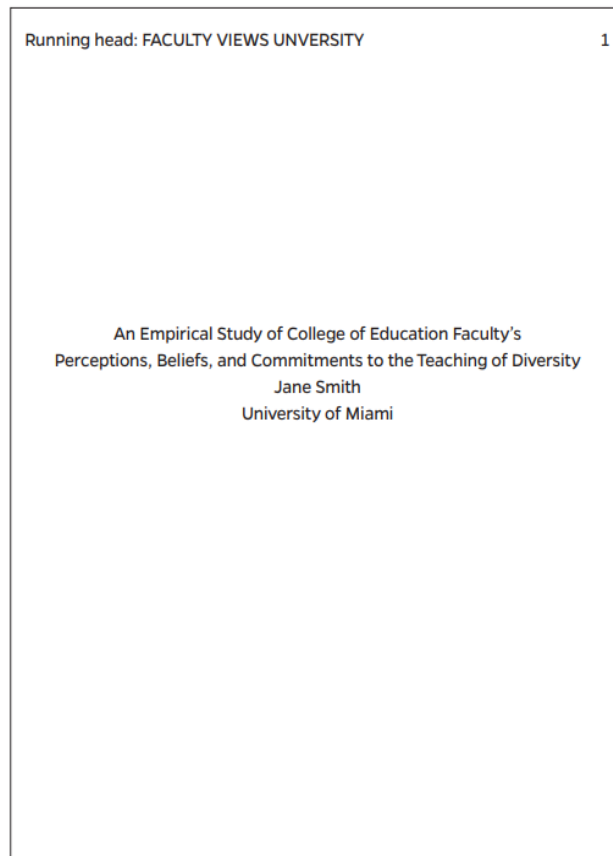# APA GENERAL FORMAT

**Professors expect that the layout or format of your written assignments will be clear, concise, and consistent. We recommend consulting your course syllabus or professor for specifics regarding format. If no format guidelines are specified, follow the below information, abridged from the Publication Manual of the American Psychological Association, 6th ed. (2009), published by the American Psychological Association.**

## Title page

The title, author, and institution are centered in the upper half of the page.

## Running Head

An abbreviated title is placed flush left on every page of the document. However, the "running head" are placed only on the first page.

Running head: FACULTY VIEWS UNVERSITY                    1

An Empirical Study of College of Education Faculty's
Perceptions, Beliefs, and Commitments to the Teaching of Diversity
Jane Smith
University of Miami

## Margins

All margins (bottom, top, left, right) are set to 1" throughout the paper.

## Page Numbers

All pages in the paper, including the title page.

## Fonts

Acceptable fonts are Times New Roman, 12 pt. or Courier New, 12 pt.

## Spacing

The paper is double-spaced throughout, including the title page and reference page.
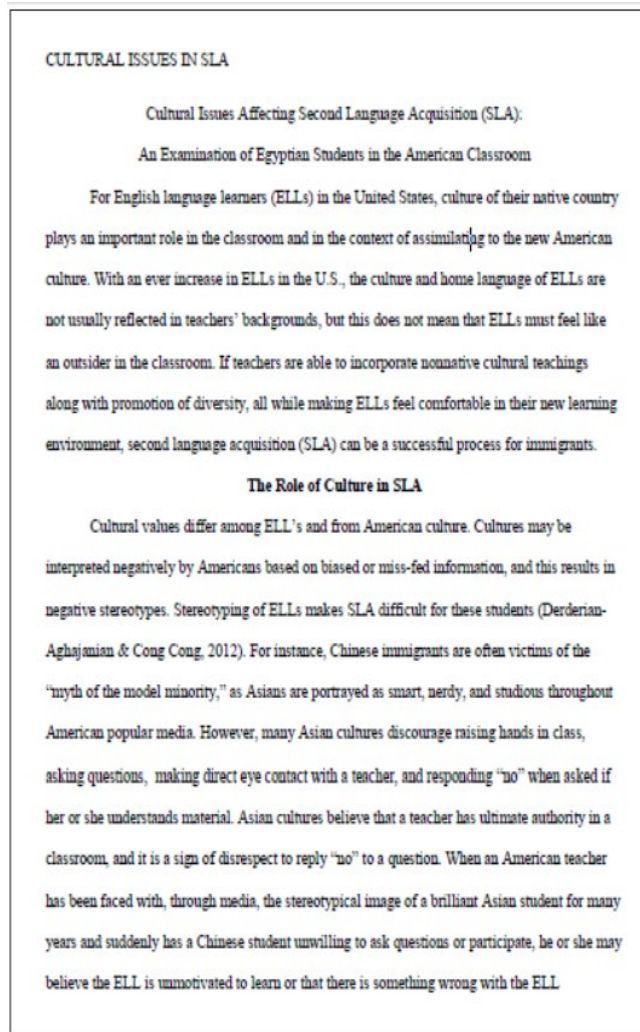
## Main Body Text

An abstract is required for APA style, though your professor may not require one. If an abstract is required, it goes on page two of the paper, and the main body paragraphs start on page three. An abstract is a brief summary of your paper.

## Header

The same abbreviated title as the first page, minus the words "Running head" is placed flush left at the top of every page between page two and the end of the document.

## Paragraphs

Indent each paragraph .5.

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CULTURAL ISSUES IN SLA

Cultural Issues Affecting Second Language Acquisition (SLA):

An Examination of Egyptian Students in the American Classroom

For English language learners (ELLs) in the United States, culture of their native country plays an important role in the classroom and in the context of assimilating to the new American culture. With an ever increase in ELLs in the U.S., the culture and home language of ELLs are not usually reflected in teachers' backgrounds, but this does not mean that ELLs must feel like an outsider in the classroom. If teachers are able to incorporate nonnative cultural teachings along with promotion of diversity, all while making ELLs feel comfortable in their new learning environment, second language acquisition (SLA) can be a successful process for immigrants.

**The Role of Culture in SLA**

Cultural values differ among ELL's and from American culture. Cultures may be interpreted negatively by Americans based on biased or miss-fed information, and this results in negative stereotypes. Stereotyping of ELLs makes SLA difficult for these students (Derderian-Aghajanian & Cong Cong, 2012). For instance, Chinese immigrants are often victims of the "myth of the model minority," as Asians are portrayed as smart, nerdy, and studious throughout American popular media. However, many Asian cultures discourage raising hands in class, asking questions, making direct eye contact with a teacher, and responding "no" when asked if her or she understands material. Asian cultures believe that a teacher has ultimate authority in a classroom, and it is a sign of disrespect to reply "no" to a question. When an American teacher has been faced with, through media, the stereotypical image of a brilliant Asian student for many years and suddenly has a Chinese student unwilling to ask questions or participate, he or she may believe the ELL is unmotivated to learn or that there is something wrong with the ELL

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## Page Numbers

The full title is centered before the start of the first paragraph.

## Fonts

Citations are given for every paraphrase and direct quote. Paraphrases include the author's name and year, and direct quotes include the author, year, and page number

## Headings

Headings can be used for long papers or those that have many sections to aid in organization. First level headings are centered and bold.