**Title[Style: Main title max. 15 words]**

Name and Family Name [Style: Author 1 Corresponding author] [Info added during copyediting]

*Institution* [Style: Institution] [Info added during copyediting]

If there are more authors, follow the same pattern below for second and/or subsequent authors. If they belong to the same institution, write it only once at the end after full names.

Name and Family Name [Style: Author 2] [Info added during copyediting]

Name and Family Name [Style: Author 3] [Style: Author] [Info added during copyediting]

*Institution* [Style: Institution] [Info added during copyediting]

Received: yyyy-mm-dd / Accepted: yyyy-mm-dd [Info added by editors]

DOI: *https://doi.org/10.30827/portalin.* [Info added by editors]

ISSN paper edition: 1697-7467, ISSN digital edition: 2695-8244

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

**Keywords:** include here 5 key words between commas.

**Title in Spanish or English**

You are required to provide a second title in English/Spanish depending on the language chosen for the manuscript.

**Resumen:** This abstract should be in Spanish if your text is in English, French or German. If your manuscript is in Spanish, then, this should be in English and the previous one in Spanish. Not over 200 words.

**Palabras clave:** include here the previous 5 key words between commas, in the appropriate language.

# 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

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.

## Concept of motivation [Style: Heading 2]

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.

### Instrumental motivation [Style: heading 3]

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.

**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).

# Acknowledgments (if needed)

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.

# Funding information (if needed)

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.

# 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)