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**THESIS TITLE**

**MASTER’S THESIS**

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ETHICAL CONDUCT

**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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# ABSTRACT

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Supervisor: ………………….

Month Year, …. pages

While the differentiated instruction process aims to provide students to learn meaningfully This thesis deals with developing EFL learners’ target culture awareness. For thispurpose, such as culture, target culture awareness, are defined. In addition, the advantages of culture learning are listed. The theoretical part deals with culture learning process. This paper provides guidelines for culture teaching and examines recommended ELT approaches, techniques and teaching materials.

Key Words: ……………………………

# ÖZ

TEZ BAŞLIĞI………………………………………………………………………………………………………………..

Ad, Soyad

……………………… Yüksek Lisans Programı

Tez Danışmanı: …………………….

Ay Yıl, … sayfa

Bu çalışma, İngilizceyi yabancı dil olarak öğrenen öğrencilerin hedef kültür farkındalıklarını geliştirme konusunu ele almaktadır. Bu amaçla, kültür ve hedef kültür farkındalığı gibi anahtar kelimeler tanımlanmıştır. Ayrıca, kültür eğitiminin faydaları da listelenmiştir. Bu tez, kültür eğitimi ile ilgili temel ilkeleri incelemekte ve önerilen

İngilizceyi yabancı dil olarak öğretme ile ilgili olan yaklaşım, teknik ve eğitici materyalleri incelemektedir.

Anahtar Kelimeler: …………………..

# DEDICATION

Dedicating

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I would also like to thank my parents, Hasan ÇELİK and Gamze ÇELİK, for their great support throughout her life. Without their understanding, and continuous support, I could have never been able to aspire for this level of education and complete this study.

TABLE OF CONTENTS

[ETHICAL CONDUCT](#_Toc74471811)

[ABSTRACT](#_Toc74471812)

[ÖZ](#_Toc74471813)

[DEDICATION](#_Toc74471814)

[ACKNOWLEDGEMENTS](#_Toc74471815)

[TABLE OF CONTENTS](#_Toc74471816)

[LIST OF TABLES](#_Toc74471817)

[LIST OF FIGURES](#_Toc74471818)

LIST OF SYMBOLS/ABBREVIATIONS…………………………………………….

[Chapter 1: Introduction 1](#_Toc74471819)

[1.1 Statement of the Problem 3](#_Toc74471821)

[1.2 Theoretical Overview 4](#_Toc74471822)

[1.2.1 The Practice of Online Learning Under Covid-19 Circumstances. 4](#_Toc74471823)

[1.2.2 Self-Regulation (SR) or Self-Regulated Learning (SRL). 4](#_Toc74471824)

[1.3 Purpose of the Study 5](#_Toc74471825)

[1.4 Research Questions 7](#_Toc74471826)

[1.5 Significance of the Study 7](#_Toc74471827)

[1.6 Limitations 8](#_Toc74471828)

[1.7 Definitions 8](#_Toc74471829)

[Chapter 2: Literature Reivew 10](#_Toc74471830)

[2.1 Introduction 10](#_Toc74471832)

[2.2 The Concept of Self-Regulation 10](#_Toc74471833)

[Chapter 3: Methodology 32](#_Toc74471847)

[3.1 Research Design 32](#_Toc74471849)

[3.2 Setting and Participants 34](#_Toc74471850)

[3.2.1 Setting. 34](#_Toc74471851)

[3.2.2 Participants. 35](#_Toc74471852)

[3.3 Procedures 36](#_Toc74471853)

[3.3.1 Data Collection Procedures. 36](#_Toc74471854)

[3.4 Limitations 46](#_Toc74471862)

[Chapter 4: Findings 47](#_Toc74471863)

[4.1 Overview 47](#_Toc74471865)

[4.2 Quantitative Data Analysis 47](#_Toc74471866)

[4.3. Qualitative Data Analysis 56](#_Toc74471870)

[Chapter 5: Discussions and Conclusions 65](#_Toc74471887)

[REFERENCES 74](#_Toc74471894)

[APPENDICES 88](#_Toc74471895)

A……………………………………………………………………………..89

# LIST OF TABLES

TABLES

[Table 1 Related Group Variance Analysis Result According to English Development Variable(Pretest)…………………………………………………………………….39](#_Toc72407824)

# LIST OF FIGURES

FIGURES

[Figure 1 Approaches to Cultural Content 16](file:///C%3A%5CUsers%5Cburcu%5CDesktop%5C%C4%B0nci%5CENISA%20HOCA%20SON%20FEEDBACK.docx#_Toc72408056)

**LIST OF ABBREVIATIONS**

ELT English Language Teaching

TPRS Total Physical Response Storytelling

# Chapter 1

# Introduction

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## 1.1 Statement of the Problem

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## 1.2 Purpose Of The Study

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# Chapter 2

#  Literature Review

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2.1.1 Models of self-regulated learning.Yyyyyyyyyyyyyyyyyyyyyyyyyyyy

***2.2.1.1 Winne and Hadwin’s four-stage model of self-regulated learning.*** Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

# Chapter 3

#  Methodology

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# Chapter 4

#  Findings

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# Chapter 5

# Discussions and Conclusions

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# APPENDICES

# A. Xxxxx Xxxxxxx Xxxxx