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[Full Article Title: Written in Title Case, Concise and Descriptive]

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ABSTRACT

[Write the abstract here. The abstract concisely summarises the study's purpose, methodology, key findings, and conclusions. It should be written in a single paragraph of 150–250 words, without citations, references, or undefined abbreviations. Use clear, precise language that allows readers to grasp the article's core contribution without reading the full text.]

Keywords: [keyword one]; [keyword two]; [keyword three]; [keyword four]; [keyword five]

INTRODUCTION

[Open with the broader context and significance of your topic. Establish why the subject matters within the field of language and literacy studies. Cite relevant prior work to situate your research within existing scholarship.]

[In subsequent paragraphs, narrow from the broad context to the specific research problem. Identify the gap in the literature — what remains unknown, understudied, or contested — and explain how this study addresses that gap.]

[Conclude the Introduction with an explicit statement of the study's aims or research questions, and a brief overview of the article's structure. Example: This study investigates three research questions: (1) ...; (2) ...; (3) ...]

LITERATURE REVIEW

[Thematic Sub-heading One]

[Review theories, frameworks, or empirical studies related to this sub-theme. Critically synthesise the literature rather than simply summarising individual studies. For example, discuss how motivational orientations — intrinsic and extrinsic — have been conceptualised across different educational contexts (cf. Deci & Ryan, 2000; Richter et al., 2019).]

[Thematic Sub-heading Two]

[Continue with a second strand of the literature relevant to your study. Show how different bodies of scholarship intersect or diverge, and explain the theoretical framework that guides your own analysis.]

Hypotheses / Research Framework

Drawing on the literature reviewed above, this study proposes the following research questions and/or hypotheses:

1. RQ1 / H1: [State the first research question or hypothesis]
2. RQ2 / H2: [State the second research question or hypothesis]
3. RQ3 / H3: [State the third research question or hypothesis]

METHOD

Research Design and Participants

[Describe the research design (quantitative, qualitative, or mixed-methods), the sampling strategy, and the characteristics of participants (e.g. age, gender, role, institution). Identify the independent and dependent variables. Specify the setting and time frame of data collection. Example: A large-scale online survey was conducted in 2024 among 844 primary school teachers in two federal states.]

Instruments

[Describe the data collection instrument(s): questionnaire, interview guide, test, observation checklist, etc. Report the number of items, rating scales, source or adaptation of the instrument, and reliability statistics (e.g. Cronbach's alpha values per subscale). List subscales if applicable.]

Data Analysis

[Specify the statistical or analytical procedures used to answer each research question. Name the software (e.g. SPSS v.28, R, NVivo, Atlas.ti). For quantitative studies, report the tests used (e.g. linear regression for RQ1, MANOVA for RQ2, ANOVA with Bonferroni correction for RQ3). Justify any decisions related to distributional assumptions.]

FINDINGS

[Findings Related to RQ1 / H1]

[Present results systematically in the order of your research questions. Use tables and figures where appropriate, always referring to them in-text. Example: Table 1 shows that personal interest yielded the highest mean score (M = 2.74; SD = 0.82), confirming Hypothesis 1.]

Table 1. *[Descriptive table title]*

Variable / Scale	Min.	Max.	M	SD
[Variable / Scale 1]	1.00	4.00	2.74	0.82
[Variable / Scale 2]	1.00	4.00	2.70	0.74
[Variable / Scale 3]	1.00	4.00	2.31	0.86
[Variable / Scale 4]	1.00	3.67	1.15	0.36

Note. [Brief explanatory note for the table, if needed]

[Findings Related to RQ2 / H2]

[Continue with the next set of results. Report inferential statistics clearly: F values, p values, effect sizes (Cohen's d, eta-squared), or equivalent measures. Avoid interpretation here — reserve that for the Discussion section.]

[Findings Related to RQ3 / H3]

[Present the final set of results, including any pairwise comparisons or post-hoc analyses. Reference Figure 1 or additional tables as appropriate.]

DISCUSSION

[Interpret each finding in relation to its corresponding research question and hypothesis. Compare your results with prior studies: are they consistent or contradictory? Offer theoretically grounded explanations for any discrepancies. For instance, if the Inclination Hypothesis is supported, discuss why specialists may sustain higher intrinsic motivation than out-of-field teachers.]

[Address unexpected or null findings openly. Consider alternative explanations and discuss their implications for theory and practice. Draw on relevant frameworks (e.g. Self-Determination Theory, Conservation of Resources Theory) to deepen the analysis.]

[Acknowledge the study's limitations honestly — for example, cross-sectional design, self-reported data, convenience sampling — and explain how they affect the interpretation and generalisability of findings.]

CONCLUSION

[Summarise the key findings concisely and directly answer each research question posed in the Introduction. State the study's theoretical and empirical contribution to the field of language and literacy education.]

[Articulate practical implications for relevant stakeholders — educators, curriculum designers, school administrators, policy makers, or teacher education programmes. Conclude with targeted recommendations for future research, identifying specific gaps that remain open.]

Acknowledgements

[Acknowledge funding bodies, research assistants, participants, or institutional support. If no acknowledgements apply, this section may be omitted.]

Conflict of Interest Statement

The author(s) declare no conflict of interest with respect to the research, authorship, or publication of this article.

REFERENCES

[Author, A., & Author, B. (Year). Title of article. Name of Journal, Volume(Number), pages. https://doi.org/XXXXX]

[Author, C. (Year). Title of book. Publisher.]

[Author, D., Author, E., & Author, F. (Year). Title of chapter. In A. Editor (Ed.), Title of edited book (pp. XX–XX). Publisher.]

[Porsch, R., & Wilden, E. (2022). Teaching English out-of-field in primary school. In L. Hobbs & R. Porsch (Eds.), Out-of-Field Teaching Across Teaching Disciplines and Contexts (pp. 117–134). Springer.]

[Richter, D., Kleinknecht, M., & Gröschner, A. (2019). What motivates teachers to participate in professional development? Teaching and Teacher Education, 86, Article 102929. https://doi.org/10.1016/j.tate.2019.102929]

APPENDIX (IF APPLICABLE)

Appendix A: [Title of appendix, e.g. Survey Instrument Items]

[Include supplementary materials here: full questionnaire, interview protocols, coding schemes, or other materials referenced in the main text. Label each appendix alphabetically (A, B, C …) in order of first mention.]