



# LLT Annual Report

January 1 — December 31, 2024

## State of the Journal: An Overview

Founded in 1997, *LLT* is currently in its 28th year of publication and the journal’s editorial staff and audience continue to grow. The LLT Listserv has 6,525 subscribers as of the end of 2024, slightly down from 6,663 in 2023. The ISI Journal Citation Reports™ Impact Factor increased to 5.6 in 2024. The journal maintained a high ranking, considering the significantly increased number of journals included in the calculation for both years. Specifically, the number of journals in the Linguistics category rose from 297 in 2023 to 303 in 2024, and in Education decreased from 760 to 756, in 2024. This broader base may have influenced the overall impact factor rankings. Despite the significant increase in the number of journals considered in the calculation, *LLT* ranks 48 among peer Education & Educational Research journals (93.7 JIF Percentile, i.e., *LLT* scores higher than 93% of the journals in this category), and decreased to 17 among peer journals in Linguistics (94.6 JIF Percentile, i.e., *LLT* scores higher than 94% of the journals in the Linguistics category). Because of the fluctuations in the number of journals considered in the equation, the percentile measure is a more stable indicator and has consistently placed in Q1 (the journal performs better than at least 75% of journals in that category, based on its Impact Factor score) in the last 5 years (Tables 1 & 2). In 2024, the 5-year Impact Factor score increased to 5.6 (see Appendix B).

Since January 2022, *LLT* has been published following a Continuous Article Publication (CAP) model. *LLT* received 607 submissions in 2024, up from 418 in 2023, a 45.22% increase in the number of submissions. During 2024, *LLT* published 56 new articles, columns, and reviews, a 30.23% increase in the number of published items. Looking forward to the future, *LLT* will continue to implement changes where necessary in order to better serve its target audience and increase its impact, including with research on the less-commonly taught languages.

**Table 1**

*Rank by JIF in Education & Educational Research\**

Year	Percentile	Quartile	Rank
<b>2024</b>	<b>93.7</b>	<b>Q1</b>	<b>48 out of 756</b>
2023	93.1	Q1	53 out of 760
2022	79.7	Q1	55 out of 269
2021	88.70	Q1	31 out of 270
2020	86.23	Q1	37 out of 265
2019	81.94	Q1	48 out of 263

\* Data from Journal Impact Factor, *Journal Citation Reports* (Clarivate, 2024)

**Table 2***Rank by JIF in Linguistics\**

<b>Year</b>	<b>Percentile</b>	<b>Quartile</b>	<b>Rank</b>
<b>2024</b>	<b>94.6</b>	<b>Q1</b>	<b>17 out of 303</b>
2023	95.1	Q1	15 out of 296
2022	93.0	Q1	14 out of 194
2021	95.13	Q1	10 out of 195
2020	97.15	Q1	6 out of 193
2019	92.78	Q1	14 out of 187

\* Data from Journal Impact Factor, *Journal Citation Reports* (Clarivate, 2024)**Journal Staff****Editorial**

Dorothy Chun continues to lead *LLT* as Editor in Chief, with Trude Heift stepping down and Hayo Reinders (formerly an Associate Editor) stepping in as Editor in Chief in July 2024. Philip Hubbard, Meei-Ling Liaw, Lara Lomicka-Anderson, and Jim Ranalli remained on the staff as Associate Editors for all of 2024. Shannon Sauro, Nina Vyatkina, Jon Reinhardt stepped down as Associate Editors in mid-2024, and Sangmin-Michelle Lee, Mimi Li, and Chun Lai stepped in subsequently as Associate Editors. Robert Godwin-Jones continues as the Emerging Technologies Editor. Mimi Li served as Editor of both the Language Teaching and Technology Forum and Language Teacher Education and Technology Forum. Kristin Rock served as the Multimedia and Book Reviews Editor. Yu-Ju Lan continues to serve 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.

<b>Editors in Chief:</b>	Dorothy Chun and Hayo Reinders
<b>Associate Editors:</b>	Philip Hubbard, Chun Lai, Sangmin-Michelle Lee, Mimi Li, Meei-Ling Liaw, Lara Lomicka-Anderson, 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

## Editorial Board

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Christoph Hafner	Maribel Montero Perez	Binbin Zheng
Debra Hardison	Mark Pegrum	Katarina Zourou

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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. Julio C. Rodriguez directs both centers and oversees publication aspects of *LLT*, supported by a professional team affiliated with these centers at UHM. This team includes managing editor Alexander F. Tang, graduate student in Second Language Studies at UHM; technology lead Richard Medina, Associate Faculty Specialist in Human-Computer Interaction at the CLT and NFLRC; NFLRC Program Coordinator Jim Yoshioka; a Media Design Specialist (position currently vacant); and production assistants Koyuki Mitani and Hsin-Tzu Jen, graduate students in the Department of East Asian Languages and Literatures.

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<b>Managing Editor:</b>	Alexander F. Tang
<b>Application Coding &amp; OJS Maintenance:</b>	Richard Medina
<b>Production Assistance:</b>	Koyuki Mitani, Hsin-Tzu Jen, and Alexander F. Tang
<b>Administration:</b>	Jim Yoshioka
<b>Social Media Editor:</b>	Bei Yang

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## Publication Updates

### *Discoverability & Distribution*

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. Systems have recently been standardized and the cost of DOIs has been significantly reduced, which has in turn normalized the use of DOI for discoverability purposes. In response to this new development, the publishing team is planning a path forward to assign DOIs to all *LLT* content, prioritizing articles published in the last 5 years, which have a higher impact on journal metrics.

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

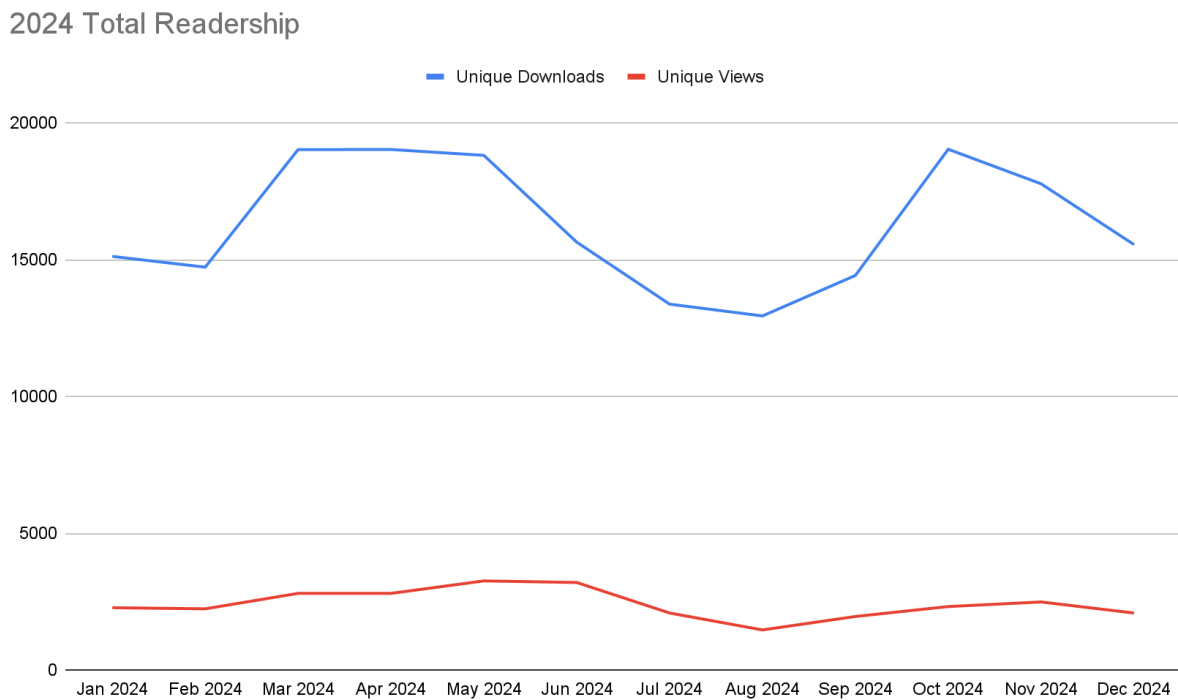
When new content becomes available, listserv subscribers receive a message from *LLT*, as has been customary when new issues have been published. News of the publication is also distributed via our social media sites on Facebook and X.

**Downloads and Readership**

Download counts and readership statistics for 2024 can be found in Figure 1, Figure 2, Table 4, Table 5, Table 6, and Table 7.

**Figure 1**

*Total Readership (unique downloads/views)*



**Table 4**

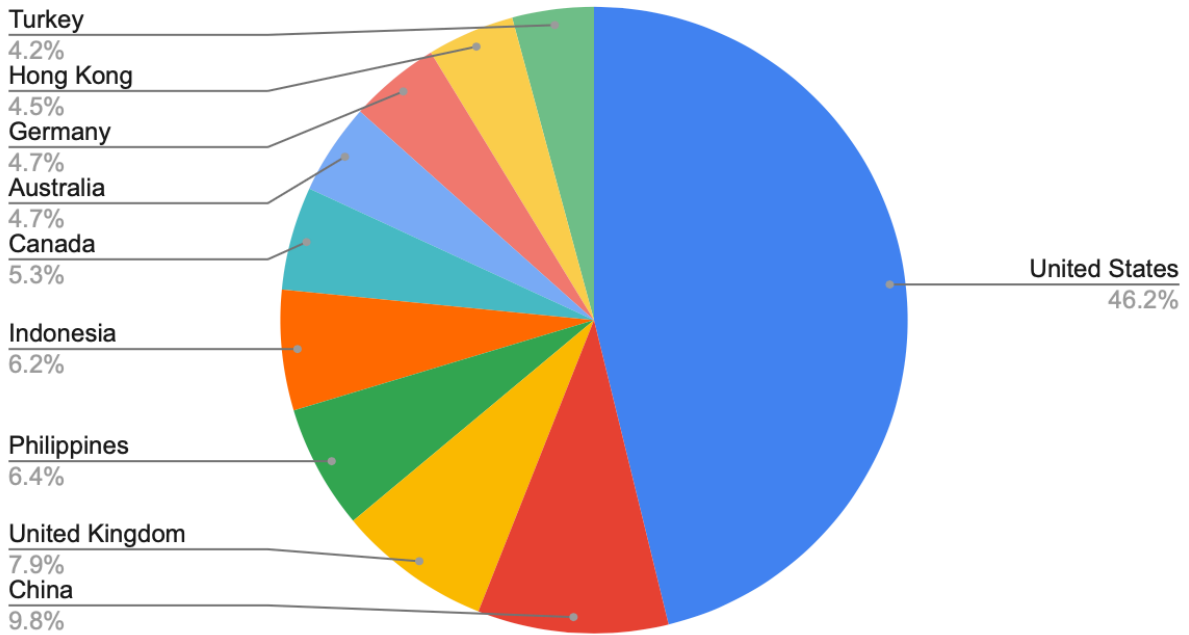
*2024 Total Readership (unique downloads/views)*

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Down-loads	15118	14725	19020	19024	18810	15639	13374	12943	14421	19033	17770	15549	195426
Views	2283	2242	2806	3262	3204	2582	2089	1471	1962	2325	2493	2088	28807

**Figure 2**

*Percent of Downloads by Country in 2024*

### Percent of Downloads by Country



**Table 5**

*Top Downloads by Country in 2024*

<b>Country</b>	<b>Downloads</b>
United States	125000
China	26617
United Kingdom	21461
Philippines	17341
Indonesia	16819
Canada	14441
Australia	12739
Germany	12701
Hong Kong, SAR	12194
Turkey	11384

**Table 6***Top Downloads by City in 2024*

<b>City</b>	<b>Downloads</b>
Newark	19703
New York	13669
Ashburn	13103
Jakarta	7787
Portland	6816
Hanoi	6132
Montreal	5720
Hongkou	4195
Council Bluffs	3820
Taipei	3738

**Table 7***Most Downloaded Articles in 2024*

<b>Item</b>	<b>Downloads</b>
Qiao, S., Yeung, S. S., Shen, X. A., Leung, K. L., Ng, T. K., & Chu, S. K. W. (2024). How competitive, cooperative, and collaborative gamification impacts student learning and engagement. <i>Language Learning &amp; Technology</i> , 28(1), 1–19. <a href="https://hdl.handle.net/10125/73546">https://hdl.handle.net/10125/73546</a>	7739
Smith, B., Jiang, X., & Peters, R. (2024). The effectiveness of Duolingo in developing receptive and productive language knowledge and proficiency. <i>Language Learning &amp; Technology</i> , 28(1), 1–26. <a href="https://hdl.handle.net/10125/73595">https://hdl.handle.net/10125/73595</a>	5170
Warschauer, M., & Xu, Y. (2024). Generative AI for language learning: Entering a new era. <i>Language Learning &amp; Technology</i> , 28(2), 1–4. <a href="https://hdl.handle.net/10125/73569">https://hdl.handle.net/10125/73569</a>	2974
Willoughby, L., & Sell, C. (2024). Online videos for self-directed second language learning. <i>Language Learning &amp; Technology</i> , 28(1), 1–15. <a href="https://hdl.handle.net/10125/73545">https://hdl.handle.net/10125/73545</a>	2926
Jia, W., Zhang, L., Pack, A., Guan, Y., & Zou, B. (2024). Digital game-based learning's effectiveness on EFL learners' receptive and productive vocabulary knowledge. <i>Language Learning &amp; Technology</i> , 28(1), 1–21. <a href="https://hdl.handle.net/10125/73554">https://hdl.handle.net/10125/73554</a>	2760
Li, R. (2024). Effects of mobile-assisted language learning on foreign language learners' speaking skill development. <i>Language Learning &amp; Technology</i> , 28(1), 1–26. <a href="https://hdl.handle.net/10125/73553">https://hdl.handle.net/10125/73553</a>	2603
Ji, H., Han, I., & Park, S. (2024). Teaching foreign language with conversational AI: Teacher-student-AI interaction. <i>Language Learning &amp; Technology</i> , 28(2), 91–108. <a href="https://hdl.handle.net/10125/73573">https://hdl.handle.net/10125/73573</a>	2459

- Lee, H., & Lee, J. H. (2024). The effects of AI-guided individualized language learning: A meta-analysis. *Language Learning & Technology*, 28(2), 134–162. <https://hdl.handle.net/10125/73575> 2150
- Chen, M. R. A., & Lin, Y. H. (2024). A reflective e-learning approach for reading, thinking, and behavioral engagement. *Language Learning & Technology*, 28(1), 1–20. <https://hdl.handle.net/10125/73548> 1960
- Woo, D. J., Susanto, H., Yeung, C. H., Guo, K., & Fung, A. K. Y. (2024). Exploring AI-Generated text in student writing: How does AI help? *Language Learning & Technology*, 28(2), 183–209. <https://hdl.handle.net/10125/73577> 1850

## Sponsors & Funding

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 (UHM) are *LLT*’s primary funders and are referred to as *LLT*’s sponsors. Funding for NFLRC is partially provided through a Title VI grant from the U.S. Department of Education (CFDA 84.229, P229A220028). NFLRC funding partially supports the managing editor, editorial stipends and administration tasks associated with the publication of *LLT*. CLT funding partially supports the managing editor, media specialist tasks, basic journal indexing functions, as well as the technology infrastructure to process, publish, and archive content.

## Advisory Board

Carl Blyth, Julio Rodríguez, and Mark Warschauer constitute the Advisory Board of *LLT*.

## Copy Editors & Reviewers

We would like to acknowledge the volunteer reviewers and copy editors who served during 2024. We are very grateful for their contributions to the journal.

### Copy Editors

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Francesca Marino	Müge Satar	Joseph P. Vitta	
Ines A. Martin	Shannon Sauro	Nina Vyatkina	

We would like to also acknowledge and thank Yi-Hsuan Chen for compiling the CALL dissertations completed in 2024.

## Publication Schedule 2024–2028

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 2024, we were able to publish 56 new articles, columns, and reviews, a 30.23% 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 and Alexander F. Tang for all of their enormous efforts in making this successful!

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). Starting in 2027, there will only be one special issue published in June. Content appearing under special issues is paginated sequentially. A complete publication schedule has been planned through 2028 (Table 8).

### Table 8

#### *Publication Schedule*

<b>Year</b>	<b>Issue</b>	<b>Type</b>	<b>Guest Editors</b>
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) Jun	<i>Special Issue on Generative AI and Data-driven Learning in Second Language Acquisition: What the Future Holds</i>	Javad Zare and Alex Boulton
2028	32(1)	Regular Issue	
	32(2) Jun	<i>Special Issue on Robot-assisted Language Learning: Recent Trends and Future Directions</i>	Ali Derakhshan and Haoran Xie

## Submissions and Acceptance Rate

In 2024, *LLT* saw a steady number of submissions to the journal. Details are provided in Table 9.

**Table 9**

*Total Submissions from 2021 to 2024*

<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
2024	607	72	56

## Columns

### Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones, continues to be a mainstay of *LLT*. In 2024, *LLT* published the following Emerging Technologies Column article in Table 10.

**Table 10**

*Emerging Technologies Columns Published in 2024*

Issue	Author(s)	Title	Downloads
28(2)	Robert Godwin-Jones	Distributed agency in language learning and teaching through generative AI	3,043

### 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 2024, we published the following six forum articles in Table 11.

**Table 11**

*Language Teacher Education and Technology Forum Published in 2024*

Issue	Author(s)	Title	Languages
28(1)	Jining Han	Students' responses to computer-mediated coded feedback and the factors influencing those students' responses: A multiple-case study in the CFL setting	Mandarin Chinese
28(1)	Levi McNeil & Joy Egbert	Digital social reading in CALL teacher education	English
28(1)	Linling Fu, Michelle Mingyue Gu & Tan Jin	Using machine translation to support ESL pre-service teachers' collaborative feedback for writing	English
28(1)	Melike Akay & Matt Kessler	The impact of virtual reality (VR) pedagogy on L2 English learners' oral communication and pragmatic competence	English
28(1)	Dongkwang Shin & Jang Ho Lee	Moving from off-the-shelf chatbots to a user-designed bespoke L2 chatbot	English
28(1)	Aleksandra Wach, Shannon Tanghe, & De Zhang	Multinational telecollaboration in language teacher education: Teacher educators' perspectives	English

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## Media Reviews

Media reviews for *LLT* are solicited. Under the outstanding supervision of Editor Kristin Rock, *LLT* published four book reviews in 2024. Details are provided in Table 12.

**Table 12**

*Media Reviews Published in 2024*

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Issue	Author(s)	Title
28(1)	Yaqian Zhang & Jason Fan	Review of Online world language instruction training and assessment: An ecological approach
28(1)	Arif Bakla	Review of Individual differences in computer assisted language learning research
28(1)	Mina Hashemi	Review of Technology-assisted language assessment in diverse contexts: Lessons from the transition to online testing during COVID-19
28(1)	Siqi Li, Huafeng Wang, & Lin Jiang	Review of Technology in second language writing: Advanced in composing, translation, writing pedagogy and data-drive learning

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## 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, 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 11.

**Table 11**

*Systematic Reviews Published in 2024*

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Issue	Author(s)	Title	Languages
28(1)	Huan Huang & Michael Li	The impact of technology-enhanced language learning environments on second language learners' willingness to communicate: A systematic review of empirical studies from 2012 to 2023	English, Dutch, French, Gerham, Spanish
28(1)	Juan Wu, Huiting Jiang, & Shiya Chen	Augmented reality technology in language learning: A meta-analysis	English

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## 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 45 articles (regular articles and research syntheses) were published this year. Details are provided

in Table 12.

**Table 12**

*Articles Published from 2017 to 2024*

<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
<b>2024</b>	28(1)	37	1,007
	28(2)-SI	8	230
<b>Total:</b>		45	1,237

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

### **Overview of Issues**

In 2024, the Regular Issue included 37 feature articles, and the Special Issues included 8 feature articles. The average pages per issue during the last year was 618, which was more than the average of 235 in 2023.

## **Feature Articles**

The following 37 feature articles were published during 2024:

Issue	Citation	Languages
28(1)	Willoughby, L., & Sell, C. (2024). Online videos for self-directed second language learning. <i>Language Learning &amp; Technology</i> , 28(1), 1–15. <a href="https://hdl.handle.net/10125/73545">https://hdl.handle.net/10125/73545</a>	*Auslan (Australian Sign Language) English
	Qiao, S., Yeung, S. S., Shen, X. A., Leung, K. L., Ng, T. K., & Chu, S. K. W. (2024). How competitive, cooperative, and collaborative gamification impacts student learning and engagement. <i>Language Learning &amp; Technology</i> , 28(1), 1–19. <a href="https://hdl.handle.net/10125/73546">https://hdl.handle.net/10125/73546</a>	
	Chen, M. R. A., & Lin, Y. H. (2024). A reflective e-learning approach for reading, thinking, and behavioral engagement. <i>Language Learning &amp; Technology</i> , 28(1), 1–20. <a href="https://hdl.handle.net/10125/73548">https://hdl.handle.net/10125/73548</a>	English
	Chung, E. S. (2024). Second language processing of errors in Korean-to-English machine-translated output. <i>Language Learning &amp; Technology</i> , 28(1), 1–23. <a href="https://hdl.handle.net/10125/73550">https://hdl.handle.net/10125/73550</a>	English
	Richards, P. (2024). Pragmatic feedback on refusals in a computer-simulated advising session. <i>Language Learning &amp; Technology</i> , 28(1), 1–26. <a href="https://hdl.handle.net/10125/73549">https://hdl.handle.net/10125/73549</a>	English
	Hsu, H.–C. (2024). Pretask training for web-based second language collaborative writing. <i>Language Learning &amp; Technology</i> , 28(1), 1–30. <a href="https://hdl.handle.net/10125/73551">https://hdl.handle.net/10125/73551</a>	English
	Lotherington, H., & Bradley, N. (2024). Hey Siri: Should #language, 😞, and follow me be taught?: A historical review of evolving communication conventions across digital media environments and uncomfortable questions for language teachers. <i>Language Learning &amp; Technology</i> , 28(1), 1–19. <a href="https://hdl.handle.net/10125/735532">https://hdl.handle.net/10125/735532</a>	N/A
	Li, R. (2024). Effects of mobile-assisted language learning on foreign language learners' speaking skill development. <i>Language Learning &amp; Technology</i> , 28(1), 1–26. <a href="https://hdl.handle.net/10125/73553">https://hdl.handle.net/10125/73553</a>	English, Chinese*, French
	Jia, W., Zhang, L., Pack, A., Guan, Y., & Zou, B. (2024). Digital game-based learning's effectiveness on EFL learners' receptive and productive vocabulary knowledge. <i>Language Learning &amp; Technology</i> , 28(1), 1–21. <a href="https://hdl.handle.net/10125/73554">https://hdl.handle.net/10125/73554</a>	English
	Hirai, A., & Kovalyova, A. (2024). Speech-to-text applications' accuracy in English language learners' speech transcription. <i>Language Learning &amp; Technology</i> , 28(1), 1–21. <a href="https://hdl.handle.net/10125/73555">https://hdl.handle.net/10125/73555</a>	English
	Wang, S., Li, J., & Liang, Q. (2024). Visual reinforcement through digital zoom technology in FL pronunciation instruction. <i>Language Learning &amp; Technology</i> , 28(1), 1–26. <a href="https://hdl.handle.net/10125/73558">https://hdl.handle.net/10125/73558</a>	Spanish
	Pan, L.-C., & Sun, J. C.-Y. (2024). An innovative pictographic glosses design for East Asian EFL vocabulary learners: Effects on retention performance and situational interest. <i>Language Learning &amp; Technology</i> , 28(1), 1–23. <a href="https://hdl.handle.net/10125/73559">https://hdl.handle.net/10125/73559</a>	English
	Gleason, J., Cardone, R., & Bartlett, A. (2024). The impact of the pandemic on student Spanish language proficiency. <i>Language Learning &amp; Technology</i> , 28(1), 1–17. <a href="https://hdl.handle.net/10125/73561">https://hdl.handle.net/10125/73561</a>	Spanish

Muntaha, M., Chen, J., & Dobinson, T. (2024). Multimodal interactive alignment: Language learners' interaction in CMC tasks through Instagram. <i>Language Learning &amp; Technology</i> , 28(1), 1–27. <a href="https://hdl.handle.net/10125/73563">https://hdl.handle.net/10125/73563</a>	English
Gómez González, M. Á., & Lago Ferreiro, A. (2024). Computer-Assisted Pronunciation Training (CAPT): An empirical evaluation of EPSS Multimedia Lab. <i>Language Learning &amp; Technology</i> , 28(1), 1–44. <a href="https://hdl.handle.net/10125/73565">https://hdl.handle.net/10125/73565</a>	English
Sénécal, A-M., & Cardoso, W. (2024). English L2 vocabulary learning with clickers: Investigating pedagogical effectiveness. <i>Language Learning &amp; Technology</i> , 28(1), 1–20. <a href="https://hdl.handle.net/10125/73566">https://hdl.handle.net/10125/73566</a>	English
Serfaty, J., & Serrano, R. (2024). Lag effects for foreign language vocabulary learning through Quizlet. <i>Language Learning &amp; Technology</i> , 28(1), 1–21. <a href="https://hdl.handle.net/10125/73567">https://hdl.handle.net/10125/73567</a>	Hebrew*
Ma, Q., & Chiu, M. M. (2024). Self-regulated and collaborative personalised vocabulary learning approach in MALL. <i>Language Learning &amp; Technology</i> , 28(1), 1–27. <a href="https://hdl.handle.net/10125/73579">https://hdl.handle.net/10125/73579</a>	English
Meng, Y., Fu, H., & Wang, C. (2024). The effectiveness of computerized listening dynamic assessment: Attribute-based mediation model. <i>Language Learning &amp; Technology</i> , 28(1), 1–28. <a href="https://hdl.handle.net/10125/73580">https://hdl.handle.net/10125/73580</a>	English
Silpachai, A., Neiriz, R., Novotny, M., Gutierrez-Osuna, R., Levis, J. M., & Chukharev, E. (2024). Corrective feedback accuracy and pronunciation improvement: Feedback that is 'good enough'. <i>Language Learning &amp; Technology</i> , 28(1), 1–16. <a href="https://hdl.handle.net/10125/735682">https://hdl.handle.net/10125/735682</a>	English
Wolf, M. K., & Oh, S. (2024). Investigating the types and use of feedback in middle-school English language learners' academic writing. <i>Language Learning &amp; Technology</i> , 28(1), 1–25. <a href="https://hdl.handle.net/10125/73583">https://hdl.handle.net/10125/73583</a>	English
Dabrowski, A., McLean, S., & Nicklin, C. (2024). The deliberate study of concrete nouns with tablet-based augmented reality. <i>Language Learning &amp; Technology</i> , 28(1), 1–32. <a href="https://hdl.handle.net/10125/73584">https://hdl.handle.net/10125/73584</a>	Nonce Words
Lee, S-M., & Kang, N. (2024). Effects of machine translation on L2 writing proficiency: The complexity accuracy, lexical diversity, and fluency. <i>Language Learning &amp; Technology</i> , 28(1), 1–19. <a href="https://hdl.handle.net/10125/73585">https://hdl.handle.net/10125/73585</a>	English
Chen, M. R. A. (2024). The AI chatbot interaction for semantic learning: A collaborative note-taking approach with EFL students. <i>Language Learning &amp; Technology</i> , 28(1), 1–25. <a href="https://hdl.handle.net/10125/73586">https://hdl.handle.net/10125/73586</a>	English
Sydorenko, T., Cárdenas-Claros, M. S., Huntley, E., & Montero Perez, M. (2024). Audiovisual input in language learning: Teachers' perspectives. <i>Language Learning &amp; Technology</i> , 28(1), 1–25. <a href="https://hdl.handle.net/10125/73587">https://hdl.handle.net/10125/73587</a>	English, Japanese*, Chinese*, French, German, Russian*, Arabic*, Italian*, Spanish, Portugues*, Dutch*, isiZulu*

- Yilmaz, Y., Granena, G., Canals, L., & Malicka, A. (2024). The effects of feedback type and explicit associative memory on the effectiveness of delayed corrective feedback in computer-mediated communication. *Language Learning & Technology*, 28(1), 1–26. <https://hdl.handle.net/10125/73588> English
- Al-Seghayer, K. (2024). Comparative efficacy of digital and nondigital texts on reading comprehension and EFL learners' perceptions of their merits. *Language Learning & Technology*, 28(1), 1–31. <https://hdl.handle.net/10125/73589> English
- Silva, B., Ragni, V., Otwinowska, A. & Szarkowska, A. (2024). Cognate vs. noncognate processing and subtitle speed among advanced L2-English learners: An eye-tracking study. *Language Learning & Technology*, 28(1), 1–25. <https://hdl.handle.net/10125/73592> English
- Huang, H., & Li, M. (2024). The impact of technology-enhanced language learning environments on second language learners' willingness to communicate: A systematic review of empirical studies from 2012 to 2023. *Language Learning & Technology*, 28(1), 1–22. <https://hdl.handle.net/10125/73593> English, Dutch\*, French, German, Spanish
- Gao, Y. (2024). Language learning through game-mediated activities: Analysis of learners' multimodal participation. *Language Learning & Technology*, 28(1), 1–22. <https://hdl.handle.net/10125/73594> English
- Smith, B., Jiang, X., & Peters, R. (2024). The effectiveness of Duolingo in developing receptive and productive language knowledge and proficiency. *Language Learning & Technology*, 28(1), 1–26. <https://hdl.handle.net/10125/73595> Spanish
- Wu, J., Jiang, H., & Chen, S. (2024). Augmented reality technology in language learning: A meta-analysis. *Language Learning & Technology*, 28(1), 1–23. <https://hdl.handle.net/10125/73596> English
- Yan, D. (2024). Comparing individual vs. collaborative processing of ChatGPT-generated feedback: Effects on L2 writing task improvement and learning. *Language Learning & Technology*, 28(1), 1–19. <https://hdl.handle.net/10125/73597> English
- Lee, S., & Jeon, J. (2024). Enhancing pre-service EFL teachers' TPACK through chatbot-integrated lesson planning projects. *Language Learning & Technology*, 28(1), 1–20. <https://hdl.handle.net/10125/73598> English
- Wigham, C.R. & Whyte, S. (2024). Teacher role in synchronous oral interaction: Young learner telecollaboration. *Language Learning & Technology*, 28(1), 1–27. <https://hdl.handle.net/10125/73599> English
- Kang, S., & Sung, M. (2024). EFL students' self-directed learning of conversation skills with AI chatbots. *Language Learning & Technology*, 28(1), 1–19. <https://hdl.handle.net/10125/73600> English
- Jung, Y., & Révész, A. (2024). Promoting grammatical development through multimodal digital recasts in videoconferencing tasks. *Language Learning & Technology*, 28(1), 1–29. <https://hdl.handle.net/10125/73601> English

28(2)	Dombi, J., Sydorenko, T., & Timpe-Laughlin, V. (2024). Openings and closings in human-human versus human-spoken dialogue system conversations. <i>Language Learning &amp; Technology</i> , 28(2), 30–58. <a href="https://hdl.handle.net/10125/73571">https://hdl.handle.net/10125/73571</a>	English
	Huang, W., Jia, C., Hew, K. F., & Guo, J. (2024). Using chatbots to support EFL listening decoding skills in a fully online environment. <i>Language Learning &amp; Technology</i> , 28(2), 62–90. <a href="https://hdl.handle.net/10125/73572">https://hdl.handle.net/10125/73572</a>	English
	Ji, H., Han, I., & Park, S. (2024). Teaching foreign language with conversational AI: Teacher-student-AI interaction. <i>Language Learning &amp; Technology</i> , 28(2), 91–108. <a href="https://hdl.handle.net/10125/73573">https://hdl.handle.net/10125/73573</a>	English
	Kim, R. (2024). Effects of learner uptake following automatic corrective recast from artificial intelligence chatbots on the learning of English caused-motion construction. <i>Language Learning &amp; Technology</i> , 28(2), 109–133. <a href="https://hdl.handle.net/10125/73574">https://hdl.handle.net/10125/73574</a>	English
	Lee, H., & Lee, J. H. (2024). The effects of AI-guided individualized language learning: A meta-analysis. <i>Language Learning &amp; Technology</i> , 28(2), 134–162. <a href="https://hdl.handle.net/10125/73575">https://hdl.handle.net/10125/73575</a>	English
	Liu, F., Jiang, Y., Lai, C., & Jin, T. (2024). Teacher engagement with automated text simplification for differentiated instruction. <i>Language Learning &amp; Technology</i> , 28(2), 163–182. <a href="https://hdl.handle.net/10125/73576">https://hdl.handle.net/10125/73576</a>	English
	Woo, D. J., Susanto, H., Yeung, C. H., Guo, K., & Fung, A. K. Y. (2024). Exploring AI-Generated text in student writing: How does AI help? <i>Language Learning &amp; Technology</i> , 28(2), 183–209. <a href="https://hdl.handle.net/10125/73577">https://hdl.handle.net/10125/73577</a>	English
	Zheng, C., Chen, X., Zhang, H., & Chai, C. S. (2024). Automated versus peer assessment: Effects on learners' English public speaking. <i>Language Learning &amp; Technology</i> , 28(2), 210–228. <a href="https://hdl.handle.net/10125/73577">https://hdl.handle.net/10125/73577</a>	English

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 *Language Learning & Technology*

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 *Language Learning & Technology* 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 2024 award selection committee, which was chaired by Dr. Sangmin-Michelle Lee. The 2024 award recipients were Dr. Tetyana Sydorenko from Portland State University, Mónica S.

Cárdenas-Claros from Pontificia Universidad Católica de Valparaíso, Elizabeth Huntley from the University of Colorado, and Maribel Montero Perez from Ghent University, for their article titled Audiovisual Input in Language Learning: Teachers' Perspectives.

## **New Initiatives from 2024**

### **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 2024, three episodes were recorded with an average run time of about 8.57 minutes and a total of 110 plays. Moving forward, we hope to increase the reach of these channels and interview more key contributors to the journal.

### **Future Initiatives**

In 2024, 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, *Language Learning & Technology* 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 February 2025, a special issue on LCTLs will be published. Our Social Media Director, Bei Yang, continues to increase *Language Learning & Technology's* online presence. There were an average of four to five posts on *Language Learning & Technology's* social media pages per month. These initiatives should help *Language Learning & Technology* continue to grow and expand its influence in the upcoming years.

## Appendix A. Summary of Journal Statistics, 2024

Category	Measure	Total
Listserv (Mailing List)	<i>N</i> Subscriptions	6,525
	<i>N</i> New Subscriptions in 2024	64
Issues	<i>N</i> Issues Total	2
	<i>N</i> Special Issues	1
Articles	<i>N</i> Published in 2024	58
	<i>N</i> Accepted for Publication	56
	<i>N</i> Submitted	607
	Acceptance Rate (calculated on 2024 submissions only)	8%
	<i>N</i> on Heritage Learners	0
	<i>N</i> Addressing 78 Priority Languages	1
	<i>N</i> of Less-Commonly Taught Languages Addressed	5
	<i>N</i> Column Publications	7
	<i>N</i> Book Reviews	4

## Appendix B. Language Learning & Technology Ranking and Classification

### ISI Journal Citation Reports™ Ranking

Year	Impact Factor	5-Year	Linguistics	Education
2024	4.10	5.6	17 out of 303	48 out of 756
2023	3.50	5.2	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 U.S. Department of Education defines Less-Commonly Taught Languages as any language excluding English, Spanish, French and German (National Council on Less Commonly Taught Languages, 2025).

The 2024 annual report was compiled by Alexander F. Tang.