Green Journals

International Approved Journals

Journal Information

Journal Title	COMPUTER ASSISTED LANGUAGE LEARNING
Publisher	ROUTLEDGE JOURNALS, TAYLOR & FRANCIS LTD
ISSN	0958-8221
E-ISSN	1744-3210
Database	Clarivate
Domain	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

EFL learners' epistemic agency in AI-supported digital storytelling: a rhizomatic analysis
2026-11-3 Pages 1-37
Authors: Wanqing Wang, Baohua Yu
DOI: 10.1080/09588221.2026.2756909

Learner agency in GenAI-supported EFL academic writing under conditions of teacher trust
2026-11-2 Pages 1-23
Authors: Yijen Wang, Glenn Stockwell
DOI: 10.1080/09588221.2026.2748862

Developing preservice teachers' TPACK for ChatGPT integration in CLIL: a longitudinal study in authentic classroom settings
2026-10-21 Pages 1-21
Authors: Yi-Ju (Ariel) Wu
DOI: 10.1080/09588221.2026.2742458

Inclusive participation in collaborative L2 learning: interactional dynamics in GenAI feedback processing
2026-10-19 Pages 1-27
Authors: Xinyu Guo, Yun Wen
DOI: 10.1080/09588221.2026.2751433

Learner-AI interaction and prompting structures in argumentative continuation writing: a complex dynamic systems analysis of writing-thinking co-development
2026-10-12 Pages 1-21
Authors: Hongying Peng
DOI: 10.1080/09588221.2026.2746697

Corpus-based language pedagogy in the AI era
2026-10-5 Pages 1-8
Authors: Qing Ma, Peter Crosthwaite
DOI: 10.1080/09588221.2026.2727244

The impact of digital game-enhanced learning on pragmatic competence of English language learners: a comparative study
2026-10-5 Pages 1-23
Authors: Ümran Üstünbaş
DOI: 10.1080/09588221.2026.2741578

Can incorporating GenAI chatbots into L2 writing instruction promote student agency and writing performance? Insights from a mixed-methods quasi-experimental study
2026-9-27 Pages 1-44
Authors: Minlin Minny Zou, Hayo Reinders, Weichen Wang
DOI: 10.1080/09588221.2026.2733006

Navigating the (dis)connect: advancing equitable and inclusive practices in Computer Assisted Language Learning (CALL)
2026-9-26 Pages 1-18
Authors: Cheryl Brown
DOI: 10.1080/09588221.2026.2737120

Effects of digital multimodal composing on Chinese EFL learners' writing performance: an explanatory sequential mixed-methods study
2026-9-25 Pages 1-26
Authors: Jing Zhu, Omer Hassan Ali Mahfoodh, Huili Cui
DOI: 10.1080/09588221.2026.2737118