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The *Latin American Journal of Content & Language Integrated Learning (LACLIL)* is a peer-reviewed, [open-access](#) journal focused on CLIL (content and language integrated learning), multilingualism, interculturalism, and CALL (computer-assisted language learning), throughout Latin America and around the world aimed at teachers, researchers, and educational administrators who are interested in researching, implementing, or improving language-learning approaches, techniques, materials, and policies. *LACLIL* welcomes article submissions from researchers whose work is inspired in or stems from instructional practices implemented in language-learning subjects or subjects taught through an additional language. Articles, commentaries, and reviews on (but not necessarily limited to) the following areas are welcomed:

- educational approaches in which additional languages are used for the learning and teaching of both content and language (CLIL);
- language learning, teaching, and/or evaluation practices aimed at fostering cognition and metacognition through language or content;
- the use of information and communication technologies to foster communicative competences enhancing cognition, metacognition, and the learning of language, content, or both;
- the learning of culture and/or intercultural competences in or through additional languages;
- teacher professional development initiatives in the aforementioned areas.

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