**KARADENİZ TECHNICAL UNIVERSITY**

**DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE**

**THESIS TITLE**

**GRADUATION THESIS**

**Name, Surname**

**Supervisor: Academic Title with Full Name**

**MONTH YEAR**

**TRABZON**

# PLAGIARISM STATEMENT

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.

Name, Last name:

Signature:

Date:

# ABSTRACT

Thesis Title

Name Surname

BA., Department of Western Languages and Literature

Supervisor: Academic Title, Name, Surname

Briefly introduce your topic. State the literature gap as well as the importance and aim of the study. The research design, procedure, and how data will be collected and analyzed should be clearly stated. You should also include a summary of your study’s results.

**Key words:** Key words of your study (should not be more than 5 items).

# ACKNOWLEDGEMENTS

This section is allocated for you to thank those who have helped you during your study. You can mention your supervisor, teachers, family members, friends, and so on. If your research is funded (e.g. by TUBİTAK), you can consider mentioning that as well.

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# LIST OF ABBREVIATIONS

EFL………………………………………...……………………English as a Foreign Language

ESP…………………………………………….…………………English for Specific Purposes

ESL………………………………………………………………English as a Second Language

ELT…………......………………………………………………….English Language Teaching

EAP…………………………………………………………….English for Academic Purposes

ELP………………………………………………………………….English as a Lingua Franca

# CHAPTER 1 INTRODUCTION

## Presentation

This subtitle should be included at the beginning of each chapter. You need to outline what this chapter will cover. For example:

This chapter is devoted to the background of the study, statement of the problem, objectives and aims, significance of the study, research questions, and key terminology.

## Background of the Study

In this section, you are expected to familiarize readers with your topic. You can start with the history of your topic or the definition of your subject. Funnel structure can be followed (starting from the broader aspect of your topic and narrowing down to a more specific aspect). You need to strictly follow APA guidelines throughout your thesis. You can have a look at this website for APA guidelines:

<https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html>

To simply put, for in-text citations, you need to mention the surname of the author and the year the work was published. If you are using direct quotations, you also need to indicate the page number(s). Then, you need to list all these sources at the end in the “References” section, referring to APA guidelines.

## Statement of the Problem

Here, you need to discuss what prompted you to carry out such a study and the rationale behind your research. You can mention the research gap, stating that studies on X are limited; therefore, there is a need to conduct such an analysis. You can also say that studies on X, following the quantitative/qualitative tradition, are numerous, thus…

Do not forget to give references. If you are saying that “Most of the studies on X focus on Y”, you should provide references for those studies as well. You can check out the following example:

Given the literature on this subject, it is prudent to state that most of the research papers have focused on the effects of mind maps on fundamental skills such as grammar, listening, speaking, and writing (e.g, Al Naqbi, 2011; Marashi & Kangani, 2018; Putra, 2012; Supriyanto, 2013). There have been numerous skill-based research papers focusing on finding out whether this method improves specific skills or not (e.g, Al-Jarf, 2009; Buran & Filyukov, 2015; Mohaidat, 2018; Zaid, 2011). However, these studies also have alienated and constricted mind maps from other fields that would also make use of mind maps. Therefore, the positive outcome of mind maps in language skills aroused curiosity to find out whether using this method would help EFL students to improve their success level in Introduction to Linguistics classes. Students often find themselves reluctant to study linguistics, as it requires learning numerous abstract terms (Anwar et al., 2019). Considering the positive outcomes of mind maps in language skills and imperceptible topics (Al-Jarf, 2009), it is expected to yield positive results in terms of students’ success levels in linguistics classes. Additionally, there are no adequate studies to state whether there is a relation between mind maps and self-efficacy since both concepts are proven to improve success level. Furthermore, students tend to react negatively to assignments. According to Ellis (2003), assignments not only improve various language skills of students but also affect cognitive processes in comprehending a subject. However, there are not enough studies to compare how students react to getting mind maps as assignments rather than getting traditional types of assignments, such as writing a paragraph about a subject.

## Objectives and Aims

During this section, you are expected to write down your expectations about the results of the study. You need to discuss why you are carrying out this study, what the purpose is, and how it will contribute to the literature.

## Significance of the Study

How will your study fill the gap in the literature? How will it benefit students, teachers, or EFL learners, etc?

## Research Questions

State your research questions. There can be major and minor research questions that you need to decide before starting your research.

## Key Terminology

Here, briefly describe the operational definitions of your variables or subjects that you examine (if any). For example:

*Self-efficacy* is a theory formulated by Bandura (1977). The theory essentially evolves from the belief that one's psychological behaviors help to shape one’s efficacy expectations. Bandura (1977) states that people doubting their ability to be successful are reluctant to face challenges which they believe their coping mechanism would not be able to deal with. According to self-efficacy theory, there is a direct relation between the degree of self-efficacy and the effort one is going to show.

*Mnemonics* is defined as “… publicly advocated and systematically described methods for improving the efficiency of one’s memory, not through the use of inscribed records, but through the use of special practices of remembering that require no external aids but rely on a kind of mental gymnastics” by Danziger (2009, p. 61).

# CHAPTER 2 LITERATURE REVIEW

In this section, you are expected to analyze and synthesize the already existing and prominent studies that have been conducted about your research topic. Please make sure that you are benefiting from credible and reputable sources such as journals, master’s theses, doctoral dissertations, or databases that KTU has access to.

## Presentation

This subtitle should be included at the beginning of each chapter. You need to mention what this chapter will include.

## X

## Origins of X

## Studies on X

## X in the Language Classroom

## X in Content Courses

# CHAPTER 3 METHODOLOGY

## Presentation

This subtitle should be included at the beginning of each chapter. You need to outline what this chapter will cover.

## Setting

Where and when will you conduct this study?

This study is conducted at the Department of English Language and Literature at Karadeniz Technical University, situated in the Black Sea region of Turkey.

## Participants of the Study

Here, you need to provide information on your participants.

## Instruments

In this subtitle, you need to mention which instruments you will employ.

## Research Design

Mention how you will carry out your study in detail. You can also provide a table that depicts the research design, as shown in Table 3.1 below.

There are several research designs to follow, including case studies, qualitative research, quantitative research, mixed methods (combining both qualitative and quantitative approaches), quasi-experimental designs, and one-shot designs. You can find brief descriptions of each research design below. If you need more information, Dornyei’s book (2007), titled Research Methods in Applied Linguistics, may be useful.

* **Case Studies:** Intensive investigations of a single person, group, or situation. Imagine a detailed study of a student overcoming a specific language learning problem.
* **Qualitative Research:** Focuses on understanding experiences and perspectives. Researchers use methods like interviews, observations, or document analysis to gather rich descriptive data, not numbers. Think of exploring language attitudes in a community through interviews.
* **Quantitative Research:** Relies on numbers and statistics. Researchers design scales, surveys, or other methods to collect numerical data. They analyze this data to test hypotheses and identify trends. Imagine surveying students to see if a specific teaching method improves vocabulary acquisition.
* **Mixed Methods:** Combines both qualitative and quantitative methods. Researchers get a broader picture by using numbers and in-depth descriptions. Think of a study that uses surveys to measure grammar knowledge, then interviews specific students with lower scores to understand their challenges.
* **Quasi-Experimental Design:** Similar to experiments, but researchers don't have complete control over the variables they're studying. Imagine comparing the language learning progress of two existing classes, one using a new textbook and one using the old one, without randomly assigning students.
* **One-Shot Design:** Researchers collect data only once at a single point in time. It does not show cause-and-effect relationships. Imagine giving a pre-test on a language skill before a new teaching approach is introduced, but not following up with a post-test to see if it actually improved learning. (This design is generally considered weak due to its limitations).

**Table 3.1**

*Research Design of the Study*

|  |  |  |
| --- | --- | --- |
|  | Control Group | Experimental Group |
| Method | Conventional Assignments | Mind Maps |
| Instruments | Pre-test | Pre-test |
|  | Post-test | Post-test |
|  | Delayed post-test | Delayed post-test |
|  | Self-efficacy Scale | Self-efficacy Scale |
|  |  | Semi-structured Interview |

## Data Analysis

Here, you need to outline how you will analyze your data. There are numerous ways to analyze data. For qualitative data, you can apply content or thematic analysis, depending on its suitability for your study. For quantitative data, you can use SPSS, which is a statistical analysis software provided by our university (spss.ktu.edu.tr).

# CHAPTER 4 FINDINGS AND DISCUSSION

## Presentation

This chapter presents and examines the study's findings. You can discuss your findings in relation to a specific theme. You can address your research questions one by one, or you can group your findings based on similarities, differences, etc.

# CHAPTER 5 CONCLUSION

## 5.1. Presentation

This subtitle should be included at the beginning of each chapter. You need to outline what this chapter will cover.

## 5.1 Overview of the Study

Briefly provide the summary of the study, your methodology, and findings.

## 5.2 Implications of the Study

Discuss the outcomes of your study.

## 5.3 Limitations of the Study

If any limitations prohibited the generalizability of your findings or prohibited you from carrying out the study as you planned, you need to mention them here.

## 5.4 Recommendations for Further Studies

Discuss any recommendations for further studies that will be conducted on similar subjects.

# REFERENCE LIST

In this part, you need to list all the in-text citations you used throughout your thesis while adhering to APA guidelines. Make sure that the list is in alphabetical order.

Abd Karim, R. (2018). Technology-assisted mind mapping technique in writing classrooms: An innovative approach. *International Journal of Academic Research in Business and Social Sciences*, *8*(4) 1093-1103.

Abd Karim, R., & Mustapha, R. (2020). Students' perception on the use of digital mind map to stimulate creativity and critical thinking in ESL writing course. *Universal Journal of Educational Research*, *8*(12A), 7596-7606.

Adodo, S. O. (2013). Effect of mind-mapping as a self-regulated learning strategy on students’ achievement in basic science and technology. *Mediterranean Journal of Social Sciences*, *4*(6), 163-163.

Ahmad, A., & Safaria, T. (2013). Effects of self-efficacy on students’ academic performance. *Journal of Educational, Health and Community Psychology*, *2*(1), 22-29.

Akalan, A. S. (2016). *Using mind mapping technique to enhance fluency in students’ spoken productions* [Master's thesis, Yeditepe University]. YÖK Ulusal Tez Merkezi.

Akıncı, B. (2015). *The effects of using mind map in 6th grade science courses on student' academic achievement, retention, and attitudes towards science* [Master’s thesis, Aksaray University]. YÖK Ulusal Tez Merkezi.

Al Naqbi, S. (2011). The use of mind mapping to develop writing skills in UAE schools. *Education, Business and Society: Contemporary Middle Eastern Issues. 7*(4)120-133.

Al-Jarf, R. (2009). Enhancing freshman students’ writing skills with a mind-mapping software. *Paper presented at the 5th International Scientific Conference, eLearning and Software for Education,* Bucharest, 9-10 April 2009.

# APPENDICES

If you have used a scale, questionnaire, or an inventory, you can include them in the appendices. Moreover, you can also provide a transcription of your interview (if you have ever conducted one). Do not forget to list your appendices as follows:

**Appendix A**

Self-Efficacy Scale

**Appendix B**

Semi-structured interview for control group

**Appendix C**

Semi-structured interview for experimental group