

BAHCESEHIR UNIVERSITY

NON-THESIS MASTER PROGRAMS

PROJECT WRITING GUIDELINE

2024-2025

# Chapter 1 General Policies

# Introduction

The purpose of the guideline presented below is to ensure that every thesis which will carry the name of Bahçeşehir University meets the same high standards of presentation in terms of all pertinent physical properties.

# General Guidelines

BAU Graduate School takes ***APA (6th ed.)*** as the basis for thesis writing. Beware that the guidelines provided here are strictly observed by the Graduate School and manuscripts which do not follow these guidelines will not be accepted by the Graduate School.

# Referencing the Previous Work of Others, Plagiarism and Self-Plagiarism

Thesis plagiarism rate is 25% regarding the regulations of Graduate School. Making references to the works of others strengthens your own work. However, plagiarism is when you use the ideas of someone else in your own work without giving credit to the original source, and it is considered academically dishonest and may lead to serious consequences. In other words, using ideas and research findings of others, and yet pretending that they are your own is plagiarism, and it is a crime. In addition, self-plagiarism refers to the practice of presenting one’s own previously published work as though it were new without making any reference to the earlier published work. Therefore, when you make references to the ideas of others (and your own previously published material), it is essential to provide proper attribution and citation.

# Chapter 2 Format and Appearance

# Introduction

Every thesis which will carry the name of Bahçeşehir University must meet the same high standards of presentation in terms of all pertinent physical properties, including format as well as paper and print quality. The following guidelines are related to the format and the appearance of the thesis under preparation.

# Paper

All copies of the thesis must be on good quality white bond paper, of **at least *75 g*,** measuring ***210 by 297 mm (A4)*** to insure durability, permanency, and opacity.

# Font

Font size should be 12 points and Times New Roman should be used. Symbols and italics can be used to place special emphasis and for foreign words. Bold font should only be used in main headings.

# Spacing

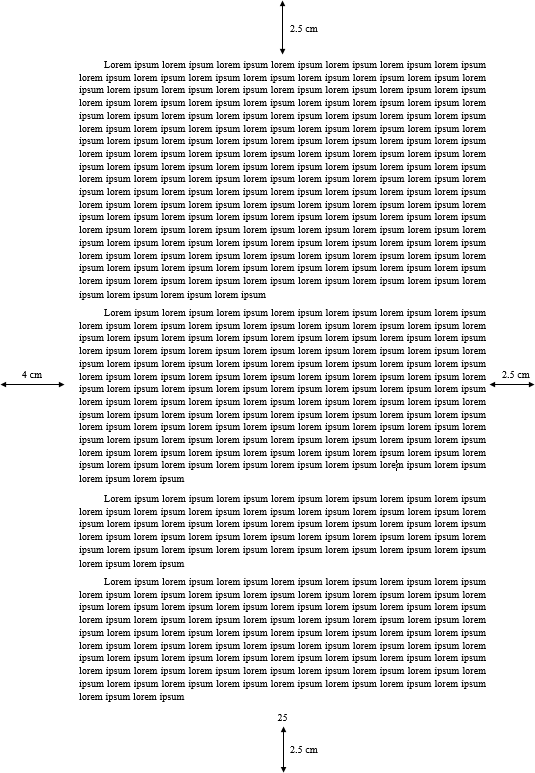
The general text of the manuscript must use ***1.5-line spacing***; although tables, long quotations, footnotes, endnotes, bibliographies, and captions may be single-spaced.

# Margins

The left margin (binding side) must be ***at least 4 cm*** wide to allow for binding; other three margins must be ***2.5 cm*** wide. The bottom margin must be 2.5 cm, and page

numbers must be within the margin boundaries (Figure 1). Narrower margins are not acceptable. Headings, page numbers, text, tables, illustrations, etc. must all be contained completely within the area bounded by the margins.

Indent the first line of each paragraph by ***1 cm.***



*Figure 1.* The placement of margins on a page.

# Duplication

The original copy must be submitted with a wet signature (blue ink pen) or official E-signature.

# Corrections

It is strictly forbidden to use tipex, to have draft pages, to add between the lines or to make corrections with a pen in the bound copy to be delivered. If you must make corrections, make them on the original manuscript before it is copied for reproduction.

# Centering

All materials must be centered between the text margins rather than between the paper edges. Throughout the thesis, the text should be ***centered.*** Thus, your thesis will appear centered on the page after binding.

# Word and Text Divisions

If the whole word does not fit on one line and needs to be cut, the words should be spelled correctly and split and go on to the next line. You should use a standard dictionary and spelling guide to cut words correctly.

# Pagination

All page numbers must appear in the same location in the same font and point size and centralized. In any case, page numbers must be at least two single spaces above or below the nearest line of text, but within the margin boundaries. The following pagination rules must be used:

* + - For the preliminary pages, use small Roman numerals (i, ii, iii, iv, etc.). The page numbers of the Title page and the Approval page do not appear, but count as pages i and ii, respectively. Page numbers begin to appear as of the page "iii" on the Ethical Conduct page.
    - Use Arabic numerals (1, 2, 3, 4, 5, etc.) beginning with "1" on the first page of the text and continue throughout the rest of the thesis.

# Headings

A paragraph(consisting of at least two lines) should be written after the headings and subheadings.

APA Style (6th ed.) uses a unique headings system to separate and classify paper sections. There are ***5 heading levels*** in APA. Regardless of the number of levels, always use the headings in order, beginning with level 1. The format of each level is illustrated below:

|  |  |
| --- | --- |
| **HEADINGS** | |
| **Level** | **Format** |
| 1 | **Centered, Boldface, The Initial Letter of Each Word is Capitalized** |
| 2 | **Left-aligned, Boldface, The Initial Letter of Each Word is Capitalized** |
| 3 | **Indented, boldface, lowercase heading with a period.** Begin body text after the  period. |
| 4 | ***Indented, boldface, italicized, lowercase heading with a period.*** Begin body text  after the period. |
| 5 | *Indented, italicized, lowercase heading with a period.* Begin body text after the  period. |

Chapter headings receive Level 1 format. Subtitles receive Level 2 format.

Subtitles of subtitles receive Level 3 format. For example:

**Chapter 3**

**Methodology** (Level 1)

* 1. **Data Collection Instruments** (Level 2)

Text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text.

* + 1. **Data collection instrument.** (Level 3) Text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text.
       1. ***Interviews.*** (Level 4) Text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text.
          1. *Questionnaires.* (Level 5) Text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text.

# Sorting

APA also allows for sorting in the body text to help authors organize and present key ideas. For lists that do not communicate hierarchical order or chronology, use bullets.

Authors may also use sorting for paragraph-long text. For sortings within sentences, authors may use letters in parentheses. For example; (a) text text, (b) text…

# Tables

The number and the title of the table must be written in separate lines. *Italicize* the table title and capitalize the first letter of each word. Do not use any other horizontal and vertical lines except for the horizontal lines used below and above the column headings (the first line) and the horizontal line below the table. Reducing the font size of the information given in the table is acceptable.

Table 1

*Individual and Family Characteristics as a Percentage of the Sample*

|  |  |  |  |
| --- | --- | --- | --- |
| Characteristic | Mother  (n=750) | Father  (n=466) | Child  (n=750) |
| Self-identity Mexican  Mexican American | 77. 2 22.8 | 71.0  29.0 | 41.0  59.0 |

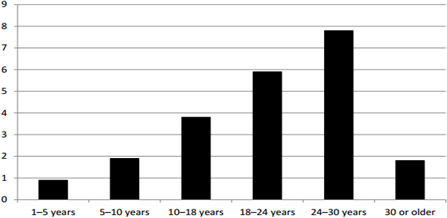
Tables may run longer than one page. In such cases, all subsequent pages of the table must include the table number and the notation that is continued, e.g., "Table 1 (cont’d)".

Table 1 (cont.d)

|  |  |  |  |
| --- | --- | --- | --- |
| Characteristic | Mother  (n=750) | Father  (n=466) | Child  (n=750) |
| Language preference English  Spanish | 30.2 (52.7)  69.8 (48.3) | 23.2 (52.7)  76.8 (48.3) | 82.5(70.0)  17.5 (30.0) |

# Figures

Figures are good at quickly conveying relationships like comparison and distribution. The most common forms of graphs are scatter plots, line graphs, bar graphs, pictorial graphs, and pie graphs. The number and the title of the figure must be written on the same line. *Italicize* the number of the figure followed by a period. Write the title of the figure in sentence case. (only the first letter of the first word is uppercase, the others are lowercase) If the graph is taken from another source, cite it immediately after the name of the figure, as shown in the example below. For more detailed information on figure types, check the APA 6 guide. Example of an APA style figure:



*Figure 1.* Bar graph showing hours of television watched per week by age group (Author Surname, Year).

# Punctuating Statistics

Use parentheses to enclose statistical values:

...proved to be statistically significant (*p* = .03) with all variables.

Use parentheses to enclose degrees of freedom:

*t*(45) = 4.35

*F*(3, 87) = 2.11

Use brackets to enclose limits of confidence intervals: 89% CIs [3.45, 2.7], [-6.0, 3.89], and [-7.23, 1.89]

Decimals are notated with periods. Use standard typeface (no bolding or italicization) when writing Greek letters, subscripts that function as identifiers, and abbreviations that are not variables.

Use **boldface** for vectors and matrices:

# V, ∑

Use *italics* for statistical symbols (other than vectors and matrices):

*t, F, N*

Use an *italicized,* uppercase N in reference to number of subjects or participants in the total sample.

*N* = 328

Use an *italicized,* lowercase n in reference to only a portion of the sample. *n* = 42

# Footnotes

Footnotes should be numbered with superscript, smaller font (size 10) Arabic numerals (1, 2, 3 etc.). Example:

Item analysis 1

The item analysis for each section was carried out as follows:

1This section of the report has been edited in order to maintain test confidentiality

# Multiple Volumes

If your finished manuscript exceeds 5 cm in thickness, it must be bound in two or more volumes, each limited to 5 cm in thickness.

* + - All volumes must be numbered consecutively, and you need to use capital Roman numerals. Each additional volume must contain a title page.
    - Title pages should be identical except for the notation Volume I, Volume II, etc., just below the title to differentiate the volumes.
    - Both the Roman and the Arabic numbering systems used in Volume I should continue through Volume II.
    - As with the title page of Volume I, that of Volume II counts among the preliminary pages but does not bear a number. If "iv" is the last Roman numeral used in Volume I, for example, the title page of the second volume will count as page "v" and will be followed by preliminary pages "vi", "vii", etc.
    - Each volume must contain a complete Table of Contents.

# Binding

All master's theses should be bound with **gold letters** and **dark blue cloth**. All PhD theses should be bound with **gold letters** and **dark blue cloth**. Synthetic, leatherette, or similar cloths are not acceptable. See Appendix for a sample front cover and spine.

# Chapter 3

**Specific Guidelines for the Parts of the Thesis**

# Introduction

Every thesis has three main parts or divisions: the preliminary pages, the text, and the reference material. You must follow the order of items within these parts as listed below. Required sections are marked with an asterisk.

**PRELIMINARY PAGES**

* Cover Page
* Title Page
* Approval Page
* Signed Ethical Conduct Form
* Abstract
* Öz

Dedication Acknowledgments Preface

* Table of Contents List of Tables

List of Figures/ List of Illustrations/List of Schemes List of Symbols and/or Abbreviations

**TEXT**

* Main Body

**REFERENCE MATERIAL**

* Bibliography or References Appendices

# Preliminary Pages

In this part, the preliminary pages will be introduced.

* + 1. **Title page.** The title must be single-spaced, in all capital letters, and should begin at 2.5 cm from the top of the page. The title must not contain any chemical or mathematical formulas, symbols, or other non-standard abbreviations or character if it is not possible to print them on cover page. For example, please see Appendix.
    2. **Approval page.** A sample approval page is provided in Appendix. The approval page of the thesis should be signed in blue ink.
    3. **Abstract.** An abstract must not exceed 250 words. Maximum five keywords must be written at the end of the abstract. A sample abstract is provided in Appendix.
    4. **Öz.** Öz is the Turkish translation of the abstract. A sample Öz is provided in Appendix.
    5. **Dedication, acknowledgments and preface.** If included, no heading should be on the Dedication page. It must have a page number. If used, the dedication must be brief and centered on the page. A sample dedication is provided in Appendix.

Like the dedication, acknowledgments and preface are optional. They must have headings and should use the same spacing as the text (i.e., 1.5 or double spacing). The heading ACKNOWLEDGMENTS or PREFACE appears centered between text margins, without punctuation, 2.5 cm from the top of the page; the text begins at least two spaces below the heading. A sample acknowledgment is provided in Appendix.

* + 1. **Table of contents.** The table of contents must list the title of each chapter and its parts and sections, references or bibliography, appendices. The heading TABLE OF CONTENTS appears without punctuation, centered between the text margins, 2.5 cm from the top of the page. The listing of actual contents begins at the left margin at least three spaces below the heading. A sample table of contents is provided in Appendix.
    2. **List of tables.** If included, it should follow the table of contents. The heading LIST OF TABLES appears centered between the text margins, without punctuation, 2.5 cm from the top of the page; the listing begins at the left margin at least two spaces below the heading. A sample list of tables is provided in Appendix.
    3. **List of figures/ fist of illustrations/ list of schemes.** If included, these lists must appear on separate pages and are governed by the same rules as the list of tables. A sample list of figures is provided in Appendix.
    4. **List of symbols and/or abbreviations.** A Sample List of Abbreviations is provided in Appendix.

# The Text

The text part of the theses must be organized as five chapters with the following subsections:

Chapter 1: Introduction

* 1. Theoretical Framework **\***
  2. Statement of the Problem
  3. Purpose of the Study
  4. Hypotheses/Research Questions
  5. Significance of the Study
  6. Definitions Chapter 2: Literature Review

Chapter 3: Methodology

* 1. Research Design
  2. Universe and Participants/Working Group (Selection is made according to the thesis advisor's suggestion and research design.)
  3. Data Collection
     1. Data Collection Instruments
     2. Data Collection Procedures
     3. Data Analysis Procedures

3.3.4 Reliability and Validity

3.4 Limitations Chapter 4: Findings

Chapter 5: Discussion and Conclusions

* 1. Discussion of Findings for Research Questions
  2. Pedagogical Implications (Optional)
  3. Conclusions
  4. Recommendations

**\*Not required. To be determined by the supervisor if the topic & and the design of the study is appropriate.**

Below you will find the explanations for each of these sections & subsections:

* + 1. **Introduction.** Overview: “The introduction is the part of the paper that provides readers with the background information for the research reported in the paper. Its purpose is to establish a framework for the research so that readers can understand how it is related to other research” (Wilkinson, 1991, p. 96).

In an introduction, the writer should

* + - * create reader interest in the topic,
      * lay the broad foundation for the problem that leads to the study,
      * place the study within the larger context of the scholarly literature,
      * reach out to a specific audience (Creswell, 1994, p. 42),
      * Describe the aim of the study (Why did you conduct this research study?) briefly,
      * Preliminary information must be explained in order to improve the understandability of the thesis work,
      * Previous research must be explained and evaluated briefly,
      * Methods used and the explanation of why these methods are applied must be stated,
      * Describe the factors affecting the selection of the subject-matter,
      * Subsequent chapters that will deal with the subject-matter are described briefly.
      1. ***Theoretical framework.*** If a researcher is working within a particular theoretical framework/line of inquiry, the theory or line of inquiry should be introduced in introduction.
      2. ***Statement of the problem.*** “The problem statement describes the context for the study and it also identifies the general analysis approach” (Wiersma, 1995, p. 404).
      3. ***Purpose of the study.*** “The purpose statement should provide a specific and accurate synopsis of the overall purpose of the study” (Locke, Spirduso, & Silverman, 1987,

p. 5). If the purpose is not clear to the writer, it cannot be clear to the reader. Briefly define and delimit the specific area of the research. You will revisit this in greater detail in a later section. The purpose statement can also incorporate the rationale for the study.

* + - 1. ***Hypotheses / Research questions.*** Define the thesis subject once again and list the questions that the study aims to explain. Deciding whether to use questions or hypotheses depends on factors such as the purpose of the study, the nature of the design and methodology, and the audience of the research.
      2. ***Significance of the study.*** Indicate how your research will refine, revise, or extend existing knowledge in the area under research. Note that such refinements, revisions, or extensions may have substantive, theoretical, or methodological significance. Describe the potential contributions of the study to the academic field.
      3. ***Definitions.*** Give definitions for the basic and frequently used terms.
    1. ***Literature review.*** “The review of the literature provides the background and context for the research problem. It should establish the need for the research and indicate that the writer is knowledgeable about the area” (Wiersma, 1995, p. 406).

The literature review accomplishes several important things.

* + - * It shares with the reader the results of other studies that are closely related to the study being reported (Fraenkel & Wallen, 1990).
      * It relates a study to the larger, ongoing dialogue in the literature about the topic, filling in gaps and extending prior studies (Marshall & Rossman, 1989).
      * It provides a framework for establishing the importance of the study, as well as a benchmark for comparing the results of the study with other findings.
      * It “frames” the problem earlier identified.
    1. **Methodology.** “The methods section is really the heart of the research proposal. The activities should be described with as much detail as possible, and the continuity between them should be apparent” (Wiersma, 1995, p. 409).
       1. ***Research design.*** Identify and discuss your choices of design. Justify in terms of your research questions. E.g., case study, ethnography, interview, participant observation, oral history, conversation analysis, whether study is developmental in design using a cross- sectional, longitudinal, or sequential design.
       2. ***Setting and participants /Target population and participants.*** In this subsection, participants of the study should be discussed in detail.
          - Who is the universe? Who are the participants for this study? (by gender, race/ethnicity, socioeconomic status, or other relevant group membership), how many?
          - How did you protect your participants’ confidentiality and privacy?
          - If available, outline the characteristics of the participants.

***3.3.3.3 Data collection.*** In this subsection, you should discuss your work in detail, from sampling to data collection and data analysis.

a) Data collection tools. E.g; observation records, census data; how you developed them or the questionnaires and/or scales you used; did you develop it, what are the validity/reliability studies, etc.

b) Data collection procedures - explain step by step how you collected the data.

c) Data analysis procedures - explain step by step how you analyzed the results. (You may want to mention your “criteria” here).

d) Validity andReliability

***3.3.3.4 Limitations.*** Limitation identifies potential weaknesses of the study. Think about your analysis, the nature of self-report, your instruments, and the sample. Think about threats to internal validity that may have been impossible to avoid or minimize explain.

* + 1. **Findings.** The Results section summarizes the data collected and the statistical or data analytic treatment used. Report the data in sufficient detail to justify the conclusions. Mention all relevant results, including those that run counter to the hypothesis. Discussion, or the implications of the results are not appropriate in this part.
    2. **Discussion and conclusions.** In this part, the last chapter of the study will be discussed.
       1. ***Discussion of findings for research questions.*** After presenting the results, you need to evaluate and interpret their implications with respect to your original hypothesis.
       2. ***Pedagogical implications.***
       3. ***Conclusions.*** Demonstrate finally how your current findings connect with earlier work, with practice, with existing theory, with opportunities for future research and if relevant, how theory has been developed by virtue of the work. End this part with commentary on the importance of your findings.
       4. ***Recommendations for future research.*** It is generally accepted as good practice to recommend areas and possibilities for further research and future work that is indicated by the present project. The study should open up new questions that can be addressed in the future. In this section you will suggest various useful ways of extending the scope of the research presented in the thesis.

# Appendices

You may use appendices if you want to present some additional materials but keep the main text free of such details. If the information to be appended requires more than one appendix, each should be given a letter (A, B, etc.). The heading A should appear centered between the text margins, 2.5 cm from the top of the page. The font and point size should be same as those used for chapter titles.

# Chapter 4 Citation

# Introduction

In this chapter, the guidelines on formatting quoted material in text and a description of key elements of the reference list will be discussed in detail.

# Citing References in Text

The author-date method of citation is used in APA publications and each reference cited in text must appear in the reference list (make sure that each source referenced appears in both places).

* + 1. **Direct quotations of sources.** Do not make any changes at all on the text when you directly quote from another author's work or from your own previously published work, material replicated from a test item, and verbatim instructions to participants. When quoting, always provide the author, year, and specific page citation or paragraph number for non- paginated material in the text and include a complete reference in the reference list.

If the quotation comprises ***fewer than 40 words***, incorporate it into text and enclose the quotation with ***double quotation marks***. If the quotation appears in midsentence, end the passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and continue the sentence. Use no other punctuation unless the meaning of the sentence requires such punctuation. If the quotation appears at the end of a sentence, close the quoted passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and with a period or other punctuation outside the final parenthesis.

# Example Usage:

“Being knowledgeable and skilled in a subject may not require a person to act on that subject. In order for competence to turn into behavior, the employee must adopt a favorable attitude that leads to doing work” (Basaran, 2004, p. 151).

If the quotation comprises ***40 or more words***, display it in a freestanding block of text and the entire block is left with a **1.25 cm margin** on the left side of the text area. If there are additional paragraphs within the quotation, indent the first line of quotation, cite the quoted source and the page or paragraph number in parentheses after the final punctuation mark. If the cited source is quoted at the beginning of the citation block, simply write the page or paragraph number at the end of the citation.

# Example Usage:

Horzum (2007: 101) summarizes the development of distance education as follows:

When the development of distance education is examined, it is seen that there has been a great change in terms of technology. In distance education, there is a transition from letter teaching to independent work, from computer-assisted to computer-based, from video lectures to video conferences and web-based teaching.

* + - 1. ***Direct quotations of online material without pagination.*** Credit direct quotations of online material by giving the author, year, and page number in parentheses. Many electronic sources do not provide page numbers. If paragraph numbers are visible, use them in place of page numbers. Use the abbreviation for paragraph as (para.)

# Example Usage:

Dursun argues that the story in Avatar is not anti-imperialist or anti-US (Dursun, 2009, para.10).

If the document includes headings and neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the quoted material.

# Example Usage:

(Beutler, 2000, Discussion section, para. 1)

In some cases in which no page or paragraph numbers are visible, headings may be too unwieldy to cite in full. Instead, use a short title enclosed in quotation marks for the parenthetical citation: For example, if the original title is "Mandatory Labeling Has Targeted Information Gaps and Social Objectives", the title "Mandatory Labeling Has Targeted" can be used.

* + - 1. ***Changes from the sources requiring explanation.*** When quoting directly, if some parts are omitted from the sentence or paragraph, three dots (…) or four dots (….) are used. If a word/words is removed from a sentence, three dots (…), and if the sentence/sentences between two sentences are removed, four dots (….) should be used. Do not add ellipsis to the beginning or end of the quote. If you want to add directly to the quotation, please specify the additions in square brackets.

**Example Usage 1:**

“Citation indexes can be used by different segments for different purposes. …. The institutions responsible for the science policies of the countries have started to use the data in the citation indexes for performance measurement” (Al & Soydal, 2014, p. 26).

# Example Usage 2:

“Citation indexes can be used by different segments for different purposes. These indexes …also allow to review the sources on the subject of interest by following the citations” (Al & Soydal, 2014, p. 26).

# Example Usage 3:

“On the other hand, in a study (Van Raan, 2005) in which many references are made in the relevant literature [literature on university rankings], it is emphasized that there are drawbacks to ranking based on criteria based on bibliometric data obtained from citation indexes" (Al & Soydal, 2014, p. 26).

* + - 1. ***Work by one author.*** According to the APA style, the author-date method is used in citing references in the text, and the surname of the author and the date of the publication are added to an appropriate place in the text.

# Example Usage:

Kessler (2003) found that among epidemiological samples…

Early onset results in a more persistent and severe course (Kessler, 2003).

If the name of the author appears as part of the narrative, as in the first example, cite only the year of publication in parentheses. Otherwise, place both the name and the year, separated by a comma, in parentheses (as in the second example). Even if the reference includes month and year, include only the year in the text citation. When it is necessary to emphasize the same source again after specifying the source in the same paragraph, the surname of the author is highlighted as if it is a part of the article, but the date is not repeated.

* + - 1. ***One work by multiple authors.*** When a work with two authors is cited as a source, the surnames of both authors are indicated in the text each time. When a work with three, four or five authors is cited as a source, the surnames of all authors are given in the first place where the citation is made in the text; in subsequent places, only the surname of the first author is given, followed by “et al.” is added.

# Example Usage:

Kisangu, Lyaruu, Hosea, and Joseph (2007) found [Use as first citation in text.]

Buyukozturk et al. (2006) in their work… [From the first place of the quote, “et al.” used]

Buyukozturk et al. (2006) in their work… [The date is not repeated when it should be emphasized again in the first paragraph of the reference.]

In articles written in English, when referring to publications with two or more authors and corresponding to the conjunction **and**, or the sign **&** is used. The sign of and is used for in-text references where only the year information is in parentheses, **and** the sign **&** is used for in-text references where the surname and year information are included in parentheses.

# Example Usage:

*Use of English resources in a Turkish study*

*References*

Klimoski, R., and Palmer, S. (1993). The ADA and the hiring process in organizations.

Consulting Psychology Journal: Practice and Research, 45(2), 10-36.

*Quotation*

(Klimoski ve Palmer, 2011, s. 110)

*Use of Turkish resources in a English study*

*References*

Al, U., & Tonta, Y. (2004). Atıf analizi: Hacettepe Üniversitesi Kütüphanecilik Bölümü tezlerinde atıf yapılan kaynaklar [Citation analysis: Sources cited in dissertations completed at Hacettepe University Department of Librarianship]. *Bilgi Dünyası, 5*, 19-47. Retrieved fr[om http://bd.org.tr/](http://bd.org.tr/)

*Quotation*

(Al & Tonta, 2004, s. 20)

Al and Tonta (2004, s. 20)

Note 1: If a reference is made to a Turkish source in English studies, the expression **‘’and’’** should be used instead of ‘**’ve’**’, and if a reference is made to an English source in a Turkish study, the expression **‘’ve’’** should be used instead of **‘’and’’.**

Note 2: If an article whose original language is Turkish is cited in English studies, information such as the title of the article should be given in square brackets with its **English equivalent.**

When a work with six or more authors is cited as a reference, “et al.” is added and the publication year of the study is given after the comma.

# Basic Citation Styles\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Citation Style** | **Language** | **First Citation** | **Other Citation** | **First citation within parentheses** | **Other citation within**  **parentheses** |
| One work by one author | Turkish | Doğan (2014) | Doğan (2014) | (Doğan, 2014) | (Doğan, 2014) |
| English | Turner (2014) | Turner (2014) | (Turner, 2014) | (Turner, 2014) |
| One work by two author | Turkish | Doğan ve Şencan  (2014) | Doğan ve  Şencan (2014) | (Doğan ve Şencan,  2014) | (Doğan ve Şencan,  2014) |
| English | Turner and O’Neill  (2014) | Turner and  O’Neill (2014) | (Turner & O’Neill,  2014) | (Turner &  O’Neill, 2014) |
| One work by three author | Turkish | Doğan, Şencan ve Taşkın  (2014) | Doğan ve diğerleri (2014) | (Doğan, Şencan ve Taşkın,  2014) | (Doğan ve diğerleri, 2014) |
| English | Turner, O’Neill and  Peter (2014) | Turner et al. (2014) | (Turner, O’Neill &  Peter, 2014) | (Turner et al., 2014) |
| One work by four author | Turkish | Doğan, Şencan,  Taşkın ve Al (2014) | Doğan ve  diğerleri (2014) | (Doğan, Şencan,  Taşkın ve Al, 2014) | (Doğan ve  diğerleri, 2014) |
| English | Turner, O’Neill,  Peter and Doherty (2014) | Turner et al. (2014) | (Turner, O’Neill,  Peter & Doherty, 2014) | (Turner et al., 2014) |
| One work by five author | Turkish | Doğan, Şencan,  Taşkın, Akça ve Al (2014) | Doğan ve diğerleri (2014) | (Doğan, Şencan,  Taşkın, Akça ve Al, 2014) | (Doğan ve diğerleri, 2014) |
| English | Turner, O'Neill, Conley, Peter and  Humphries (2014) | Turner et al.  (2014) | (Turner, O'Neill, Conley, Peter &  Humphries, 2014) | (Turner et al., 2014) |
| One work by six and more author | Turkish | Doğan ve diğerleri  (2014) | Doğan ve  diğerleri (2014) | (Doğan ve  diğerleri, 2014) | (Doğan ve  diğerleri, 2014) |
| English | Turner et al.  (2014) | Turner et al.(2014) | (Turner et al., 2014) | (Turner et al., 2014) |
| Group working  -  If there is a common abbreviation | Turkish | Yükseköğrenim Kurulu (YÖK, 2013) | YÖK (2013) | (Yükseköğretim  Kurulu [YÖK], 2013) | (YÖK, 2013) |
| English | Organization for  Economic Cooperation and Development  (OECD, 2014) | OECD (2014) | (Organization for  Economic Cooperation and Development  [OECD], 2014) | (OECD, 2014) |
| Group working  – If there isn’t group name abbreviation | Turkish | Hacettepe Üniversitesi (2012) | Hacettepe  Üniversitesi (2012) | (Hacettepe Üniversitesi, 2012) | (Hacettepe  Üniversitesi, 2012) |
| English | Global Libraries (2012) | Global  Libraries (2012) | (Global Libraries, 2012) | (Global Libraries, 2012) |

\*\*\*Taken from Publication Manual of the American Psychological Association, 6th Edition

* + - 1. ***Authors with the same surname.*** When two or more authors with the same surname are used in the references list, the first letters of the author's name are written together with the surname in all quotations in the text.

# Example Usage:

E.Kılıç (2003) and G. E. Kılıç (2005) in their studies…

In the studies of E.Kılıç and Karadeniz (2004) and E.Kılıç and Büyüköztürk (2006)…

* + - 1. ***Works with no identified author or with an anonymous author.*** In the absence of the author of the work, the first few words of the title of the work and the year of publication are given. The first few words taken from the title of the study are given in double quotation marks, while the source is cited in the text.

**Example Usage:**

Quantitative and qualitative studies (“Qualitative Studies,” 1999)

If it is stated that a work was done anonymously, a comma and publication date are added after “Anonymous” is written in the text. E.g; (Anonymous, 2006)

# Anonymous works are listed alphabetically, taking into account the word Anonymous in the list of references.

* + - 1. ***Two or more works within the same parentheses.*** In cases where two or more references must be cited in the same parentheses, references are given in parentheses in the order shown in the references list.

When more than one work of the same author will be cited in the same parentheses, sorting is done according to years. Publications in print are added at the end.

**Example Usage:**

In the study( Büyüköztürk and Deryakulu, 2004, 2005) …

Previous research (Büyüköztürk, 2000, 2002, in print)…

When more than one publication of the same author published in the same year is to be cited as a source, a, b, c and other letters are added alphabetically next to the publication years.

**Example Usage:**

(Williams, 2004a, 2004b, 2004c; Kılıç, 2004, in press –b)

When two or more works by different authors are cited in the same parentheses, they are given in alphabetical order according to the surnames of the authors. A semicolon is added between the references.

**Example Usage:**

(Büyüköztürk, 1999; Karadeniz, 2003; Kılıç and Karadeniz,1998)

* + - 1. ***Secondary sources.*** While the secondary source is given in the list of sources; It is stated in the text that the name of the original work and that it was cited by the secondary source. For example, the work of Seidenberg and McClelland cited by Coltheart et al., and if the cited work has not been read, the cited references are listed in the list of references.

# Example Usage:

*In the text;*

The works of Seidenberg and McClelland (cited in Coltheart, Curtis, Atkins & Haller, 1993).

*In the list of resources;*

Coltheart, M., Curtis, B., Atkins, P. & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. Psychological Review, 100, 589-608.

* + - 1. ***Personal communications.*** Personal communication, private letters, notes, some electronic contact information (e.g. Email or messages from discussion groups), interviews, phone calls, etc. may form. Personal contact information is not included in the list of sources, only shown as a source in the text.

# Example Usage:

(S7, personal communication, 30 May 2018)

S7 (personal communication, 30 May 2018)

|  |  |
| --- | --- |
| **Abbreviation** | **Book or publication part** |
| ed. | edition |
| Rev. ed. | Revised edition |
| 2nd ed. | second edition |
| Ed. (Eds.) | Editor (Editors) |
| Trans. | Translator(s) |
| n.d. | no date |
| p. (pp.) | Page (pages) |
| Vol. | Volume (as in Vol. 4) |
| Vols. | Volume (as in Vols. 1-4) |
| No. | Number |
| Pt. | Part |
| Tech. Rep. | Technical Report |
| Suppl. | Supplement |

# Citation Methods

The list of references must be complete and accurate. Each resource usually includes the author, publication date, title, and place of publication. The first line of each reference should be left justified, if the reference extends to the second line, the second line should be indented 1 cm.

# Entire Book (One Author)

# Author's Surname, Author's Initial. (Year). *The name of the book*. Place of Publication: Publisher.

Brown, J. D. (1998). *Understanding research in second language learning.* Cambridge: Cambridge University Press.

# Book, Third Edition. Jr. In Name

# Author's Surname, Author's Initial., Jr. (Year). *The name of the book*. Place of Publication: Publisher.

Mitchelle, T. R., & Larson, J. R., Jr. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York: McGraw-Hill.

# Group Author As Publisher

# Group Name. (Year). *The name of the book* (If available, write the document number.). Place of Publication: Author.

# 

# Ministry of Education. (2008). *A step-by-step OSS preference consultancy resource book.*Ankara: Author.

# Book, No Author or Editor

# *The name of the book.* (Which edition is in). (Year). Place of Publication: Publisher.

*Merriam-Webster’s collegiate dictionary* (10th ed.). (1993). Springfield, MA: Merriam- Webster.

# Edited Book

# Author's Surname, Author's Initial. (Ed.). (Year). *The name of the book*. Place of Publication: Publisher.

Gibbs, J. T., & Huang, L. N. (Eds.). (1991). *Children of color: Psychological interventions with minority youth.* San Francisco: Jossey-Bass.

# Book, Revised Edition

# Author's Surname, Author's Initial. (Year). *Title of the book* (Revised edition). Place of Publication: Publisher.

Rosenthal, R. (1987). *Meta-analytic procedures for social research* (Rev. ed.). Newbury Park, CA: Sage.

# Article or Chapter in an Edited Book

# Author's Surname, Author's Initial. (Year). The title of the article or book chapter. Initials of the Editor's Name. Surname (Ed./Eds.). *The title of the book* (pp. page numbers). Place of Publication: Publisher.

Bjork, R.A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H.

L. Roediger III, & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

# Several Volumes in a Multivolume Edited Work

# Author's Surname, Author's Initial. (Year1-Year2…). *The title of the study* (V.Vol1-Volume2). Place of Publication: Publisher.

Koch, S. (Ed.). (1959-1963). *Psychology: A study of science* (Vols. 1-6). New York: McGraw-Hill.

# English Translation of a Book

# Author's Surname, Author's Initial. (Year). *The title of the book*. (Initials of the Translator's Name, Surname, Trans.) Place of Publication: Publisher. (Original work published …)

Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). New York: Dover. (Original work published 1814)

# Encyclopedia or Dictionary

Author's Surname, Author's Initial. (Year). *The title of the encyclopedia or dictionary*.

Place of Publication: Publisher.

Sadie, S. (Ed.). (1980). *The new Grove dictionary of music and musicians* (6th ed., Vols. 1- 20). London: Macmillan.

# Non-English Book

Author's Surname, Author's Initial. (Year). *The title of the book* [English or Turkish translation of the title of the book]. Place of Publication: Publisher.

Piaget, J., & Inhelder, B. (1951). *La genèse de l’ idée de hasard chez l’enfant* [The origin of the idea of chance in the child]. Paris: Presses Universitaires de France.

# Entry in an Encyclopedia

Author's Surname, Author's Initial. (Year). The title of the chapter.

*The title of the encyclopedia*. (Vol. Page Number.) Place of Publication: Publisher.

Bergmann, P. G. (1993). Relativity. *In The new encyclopedia Britannica* (Vol. 26, pp. 501- 508). Chicago: Encyclopaedia Britannica.

• In cases where the name of the author is not available, the name of the source replaces the name of the author.

# Journal Article, One Author

Author's Surname, Author's Initial. (Year). The name of the article. *Journal Name*, Volume (Issue), page numbers.

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin, 126,* 910-924.

# Journal Article, Two Authors,

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations.

*Consulting Psychology Journal: Practice and Research, 45*(2), 10-36.

# Journal Article, Three to Six Authors

Saywitz, K. J., Mannarino, A. P., Berliner, L., & Cohen, J. A. (2000). Treatment for sexually abused children and adolescents. *American Psychologist, 55,* 1040-1049.

# Journal Article, more than Six Authors

Wolchik, S. A., West, S. G., Sandler, I.N., Tein, J., Coatsworth, D., & Lengua, L. (2000). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology, 68*, 843-856.

# Entire Issue or Special Section of a Journal

Barlow, D. H. (Ed.). (1991). Diagnoses, dimensions, and DSM-IV: The science of classification [Special issue]. *Journal of Abnormal Psychology, 100*(3).

# Journal Article in Press

Zuckerman, M., & Kieffer, S. C. (in press). Race differences in face-ism: Does facial prominence imply dominance? *Journal of Personality and Social Psychology.*

1. **Newsletter Articles Posted Online**

Gören, R. (2007, April). Education process. *PreSchool Newsletter*, 2,

Retrieved from [http://ooegm.meb.gov.tr/duyuru/bulten2.pdf.](http://ooegm.meb.gov.tr/duyuru/bulten2.pdf.%20)

# Newsletter Article

*With Author:* Brown, L. S. (1993, Spring). Antidomination training as a central component of diversity in clinical psychology education. *The Clinical Psychologist, 46,* 83-87.

*No Author:* Taxe Rates*.* (2006, September 29). *Hürriyet Newspaper,*

s.3

# . Daily Newspaper Article, Electronic Copy with Search Results

Çakmakçı, N. (2004, September 13). Do not Forget. *Hürriyet Newspaper* Retrieved from <http://hurarsiv.hurriyet.com.tr/goster/haber.aspx?viewid=467797>

# Technical and Research Reports

Author's Surname, Author's Initial. (Year). *The name of the report.* Place of Publication: Publisher.

Mazzeo, J., Druesne, B., Raffeld, P.C., Checkettes, K. T., & Muhlstein, A. (1991). *Comparability of computer and paper-and-pencil scores for two CLEP general examinations* (College Board Rep. No. 91-5). Princeton, NJ: Educational Testing Service.

# Report Available from the Educational Resources Information Center (Eg. Eric)

Author's Surname, Author's Initial. (Year). *The name of the report* (Report No.?). Place of Publication: Publisher. (ERIC Number)

Mead, J. V. (1992*). Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL- RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED346082)

# Unpublished Master’s/PhD Thesis

Author's Surname, Author's Initial. (Year). *Title of the thesis* (Unpublished doctoral/master's thesis). University Institute, Province.

Almeida, D. M. (1990). *Fathers’ participation in family work: Consequences for fathers’ stress and father-child relations* (Unpublished master’s thesis). University of Victoria, Victoria, British Columbia, Canada.

# Unpublished Paper Presented at Meeting

Author's Surname, Author's Initial. (Year). *The name of the notice.* … presented paper. University Institute, Province.

Lanktree, C., & Briere, J. (1991, January). *Early data on the Trauma Symptom Checklist for Children* (TSC-C). Paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.

# Paper Printed in Book Format

Katz, I., Gabayan, K., & Aghajan, H. (2007). A multi-touch surface using multiple cameras. In J. Blanc-Talon, W. Phillips, D. Popescu, & P. Scheunders (Eds.), Lecture Notes in Computer Science: Vol. 4678. Advanced Concepts for Intelligent Vision Systems (pp.97-108). Berlin, Germany: Springer-Verlag. Doi: 10.1007/978-3-540-74607-2\_9

# Unpublished Manuscript not Submitted for Publication

Author's Surname, Author's Initial. (Year). *The name of the book.* Unpublished manuscript draft.

Blackwell, E., & Conrod, P.J. (2003). *A five dimensional measure of drinking motives.* Unpublished manuscript, Department of Psychology, University of British Columbia, Vancouver, Canada.

# Review of a Book

Author's Surname, Author's Initial. (Year). The title of the article [… evaluation of the book]. *Journal Name, Volume (Number),* page numbers.

Schatz, B. R. (2000). Learning by text or context? [Review of the book The social life of information ]. *Science, 290,* 1304.

# Review of a Motion Picture

Author's Surname, Author's Initial. (Year). The title of the article [… evaluation of the movie]. *Journal Name, Volume (Number),* page numbers.

Kraus, S. J. (1992). Visions of psychology: A videotext of classic studies [Review of the motion picture *Discovering Psychology*]. *Contemporary Psychology, 37,* 1146-1147.

# Television Broadcast

Surname of the Publisher, Initials of the Publisher's Name. (Title), (Year, Day, Month). *The title of the broadcast* [Television broadcast]. City of Broadcast: Channel.

Crystal, L. (Executive Producer). (1993, October 11). *The MacNeil/ Lehrer news hour.*

[Television Broadcast]. New York and Washington, DC: Public Broadcasting Service.

# Online Articles Based on a Printed Source

Author's Surname, Author's Initial. (Year). Title of article [Electronic version]. *Journal Name,* Volume (Number), page numbers.

Çırık, İ. (2008). Çok kültürlü eğitim ve yansımaları [Electronic version]. *Hacettepe University Education Faculty Journal, 34,* 27-40.

# Journal Article with DOI

Author’s Surame, Author’s Initial. (Year). The title of the article. *The title of the journal, Vol. (Number),* Page numbers. DOI: DOI Numbers

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24,* 225-229. doi: 10.1037/0278-6133.24.2.225

# Journal Article with DOI, more than Seven Authors

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., … Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research, 6,* 249-267. doi: 10.1080/14622200410001676305

# Journal Article with DOI, Advance Online Publication

Von Ledebur, S. C. (2007). Optimizing knowledge transfer by new employees in companies. *Knowledge Management Research & Practice.* Advance online publication. doi:10.1057/palgrave.kmrp.8500141

# Online Document

Author’s Surame, Author’s Initial. (Year). *The title of the online document*. Retrieved form http… at that date

Cherry, K. (2006). *Guide to APA format.* Retrieved from

<http://psychology.about.com/od/apastyle/guide> at 2000, November 10

# Electronic Version of Print Book

Shotton, M.A. (1989). *Computer addiction? A study of computer dependency* [DX Reader version]. Retrieved from <http://www.bookstore.tandf.co.uk/html/index.asp>

Schiraldi, G.R. (2001). *The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth* [Adobe Digital Editions version]. doi:10.1036/0071393722

# Electronic-Only Book

O'Keefe, E. (n.d.). *Egoism & the crisis in Western values.* Retrieved from <http://www.onlineoriginals.com/showitem.asp?itemID=135>

# Entry in an Online Reference Work, no Author or Editor

The title. (Year) *The title of the electronic book*. Retrieved from http…

Heuristic. (n.d.). *Merriam-Webster's online dictionary* (11th ed.). Retrieved from <http://www.m-w.com/dictionary/heuristic>

# Corporate Author, Government Report

Institution’s name. (Year). *The title of the report*. Retrieved from http…

U.S. Departrnent of Health and Human Services, National Institutes of Health. National Heart, Lung, and Blood Institute. (2003). *Managing asthma: A guide or schools* (NIH Publication No. 02-2650). Retrieved from http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth\_sch.pdf

# Master's Thesis, from a Commercial Database

McNiel, D. S. (2006). *Meaning through narrative: A personal narrative discussing growing up with an alcoholic mother* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1434728)

# PhD Dissertation, from an Institutional Database

Adams, R. J. (1973). *Building a foundation for evaluation of instruction in higher education and continuing education* (PhD dissertation). Retrieved from <http://www.ohiolink.edu/etd/>

# PhD Dissertation, from the Web

Bruckman, A (1997). *MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids* (PhD dissertation, Massachusetts Institute of Technology). Retrieved from <http://www-static.cc.gatech.edu/-asb/thesis/>

# Review of a Video Game

Stapleton, D. (2015, 21 July). Turning south [Review of the *Game of Thrones: Episode 5* produced by Telltale Games]. Retrieved from [http://www.ign.com/games/game-of-](http://www.ign.com/games/game-of-thrones-episode-5/pc-20028656) [thrones-episode-5/pc-20028656](http://www.ign.com/games/game-of-thrones-episode-5/pc-20028656)

# Review of a Video Game, no Author

[Review of the video game BioShock, produced by 2K Games, 2007]. (n.d.). Retrieved from [http://www.whattheyplay.com/products/bioshock\_for\_xbox-360/?fm=3&ob=](http://www.whattheyplay.com/products/bioshock_for_xbox-360/?fm=3&ob) 1

&t=0#166

# Message Posted to a Newsgroup, Online Forum, or Discussion Group

Rampersad, T. (2005, June 8). Re: Traditional knowledge and traditional cultural expressions [On tine forum comment]. Retrieved from httP'//[WWW.wlpo.lnt/roller/comments/ipisforum/Weblog/theme](http://WWW.wlpo.lnt/roller/comments/ipisforum/Weblog/theme) eight how\_can\_cultural#comments

# Blog Post

MiddleKid. (2007, January 22) Re: The unfortunate prerequisites and consequences of partitioning your mind [Web log message] Retrieved from <http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php>

# Multiple Page Documents Belonging to a Private Organization

Türk Psikolojik Danışma Rehberlik Derneği (t.y.). *Psikolojik danışma ve rehberlik alanında çalışanlar için etik kurallar*, retrieved from<http://www.pdr.org.tr> at 16 November 2008

# Available in University Program or Website Section

Can, G. (2008). *Development and Learning.* Anadolu University Education Faculty Web site: Retrieved from <http://orgunx.anadolu.edu.tr/egitim.asp> at 17 April 2008

* If the file was obtained from a long and complex website (such as a university or government agency), indicate the organization, required program or department just before the URL of the document and put a colon just before the URL.

# Report from a Private Organization, Available on Organization Web Site

Canarie, Inc. (1997, September 27). *Towards a Canadian health IWAY: Vision, opportunities and future steps.* Retrieved November 8, 2000, from <http://www.canarie.ca/press/publications/pdf/health/healthvision.doc>

# Electronic Copy of a Journal Article, Three to Five Authors, Retrieved from Database

Borman, W. C., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology, 78,* 443-449. Retrieved October 23, 2000, from PsycARTICLES database.

# APPENDICES

1. Sample Outer Cover

# 2.5 cm

**T. C.**

**BAHCESEHİR UNIVERSITY**

**GRADUATE SCHOOL**

**PROJECT NAME**

**......................... PROGRAM**

**NON-THESIS MASTER’S**

**PROJECT**

**NAME SURNAME**

**İSTANBUL 2023**

1. Sample Inner Cover Page

**T. C.**

**BAHCESEHİR UNIVERSITY**

**GRADUATE SCHOOL**

**PROJECT NAME**

**......................... PROGRAM**

**NON-THESIS MASTER’S**

**PROJECT**

**NAME SURNAME**

**PROJECT ADVISOR**

**............................**

**İSTANBUL 2023**

1. Sample Abstract

# 2,5 cm

**ABSTRACT**

# 1 cm

PROJECT NAME

# 1.5 cm

Surname, Name

……. Masters Program

Project Advisor:

# 1.5 cm

January 2023, ….. pages

# 2 cm

This project deals with developing EFL learners’ target culture awareness. For this purpose, keywords, 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.

# 1.5 cm

**Keywords:** Target Culture, Culture Awareness

1. Sample Öz

# 2.5 cm

**ÖZET**

**1 cm**

PROJE ADI

# 1.5 cm

Soyad, Ad

, ……………… Yüksek Lisans Programı

Proje Danışmanı: Prof. Dr. …………………

# 1.5 cm

Ocak 2023, … sayfa

# 2 cm

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.

# 1.5 cm

**Anahtar Kelimeler**: Hedef Kültür, Kültür Farkındalığı

1. Sample Table of Contents

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**(Capitalize the first letter of each word in this section)**

1. Sample List of Abbreviations

# 2.5 cm

**LIST OF ABBREVIATIONS**

ELT English Language Teaching

TPRS Total Physical Response Storytellin