



LLT Annual Report, 2020

April 2021

State of the Journal: An Overview

Founded in 1997, *LLT* is currently in its 25th year of publication and the journal's editorial staff and audience continue to grow. In all, there were 9,731 subscribers, 130 of which were new in 2020. While still well ranked, we have seen a slight decrease in our international ranking. In 2020, *LLT* fell from its rank of 10th in [Google Scholar's](#) top 10 publications, placing 12th in the field of educational technology. 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.

Staffing

Dorothy Chun and Trude Heift continue to lead *LLT* as Editors in Chief. Philip Hubbard, Rick Kern, Meei-Ling Liaw, and Lara Lomicka-Anderson, remained on the staff as Associate Editors, with Shannon Sauro, Nina Vyatkina, and Jon Reinhardt joining their ranks as our newest Associate Editors this year. In addition, Mirjam Hauck, Paul Moore, Mark Pegrum, and Katarina Zourou have joined the *LLT* Editorial Board. Muriel Grosbois, Regine Hampel, Rodney Jones, Jenifer Larson-Hall, Pavel Trofimovich, and Bonnie Youngs, 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 serves as the Editor of the Language Teaching and Technology Forum. Ruslan Suvorov has joined the *LL&T* editorial team as the Multimedia and Book Reviews Editor, with previous Editor Jon Reinhardt transitioning to Associate Editor. Yining Zhang, who served as the Social Media Director in 2019 maintaining *LLT's* Facebook and Twitter accounts, graduated with her PhD and was succeeded by Bei Yang, our current Social Media Director.

Editors in Chief:	Dorothy Chun and Trude Heift
Associate Editors:	Philip Hubbard, Rick Kern, Meei-Ling Liaw, Lara Lomicka-Anderson, Shannon Sauro, Nina Vyatkina, and Jon Reinhardt
Emerging Technologies Editor:	Robert Godwin-Jones
Language Teaching and Technology Forum Editor:	Greg Kessler
Book and Multimedia Reviews Editor:	Ruslan Suvorov
Managing Editor:	Susanne DeVore
Web Production Editor:	Khiet Chau
Social Media Director:	Bei Yang

Editorial Board

Nike Arnold	Debra Hardison	Bryan Smith
Robert Blake	Mirjam Hauck	Susana Sotillo
Alex Boulton	Claire Kennedy	Julie Sykes
Jack Burston	Yu-Ju Lan	Paige Ware
Alice Chik	Joshua Lawrence	Binbin Zheng
Scott Crossley	Mike Levy	Katarina Zourou
Tracey Derwing	Mimi Li	
Lara Ducate	Chin-Hsi Lin	
Robert Godwin-Jones	Paul Moore	
Marta González-Lloret	Mark Pegrum	
Christoph Hafner	Hayo Reinders	

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 reviewers who served during 2020. We also very grateful for their contributions to the journal.

Zsuzsanna Abrams	Mary Ann Christison	Jack Hardy	Tove Larsson
Ali AbuSeileek	Andrew Cohen	Mirjam Hauck	Joshua Lawrence
Minoo Alemi	Cathy Cohen	Emily Hellmich	Juhee Lee
Rachel Allen	David Coniam	Francesca Helm	Minjin Lee
Kelly Arispe	Jillian Conry	Phil Hiver	Ju Seong Lee
Henriette Arndt	Frederik Cornillie	Jon-Chao Hong	Sangmin Lee
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Jessie Barrot	Isbell Dan	Liwei Hsu	Tim Lewis
Dawn Bikowski	Nina Daskalovska	Hsin-chou Josephine Huang	Mimi Li
Robert Blake	Vanessa De Wilde	Philip Hubbard	Rui Li
Joel Bloch	Tracey Derwing	Sarah Huffman	Meei-Ling Liaw
Carolyn Blume	Ali Dincer	Bernard Issa	Chi-jen Lin
Frank Boers	Sebastián Dubreil	Yan Jiang	Stephanie Link
Mirjana Borucinskiy	Lara Ducate	Li Jin	Qian Liu
Linda Bradley	Rima Elabdali	Stacey Johnson	Muqing Ma
Dan Brown	Idoia Elola	Mark Kaiser	Jeffrey Maloney
Bram Bulté	Melissa Fiori	DJ Kaiser	Cheryl Maqueda
Jack Burston	Luciana Forti	Regina Kaplan-Rakowski	Ines A. Martin
Nicole Busby	Luke Freyer	Petter Karlström	Elena Martin Monje
Marco Cappellini	Maria Fuertes Gutierrez	Claire Kennedy	Shannon McCrocklin
Mónica Cárdenas-Claros	Edie Furniss	Richard Kern	Mairi McLaughlin
Jhonni Carr	Ana Gimeno-Sanz	Greg Kessler	Joanne Meredith
Maria Dolores Castrillo	Marta González-Lloret	Tanja Kocjancic Antolik	Haitham Mohamed
Luis Cerezo	Gisela Granena	Dennis Koyama	Maribel Montero Perez
Bee Chamcharatsri	Christoph Hafner	Jeff Kuhn	Colleen Moorman
Chin-Chi Chao	James Hall	Kristopher Kyle	Nina Moreno
Howard Chen	Regine Hampel	Shu-Li Lai	Alene Moyer
Xiaobin Chen	David Hanauer	Chun Lai	Tatyana Nekrasova-Beker
Sungmook Choi	Signe Hannibal Jensen	Yu-Ju Lan	Nik Aloesnita

Nik Mohd Alwi	Andrea Révész	Pia Sundqvist	Marie Webb
lihsin Ning	Tom Robb	Yao-Ting Sung	Rebecca White
Ana Niño	Daniel Rueckert	Tetyana Sydorenko	Lawrence Williams
Ulugbek Nurmukhamedov	Miguel Saona-Vallejos	Dara Tafazoli	Ian Wilson
Heather Offerman	Masatoshi Sato	Naoko Taguchi	Paula Winke
Concepcion Orna-Montesinos	Takeshi Sato	Alan Taylor	David Wood
David Palfreyman	Shannon Sauro	Michael Thomas	Sumei Wu
Cristina Pardo Ballester	Liudmila Shafirova	Amy Thompson	Ying Xie
Mark Pegrum	Lijing Shi	Anna Turula	Hongying Xu
Ana Pellicer Sanchez	Jaran Shin	Rose van der Zwaard	Kasumi Yamazaki
Mark Peterson	Alif Silpachai	Boris Vazquez-Calvo	Senem Yildiz
Frederick Poole	Simon Smith	Nina Vyatkina	James York
Sabrina Priego	Maya Smith	Airong Wang	Binbin Zheng
Grace Yue Qi	Bryan Smith	Yuping Wang	Dongping Zheng
Manman Qian	Sinem Sonsaat	Shudong Wang	Suzana Zilic Fiser
Katherine Ratliffe	Susana Sotillo	Paige Ware	Di Zou
M. Dolores Ramirez	Ursula Stickler	Rob Waring	Katerina Zourou
Hayo Reinders	Glenn Stockwell	Chantelle Warner	
	Carola Strobl	Yukiko Watanabe	

Publication Schedule 2020–2022

We continue to alternate special issues and regular issues with three issues published annually. A complete publication schedule has been planned through 2022 and is available below. In 2020, there was one special issue: *24(2) L2 Pragmatics*, edited by Carl Blyth and Julie Sykes. In the 2021 calendar year, there will be two more special issues: *25(1) Big Data in Language Education and Research*, edited by Hayo Reinders and Yu-Ju Lan as well as *25(3) 25 Years of Emerging Tech*, edited by Robert Godwin-Jones, Ana Oskoz, and Jonathon Reinhardt. There is one special issue slated for June 2022: *26(2) Automated Writing Evaluation*, edited by Volker Hegelheimer and Jim Ranalli. There is another special issue scheduled for Feb 2023: *27(1) Semiotics in CALL: Signs, meanings and multimodality in digital spaces*” guest edited by Liudmila Klimanova and Lara Lomicka.

Year	Issue	Type	Guest Editors
2020	24(1) Feb	Regular Issue	
	24(2) June	<i>Special Issue on L2 Pragmatics</i>	Carl Blyth and Julie Sykes
	24(3) Oct	Regular Issue	
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) Feb	Regular Issue	
	26(2) Jun	<i>Special Issue on Automated Writing Evaluation</i>	Volker Hegelheimer and Jim Ranalli
	26(3) Oct	Regular Issue	

Downloads and Readership

Download counts and readership statistics for 2020 can be found below.

Downloads/Views by Month

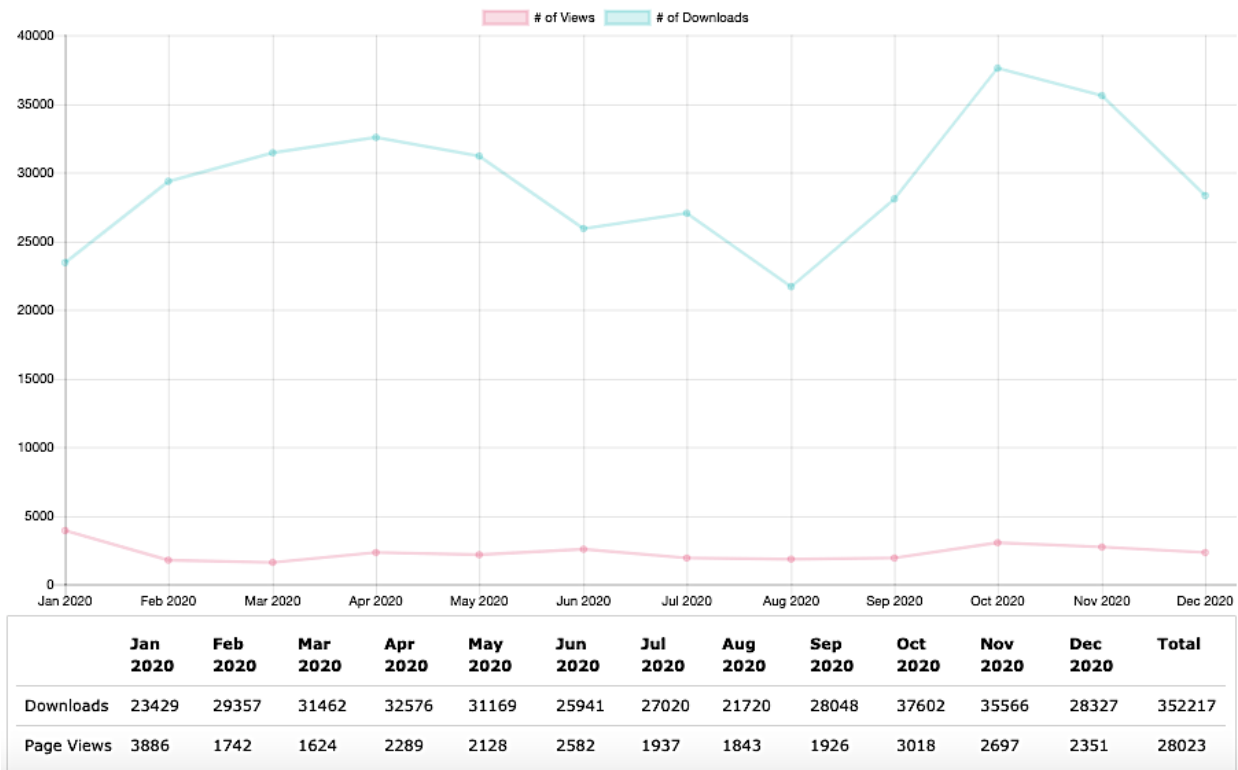


Figure 1: Total readership (unique downloads/views) during 2020

Top Countries

United States China Indonesia United Kingdom Philippines Canada
 Taiwan, Province of China Australia Turkey Germany



Country	Downloads + Views
United States	81745
China	22728
Indonesia	20828
United Kingdom	20226
Philippines	16658
Canada	11943
Taiwan, Province of China	11675
Australia	10712
Turkey	10253
Germany	9771

Figure 2: Top readership by country

Top Cities

Taipei Hanoi Jakarta Liberty Central District Ottawa Menlo Park
Houston Wuhan Ashburn



City	Downloads + Views
Taipei	5977
Hanoi	5855
Jakarta	5474
Liberty	4608
Central District	4121
Ottawa	3049
Menlo Park	2755
Houston	2326
Wuhan	2274
Ashburn	2077

Figure 3: Top readership by city

Most-read articles:

Item	Downloads
Mobile apps for language learning	6,302
Task-based language teaching online: A guide for teachers	4,379
Using apps for pronunciation training: An empirical evaluation of the English File Pronunciation app	3,772
Vocabulary learning from watching YouTube videos and reading blog posts	3,683
Going to the MALL: Mobile Assisted Language Learning	3,518
Smartphones and language learning	3,137
Genres, registers, text types, domain, and styles: Clarifying the concepts and navigating a path through the BNC jungle	2,996
Augmented reality and language learning: From annotated vocabulary to place-based mobile games	2,903
Immersion, interaction, and experience-oriented learning: Bringing virtual reality into FL learning	2,783
Improving argumentative writing: Effects of a blended learning approach and gamification	2,751

Submissions and Acceptance Rate

In 2020, *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. Details of original and revised submissions are provided in the table below. Due to the journal managing software transition to OJS mid-year, the numbers for 2020 cannot be confirmed, but the total number of submissions appeared to rise compared to previous years.

Year	Original	Revised	Total
2017	67	52	119
2018	81	48	129
2019	91	77	168
2020	*	*	*

Columns

Emerging Technologies

The Emerging Technologies column, edited by Robert Godwin-Jones continues to be a mainstay of *LLT*. In 2020, *LLT* published the following Emerging Technologies Column articles:

Issue	Author(s)	Title
24(1)	Yu-Ju Lan	Immersion, interaction, and experience-oriented learning: Bringing virtual reality into FL learning
24(2)	Luke Fryer; David Coniam; Rollo Carpenter; Diana Lăpușneanu	Bots for language learning now: Current and future directions
24(3)	Robert Godwin-Jones	Building the porous classroom: An expanded model for blended 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 2020, we published the following forum articles:

Issue	Author(s)	Title	Languages
24(1)	Gilbert Dizon	Evaluating intelligent personal assistants for L2 listening and speaking development	English
24(1)	Hui-Chin Yeh; Sheng-Shiang Tseng	Enhancing multimodal literacy using augmented reality	English
24(1)	Rui Zhang	Exploring blended learning experiences through the community of inquiry framework	English
24(2)	Tan Jin; Yanfang Su Jun Lei	Exploring the blended learning design for argumentative writing	English
24(3)	Chian-Wen Kao; Barry Lee Reynolds	High school writing teacher feedback on word choice errors	English
24(3)	Se Jeong Yang	Affordances and Challenges of Telecollaboration for Pre-service Teachers	English

Commentaries and Tributes

Keeping with the focus of shifting commentaries to include discussions of topical themes and current issues in language learning, *LLT* published the following commentaries in 2020, as follows:

Issue	Author(s)	Title
24(2)	Carl Blyth; Julie Sykes	Technology-enhanced L2 instructional pragmatics

Book Reviews

Reviews for *LLT* are solicited. Over the last four years, there has been a movement to increase the number of reviews for materials for languages other than English. Under the outstanding supervision of Jon Reinhardt, *LLT* published eight book reviews in 2020. Jon Reinhardt transitioned to a new position as Associate Editor this year and is succeeded by Ruslan Suvorov.

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*
2015	19(1)-SI	7	200
	19(2)	8	218
	19(3)-SI	4	140
Total:		19	558
2016	20(1)	8	232
	20(2)-SI	8	192
	20(3)	8	200
Total:		24	624
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
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Note. *Total number of pages per issue, including reviews and columns

Overview of Issues

The February, June, and October 2020 issues included seven, four, and eight feature articles, respectively. The average pages per issue during the last year was 173. Over the last six years, *LLT* has shown that it can maintain this length of volumes.

Feature Articles

The following 19 feature articles were published during 2020:

Issue	Citation	Languages
24(1)	Fouz-González, J. (2020). Using apps for pronunciation training: An empirical evaluation of the English File Pronunciation app. <i>Language Learning & Technology</i> , 24(1), 62–85. https://doi.org/10125/44709	English
	Martin, I. A. (2020). Pronunciation development and instruction in distance language learning. <i>Language Learning & Technology</i> , 24(1), 86–106. https://doi.org/10125/44711	German
	Bakla, A. (2020). A mixed-methods study of feedback modes in EFL writing. <i>Language Learning & Technology</i> , 24(1), 107–128. https://doi.org/10125/44712	English
	Satar, M. (2020). L1 for social presence in videoconferencing: A social semiotic account. <i>Language Learning & Technology</i> , 24(1), 129–153. https://doi.org/10125/44713	English
	Nishio, T. & Nakatsugawa, M. (2020). ‘Successful’ participation in intercultural exchange: Tensions in American-Japanese telecollaboration. <i>Language Learning & Technology</i> , 24(1), 154–168. https://doi.org/10125/44714	English, *Japanese
	Bione, T., & Cardoso, W. (2020). Synthetic voices in the foreign language context. <i>Language Learning & Technology</i> , 24(1), 169–186. https://doi.org/10125/44715	English
	Oskoz, A. & Gimeno-Sanz, A. (2020). Exploring L2 Learners’ engagement and attitude in an intercultural encounter. <i>Language Learning & Technology</i> , 24(1), 187–208. https://doi.org/10125/44716	English, Spanish
24(2)	Sydorenko, T., Jones, Z. W., Daurio, P., & Thorne, S. L. (2020). Beyond the curriculum: Extended discourse practice through self-access pragmatics simulations. <i>Language Learning & Technology</i> , 24(2), 48–69. http://hdl.handle.net/10125/44725	English
	Law, J., Barny, D., & Poulin, R. (2020). Patterns of peer interaction in multimodal L2 digital social reading. <i>Language Learning & Technology</i> , 24(2), 70–85. http://hdl.handle.net/10125/44726	French
	Alemi, M., & Haeri, N. S. (2020). Robot-Assisted Instruction of L2 Pragmatics: Effects on Young EFL Learners’ Speech Act Performance. <i>Language Learning & Technology</i> , 24(2), 86–103. http://hdl.handle.net/10125/44727	English
	Winans, M. D. (2020). Email requests: Politeness evaluations by instructors from diverse language backgrounds. <i>Language Learning & Technology</i> , 24(2), 104–118. http://hdl.handle.net/10125/44728	English
24(3)	Carhill-Poza, A., & Chen, J. (2020). Adolescent English learners’ language development in technology-enhanced classrooms. <i>Language Learning & Technology</i> , 24(3), 52–69. http://hdl.handle.net/10125/44738	English
	Chong S.W., & Reinders H. (2020). Technology-mediated task-based language teaching: A qualitative research synthesis. <i>Language Learning & Technology</i> , 24(3), 70–86. http://hdl.handle.net/10125/44739	*Chinese, English, German

Cong-Lem, N., & Lee, S. Y. (2020). Exposure to L2 online text on lexical and reading growth. <i>Language Learning & Technology</i> , 24(3), 87–102. http://hdl.handle.net/10125/44740	English
Canals, L. (2020). The effects of virtual exchanges on oral skills and motivation. <i>Language Learning & Technology</i> , 24(3), 103–119. http://hdl.handle.net/10125/44742	English
Chi, P. K., & Loi, N.V. (2020). Online Learning Negotiation: Native-Speaker Versus Nonnative Speaker Teachers & Vietnamese EFL learners. <i>Language Learning & Technology</i> , 24(3), 120–135. http://hdl.handle.net/10125/44743	English, Spanish
Xu, X., & Ke, F. (2020). Embodied interaction: Learning Chinese characters through body movements. <i>Language Learning & Technology</i> , 24(3), 136–159. http://hdl.handle.net/10125/44744	*Chinese
Meskill, C., Anthony, N. & Sadykova, G. (2020). Teaching languages online: Professional vision in the making. <i>Language Learning & Technology</i> , 24(3), 160–175. http://hdl.handle.net/10125/44745	ESL, EFL, *Russian, Spanish, German, *Chinese, Italian, *Arabic, and French
Lay, K. J., & Yavuz, M. A. (2020). Data-driven learning of academic lexical bundles below the C1 level. <i>Language Learning & Technology</i> , 24(3), 176–193. http://hdl.handle.net/10125/44741	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 (OASIS) initiative, which aims to make research findings on language learning and teaching available and accessible to a wide audience.

Future Initiatives

During our board meeting conducted in 2019, several ideas, issues, and concerns were brought before the *LLT* Editors in Chief. Action is being taken on several of these, and we hope to see the journal make small changes to better serve its readership. There has been a push for inclusion of research focused on less commonly taught languages, and that movement will continue to increase. We have now fully adopted the use of DOIs with all of our articles, making them easier to find online. Our new website is aimed at improving the visibility, image, and organization of *LLT*. We also have several new timely and pertinent special issues planned, with another one awaiting to be announced soon. In addition, we have now fully transitioned to OJS, an open-source manuscript management system. Our new Social Media Director, Bei Yang, is increasing *LLT*'s online presence and will add video components in the near future. These new initiatives should help *LLT* continue to grow and expand its influence in the upcoming years.

Appendix A. Summary of Journal Statistics, 2020

Category	Measure	Total
Readership	N Subscriptions	9,731

	<i>N</i> New Subscriptions in 2015 (% Change)	130
Issues	<i>N</i> Issues Total	3
	<i>N</i> Special Issues	1
Articles	<i>N</i> Published	19
	<i>N</i> Submitted	unavailable*
	Acceptance Rate	unavailable*
	<i>N</i> on Heritage Learners	0
	<i>N</i> Addressing 78 Priority Languages	4
	<i>N</i> of Priority Languages Addressed	4
	<i>N</i> Column Publications	10
	<i>N</i> Book Reviews	8

Note. *Due to the transition of journal management software from ScholarOne to OJS, we are unable to provide an accurate count of the articles submitted and the acceptance rate for 2020.

Appendix B. LLT Ranking and Classification

ISI Journal Citation Reports® Ranking

Year	Impact Factor	5-Year	Linguistics	Education
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
2015	1.38	2.42	14 out of 179	30 out of 230
2014	1.13	2.10	13 out of 171	30 out of 224
2013	1.93	2.36	10 out of 169	26 out of 219
2012	1.38	2.21	12 out of 160	19 out of 216
2011	1.74	2.47	7 out of 162	15 out of 206
2010	1.69	2.46	8 out of 141	15 out of 177
2009	2.53	3.575	3 out of 93	3 out of 139
2008	1.70	2.067	11 out of 68	9 out of 113

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.