

PORTA LINGUARUM aims to publish empirical studies, critical revisions, and theoretical models that relate to the many factors that influence the FL teaching and learning processes:

- **The social and school context: the family’s social and cultural influence as well as the student’s mother language and its influence on the L2 learning process, etc.**
- **The students: their personal characteristics (age, gender, personality traits, etc.) as well as their attitudes, motivation, cognitive styles, etc.**
- **The FL teacher: the teacher’s mental representations, attitudes, motivation, individual characteristics, teaching methods, etc.**
- **Learning conditions and the learning process, variables that influence the teaching and learning processes in the classroom: efficiency of teaching strategies, teaching methods and techniques, second language acquisition processes, students and teachers interaction, effect of teaching resources and materials, etc.**
- **Learning outcomes: evaluation of procedures as well as the evaluation of the students’ communicative competence at different academic levels, etc.**

EDITED AND CO-FINANCED BY:

- **Language and Literature Teaching Departments of the Universities of Granada, Málaga, Murcia, Valladolid, Burgos, Cádiz and Complutense (Madrid).**
- **English Department of the University of Córdoba and Huelva.**
- **Research Group (HUM 679) “Estudios de Lingüística Aplicada a la enseñanza del Inglés”, University of Jaén.**
- **College of Social Sciences and Humanities, Madrid Open University – UDIMA.**

