Karatay	Review of Automated speaking assessment: Using language technologies to score spontaneous speech
25(1)	Sumei Wu	Review of Understanding attitude in intercultural virtual communication
25(2)	Ayşen Tuzcu	Review of Creating effective blended language learning courses: A research-based guide from planning to evaluation
25(2)	Jennifer D. Quinlan	Review of Teaching language online: A guide to designing, developing, and delivering online, blended, and flipped language courses
25(2)	Kiyotaka Suga	Review of Language teaching with video-based technology: Creativity and CALL teacher education
25(3)	Ella Alhudithi	Review of Voyant tools: See through your text
25(3)	María-José Arrufat-Marqués	Review of Teaching pragmatics and instructed second language learning: Study abroad and technology-enhanced learning
25(3)	Gregory Strong	Review of English Central
25(3)	Inés Vañó García	Review of Open education and second language learning and teaching: The rise of a new ecology

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*
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

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

Overview of Issues

The February, June, and October 2021 issues included two, eight, and six feature articles, respectively. The average pages per issue during the last year was 170. Over the last seven years, *LLT* has shown that it can maintain this length of volumes.

Feature Articles

The following 16 feature articles were published during 2021:

Issue	Citation	Languages
25(1)	Schnur, E., & Rubio, F. (2021). Lexical complexity, writing proficiency and task effects in Spanish Dual Language Immersion. <i>Language Learning & Technology</i> , 25(1), 53–72. https://hdl.handle.net/10125/73425	Spanish
	Youngs, B. L. (2021). Item-level learning analytics: Ensuring quality in an online French course. <i>Language Learning & Technology</i> , 25(1), 73–91. https://hdl.handle.net/10125/73426	French

- 25(2) Qin, T., & van Compernelle, R. A. (2021). Computerized dynamic assessment of implicature comprehension in L2 Chinese. *Language Learning & Technology*, 25(2), 55–74. <http://hdl.handle.net/10125/73433> *Chinese
- Yamashita, T. (2021). Corrective feedback in computer-mediated collaborative writing and revision contributions. *Language Learning & Technology*, 25(2), 75–93. <http://hdl.handle.net/10125/73434> English
- Strawbridge, T. (2021). Modern language: Interaction in conversational NS-NNS video SCMC eTandem exchanges. *Language Learning & Technology*, 25(2), 94–110. <http://hdl.handle.net/10125/73435> Spanish, English
- Cárdenas-Claros, M.S., Campos-Ibaceta, A. & Vera-Saavedra, J. (2021). Listeners’ patterns of interaction with help options: Towards empirically-based pedagogy. *Language Learning & Technology*, 25(2), 111–134. <http://hdl.handle.net/10125/73436> English
- Blazquez-Carretero, M., & Woore, R. (2021). Can a ‘pedagogical’ spellchecker improve spelling accuracy in L2 Spanish? *Language Learning & Technology*, 25(2), 135–157. <http://hdl.handle.net/10125/73437> Spanish
- Shafiee Rad, H., Roohani, A., & Rahimi Domakani, M. (2021). Flipping EFL learners’ writing classroom through role-reversal and discussion-oriented models. *Language Learning & Technology*, 25(2), 158–177. <http://hdl.handle.net/10125/73438> English
- Aldukhayel, D. (2021). The effects of captions on L2 learners’ comprehension of vlogs. *Language Learning & Technology*, 25(2), 178–191. <http://hdl.handle.net/10125/73439> English
- Wu, Y-j. A. (2021). Discovering collocations via data-driven learning in L2 writing. *Language Learning & Technology*, 25(2), 192–214. <http://hdl.handle.net/10125/73440> English
- 25(3) Boulton, A., & Vyatkina, N. (2021). Thirty years of data-driven learning: Taking stock and charting new directions over time. *Language Learning & Technology*, 25(3), 66–89. <http://hdl.handle.net/10125/73450> English, *Various
- González-Lloret, M. (2021). L2 pragmatics and CALL. *Language Learning & Technology*, 25(3), 90–105. <http://hdl.handle.net/10125/73451> *Various
- Kalyaniwala, C., & Ciekanski, M. (2021). Autonomy CALLing: A systematic review of 22 years of publications in learner autonomy and CALL. *Language Learning & Technology*, 25(3), 106–131. <http://hdl.handle.net/10125/73452> *Arabic, *Chinese, English, French, German, *Japanese, *Korean, Italian, *Turkish, *Polish, *Portuguese, *Russian, Spanish
- Kern, R. (2021). Twenty-five years of digital literacies in CALL. *Language Learning & Technology*, 25(3), 132–150. <http://hdl.handle.net/10125/73453>
- Chen, X. L., Zou, D., Xie, H. R., & Su, F. (2021). Twenty-five years of computer-assisted language learning: A topic modeling analysis. *Language Learning & Technology*, 25(3), 151–185. <http://hdl.handle.net/10125/73454> English

Note. *Less commonly taught languages

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 2021 award selection committee. The 2021 award recipient was Dr. Liudmila Klimanova from the University of Arizona.

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.

Future Initiatives

In 2021, various actions were taken to address the ideas, issues and concerns brought by the Board in previous years. As mentioned above, *LLT* made the transition from a triannual publishing schedule to CAP (Continuous Article Publication) in order to better serve our authors and decrease the wait from article acceptance to publication. With this came a full redesign of our website, aimed at improving the visibility, image, and organization of *LLT*, and the new call for volunteers to contribute to our journal as copy editors. Our Social Media Director, Bei Yang, continues to increase *LLT*'s online presence. There are an average of two to three posts on *LLT*'s social media pages per month with an average reach of 1000 views on Twitter; we will add video components in the near future. There are plans to create an *LLT* podcast hosted by our new Associate Editor, Hayo Reinders, in order to increase the journal's multimedia presence. We also have several new timely and pertinent special issues planned, with another one awaiting to be announced soon. Lastly, we are developing a new section to take the place of *Commentaries* called *Reviews*, which will provide a critical overview of empirical research in a given subfield of CALL. Editorial Board member Yu-Ju Lan will be the Associate Editor in charge of these reviews. These new initiatives should help *LLT* continue to grow and expand its influence in the upcoming years.

Appendix A. Summary of Journal Statistics, 2021

Category	Measure	Total
Readership	<i>N</i> Subscriptions	7,448
	<i>N</i> New Subscriptions in 2021	78
Issues	<i>N</i> Issues Total	3
	<i>N</i> Special Issues	2
Articles	<i>N</i> Published in 2021	16
	<i>N</i> Accepted for Publication	48
	<i>N</i> Submitted	411
	Acceptance Rate (calculated on 2021 submissions only)	6%
	<i>N</i> on Heritage Learners	0
	<i>N</i> Addressing 78 Priority Languages	5
	<i>N</i> of Priority Languages Addressed	8
	<i>N</i> Column Publications	6
	<i>N</i> Book Reviews	11

Appendix B. LLT Ranking and Classification

ISI Journal Citation Reports® Ranking

Year	Impact Factor	5-Year	Linguistics	Education
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
2016	2.29	3.31	8 out of 180	26 out of 235

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.