Editorial

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Journal Publication History and Statistics

With the Journal about to enter its tenth year of operation, it seems an opportune time to reflect on what has been achieved since its inception and to point out the value to authors of considering JALL as a venue for their work.

For those new to the Journal, the *Journal of Academic Language and Learning* (JALL) is the scholarly journal of the *Association for Academic Language and Learning* (AALL: http://www.aall.org.au/). JALL is an Open Access, double blind, peer-reviewed, electronic publication only journal furthering the goals of AALL by servicing the interests of academic language and learning educators in Australia and around the world. The Journal's scope is described here: http://journal.aall.org.au/index.php/jall/about/editorialPolicies#focusAndScope

Although founded by a primarily Australian Association, JALL has attracted interest from around the world. Apart from Australia, published articles have been received from authors residing in Canada, Great Britain, Malaysia, New Zealand, Turkey, Taiwan and the United States.

Quick overviews of what JALL has achieved in its first nine years of operation are given in Tables 1 and 2. While Table 2 shows the growth in the Journal over time, Table 1 illustrates some of the advantages to authors of choosing to publish their work in JALL. First, while JALL follows a rigorous peer-review process (as evidenced by the acceptance rate), because articles are published online as soon as they get through the peer review and editing phases, the average time from submission to publication is just under half a year, so authors benefit by seeing their work published in a timely manner. In addition, Table 1 and Figures 1 and 2 also illustrate a further significant advantage to authors publishing in JALL: *papers in JALL attract very large numbers of downloads*, so authors publishing in JALL can be confident that their work will be widely read. An important third advantage of publishing in JALL, not evidenced by the tables and figures, is the mentoring the editorial staff provides to inexperienced authors.

Table 1. "Quick Stats" (as of November, 2015).

Established	2007
Number of volumes published	9
Number of issues published	17
Number of articles published	137
Number of book reviews published	7
Number of editorials published	10
Acceptance rate[1]	Just over 54%
Average days to publication	179
Median number of downloads per article	1504
Number of registered readers[2] (2007)	135
Number of registered readers (Nov. 2015)	720

1. The acceptance rate for papers which are sent out for review is somewhat higher than this as JALL periodically gets sent submissions which do not fit within its scope. Such submissions include papers which are referred to other, more appropriate journals because they do not have a clear ALL focus (e.g. some submissions have a TESOL rather than academic language learning focus, or have been aimed at disciplinary lecturers, or are aimed at teachers below the tertiary level), or have other issues such as excessively exceeding the word limit.

2. "Registered readers" are scholars who have chosen to register with the journal (http://journal.aall.org.au/index.php/jall/user/register) and who as part of the registration process, have chosen to be notified by email on publication of an issue of the journal.

Table 2. JALL's publication history.

Year	Vol. (No.)	Notes	Published items
2007	1(1)	Includes the *Proceedings of the 8th Biennial AALL Conference*	11 articles + editorial + book review
2008	2(1)		3 articles + editorial + book review
2009	3(1)		5 articles
2009	3(2)	Special issue: *Proceedings of the 9th Biennial AALL Conference*	12 articles + editorial
2010	4(1)		3 articles + book review
2011	5(1)		9 articles
2011	5(2)	Special issue: *Proceedings of the 10th Biennial AALL Conference*	15 articles + editorial
2012	6(1)		8 articles
2012	6(2)	Special issue: *Critical discussions about social inclusion*	6 articles + editorial + invited paper + 2 book reviews
2012	6(3)		6 articles
2013	7(1)		5 articles + book review
2013	7(2)	Special issue: *Proceedings of the 11th Biennial AALL Conference*	13 articles + editorial
2014	8(1)	Special issue: *Key thinkers, key theories: the contribution of theory to academic language and learning practice* (Pt1)	11 articles + editorial
2014	8(2)		6 articles
2014	8(3)	Special issue: *Key thinkers, key theories: the contribution of theory to academic language and learning practice* (Pt2)	11 articles + editorial + invited paper
2015	9(1)	Special issue: *New directions in pronunciation theory and practice*	4 articles + editorial + book review
2015	9(2)		7 articles + editorial

Apart from being a good place for individual authors to publish their work, JALL provides an excellent venue for publishing special issues on topics of interest to the ALL educator community. In addition to a timely publication process and use of a professional article layout template, special issue editors are provided training and support in using JALL's online submission management system which greatly assists with the administrative aspects of producing a journal issue. Proposals for possible issues are welcome at any time.

As stated above, one of the big advantages of publishing in JALL is that articles published in the journal receive considerable attention as evidenced by the number of downloads per article (see Figures 1 and 2). Figure 2 also reveals that the number of times an article is downloaded tends to grow eponentially with time, so articles published in JALL are not getting "buried and forgotten".
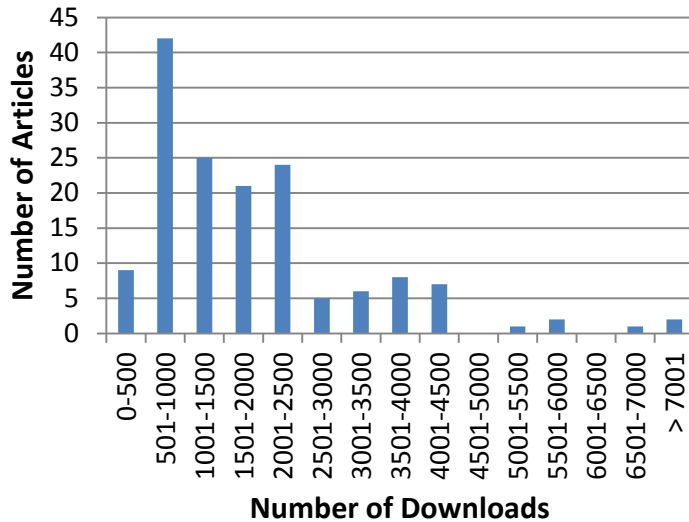

Figure 1. Download frequencies for all published items, including research articles, book reviews and editorials.
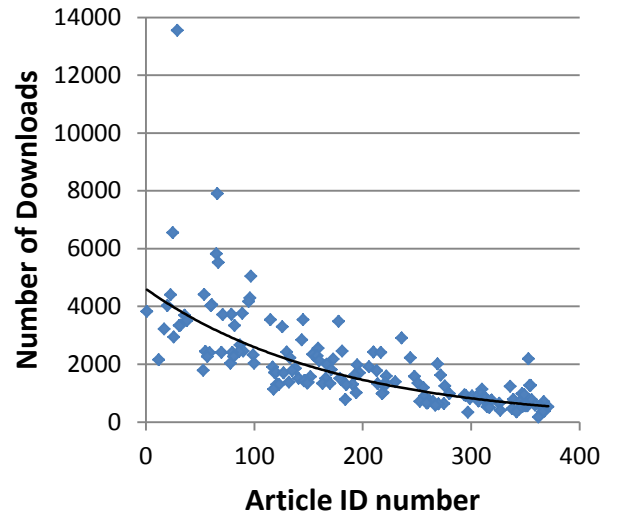
Figure 2. Number of downloads versus article ID number (articles are numbered sequentially upon receipt) suggests that the number of downloads grows at slightly better than linearly with time.

In closing, I would like to sincerely thank everyone who has contributed to the success of the journal so far: the authors who have considered JALL to be a good venue for their work; the reviewers whose timely and detailed feedback to authors helps lift the quality of submissions and maintain the quality of the journal; the editorial board (see Appendix A) whose volunteer work on top of their regular duties keeps the journal running and getting work published in a timely fashion; and the special issue editors for their passion to further development in the field and for choosing JALL to be the publication venue for their special interests.

David Rowland
Co-Editor, *Journal of Academic Language and Learning*

Appendix A. Current editorial board

David Rowland (University of Queensland)

Kate Chanock (La Trobe University)

Rosemary Clerehan (Monash University)

Claire Aitchison (Western Sydney University)

Andrew Johnson (Monash University)

Tim Moore (Swinburne University)

Cally Guerin (University of Adelaide)

Appendix B. Most downloaded articles

The articles which have garnered the most interest in JALL's publishing history, having each been downloaded over 5000 times, are the following.

Keuskamp, D., & Sliuzas, R. (2007). Plagiarism prevention or detection? The contribution of text-matching software to education about academic integrity. *Journal of Academic Language and Learning*, *1*(1), A91–A99. http://journal.aall.org.au/index.php/jall/article/view/29

East, J. (2009). Aligning policy and practice: An approach to integrating academic integrity. *Journal of Academic Language and Learning*, *3*(1), A38–A51. http://journal.aall.org.au/index.php/jall/article/view/66

Chanock, K. (2007). How do we not communicate about dyslexia? – The discourses that distance scientists, disabilities staff, ALL advisers, students, and lecturers from one another. *Journal of Academic Language and Learning*, *1*(1), A33–A43. http://journal.aall.org.au/index.php/jall/article/view/25

Wingate, U., & Dreiss, C. (2009). Developing students' academic literacy: an online approach. *Journal of Academic Language and Learning*, *3*(1), A14–A25. http://journal.aall.org.au/index.php/jall/article/view/65

Dunworth, K. (2009). An investigation into post-entry English language assessment at Australian universities. *Journal of Academic Language and Learning*, *3*(1), A1–A13. http://journal.aall.org.au/index.php/jall/article/view/67

Reidsema, C., & Mort, P. (2009). Assessing reflective writing: Analysis of reflective writing in an engineering design course. *Journal of Academic Language and Learning*, *3*(2), A117–A129. http://journal.aall.org.au/index.php/jall/article/view/97