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ABOUT

Latin American Journal of Content & Language Integrated Learning

The *Latin American Journal of Content & Language Integrated Learning* (LACLIL) is published by the Universidad de la Sabana, Department of Foreign Languages and Culture, which was first published in 2008. As such, the journal is committed to reporting on teaching, research and outreach within the framework of the comprehensive training that characterizes the University. LACLIL is a bi-annual, open-access journal publishing research and article from researchers whose work is related to instructional practices in language-learning subjects or subjects taught through an additional language as well as ICT and cultural issues related to language learning.

LACLIL is a no-fee, open-access, peer-reviewed journal focused on CLIL (Content and Language Integrated Learning), multilingualism, multilingual education, languages for special purposes, interculturality, 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.

Since its foundation in 2008, LACLIL has been one of the few international journals focused on CLIL (Content and Language Integrated Learning), an approach known in Spanish by the acronym AICLE (el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras). CLIL is a holistic approach to education that has emerged over the preceding two decades in recognition of the fact that, regardless of one's area of study, it is no longer sufficient to be monolingual in an increasingly interconnected globalized world. The CLIL approach, which integrates content-appropriate language learning as part of overall learning, is seen as a powerful approach to

realigning the educational paradigm, though one that, not least because of its relative novelty, demands new research and vibrant discussion.

LACLIL welcomes submissions from researchers whose work is inspired in or stems from instructional practices implemented in language-learning subjects or subjects taught in or 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).
- multilingual educational approaches.
- language learning and teaching for specific purposes.
- 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.

MISSION

Latin American Journal of Content & Language Integrated Learning (LACLIL) intends to disseminate contributions on instructional practices implemented in language-learning subjects or subjects taught through an additional language as well as ICT and cultural issues related to language learning, based on solid research practices derived from the academic community within Latin America and around the world. The LACLIL journal has been fulfilling its mission to serve the growing community of teachers and researchers in this area, counting authors and peer reviewers from academic institutions in Europe and North America, as well as of course Latin America and Colombia, amongst its ranks of users and participants.

VISION

Latin American Journal of Content & Language Integrated Learning (LACLIL), focuses on CLIL (Content and Language Integrated Learning), multilingualism, multilingual education, languages for special purposes, interculturality, and CALL (computer-assisted language learning) throughout Latin America and around the world known by teachers, researchers, and educational administrators who are researching, implementing, or improving language-learning approaches, techniques, materials, and policies throughout Latin America.

EDITORIAL BOARD

The board is responsible for reviewing each submission prior to approval. Submissions are considered for publication on the basis of the evaluated quality and relevance or importance to the field *Content & Language Integrated Learning*.

The Editorial Board is also responsible for the publication policies, administration of DOIs (Digital Object Identifiers) as well the timely evaluation of all submissions.

SCIENTIFIC COMMITTEE

The journal also employs a referee system and requests that initially only an electronic version be submitted through journal Web site to the Editorial Board. If a submission is provisionally approved by the Editorial Board, it is the role of the Scientific Committee to start the evaluation of an anonymous version, in which the submission is then forwarded to at least two colleagues for peer review. These peer reviewers are chosen on the basis of their academic qualifications and/or experience in relation to the topic(s) of the submission. The Editorial Board or external referees may suggest revisions, and articles may be accepted conditionally.

Author Guidelines

OCTOBER 2015 VERSION

Latin American Journal of Content & Language Integrated Learning (LACLIL) attempts to make the process as seamless as possible for authors to develop and present their work. To do so, *LACLIL* allows a wide range of styles in the articles and material it accepts for publication. There are, however, a series of minimum guidelines or instructions to be followed when submitting an article or piece of work.

Languages of publication. *Latin American Journal of Content & Language Integrated Learning (LACLIL)* is published in English and Spanish; submission must be of these languages. However, in special cases it is possible to publish articles in other languages, in their original version.

Types and lengths of articles

The following types of submissions will be considered:

Empirical research articles: Report results of original research. Must comply with requirements of the 6th edition of the *Publication Manual of the American Psychological Association*, including the following sections in this order: Introduction, Methods, Results, Discussion, and References. Should not exceed 7,000 words in length

Commentary/Reflection/Theory articles: Reflect or offer critical commentary on topics in the field based on (limited) research and/or classroom-based experience. Must comply with requirements of the 6th edition of the *Publication Manual of the American Psychological Association*, though need not include sections appropriate to empirical research articles (such as Methods and Results). Must include References section. Should not exceed 7,000 words in length.

Review articles: Summarizes the current state of understanding on a topic in the field by analyzing or discussing existing research. Must include References subsection. Should not exceed 4,000 words in length.

Book /Product reviews: Offer a critical review of a book or educational product related to CLIL and related topics appropriate to the journal's stated scope. Authors are encouraged to contact the editor prior to submission to ensure suitability of reviewed book/product. References subsection included if appropriate. Should not exceed 3,000 words in length.

Graphs, tables and illustrations are included in the aforementioned word counts. The consolidated bibliography or reference list is not included in the word count.

Submitting articles. Articles must be submitted through the Open Journal system (OJS). You must register to do so. Authors who are already registered only need to identify themselves. The system enables authors to upload the necessary files and to gather information for visibility and indexing, in addition to keeping abreast of the status of their article in the publishing process.

Abstract. Each article is to be submitted with an abstract of no less than 150 words, but no more than 250, in a structure that mirrors that of the article text itself. (E.g. The abstract of an empirical research article must mirror the APA-style IMRaD structure of the article itself, clearly indicating the topic/problem under study, the method used, the main findings, and the principle significance[s] of these findings.) Do not include citations/references, unexpanded abbreviations, figures, or tables within or accompanying the abstract.

Key words. All material submitted for publication is to be accompanied by a list of five key words. The purpose is to facilitate subject analysis and identification of the article in international indexes, pursuant to the descriptors established by the UNESCO Thesaurus.

Text formatting. Text submitted to *Latin American Journal of Content & Language Integrated Learning* must be presented in digital format: .doc or .docx (MS Word), .odt (OpenOffice), or .rtf (Rich-Text Format). Text-formatting must comply with the requirements of the 6th edition of the *Publication Manual of the American Psychological Association*, (i.e. 12-pt Times New Roman text, double-spacing,

etc.). The text must be free of attributes such the use of different fonts, decorative icons, highlighting or any other feature that is not intended to be part of the final design and layout.

Audio-visual materials. The author must be the owner of /or have the rights to use any audio visual materials (including but not limited to graphs, charts, diagrams, drawings, photographs, audio recordings, video recordings) within the article or submitted as supplementary files.

Tables, figures, and other illustrations may be included in-line within the main text. All tables, figures and other illustrations must have a concise title or legend (not exceeding 15 words), with their source cited if appropriate. Acceptable file types for illustrations are .tif and .png (preferable) or .jpg (preferably to be avoided) with a minimum resolution of 300 dpi, preferably 600 dpi for line drawings. Other files types such as .psd, .svg, .eps, or .ai files can be submitted as supplementary files. If text has been added to an illustration, a “clean” version of the illustration (without text) must also be submitted.

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Citations and bibliographic references. All sources quoted or mentioned are to be identified clearly, in compliance with the 6th edition of the *Publication Manual of the American Psychological Association*.

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All works submitted to *Latin American Journal of Content & Language Integrated Learning (LACLIL)* to be accompanied by a **Declaration of Originality**, signed by each of the authors. The form provided at the end of these guidelines is to be completed for that purpose.

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Once an article is submitted in *LACLIL*, the author may not submit the same article to another periodical or publisher for publication.

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After deciding on the relevance of the articles proposed for publication in the upcoming issue, the Editorial Board will verify compliance with these rules and will proceed to submit the material to a blind review by experts or peer reviewers. Their suggestions, if any, will be conveyed to the author sufficiently in advance, so they can be incorporated into the text.

Authors submitting articles for publication agree to respect the time periods set by the Editorial Board regarding the delivery of original texts and their return in cases where changes are warranted based on suggestions by the reviewers.

The author is advised to keep a copy of the original text, as the journal does not return material submitted for publication.

This is a predominantly academic journal and is designed as a vehicle to circulate the work of the academic community in general. Being a non-profit publication, *LACLIL* does not pay for the articles it receives.

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