

Editorial introduction to *LACLIL* 4(2), October 2011

Introducción editorial a *LACLIL* 4(2), octubre 2011

Welcome to a new issue of the Latin American Journal of Content and Language Integrated Learning (LACLIL), offering insights on the theory and practice of CLIL-based approaches from practitioners and researchers in Latin America and around the world.

THIS ISSUE

This issue begins with Susan Hillyard's reflections on the increasingly urgent need for a teaching workforce trained to appropriate competence in areas necessary to support the implementation of CLIL-based approaches: target language ability, subject knowledge, and CLIL methodology. Ximena Patricia Corzo Zambrano and Heidy Selene Robles Noriega then add a particular examination of the role of scaffolding as a teacher competence in the particular context of primary level mathematics classes. Beatrice Dupuy discusses the close relationships between multiliteracies frameworks (as proposed by the New London Group, 1996) and CLIL approaches, and accompanies an argument that the adoption of a multiliteracies framework is the best means of achieving CLIL's goals with a model multiliteracies-based CLIL lesson. Dario Luis Banega reviews recent developments in the implementation of CLIL in Argentina, emphasizing how focus has shifted from teacher activism at grassroots level to the promulgation of CLIL through official policy. Finally, Carl Edlund Anderson considers learners' needs for CALP (Cognitive Academic Language Proficiency) in the context of the multilingual, pluricultural, globalized knowledge society through an examination of experiences with L2 English acquisition and usage amongst adult professional Latin American L1 Spanish users.

INTO THE FUTURE: EXPANDING SCOPE

Additionally, we would like to take this opportunity to highlight the expanded aims and scope that the journal intends to incorporate for future issues—and we invite submissions from teachers, researchers, and educational administrators whose work is inspired in or stems from all areas of interest to this journal, including (but not necessarily limited to):

- 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.

In many respects, this expansion of aims and scope only formalizes trends inherent within the journal since its foundation in 2008. Readers of the current and past issues of the journal will find that many of the areas mentioned above already being treated, either implicitly or explicitly,

within its pages. Likewise, presentations and discussions at 2010's [*3rd CLIL Symposium: Addressing the Challenges of the 21st-Century School*](#)—which included keynote presentations by Susan Hillyard, David Marsh, Anna Uhl Chamot, Claudia Ferradas, and Jim Cummins—revealed increasing interest, and need, to contemplate cognitive and metacognitive learning strategies, self-regulated and autonomous learning techniques, the educational strategies for the use of information and communication technologies, and themes of intercultural competences within and in relation to an understanding of CLIL, as well as the urgent demand for professional development to prepare new and in-service teachers for such learning environments.

All this activity, conversation, and debate can be understood as reflecting a growing realization that CLIL approaches offers opportunities to transcend traditional educational boundaries. Indeed, CLIL to transcend even the “mere” integrated learning of content and language, in order to construct an ever more integrated approach to education and learning in general that favors the development of learners (and teachers) with the content-based, communicative, cognitive, and intercultural competences, as expressed in the now familiar paradigm of the 4Cs (Coyle, Hood, & Marsh, 2010), demanded by the “knowledge age” in which we and future generations of learners will continue to live and work.

CLIL does not stand still, and neither may we.

On behalf of the LACLIL Editorial Board
Carl Edlund ANDERSON
Editor-in Chief

REFERENCES

- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge, England: Cambridge University Press.
- New London Group, The. (1996). A Pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66, 60-92.