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**Abstract:** This abstract should be in the language chosen to write the manuscript. Not over 200 words. [Style: abstract]

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# Introduction [Style: Heading 1] Please, number all sections including references.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean fringilla accumsan quam ac ultricies. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Aenean at accumsan eros.

# Motivation

## Concept of motivation [Style: Heading 2]

### Instrumental motivation [Style: heading 3]

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

| Sample | N | Characteristics |
| --- | --- | --- |
| Group 1 | 100 | ….. |
| Group 2 | 75 | ….. |

 *Note:* include source here if not designed by the author

**Table 2.** *Descriptive statistics*

|  | Students and teachers /lectures (N= 683) | 4th grade CSE students(N =409 ) | University students(N= 201 ) | English and NLA teachers /lectures(N= 73) |
| --- | --- | --- | --- | --- |
| *Variables* | *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 |
| 1. Family environment of the student: social and cultural.
 | 3,96 | ,97 | 3,81 | ,97 | 4,21 | ,94 | 4,14 | ,87 |
| 1. Family support and involvement in the bilingual program.
 | 3,63 | 1,10 | 3,46 | 1,11 | 3,79 | 1,08 | 4,23 | ,83 |
| 1. Support from the responsible institution and administration for the bilingual program.
 | 3,93 | ,98 | 3,70 | ,98 | 4,24 | ,86 | 4,39 | ,83 |
| 1. Students’ general capacity, intelligence and abilities.
 | 3,74 | ,89 | 3,64 | ,92 | 3,89 | ,83 | 3,89 | ,80 |



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

*Note:* http://elpajareteorquidiado.blogspot.com.es/2015/05/faber-castell-ondoro.htm*l*

**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).

# References

Indentation 1 cm (hanging indent) and single line spacing.

**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.

**Book chapter**

Vez Jeremías, J.M. (1996). The social context of EFL. In N. McLaren & D. Madrid (Eds.), *A handbook for TEFL*(pp*.*25-34). Marfil.

**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

# Appendix (if needed)