**Manuscript Title: (centred, headline style capitalization, no more than 15 words)**

**Abstract (Max.250 words)**

A concise abstract is required within the word limit of 150-250. It should briefly summarize the study including details on study purpose, research context, methodology, main results, major conclusions and significance of the results for readers. It is advised authors not to cite any reference here, but if it is essential, cite the reference with surname of author and publication years. Abstract should be written with 11-point Cambria Font. Abstract must be justified and single-spaced. A concise abstract is required within the word limit of 150-250. It should briefly summarize the study including details on study purpose, research context, methodology, main results, major conclusions and significance of the results for readers. It is advised authors not to cite any reference here, but if it is essential, cite the reference with surname of author and publication years. Abstract should be written with 11-point Cambria Font. Abstract must be justified and single-spaced.

**Keywords:** Keyword 1, keyword 2, keyword 3, keyword 4, keyword 4. (please provide at least three and no more than five keywords)

**1. Introduction**

This section should state the problem, aim and importance of the study. All subsequent sections, as here, should be written in 11 point, Cambria font and single line spacing without distortion. The length of the manuscript should not exceed 8000 words including the references.

The theoretical basis of the study should be explained in detail with relevant citations and critically evaluated. In this section, the author if necessary can use subtitles. The aim of the study with a sub-title or a new paragraph should be given in a simple and understandable way and the research should form the basis of hypothesis / problems / questions. It should be noted that the written aim is based on a theoretical situation and a problem situation which has been established within the framework of literature.

**2. Method**

In this section, the method for seeking answers to research questions should be clearly explained. For this purpose, the following sub-titles should be written, and it may vary according to the type of research.

The design of the research should be given in connection with the research questions and the process, and the psychometric properties of the data collection tools should be introduced. In order to analyze the data, if the studies on the data and the decision-making process of the analysis technique are necessary, a brief introduction of the analysis should be made.

**2.1. Research Design**

**2.2. Setting and Participants**

**2.3. Measures**

**2.4. Data Collection and Analysis**

**Please provide ethical statement and details on ethics’ committee approval.**

**3. Results**

Study results should be written in this section. Tables and Figures must conform to APA6 format and fit on a single sheet.

**3.1. Quantitative Findings**

The statistical analysis techniques such as ANOVA, t-test, frequency, etc. should be given in the creation of the tables and the statistics that should be specified should be given clearly considering the rules proposed by APA. In the text, the information that should be reported in accordance with the APA rules and with reference to the table should be written and interpreted.

**Table 1. Table title**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **n** | **f** | **%** |
| **Name** | 100 | 15 | 15 |
| **Name** | 80 | 20 | 25 |

\*Footnote

**3.2. Qualitative Findings**

**Figure 1. Figure title**

**4. Discussion and Conclusion**

In this section, the authors should discuss the findings with relevant studies, give implications and tell the limitations of the study.

[References should start just after the concluding sentence]

**References** (Follow APA 6 rules strictly and add full DOIs where available)

Dincer, A. (2014). *Antecedents and outcomes of self-determined engagement in Turkish EFL classrooms: A mixed method approach* (Unpublished doctoral thesis). Ataturk University, Erzurum, Turkey.

Dincer, A., Yeşilyurt, S., Noels, K. A., & Vargas Lascano, D. I. (2019). Self-determination and classroom engagement of EFL learners: A mixed-methods study of the self-system model of motivational development. *SAGE Open, 9*(2), 1-15. [https://doi.org/10.1177/2158244019853913](https://doi.org/10.1177%2F2158244019853913)

Noels, K. A. (2009). The internalisation of language learning into the self and social identity. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 295–313). Bristol, UK: Multilingual Matters.

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness.* New York, NY: The Guilford Press.

**Appendix I** [Appendix should start on a new page]