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.

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

**Running Head**
An abbreviated title is placed flush left on every page of the document. However, the words “running head” are placed only on the first page.

**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 title page and reference page.
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.

**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-increasing number of 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 outsiders in the classroom. If teachers are able to incorporate normative cultural teachings along with promotion of diversity, they will make 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 ELLs and among Americans. Cultures may be interpreted negatively by Americans based on biased or misfed 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 the teacher 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.