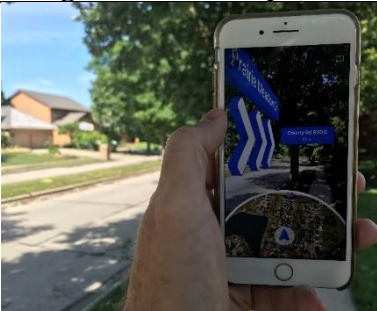# CALICO Journal Special Issue: XR: Crossing Reality to enhance language learning

Co-editors: Randall Sadler (University of Illinois at Urbana-Champaign) and Tricia Thrasher (University of Illinois at Urbana-Champaign)

This special issue of the *CALICO Journal* will explore the use of Cross Reality (XR), which includes Virtual Reality (VR), Augmented Reality (AR) and Mixed Reality (MR) in the learning of language and culture.

Cross-Reality (XR)

Virtual Reality (VR)	Augmented Reality (AR)	Mixed Reality (MR)
The user is fully immersed in a 360-degree virtual environment with no interaction with the surrounding 'real' world.	The user wears no headset but uses a device (typically a phone) to overlay digital objects or text onto the surrounding real world, such as Google AR in the image above.	The user wears a headset such as the Microsoft HoloLens that allows them to see the real world around them but virtual elements appear in the environment to enhance it.

CALL research across these realities has become more commonplace in recent years. However, there is still a critical need to advance theoretical understanding and examine the efficacy of XR on language learning outcomes. Contributions to this special issue will specifically further work on learning theories in XR, report on empirical research that emphasizes XR's impact on learning, and explore innovative approaches to using XR in language learning. The editors seek contributions from researchers and educators that move beyond users' perceptions of XR environments and specifically examine the processes and efficacy of XR language teaching and learning.

Content areas for contributions include—but are not limited to—the following:

1. Theoretical considerations exploring the unique contexts of language teaching and learning in XR settings;
2. XR empirical research studies examining the effectiveness of XR environments for language and (inter)cultural learning;
3. Instructor and student perspectives and experiences with XR;
4. Critical reflections on curriculum and pedagogical innovations as well as implications for language teacher education and professional development with regards to XR;

We encourage full-length (approximately 6,000–8,000 words, all-inclusive) conceptual/ theoretical contributions and empirical studies. Authors are strongly encouraged to

contextualize their contribution within appropriate theoretical and developmental frameworks. Empirical studies are particularly encouraged and critical review pieces are also welcome.

Any questions about the volume should be addressed to volume co-editors: Randall Sadler and Tricia Thrasher at calicovirtualreality@gmail.com.

Submission deadline for abstracts is September 15, 2021

- **September 15, 2021**: Submit an initial proposal of no more than 750 words to the volume editors (see template)
  - To send your proposals, attach it as a Word document to an email and send it to this address: Initial.k40msthdxr4f9zse@u.box.com Doing so will put your file directly into the Editors' Box storage.
  - If authors have any questions or queries, please contact the guest editors at calicovirtualreality@gmail.com
- **October 1, 2021**: Decisions on proposal made and full-length manuscript invitations sent out.
- **March 1, 2022**: Full-length manuscripts due, and must comply with CALICO's formatting guidelines (*will include link*).
- **August 15, 2022**: Full-length final draft of manuscripts due
- **February 2023**: Special Issue Publication

Special Issue to be published in February 2023. Please note that abstract acceptance does not guarantee publication of the submitted manuscript. All manuscripts will be subject to a double-blind peer review process.