

## GENİŞLETİLMİŞ ÖZET (EXTENDED SUMMARY)

Dergimiz, 2018 yılından itibaren, tüm makaleleri **İngilizce Genişletilmiş Özet (Extended Summary)** ile birlikte yayınlama kararı almıştır. Genişletilmiş Özet, makalelerin uluslararası düzeyde okunurluğunu ve alıntılanmasını kolaylaştıracak bir yöntemdir.

Genişletilmiş Özet, makalelerin dergimize ilk başvurusu esnasında değil; **eğer makale yayına kabul edilirse**, yayına hazırlık aşamasında yazarlardan **talep edilecektir**.

Genişletilmiş Özeti **amacı**, okuyucunun makalenin alaka düzeyini belirleyebilmesi için makaleyle ilgili tüm önemli bilgileri vererek, açık, ayrıntılı ve tutarlı bir şekilde bilgilerin sunulmasını sağlamaktır. Bu, aynı zamanda, konuyla alakalı veritabanlarını tarayan araştırmacılar ve okuyucular için de çok yararlı olacaktır. Çalışmanın sorununun, amacının, metodunun ve sonuçlarının geleneksel özetle göre daha ayrıntılı ele alınacağı Genişletilmiş Özet İngilizce dilinde olacağı için, **makalelerin uluslararası atıf almasının yolunu da açacaktır**.

Genişletilmiş özet, **tercihen** 500-750 kelime uzunluğunda olmalı; çalışmanın amacını, sorununu, metodunu, bulgularını ve sonuçlarını alt başlıklar halinde açık bir şekilde vermelidir. Genişletilmiş özet içindeki alt başlıklar, çalışmanın türüne göre çeşitlilik gösterebilir.

### Genişletilmiş Özette Kullanılabilecek Alt Başlıklar

<b>Research Problem</b>	Çalışmanın amacına ve bağlamına ilişkin açıklama (2-3 cümle)
<b>Research Questions</b>	Araştırma sorularını açıkça belirtin
<b>Literature Review</b>	Literatür taramasının yöntemini (hangi veritabanlarından yararlandı, ne tür kaynaklara ulaşıldı vs.), amacını ve ulaşılan kaynakların genel eğilimi (bu konuda yapılan daha önceki araştırmaların keşiştiği veya ayrıldığı noktalar nelerdir vs.) kısaca belirtiniz.
<b>Methodology</b>	Çalışmanızı niteliksel, niceliksel, eleştirel veya karma olarak tanımlayın Çalışmanızı örnek olay incelemesi, deneme, anket ve benzeri olarak tanımlayın Katılımcıları nasıl seçtiğinizi ve kaç kişiyi kullandığınızı açıklayın Veri toplama yönteminizi tanımlayın Analiz tekniklerinizi tanımlayın
<b>Results and Conclusions</b>	Araştırma amaçlarına/sorularına ilişkin ana bulgular, temel çıkarımlar, sonuçlar ve/ya öneriler

**NOT:** Yukarıdaki tablo, örnek sunma ve yol gösterme amaçlıdır. Eğer çalışmanız yukarıdaki başlıklara göre açık ve ayrıntılı bir şekilde özetlenemiyorsa, kendi alt başlıklarınızla Genişletilmiş Özeti organize edebilirsiniz.

Aşağıda bununla ilgili iki ayrı örnekte iki ayrı üslupla hazırlanmış Genişletilmiş Özet bulunmaktadır.

## GENİŞLETİLMİŞ ÖZET ÖRNEĞİ - 1

**KAYNAK:** Chen, I. ve Chang, C. (2009). Cognitive load theory: an empirical study of anxiety and task performance in language learning. *Electronic Journal of Research in Educational Psychology*, 7(2), 729-746.

### Research Problem

The purpose of the study was to explore the assumption that anxiety inhibits performance because working memory is used for worry instead of task-focused thoughts.

### Research Questions

Does listening comprehension performance correlate with foreign language anxiety and cognitive load?

Does foreign language anxiety correlate with cognitive load during listening comprehension?

Do cognitive load, foreign language anxiety and performance differ due to linguistic ability and perceived difficulty in listening comprehension?

### Literature Review

The purpose of the literature review was to use a two-part framework to examine learning as relying on a limited capacity of memory, and anxiety making unproductive use of such capacity. The researchers reviewed literature in two main areas: cognitive load theory and foreign language anxiety. For education, cognitive load theory focuses on reducing the extraneous workload on limited working memory to increase effectiveness in learning.

### Methodology

The researchers conducted a quantitative experiment with 88 students in a northern Taiwanese university at lower-intermediate and higher-elementary English group levels. Researchers administered the Foreign Language Classroom Anxiety Scale survey, an intermediate listening comprehension test designed to challenge participants and induce cognitive load, then the Cognitive Load Subjective Rating Scale to rate mental effort used for the test. The researchers compiled the survey scores and test scores and conducted a statistical analysis to look for correlations among the scores.

### Results and Conclusions

The researchers found a negative correlation between foreign language anxiety and performance, and between cognitive load and performance. They found a positive correlation between foreign language anxiety and cognitive load. They found a negative correlation between linguistic ability and foreign language anxiety. They found a positive correlation between perceived difficulty and foreign language anxiety and cognitive load. They found no significant difference in cognitive load between the higher elementary and the lower intermediate participants, however higher elementary had higher anxiety and lower intermediate had higher performance. Based on an analysis of variance and a Scheffe post hoc test, participants who perceived English listening comprehension as medium or difficult had significantly higher anxiety and higher cognitive load than those who perceived it as easy.

The implication of the study is that reducing learner's perceived difficulty of listening comprehension can reduce their foreign language anxiety which reduces their cognitive load and provides increased working memory to improve performance.

The limitations of the study were a limited sample size, a limited range of participants, and limited types of listening comprehension tasks.

Future research would examine differences caused by longer listening passages or picture descriptions, and could use structural equation modelling to allow for the inference of causal relationships among the variables.

## GENİŞLETİLMİŞ ÖZET ÖRNEĞİ – 2

**KAYNAK:** Görlich A. ve Katznelson N. (2018). Young people on the margins of the educational system: following the same path differently, *Educational Research*, 60(1), 47-61

### **Background**

Across Europe and the Nordic countries, unemployment among 18–30 year-olds is a major challenge, which in some countries is being tackled by focusing on education. In Denmark, young unemployed people or people on the margins of the education system are assessed regarding what is known as an ‘education requirement’. Hence, education has become compulsory as a requirement for unemployed young people who claim social benefit.

### **Purpose**

This study argues that in order to understand the variety and complexity in young people’s movement between education, training and jobs, we have to understand how those are embedded in current sociocultural conditions. Drawing on social constructionist theory, we analyse the interaction between the young people and the wider context.

### **Method**

The article is based on qualitative analyses of focus group interviews with 62 young people in training programmes aiming at helping young adults into upper secondary education. Qualitative interviews were conducted across the country at 12 different projects.

Four case projects were identified in order to conduct more in-depth fieldwork. Data were analysed qualitatively.

### **Findings**

Overall, the analyses depict how a somewhat disorganised educational market, a changing labour market, a rapidly increasing tendency to diagnose, as well as increased demands related to performance, position the young people on the margins of the educational system. The analyses suggest that the young people’s ways of interacting with structural conditions are formed by ‘disorientation’, ‘lack of work’, ‘diagnosing’ and ‘vulnerability’.

### **Conclusions**

According to the research presented, we suggest that it is necessary to address and develop more transparent pathways through education, and find new ways of solving the problem of a lack of apprenticeships. There is a need to devise solutions that involve the labour market more closely, address issues of the noteworthy increase in ‘diagnoses’ and how this affects young people, and find ways of reducing the pressure on young people in educational systems in general.