

Call for Papers

Special Issue on

**Technology enhanced contextual game-based language
learning**

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Objectives

Game play plays an important role in human beings' language development; regardless the age of learners. It allows learning to be effective and it is widely used in language classes in which students can explore alternative decisions and actions without the risk of failure they might encounter in the real world (Martinson & Chu, 2008). However, not all the plays contribute to language learning; only those plays which involve language input and output at the three levels of linguistic form, semantic meaning, and pragmatic use are approved (Cook, 2000). In order to satisfy the abovementioned requirement to be a game for language learning, it is widely believed that contextual learning provides second language (L2) learners with a direct link between L2 forms and the underlying concept, thus facilitating L2 learning (Lan, Fang, Legault, & Li, 2015).

Although the concept of contextual learning is not a new one since John Dewey proposed the concept of project-based learning and experiential education (Dewey, 1938), it has always remained an important issue in second language (L2) learning (Ellis, 2008). A meaningfully context-dependent social interaction in an authentic environment is one of the most important elements of second language acquisition because it provides L2 learners with essential scaffolding for acquiring an L2 (Lantolf & Thorne, 2006; Eun & Lim, 2009). Contexts can be viewed as all the perceived phenomena including the physical surroundings in which language happens (Prince, 1996). Language input from the environment, including contextual and non-linguistic cues, is easy to be comprehended by an L2 learner because it occurs in a low stress situation (Ray, 2012).

Under the belief in the benefits of contextual learning in L2, creating authentic contexts for L2 learning is strongly suggested by several commonly referred foreign language teaching/learning guidelines, such as The Common European Framework of Reference for Languages (Council of Europe, 2001) and the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (American Council on the Teaching of Foreign Languages, 2012). Nowadays, through the support of advanced technology, the learning context is no longer restricted to the conventional L2 classrooms. In fact, omni-environments (either real or virtual) that a learner can reach can be authentic learning contexts. For example, (1) with computer mediated communication (CMC), learners can join virtual communities to explore foreign culture and learning an L2 (e.g., Pasfield-Neofitou, 2011; Stickler & Emke, 2011); (2) with a mobile seamless device, the real world becomes the learning context for a target language (e.g., Lan & Lin, 2015); (3) with augmented reality devices, there would be no barrier between the real and virtual world (Miyosawa, Akahane, Hara, & Shinohara, 2012; Ozcelik & Acarturk, 2011; Yuen, Yaoyuneyong, & Johnson, 2013); and (4) with a 3D environment, an L2 learner can immerse himself or herself in a brand new world (e.g. Lan, 2014; 2015; Lan, Kan, Sung, & Chang, 2016).

To this end, this special issue aims at providing a platform for researchers to present their research efforts that may offer insights into (1) the approaches to applying technology to enhance L2 game-based learning in context; (2) the evaluation of game-based language learning among different contexts with technology supports, such as in real world, in a conventional classroom, and in virtual worlds; (3) the comparison of game-based learning effects of using different technologies on conventional L2 classroom contexts; and (4) the effects of technology enhanced contextual game-based language learning on the transferring between the formal L2 learning and real life application. It remains open to question and is worth further explorations. The submitted papers will go through a double-blind review. We invite studies that provide research results and contributions that may help develop further understanding of how technology enhances game-based language learning in a context and may help inspire future research directions.

Topics of interests include, but are not limited to:

- Technology enhanced contextual game-based language learning (in general)
- Technology enhanced multimodal communication in L2 game-based learning contexts
- Mobile seamless technology enhanced L2 contextual game-based learning
- Augmented reality in contextual game-based language learning
- L2 game-based learning in virtual contexts

- L2 learners' learning styles and learning behaviors in technology enhanced contextual game-based language learning
- Learners' learning process in a technology enhanced L2 game-based learning context
- Technology enhanced contextual game-based learning and language skills

Submission Guidelines and Other considerations

This special issue will only publish original research papers (up to 7000 words). Papers submitted must not have been published previously or under consideration for publication, though they may represent significant extensions of prior work. All submitted papers will go through a rigorous double-blind peer-review process (with at least three reviewers).

Before submission, authors should carefully read over the journal's Author Guidelines, which are located at <http://www.ifets.info/guide.php>. Prospective authors should submit an electronic copy of their complete manuscript using EasyChair system at:

<https://easychair.org/conferences/?conf=cgbl12018>.

Publication timeline

- October 31, 2017: Submission deadline for the initial papers
- December 31, 2017: Decisions and reflection on the initial papers selected
- February 20, 2018: Submission deadline for revised manuscripts
- April 10, 2018: Decisions and reflection on the revised manuscripts
- May 5, 2018: Submission deadline for the final manuscripts
- May 25, 2018: Final manuscripts sent to the publishers
- July 1, 2018: Special issue publication

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