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

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

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# Introduction [Style: Heading 1]

Please, number all sections including references.

# 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 | ….. |

 Source: include source here if not designed by the author

Table 3. Descriptive statistics [Style: Table & Figure]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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]

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

**Quotations:**

Quotations [Style: Quotations] must be indented and typed in 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

Please, use a Reference list and not a Bibliography.

References should be alphabetically arranged by author.

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

Some examples follow. Use italics when needed and do not classify references regarding its kind (book, chapter of a book, article, online materials and/or legislation, etc.).

When using several capital letters for name and middle name, do not include a space in between: Pérez Cañado, M.L.

[Style: References].

**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>.

(See submission guidelines for more examples)

# Appendix (if needed)

# Book Reviews

Remember to include front cover in the text or as an independent file.

Seed example: <https://www.ugr.es/~portalin/articulos/PL_numero32/12_Dr.%20Ismail%20Yaman.pdf>

***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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