



# LLT Annual Report, 2023

September 2024

## 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. The *LLT* Listserv has 6,663 subscribers as of the end of 2023, down from 7,139 in 2022. Our annual ISI Journal Citation Reports® Impact Factor decreased from 3.8 to 3.5 in 2023. Despite this decline, the journal maintained a high ranking, likely due to the significantly increased number of journals considered in the calculation for both years. Specifically, the number of journals in the Linguistics category rose from 194 in 2022 to 297 in 2023, and in Education from 269 to 756. This broader base may have influenced the overall impact factor rankings. Despite the significant increase in the number of journals considered in the calculation, the 5-year Impact Factor score remained the same, at 5.20. Since January 2022, *LLT* has been published following a Continuous Article Publication (CAP) model. During the reported year, *LLT* published 43 new articles, columns, and reviews, a 13% increase in the number of published items. 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 the 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, Jon Reinhardt, and Yu-Ju Lan remained on the staff as Associate Editors. Robert Godwin-Jones continues as the Emerging Technologies Editor. Mimi Li serves as Editor of both the Language Teaching and Technology Forum and Language Teacher Education and Technology Forum. Kristin Rock serves as the Multimedia and Book Reviews Editor. Yu-Ju Lan serves as the Editor of Systematic Review Articles, studies that provide critical overviews of empirical research in a given subfield of CALL. Lastly, our podcast series, *Voices from LLT*, is hosted by our Podcast Editor, Hayo Reinders.

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

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## Editorial Board

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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. Becky Dingle succeeded Skyler Riela (Smela) in August 2023 as Managing Editor. Richard Medina continues fulfilling Application Coding & Open Journal System (OJS) Maintenance duties. Koyuki Mitani and Alexander F. Tang provide production assistance. Bei Yang continues as our Social Media Director.

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<b>Managing Editor:</b>	Becky Dingle
<b>Application Coding &amp; OJS Maintenance:</b>	Richard Medina
<b>Production Assistance:</b>	Koyuki Mitani and Alexander F. Tang
<b>LISTSERV Administration:</b>	Jim Yoshioka
<b>Social Media Director:</b>	Bei Yang

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## 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 2023. We are very grateful for their contributions to the journal.

### Copy Editors

Michael Brandon  
Haeyun Jin  
Ruirui Jia  
Andy Jiahao Liu  
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Michelle Sim  
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Danica Tomber  
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Laura Rampazzo  
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Dan Song

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Meng Liu  
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Hao Le  
Tricia Thrasher  
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Joel Bloch	Tetyana Sydorenko	Xiaobin Chen	
Boris Vazquez-Calvo	DJ Kaiser	Mirjana Borucinsky	

## Publication Schedule 2023–2027

We switched our publication schedule from three issues 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 2023, we were able to publish 43 new articles, columns, and reviews, a 13% increase in productivity. We hope to continue increasing our publication capacity through the continued assistance of our volunteer copyeditor community. Special thanks and appreciation to Richard Medina, Skyler Riela, and Becky Dingle 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 System<sup>1</sup>. 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 Hawai‘i, 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

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

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 (for example, 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:

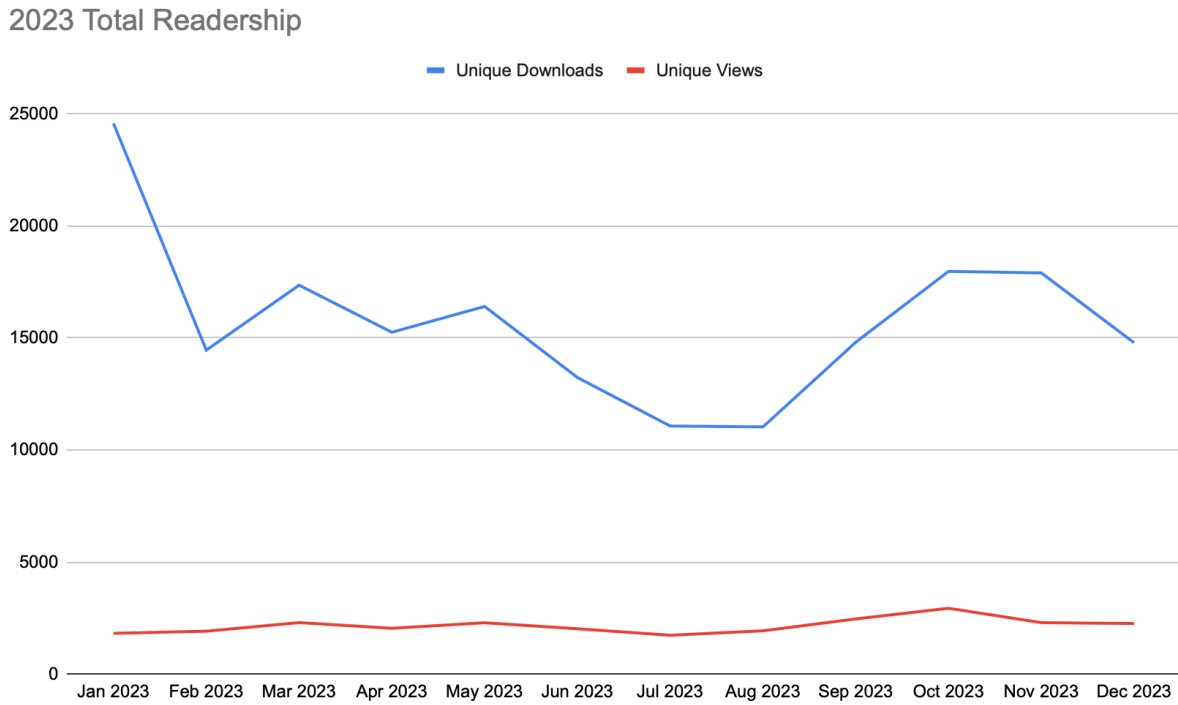
<b>Year</b>	<b>Issue</b>	<b>Type</b>	<b>Guest Editors</b>
2023	27(1)	Regular Issue	
	27(2) Feb	<i>Special Issue on Semiotics &amp; CALL</i>	Liudmila Klimanova and Lara Lomicka
	27(3) Oct	<i>Special Issue on Extended Reality (XR) in CALL</i>	Yu-Ju Lan and Mark Pegrum
2024	28(1)	Regular Issue	
	28(2) Jun	<i>Special Issue on Artificial Intelligence for Language Learning</i>	Mark Warschauer and Ying Xu
2025	29(1)	Regular Issue	
	29(2) Feb	<i>Special Issue on Indigenous Languages and Less Commonly Taught Languages (LCTLs) with Technology</i>	Paula Winke and Kadidja Koné
	30(3) Oct	<i>Special Issue on Multimodality in CALL</i>	Bronson Hui and Matt Kessler
2026	30(1)	Regular Issue	
	30(2) Jun	<i>Special Issue on Emotional CALL</i>	Mariusz Kruk and Mirosław Pawlak
2027	31(1)	Regular Issue	
	31(2) Feb	<i>Special Issue on Generative AI and Data-driven Learning in Second Language Acquisition: What the Future Holds</i>	Javad Zare and Alex Boulton

## Downloads and Readership

Download counts and readership statistics for 2023 can be found in Figure 1, Figure 2, Figure 3, Table 1, Table 2, Table 3, and Table 4.

**Figure 1**

*Total Readership (unique downloads/views)*



**Table 1**

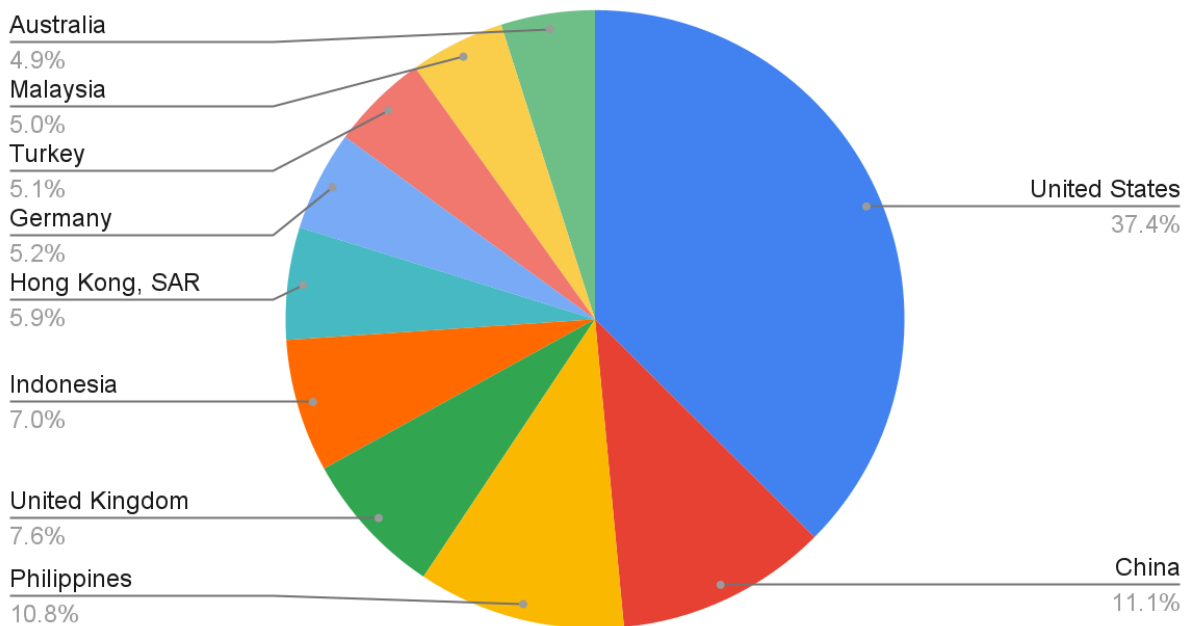
*2023 Total Readership (unique downloads/views)*

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Down-													
loads	24556	14448	17344	15246	16397	13228	11064	11025	14801	17960	17894	14780	188743
Views	1820	1914	2297	2044	2290	2023	1733	1931	2461	2937	2296	2256	26002

**Figure 2**

*Percent of Downloads by Country*

## Percent of Downloads by Country



**Table 2**

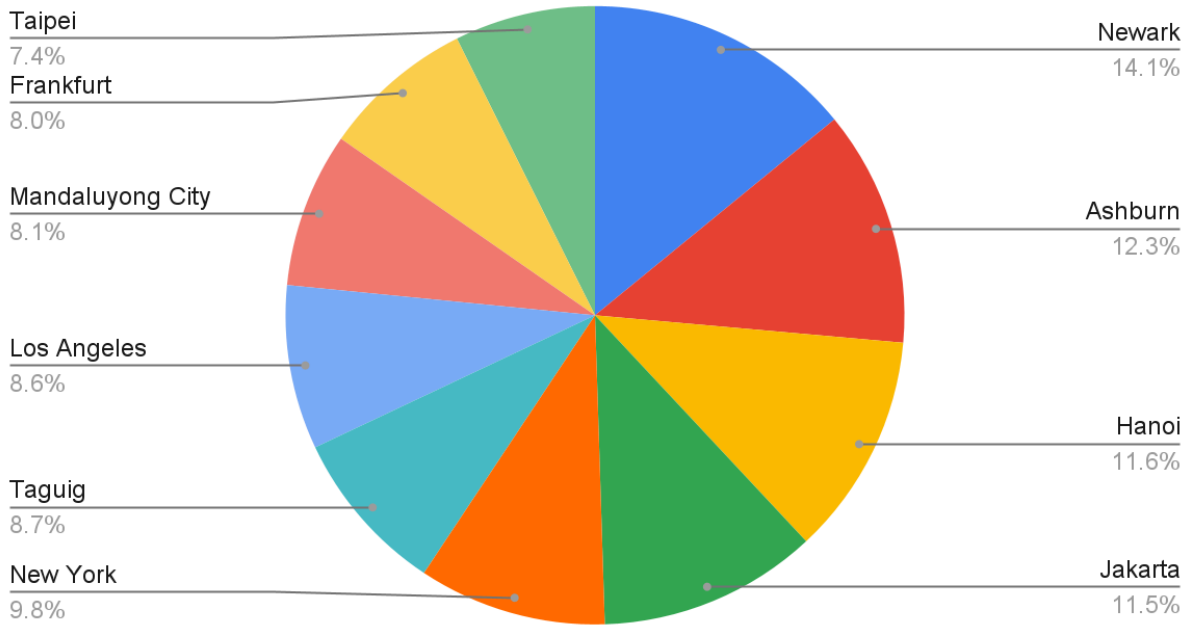
*Top Downloads by Country*

<b>Country</b>	<b>Downloads</b>
United States	78434
China	23173
Philippines	22710
United Kingdom	15981
Indonesia	14561
Hong Kong, SAR	12299
Germany	10979
Turkey	10650
Malaysia	10397
Australia	10282

**Figure 3**

*Percent of Downloads by City*

### Percent of Downloads by City



**Table 3**

*Top Downloads by City*

City	Downloads
Newark	6354
Ashburn	5568
Hanoi	5249
Jakarta	5168
New York	4434
Taguig	3906
Los Angeles	3875
Mandaluyong City	3662
Frankfurt	3593
Taipei	3324

**Table 4***Most Read Articles in 2023*

Item	Downloads	Views
Godwin-Jones, R. (2023). Emerging spaces for language learning: AI bots, ambient intelligence, and the metaverse. <i>Language Learning &amp; Technology</i> , 27(2), 6–27. <a href="https://hdl.handle.net/10125/73501">https://hdl.handle.net/10125/73501</a>	3090	829
Scheffler, P., & Baranowska, K. (2023). Learning pronunciation through television series. <i>Language Learning &amp; Technology</i> , 27(1), 1–16. <a href="http://hdl.handle.net/10125/73520">http://hdl.handle.net/10125/73520</a>	2836	392
Jaramillo Cherrez, N., & Nadolny, L. (2023). Willingness to communicate and oral communicative performance through asynchronous video discussions. <i>Language Learning &amp; Technology</i> , 27(1), 1–23. <a href="http://hdl.handle.net/10125/73521">http://hdl.handle.net/10125/73521</a>	2236	227
Shin, D., & Chon, Y. V. (2023). Second language learners' post-editing strategies for machine translation errors. <i>Language Learning &amp; Technology</i> , 27(1), 1–25. <a href="https://hdl.handle.net/10125/73523">https://hdl.handle.net/10125/73523</a>	2291	324
Al Bukhari, J., & Dewey, J. A. (2023). Multimodal glosses enhance learning of Arabic vocabulary. <i>Language Learning &amp; Technology</i> , 27(1), 1–24. <a href="https://hdl.handle.net/10125/73498">https://hdl.handle.net/10125/73498</a>	1988	144
Cámara-Arenas, E., Tejedor-García, C., Tomas-Vázquez, C. J., & Escudero-Mancebo, D. (2023). Automatic pronunciation assessment vs. automatic speech recognition: A study of conflicting conditions for L2-English. <i>Language Learning &amp; Technology</i> , 27(1), 1–19. <a href="https://hdl.handle.net/10125/73512">https://hdl.handle.net/10125/73512</a>	1972	220
Fievez, I., Montero Perez, M., Cornillie, F., & Desmet, P. (2023). How do learners use a CALL environment? An eye-tracking study. <i>Language Learning &amp; Technology</i> , 27(1), 1–22. <a href="https://hdl.handle.net/10125/73514">https://hdl.handle.net/10125/73514</a>	1730	45
Nakazawa, L., Zalazar, M. L., & Rock, K. (2023). Review of Language teacher development in digital contexts. <i>Language Learning &amp; Technology</i> , 27(1), 1–4. <a href="http://hdl.handle.net/10125/73499">http://hdl.handle.net/10125/73499</a>	1708	76
Abe, M. (2023). Topic management in L2 task-based written interactions. <i>Language Learning &amp; Technology</i> , 27(1), 1–18. <a href="https://hdl.handle.net/10125/73511">https://hdl.handle.net/10125/73511</a>	1583	123
Han, Y., & Smith, B. E. (2023). An ecological perspective on the use of memes for language learning. <i>Language Learning &amp; Technology</i> , 27(2), 155–175. <a href="https://hdl.handle.net/10125/73507">https://hdl.handle.net/10125/73507</a>	1558	212

**Submissions and Acceptance Rate**

In 2023, *LLT* saw a steady number of submissions to the journal. Details are provided in Table 5.

**Table 5***Total Submissions from 2021 to 2023*

<b>Year</b>	<b>Total Submissions to <i>LLT</i></b>	<b>Sent for Review</b>	<b>Accepted for Publication</b>
2021	411	92	48
2022	375	62	35
2023	418	75	37

## Columns

### Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones, continues to be a mainstay of *LLT*. In 2023, *LLT* published the following Emerging Technologies Column articles in Table 6.

**Table 6***Emerging Technologies Columns Published in 2023*

<b>Issue</b>	<b>Author(s)</b>	<b>Title</b>
27(2)	Robert Godwin-Jones	Emerging spaces for language learning: AI bots, ambient intelligence, and the metaverse
27(3)	Robert Godwin-Jones	Presence and agency in real and virtual spaces: The promise of extended reality for language learning

### Language Teacher Education and Technology Forum

Beginning in 2022, *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 2023, we published the following forum article in Table 7.

**Table 7***Language Teacher Education and Technology Forum Published in 2023*

<b>Issue</b>	<b>Author(s)</b>	<b>Title</b>	<b>Languages</b>
27(3)	Dongkwang Shin & Jang Ho Lee	Can ChatGPT make reading comprehension testing items on par with human experts?	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 Editor Kristin Rock, *LLT* published 6 book reviews in 2023. Details are provided in Table 8.

**Table 8**

*Media Reviews Published in 2023*

Issue	Author(s)	Title
27(1)	Lynn Nakazawa, Maria Laura Zalazar & Kristin Rock	Review of Language teacher development in digital contexts
27(1)	Jing Zhou & April Zhao	Review of Pondy Reader
27(1)	Hanwool Choe	Review of Research methods for digital discourse analysis
27(1)	Yue Chen	Review of Identity, multilingualism and CALL: Responding to new global realities
27(1)	Andrias Susanto & Sinem Sonsaat-Hegelheimer	Review of SMART CALL: Personalization, contextualization, & socialization
27(1)	Hannah Fedder Williams & Nadja Tadic	Review of Conversation analytic language teacher education in digital spaces

## 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 were scheduled for publication in October 2023 in the Special Issue on Extended Reality (XR). Details are provided in Table 9.

**Table 9**

*Systematic Reviews Published in 2023*

Issue	Author(s)	Title	Languages
27(3)	Ruofei Zhang, Di Zhou & Gary Cheng	A systematic review of technology-enhanced L2 listening development since 2000	English
	Michael Li	A review of technology enhanced Chinese character teaching and learning in a digital context	Mandarin Chinese

## Articles Published

With the adoption of the Continuous Article Publication (CAP) model, a record 34 articles were published this year. Details are provided in Table 10.

**Table 10**

*Articles Published from 2017 to 2023*

<b>Year</b>	<b>Issue</b>	<b>Articles</b>	<b>Pages*</b>
<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
2019	23(1)-SI	5	144
	23(2)	7	158
	23(3)-SI	7	198
<b>Total:</b>		19	500
<b>2020</b>	24(1)	7	208
	24(2)-SI	4	118
	24(3)	8	193
<b>Total:</b>		19	519
2021	25(1)-SI	2	91
	25(2)	8	214
	25(3)-SI	6	204
<b>Total:</b>		16	509
<b>2022</b>	26(1)	23	560
	26(2)-SI	4	148
<b>Total:</b>		27	708
<b>2023</b>	27(1)	22	465
	27(2)-SI	8	172
	27(3)-SI	4	68
<b>Total:</b>		34	705

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

## Overview of Issues

In 2023, the Regular Issue included 22 feature articles, and the Special Issues included 12 feature articles. The average pages per issue during the last year was 235, which was less than the average of 354 in 2022.

## Feature Articles

The following 32 feature articles were published during 2023:

Issue	Citation	Languages
27(1)	Al Bukhari, J., & Dewey, J. A. (2023). Multimodal glosses enhance learning of Arabic vocabulary. <i>Language Learning &amp; Technology</i> , 27(1), 1–24. <a href="https://hdl.handle.net/10125/73498">https://hdl.handle.net/10125/73498</a>	*Arabic
	Abe, M. (2023). Topic management in L2 task-based written interactions. <i>Language Learning &amp; Technology</i> , 27(1), 1–18. <a href="https://hdl.handle.net/10125/73511">https://hdl.handle.net/10125/73511</a>	English
	Cámara-Arenas, E., Tejedor-García, C., Tomas-Vázquez, C. J., & Escudero-Mancebo, D. (2023). Automatic pronunciation assessment vs. automatic speech recognition: A study of conflicting conditions for L2-English. <i>Language Learning &amp; Technology</i> , 27(1), 1–19. <a href="https://hdl.handle.net/10125/73512">https://hdl.handle.net/10125/73512</a>	English
	Fievez, I., Montero Perez, M., Cornillie, F., & Desmet, P. (2023). How do learners use a CALL environment? An eye-tracking study. <i>Language Learning &amp; Technology</i> , 27(1), 1–22. <a href="https://hdl.handle.net/10125/73514">https://hdl.handle.net/10125/73514</a>	*Dutch
	Hetrovicz, L. (2023). Peer and NS-learner videoconferencing: Language-related episodes and perceived usefulness. <i>Language Learning &amp; Technology</i> , 27(1), 1–18. <a href="https://hdl.handle.net/10125/73515">https://hdl.handle.net/10125/73515</a>	Spanish
	Jabbari, N., & Eslami, Z. R. (2023). Negotiations for meaning in the context of a massively multiplayer online role-playing game. <i>Language Learning &amp; Technology</i> , 27(1), 1–28. <a href="http://hdl.handle.net/10125/73517">http://hdl.handle.net/10125/73517</a>	English
	Taguchi, N. (2023). Game-based instruction of pragmatics: Learning request-making through perlocutionary effects. <i>Language Learning &amp; Technology</i> , 27(1), 1–18. <a href="http://hdl.handle.net/10125/73519">http://hdl.handle.net/10125/73519</a>	English
	Scheffler, P., & Baranowska, K. (2023). Learning pronunciation through television series. <i>Language Learning &amp; Technology</i> , 27(1), 1–16. <a href="http://hdl.handle.net/10125/73520">http://hdl.handle.net/10125/73520</a>	English
	Jaramillo Cherrez, N., & Nadolny, L. (2023). Willingness to communicate and oral communicative performance through asynchronous video discussions. <i>Language Learning &amp; Technology</i> , 27(1), 1–23. <a href="http://hdl.handle.net/10125/73521">http://hdl.handle.net/10125/73521</a>	Spanish
	Poole, F. J., & Clarke-Midura, J. (2023). Applying educational data mining to explore individual experiences in digital games. <i>Language Learning &amp; Technology</i> , 27(1), 1–26. <a href="http://hdl.handle.net/10125/73522">http://hdl.handle.net/10125/73522</a>	*Mandarin Chinese
	Shin, D., & Chon, Y. V. (2023). Second language learners' post-editing strategies for machine translation errors. <i>Language Learning &amp; Technology</i> , 27(1), 1–25. <a href="https://hdl.handle.net/10125/73523">https://hdl.handle.net/10125/73523</a>	English
	Alghamdi, E. A., Gruba, P., Masrai, A., & Velloso, E. (2023). The use of lexical complexity for assessing difficulty in instructional videos. <i>Language Learning &amp; Technology</i> , 27(1), 1–21. <a href="https://hdl.handle.net/10125/73524">https://hdl.handle.net/10125/73524</a>	English
	Hellmich, E. A., & Vinall, K. (2023). Student use and instructor beliefs: Machine translation in language education. <i>Language Learning &amp; Technology</i> , 27(1), 1–27. <a href="https://hdl.handle.net/10125/73525">https://hdl.handle.net/10125/73525</a>	French, Spanish
	Martin, I. A. (2023). Motivation in computer-assisted pronunciation training: Online and face-to-face environments. <i>Language Learning &amp; Technology</i> , 27(1), 1–21. <a href="https://hdl.handle.net/10125/73526">https://hdl.handle.net/10125/73526</a>	German

- Hui, B., Rudzewitz, B., & Meurers, D. (2023). Learning processes in interactive CALL systems: Linking automatic feedback, system logs, and learning outcomes. *Language Learning & Technology*, 27(1), 1–23. <https://hdl.handle.net/10125/73527> English
- Choi, S. (2023). Visual saliency in captioned digital videos and learning of English collocations: An eye-tracking study. *Language Learning & Technology*, 27(1), 1–21. <https://hdl.handle.net/10125/73536> English
- Révész, A., Stainer, M., Jung, J., Lee, M., & Michel, M. (2023). Using eye-tracking as a tool to develop lexical knowledge. *Language Learning & Technology*, 27(1), 1–22. <https://hdl.handle.net/10125/73537> English
- Shintaku, K. (2023). Learning of L2 Japanese through video games. *Language Learning & Technology*, 27(1), 1–17. <https://hdl.handle.net/10125/73540> English
- Kwon, S. K., Shin, D., & Lee, Y. (2023). The application of chatbot as an L2 writing practice tool. *Language Learning & Technology*, 27(1), 1–19. <https://doi.org/10125/73541> English
- Adams, R., Nik Mohd Alwi, N., & Masrom, U. K. (2023). Modality and task complexity effects on second language production in CMC. *Language Learning & Technology*, 27(1), 1–22. <https://hdl.handle.net/10125/73542> English
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27(3)	Zhang, R., Zou, D., & Cheng, G. (2023). A systematic review of technology-enhanced L2 listening development since 2000. <i>Language Learning &amp; Technology</i> , 27(3), 41–64. <a href="https://hdl.handle.net/10125/73531">https://hdl.handle.net/10125/73531</a>	English
	Li, M. (2023). A review of technology enhanced Chinese character teaching and learning in a digital context. <i>Language Learning &amp; Technology</i> , 27(3), 65–82. <a href="https://hdl.handle.net/10125/73532">https://hdl.handle.net/10125/73532</a>	*Mandarin Chinese
	Wen, Y., Li, J., Xu, H., & Hu, H. (2023). Restructuring multimodal corrective feedback through Augmented Reality (AR)-enabled videoconferencing in L2 pronunciation teaching. <i>Language Learning &amp; Technology</i> , 27(3), 83–107. <a href="https://hdl.handle.net/10125/73533">https://hdl.handle.net/10125/73533</a>	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 *LLT*

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 Hawai‘i at Mānoa. Dr. Julio C. Rodriguez appointed the 2023 award selection committee, which was chaired by Dr. Grace Yue Qi. The 2023 award recipients were Dr. Emily A. Hellmich and Dr. Kimberly Vinall, both from the Berkeley Language Center at the University of California, Berkeley.

## New Initiatives from 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 January to December 2023, nine episodes were recorded with an average run time of about 20 minutes and a total of 336 plays. Moving forward, we hope to increase the reach of these channels and interview more key contributors to the journal.

## **Future Initiatives**

In 2023, 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 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 (February 2025), we published six articles featuring LCTLs this year. Our Social Media Director, Bei Yang, continues to increase *LLT*'s online presence. There were an average of four to five posts on *LLT*'s social media pages per month. These initiatives should help *LLT* continue to grow and expand its influence in the upcoming years.

## Appendix A. Summary of Journal Statistics, 2023

Category	Measure	Total
Readership	<i>N</i> Subscriptions	6,663
	<i>N</i> New Subscriptions in 2023	55
Issues	<i>N</i> Issues Total	3
	<i>N</i> Special Issues	2
Articles	<i>N</i> Published in 2023	47
	<i>N</i> Accepted for Publication	41
	<i>N</i> Submitted	418
	Acceptance Rate (calculated on 2023 submissions only)	6%
	<i>N</i> on Heritage Learners	0
	<i>N</i> Addressing 78 Priority Languages	4
	<i>N</i> of Less-Commonly Taught Languages Addressed	6
	<i>N</i> Column Publications	1
<i>N</i> Book Reviews	7	

## Appendix B. LLT Ranking and Classification

### ISI Journal Citation Reports® Ranking

Year	Impact Factor	5-Year	Linguistics	Education
2023	3.50	5.20	15 out of 297	53 out of 756
2022	3.80	5.20	14 out of 194	55 out of 269
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

### Less-Commonly Taught Languages (LCTLs)

The National Council of Less Commonly Taught Languages (NCOLCTL) defines LCTLs as “all languages other than English and the commonly taught European languages of German, French and Spanish” (National Council for Less Commonly Taught Languages, 2024).

The 2023 annual report was compiled by Alexander F. Tang.