SUBMISSION GUIDELINES (OJS)

Thank you for considering our journal for your publication. Please read the following instructions carefully as failure to do so may result in automatic rejection of your paper or unnecessary delays during the processing stages.

1. FOCUS AND SCOPE

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:

- *Innovation* in language teaching and learning
- The *social and school context*: the family's social and cultural influence as well as student L1 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*: teacher 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, student and teacher 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.

High quality state-of-the art articles may be published, although preference will be given to data-driven papers and **empirical studies** with a practical orientation directed towards the improvement of the L2 classroom teaching and learning processes. Articles in this journal normally deal with majority languages and are generally written in standard **British English**. A limited number of articles may be written in other languages provided that the contents are directly related to the language in question (i.e., articles in Spanish must deal with the teaching and learning of Spanish as L2).

The journal accepts proposals for **book reviews** of high interest related to the subject matter of the journal.

2. ETHICAL CONSIDERATIONS

The Journal Porta Linguarum is entitled to ensure that its publications are carried out ethically. Thus, it is the obligation of the Journal to **report scientific fraud practices** such as falsification or omission of data, plagiarism, and duplicate publication (self-plagiarism).

The journal does not accept previously published material. Authors are responsible for obtaining permission to partially reproduce material from other publications and for citing its source correctly.

Authors should mention in the Methodology of their manuscript that the procedures used to obtain data have been carried out after obtaining consent from the carriers.

Authors are encouraged to review the Guidance on good publication practice designed by COPE.

3. SUBMITTING A MANUSCRIPT

Only submissions through the OJS platform are accepted. If you wish to submit a manuscript, the correspondence author needs to register in the Journal and start a new submission. In the case of more than one author, the correspondence author must introduce information about all authors in the submission process.

*Porta Linguarum (*ISSN: 16977467; ISSN-e: 2695-8244; Depósito Legal: GR-43-2004)

Departamento de Didáctica de la Lengua y la Literatura, Facultad de CC. de la Educación - UNIVERSIDAD DE GRANADA, Campus Universitario de Cartuja, Granada 18071 (Spain). Tel.: (34) 958 243965, Fax (34) 958 244187

Please provide as much information as possible at the platform, as this will facilitate the process of revision. All submissions must attach **at least two document files** in Word format (.doc or .docx):

FILE 1: The **anonymous version of the manuscript** (step 2 of the submission process in the platform), please use the provided template, which includes the following order of components:

- ✓ Title (maximum 15 words) in both languages: one in the language of the article (generally English) and the other in Spanish.
- ✓ Two abstracts of max. 200 words in both languages.
- ✓ Five keywords in both languages.
- ✓ The main body of the text.
- ✓ References.
- ✓ Appendices

The author/s must ensure they cannot be identified in the submitted manuscript so as to guarantee the double-blind review. Originals must not exceed 7000 words including references and appendices.

FILE 2. The **TITLE PAGE** (step 4), which must include without exception the following details (you can download the title page on the platform):
1. The title, author name(s), affiliation, ORCID no., contact telephone number, and e-mail address.
2. A short bio of each author of approximately 60-70 words
3. Information about funding or grants related to the publication, if applied.
4. A declaration that the work is original, unpublished, and not submitted for publication in any other journal.

4. ARTICLES

Papers should have a **maximum of three authors** and should not have been previously published or submitted for current consideration elsewhere. Very exceptionally and under justified circumstances a higher number of authors might be accepted.

The author or authors are responsible for the content of articles submitted, and for any opinions expressed therein. The journal will not accept papers signed by more than three authors. In addition, the same author may not publish more than one article annually. Manuscripts should be prepared in Microsoft Word and submitted online, as indicated.

EDITING AND FORMAT

- The **page size** for the document should be: 17x24; margins 2 cm.
- Papers should be typed using **Times New Roman 10** font for the text, **9 for quotations**, and **8 for footnotes**. The font used inside tables and as captions should also be 9. Single-space for the text and quotations.
- We would recommend that the **title** is short (**maximum 15 words**), informative and without abbreviations
- The format of the title should have a capital letter for the first word, words which normally require capitalisation and the first word after a subtitle (e.g., Using ICTs in the English class: A longitudinal study).
- Proposals should also include two **abstracts** of max. **200 words each**, one in English (or the language of the article) and the other one in Spanish, together with four or five key words. Abstracts should include the purpose, main procedures, key findings, and principal conclusions. If the paper is written in Spanish, the second abstract must be written in English.
- Article length should be between **6000-7000 words** including footnotes, diagrams, tables, and references (max. 7000 words). The Editorial Board reserves the right to extend this limit in the case of articles of special scientific interest.
- Citations should be made in the text following **APA style** (last edition).
- **References** should be listed in full at the end of the paper and follow APA conventions (last edition).
- **Quotations** of more than three lines should be indented 1cm from the left and right margins; inverted commas should not be used. The font used must be 9.
- **Footnotes** should be used only if strictly necessary and indicated in superscript consecutively throughout the text.

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- After revisions, when the authors have to edit the originals and introduce the suggested changes in later submissions, these **modifications** will be **highlighted in yellow** in the subsequent versions that are sent to the platform. In addition, a **cover letter** will also be sent explaining the changes that have been made to the original paper.
- Authors are reminded that reviews from external reviewers do not constitute the final editorial decision of acceptance, nor do they guarantee publication. This acceptance is finalised once all necessary amendments are made in the **proofreading stage** and the article is given final confirmation by the editors.

TABLES AND FIGURES

- Tables must be centred and inserted in their corresponding place and not at the end of the paper or in an independent file. The graphic design may vary but as shown below, the format must include two horizontal lines for the table head and another horizontal line at the bottom. When it shows totals at the bottom, two horizontal lines may be clearer.
- The table may be divided in vertical or horizontal sections as shown below.
- The categories in the table head must be centred and typed in SMALL CAPS. If there is a second row in the table head, it may be typed in italics.
- If the table content includes numbers, they should be centred and if it is text, it must be aligned on the left of each cell.
- If the text on the left column is short it may be typed in Times Roman, **font size 9** as shown below (SMALL CAPS or *italics* may also be used).
- **Table captions** must be in italics, font **size 10**, centred and on top of the table. The table source must be mentioned underneath in cases where it has not been designed by the author and with permission from the original author.
- FIGURES should be in [.tif] or word format. It is advisable that papers do not include more than **seven or eight** boxes, **tables, or figures**. Exceptionally and if the study requires it, more than eight tables or figures may be accepted.

Examples of tables and figures:

Table 1. *Demographic information of the participants*

GENDER	NUMBER	AGE
Female	90	15-18
Male	90	15-18
Total	180	15-18

Table 2. *Reliability statistics*

		TOTAL SAMPLE ($N = 180$)	FEMALE PARTICIPANTS ($N = 90$)	MALE PARTICIPANTS ($N = 90$)
		Reliability	*Reliability*	*Reliability*
	Speaking (Total)	.99	.99	.98
	Speaking / Part 1	.97	.96	.97
	Speaking / Part 2	.97	.98	.96
PRAGMATICS / MICRO COMPONENTS	Speech Acts	.98	98	.99
	Topic	.99	.98	.99
	Turn Taking	.99	.99	.99
	Lexical Selection	.98	.97	.98
PRAGMATICS/ MACRO COMPONENTS	Verbal	.99	.99	.99
	Paralinguistic	.99	.99	.99
	Nonverbal	.99	.99	.99

Table 3. *Descriptive statistics*

Variables	STUDENTS AND TEACHERS /LECTURES (N= 683)		4TH GRADE CSE STUDENTS (N =409)		UNIVERSITY STUDENTS (N= 201)		ENGLISH AND NLA TEACHERS /LECTURES (N= 73)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1. Type of institution (public, private, etc.) and the social setting.	3,31	1,13	3,16	1,15	3,53	1,04	3,59	1,03
2. Family environment of the student: social and cultural.	3,96	,97	3,81	,97	4,21	,94	4,14	,87
3. Family support and involvement in the bilingual program.	3,63	1,10	3,46	1,11	3,79	1,08	4,23	,83
4. Support from the responsible institution and administration for the bilingual program.	3,93	,98	3,70	,98	4,24	,86	4,39	,83
5. Students' general capacity, intelligence, and abilities.	3,74	,89	3,64	,92	3,89	,83	3,89	,80

Notice that figures' captions are not on top of the illustration, but underneath.

Figure 1. *Caption* [Style: Table & Figure]

Source: http://elpajareteorquidiado.blogspot.com.es/2015/05/faber-castell-ondoro.html

The presentation of originals and enumeration of sections is presented in the **TEMPLATE** (see sample model at the Platform).

REFERENCES IN TEXT

Parenthetical citations:
One author: (Luna, 2020)
Two authors: (Madrid & McLaren, 2004, pp.135-136)
More than three authors: (Martín et al., 2020)

Narrative citations:
One author: Luna (2020), Madrid (2004, p. 35)
Two authors: Lasagabaster and Sierra (2003)
More than three authors: Martín et al. (2020)

Quotations:
Quotations must be indented and typed with font 9 as in the example:

In order to increase the quality of bilingual programmes in higher education, Barrios and López Gutiérrez (2019) propose the following:

… the burden of quality EMI provision and the sustainability of EMI initiatives must neither rest on the lecturers' shoulders exclusively nor rely on their voluntarism. A system of substantial incentives should be in place in order to compensate the additional time and effort required for training and teaching in English (Barrios & López Gutiérrez, 2019, p. 82).

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FINAL REFERENCES

Only those references that are strictly necessary should be employed. Unnecessary and/or excessive self-citation may be a motive for article exclusion.

All references included in the article must be for genuine, scientific reasons and not for the purpose of increasing the visibility of work by the authors, associates, or potential reviewers. They must be listed following APA last edition. Some examples are provided below but we recommend the following website: https://apastyle.apa.org/style-grammar-guidelines/references/examples/

BOOKS

Book with one author:
Richards, L. M. (2019). *The new book* (2nd ed.). American Psychological Association. https://doi.org/10.1037/0090168-008

Book with two or more authors:
Coyle, D., Hood, P., & Marsh, D. (2010). *Content and language integrated learning*. Cambridge University Press.

Edited book:
Brumfit, C.J. & Carter, R. (Eds.) (1986). *Literature and language teaching*. Oxford University Press.

Two or more works by the same author (arrange by the year of publication, the earliest first).
Postman, N. (1979). *Teaching as a conserving activity*. Delacorte Press.
Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. Viking Press.

Works by the same author in the same year:
McLuhan, M. (1970a). *Culture is our business*. McGraw-Hill.
McLuhan, M. (1970b). *From cliché to archetype*. Viking Press.

Unpublished theses and dissertations:
Jordan, J.J. (2005). *Psychosocial effects of gifted programming* [Unpublished master's thesis]. University of Saskatchewan, Saskatoon, Canada.

Proceedings published in book form:
McKay, G. (1999). Self-determination in aboriginal education. In L. B. Muller, & T. Smith (Eds.), *Changing the climate: Proceedings of the 1998 Conference for Graduate Students in the Social Sciences and Humanities* (pp. 1-11). Springer. https://doi.org/10.107/976-3-039-02348-56

Book by an institution (associations, corporations, agencies, government departments when there is no single author):
American Psychological Association (1972). *Ethical standards of psychologists*. American Psychological Association.

Book chapters:
Vez Jeremías, J.M. (1996). The social context of EFL. In N. McLaren & D. Madrid (Eds.), *A handbook for TEFL* (pp. 25-34). Marfil.
Pérez Cañado, M.L. & Ráez Padilla, J. (2011). Introduction and overview. In D. Marsh, M. Pérez Cañado, & J. Ráez Padilla (Eds.) *CLIL in action: Voices from the classroom* (pp. 1-12). Cambridge Scholars. https://doi.org/10.107/975-3-039-00348-56

ARTICLES

Article in a journal:

Cook, V.J. (1983). What should be language teaching be about? *ELT Journal, 37*(3), 229-34. https://doi.org/10.1037/030303030333.

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture, 8*(3), 207–217. https://doi.org/10.1037/ppm0000185.

Madrid, D., & Pérez Cañado, M.L. (2004). Teacher and student preferences of native and non-native foreign language teachers. *Porta Linguarum, 2*, 125-138. http://www.ugr.es/local/portalin.

NOTICE THAT CONTENT WORDS IN BOOKS´ AND ARTICLES´ TITLES ARE NOT TYPED WITH CAPITAL LETTERS UNLESS ORTHOGRAPHICALLY REQUIRED.

Paper presentation:
Evans, A. C., Jr., Garbarino, J., Bocanegra, E., Kinscherff, R. T., & Márquez-Greene, N. (2019, August 8–11). Gun violence: An event on the power of community [Conference presentation]. APA 2019 Convention, Chicago, IL, United States. https://convention.apa.org/2019-video.

Appendix
The appendix comes after the references and, where it exists, any funding details.

5. BOOK REVIEWS

Reviews should be no longer than 500 words and should comply with the directions given above. An illustration of the book cover should be included in ".tif" format. The book illustration must be inserted on the right with (measures: 5 cm wide by 8 cm high).

The book review reference must be presented as follows:

International Perspectives on Critical Pedagogies in ELT. López-Gopar, M. E. (Ed.) (2019). Palgrave, Cham, 287 pages, ISBN: 978-3-319-95620-6.

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