Green Journals

International Approved Journals

Journal Information

Journal Title	ReCALL: Journal of Eurocall
Publisher	
ISSN	0958-3440
E-ISSN	
Database	AERES
Domain	Health Sciences, Life Sciences, Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026		✓	✓	
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

AI-assisted apps versus retrieval-based digital flashcards: Effects on EFL learners' receptive vocabulary development
2026-11-4 Pages 1-18
Authors: Derya Tuzcu-Eken
DOI: 10.1017/s0958344026100615

Methodological homogeneity in informal digital learning of English: A systematic review and roadmap for diversification
2026-11-4 Pages 1-20
Authors: Xian Liu, XinWei Pan, Ju Seong Lee
DOI: 10.1017/s0958344026100603

Effects of prompt instruction on EFL learners' willingness to communicate with generative AI and peers in a human–GAI–human learning cycle
2026-10-30 Pages 1-20
Authors: Shihai Huang, Yi-Mei Chen
DOI: 10.1017/s0958344026100585

Learning by designing: App development, perceived digital competence, and pedagogical authorship in English teacher education
2026-9-30 Pages 1-19
Authors: Miran Kim, Junkyu Lee, Hosung Nam
DOI: 10.1017/s0958344026100573

Effects of dialogic and monologic AI/non-AI feedback on L2 speaking development: Exploring learner achievements, feedback literacy, and interactional moves
2026-7-30 Pages 1-18
Authors: Hanieh Shafiee Rad
DOI: 10.1017/s095834402610055x

The effect of high-immersion virtual reality environments on L2 learners' socio-emotional variables: A meta-analysis
2026-7-17 Vol. 38 Issue 3 Pages 420-436
Authors: Yulia Khoruzhaya, Kara Moranski, Alexandra Neuenschwander et al.
DOI: 10.1017/s0958344026100548

Fostering generative AI-supported self-regulated learning (GenAI-SRL) in informal digital language learning through literacy and interactions: A two-stage PLS-SEM-ANN approach
2026-7-13 Vol. 38 Issue 3 Pages 382-398
Authors: Xiaoqi Wang, Lawrence Jun Zhang
DOI: 10.1017/s0958344026100524

The effectiveness of computerized dynamic assessment in improving L2 performance: A three-level meta-analysis
2026-7-13 Pages 1-19
Authors: Qi Lu, Mengqi Chen, Lianrui Yang et al.
DOI: 10.1017/s0958344026100561

WeChat-based collaborative self-regulated learning program: Exploring self-regulated learning strategy use, writing performance, and learning behaviors
2026-7-7 Vol. 38 Issue 3 Pages 399-419
Authors: Fan Su, Ying Zhao, Di Zou et al.
DOI: 10.1017/s0958344026100536

Learners' priority criteria for evaluating data-driven learning tools: An analytic hierarchy process study with traditional and GenAI-based concordancers
2026-6-18 Vol. 38 Issue 3 Pages 366-381
Authors: Hansol Lee, Jang Ho Lee
DOI: 10.1017/s0958344026100512