

Teaching Methods for Turkish Learners of Korean Based on Contrastive Analysis: Focus on Long Term Memory Effect and Student Questionnaires*

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Yang, Soyoung. (2024). Teaching methods for turkish learners of Korean based on contrastive analysis: Focus on long term memory effect and student questionnaires. *The Linguistic Association of Korea Journal*, 32(2), 121-152. In order to develop an effective teaching method in the perspective of contrastive analysis on Korean and Turkish, the two languages were contrasted and categorized into six contrastive types. Effective teaching methods for each contrastive type were analyzed according to the experimental group(Translation teaching methods) —the Consecutive translation and Back-translation teaching methods and the control group—the Focus on Form teaching method, as well as the learners' evaluation of all three. After the experimental lecture, the first examination test was conducted and two weeks later, on the second examination test, it was found that the two Translation teaching methods (Consecutive Translation, Back Translation) were effective for long-term memory of 'Korean same as Turkish' type. However, had a negative effect on type of 'Absent in Turkish, present in Korean'. Type of 'One Turkish corresponding to many in Korean' has the highest importance and learning priority and type of 'Absent in Turkish but split in Korean' holds the highest in the learning difficulty hierarchy among the types. In 'One Turkish corresponding to many in Korean' type and the below average scoring group of 'Absent in Turkish but split in Korean' type, the Back Translation and Focus on Form methods were effective for long-term memory. For types of Korean different from Turkish' and 'Absent in Turkish,

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present in Korean', the Focus on Form method was effective for long-term memory. According to the student evaluations of the experimental lecture, students preferred input learning in the Back Translation method, and preferred output learning in the Focus on Form method.

Key Words: contrastive types, consecutive translation, back translation, focus on form method, long-term memory

1. Introduction

Due to the recent upheaval in interest in Korean culture, the number of Korean language learners in Türkiye has substantially increased. In fact, Korean and Turkish are both Altaic languages that hold identical word order, which proves to be advantageous for learning. Despite this, many of the most common errors made by Turkish learners of Korean come from Turkish expressions. Keeping in mind that the mother tongue holds greater influence on learning between similar languages compared to languages of different families, it is vital to develop effective teaching methods based on the contrasts and similarities of the two languages in line with a contrastive-analytical approach. Thus, in order to examine efficient teaching and learning methods between similar languages, this paper attempts to verify the effectiveness of contrastive analytical teaching methods for Turkish learners of Korean as well as suggest efficient teaching methods for each type of contrastive analysis.

2. Research Background

2.1. Learning Similar Language

Through Oller and Ziahosseiny's (1970) experiment, it was discovered that Spanish and French English learners who used the Roman (Latin) alphabet struggled in learning English compared to Japanese English learners who did not use Roman letters. The results of this experiment portray the relatively higher difficulty in learning a comparable language system compared to learning a radically divergent language system. Ogino (2021) mentions that errors are prone when using noun inflectional particles due to the

similarity of the inflectional particle systems in Korean and Japanese. Japanese Korean learners assimilate the use of particles with relative ease in the early stages of learning due to the similarity in Japanese particles. However, as they reach more advanced stages, the similarity becomes counterproductive, revealing inherent particle errors which are not simply corrected (Korkmaz & Cho, 2018).

Gökmen (1999) mentioned the fact that in pronunciation, Korean and Turkish have the same assimilation rules with different aspects that can cause difficulties on learning. Turkish students were found to have remarkably high error rates in progressive assimilation, regressive assimilation and especially in coalescent assimilation. In nasalization, students were influenced by an interference from the native language. Korkmaz and Cho (2018) found that despite inflectional particles being simple to learn for Korean learners whose native language is in the Altaic language group, interlanguage transfer is more frequent compared to other languages. This supports the necessity of explicit teaching according to differences. According to Lim and Park (2016), the object particles in Korean are interchangeable with the object particles in Turkish. Nonetheless, the use of object particles in Korean varies, and verbs which are binded with object particles in Korean are assimilated with distinguished particles in Turkish, causing many Turkish students to make several mistakes. Altundağ and Yang (2021), due to the fact that Korean is an agglutinative language like Turkish, it can be agreed that students learning Korean as a foreign language devote beneficial efforts to language learning processes. Despite this, the plethora of Korean vocabulary can be noted as one of the primary issues that students must overcome when learning Korean.

Hideki (2002), highlighting the importance of Contrastive analysis between similar languages, contends that error analysis is noteworthy only if it is carried out in the identical language region and that the level of difficulty of Korean should be decided in the learner's language. Although intra-linguistic interference is progressively diminishing, interlanguage transfer is also apparent in advanced learners. Hence, the symmetrical and asymmetrical structures of Korean and Japanese should be noted in minute detail, in conjunction with the teaching of explicit and discourse asymmetrical structures. Han (2003) discovered in the error analysis of Japanese-speaking learners that in the case that the native and target language are comparable, the learner anticipates an identical expression with the native speaker, leading to further errors. In contrasting with the native language

model, the learner should remember the overlapping elements, dissimilar parts, recurring misuses and expressions, and necessarily utilize a teaching method that trains from the perspective of the native language model. According to Türközü (2010), further research should be conducted to determine the comparisons between the two languages and become the basis for the organization of Korean learning content for improving the effectiveness of teaching. This is because Turkish learners struggle to create habits of the new language, Korean, primarily due to the differences between the two languages.

Eşsiz (2020), who posited a vocabulary teaching approach by contrastive type from the perspective of Turkish learners of Korean, researched a vocabulary teaching method employing contextual features of emotion-expressive vocabulary. Dursun allocated vocabulary with similar semantic elements in the 'correspondence category'; vocabulary expressed by two or more words in Korean but by one word in Turkish in the 'multi-correspondence category'; and vocabulary that have identical words in Korean but not in Turkish, or vocabulary that have identical words in Turkish but do not have similar semantic features in the 'non-correspondence category'. Conclusively, the results indicated that learners struggled to grasp the vocabulary in the 'multi-correspondence category' and had difficulty employing vocabulary in the 'non-correspondence category'. Dursun posited an O-H-E (Observe-Hypothesis-Experiment) model for vocabulary in the 'multi-response category' and I-I-I (Illustration-Interaction-Induction) model for vocabulary in the 'non-correspondence category'. Yang (2023) constructed six contrastive types of Korean from the Turkish perspective for elementary and intermediate, advanced-level Turkish learners of Korean and uncovered the order of importance hierarchy and learning priority hierarchy among the contrastive types. Achievement of this was based on comprehensively applying the learners' learning difficulty, the importance of native speakers' error evaluation, and the distribution of contents in the textbooks for each contrastive type. The type that ranked first in both the importance and priority of learning was type of 'One Turkish corresponding to many in Korean', while the most challenging type was type of 'Absent in Turkish but split in Korean', and the type with the highest significance of error evaluation by native Korean speakers was type 2. 'Many in Turkish corresponding to one in Korean'. Additionally, the study uncovered that it is imperative to construct an effective teaching and learning method for each contrastive type for efficient teaching in terms of contrastive analysis.

2.2. Long-Term Memory

Regarding the effects of long-term learning, Kim (2011) claimed that long-term memory strategies are significant due to their significant contribution in improving learning efficiency. Strategies primarily concern attention, organization, elaboration, contextualization, and rehearsal. In terms of attention, an emphasis from learners would increase the effects of instructional skills. Before achieving this, appropriate difficulty, motivation, and interest are vital. Regarding organization, while it is necessary to avoid an unnecessary surplus of categories, content knowledge must hold this quality and be systematically presented. About elaboration, linking new information to prior knowledge is crucial in bolstering long-term memory, and an activation of the learner's relevant knowledge is necessary. Regarding contextualization, physical and emotional contexts contribute to long-term memory. To this end, instructors should help students understand through the most relevant context. Lastly, in rehearsal, learners require time to process new information as they spend time reviewing content knowledge that they already acquired, for long-term memory is closely related to rest.

Kim (2018) compared the long-term teaching effectiveness of context-based learning strategy and definition translation strategy on vocabulary acquisition in a high school English class according to learner level. Advanced students were more effective with the context-based learning strategy and did not prefer the definition -translation strategy. In intermediate students, both methods were equally effective. Lower-level learners did not benefit from the context-driven method, but preferred the definition-translation strategy for short-term memory effects. This supported that different learning methods should be applied to varying levels of learners.

2.3. Contrastive Types

Yang (2013) categorized errors in the particles and verbal endings in Turkish students' Korean writing as substitution, omission, and addition phenomena, and the categorization of all the errors were predicted according to Prator's difficulty categories. Afterwards, the predicted errors in the particles and verbal endings were compared with the actual error results, and it was found that the error prediction rate by Prator's difficulty categories was high (77.8%). Therefore, it can be proven that Prator's difficulty categories are reliable between Turkish and Korean in the perspective of Contrastive Analysis. A review on

Prator's difficulty hierarchy goes as follows.

The 'Level 0, Transfer' stage, which is defined as the easiest level, refers to the situation where there is very little difference or contrast between the two languages.

'Level 1, Coalescence' is the situation where two or more items in the native language can be combined and expressed in a single item in the target language.

'Level 2, Underdifferentiation' refers to the situation where an item in the native language is not present at all in the target language.

'Level 3, Reinterpretation' refers to a situation in which a native item represents a new form or distribution in the target language.

'Level 4, Overdifferentiation' refers to a situation where there is an item that is not present in the native language but is present in the target language.

'Level 5, Split', the most difficult level, is where an item in the native language is split into two or more items in the target language. (Brown, 2007, p. 250)

However, the problem with these difficulty categories is that they are an oversimplification of the Contrastive Analysis process. While Prator's levels merely contrast two languages, this study aims to create a new set of contrastive types in order to provide a framework for more specific research to effectively teach Korean to Turkish learners. In order to achieve this end, the difficulty categories need to be modified according to the characteristics of the two languages in order to address a more detailed and accurate contrastive type. Therefore, there is no purpose in teaching Turkish items that cannot be expressed in Korean. Following this reasoning, the first modification can be justified; 'Level 2, Little Differentiation' stage—the refined version of Prator's Level 2—was dropped in the study. In addition, a 'Level 6, Extreme Differentiation and Splitting' was newly created from the the 'Level 4, Overdifferentiation'. This implies the evaluation of Level 4 as bearing a similar splitting/combining attribute, the diversion of one item into several expressions in the opposite language, identified in 'Level 1, Coalescence' and 'Level 5, Split'. The sixth placement of this new level was deemed necessary because Korean grammar rules are comparatively more complicated than those of Turkish. From this point forward, the term 'difficulty level' will be referred to as 'contrastive types' in order to aid the contrastive analysis in Korean education from the perspective of Turkish learners. Consequently, if we reorganize the level order;

'Type 1, Korean same as Turkish' is where there is no difference or contrast between the two languages. The learner can simply transfer positively an item from Turkish to Korean.

'Type 2, Many in Turkish corresponding to one in Korean', where two items in Turkish are combined into a single item in Korean.

'Type 3, Korean different from Turkish' is when an items in Turkish represents a new form or distribution in Korean.

'Type 4, Absent in Turkish, present in Korean' is when an items is found in Korean but not in Turkish.

'Type 5, One Turkish corresponding to many in Korean' is when an item in Turkish is split into two or more items in Korean.

'Type 6, Absent in Turkish but split in Korean' are item that do not exist in Turkish but are split in Korean.

The validity of the above six types of contrastive types was demonstrated in Yang (2023), who found that the newly established 'Absent in Turkish but split in Korean' type was ranked second overall in the importance hierarchy established comprehensively through learner difficulty, native speaker evaluation, and textbook frequency hierarchy, while 'Absent in Turkish, present in Korean' type was ranked fourth overall. It can be seen that the newly established control type, which separates 'Absent in Turkish but split in Korean' type from 'Absent in Turkish, present in Korean' type, provides a framework for more specific research analysis based on bilingual characteristics.

Yang(2023) summarized the features of each of the above contrastive types in order of learning importance as follows. First, the 'One Turkish corresponding to many in Korean' type was ranked first in terms of the number of learning content in the textbook and writing errors in the compositions, but it was ranked in the middle in terms of learners' learning difficulty. On the other hand, according to the error evaluation results of native Korean speakers, errors in the communication aspect were ranked the sixth lowest in terms of error importance because the actual meaning is clear in conveying the meaning between similar expressions. On the other hand, it was ranked first in terms of both importance and priority for learning. The analysis of writing errors showed that the most common error grammatical expressions were errors between the Korean analogs of '-dığı için' for cause and '-ip' for sequence. The analysis on the class factor analysis, which impact the lecture, revealed that low scorers in this type found Turkish unnecessary, and

as learners' scores increased, they tended to adopt 'Absent in Turkish, present in Korean' type as the most difficult type.

Second, type, 'Absent in Turkish but split in Korean', was characterized by fewer errors in the content and writing of the textbook, but was found to be the most difficult for learners to learn. Native Korean speakers' error evaluation was ranked in the middle, but it was ranked second in terms of learning importance and sixth in terms of priority. The most common error among learners at all levels of writing is the confusion between '-은/는' and '-이/가', which increases as learners move to more advanced levels, with '-이/가' being misused twice as often as '-은/는' being misused. The learners' preferred learning style was found to be mixed (input, output) oriented, and low scorers of this type tended to adopt a learner-centered and collaborative (learner, teacher) approach to classroom teaching, in addition to the need to use Turkish language.

Third, type of 'Many in Turkish corresponding to one in Korean', had a high frequency of textbooks, but the lowest frequency of errors in learners' writing and the fifth highest level of learning difficulty. Korean native speakers ranked the highest in terms of error importance, which can be analyzed as the most negative evaluation of inaccurate meaning conveyance when there is semantic confusion between multiple Turkish languages per Korean. It ranked third in both importance and priority of learning. In the class factor analysis, the necessity of the Turkish language was contradictory, with both 'necessary' and 'unnecessary' groups scoring high. Low scorers in this type chose 'Korean different from Turkish' type as the most difficult type.

Fourth, type of 'Absent in Turkish, present in Korean', had a low frequency of textbooks and low importance of native speakers' errors and a medium frequency of learners' errors, but it was ranked second in learning difficulty. However, it was also ranked fourth in learning importance and fifth in priority. In the class factor analysis, the higher they scored, learners acknowledged the need for Turkish to some extent, and the lower they scored, learners tended to choose type of 'Many in Turkish corresponding to one in Korean' as the most difficult.

Fifth, the type of 'Korean same as Turkish' had a medium frequency of textbooks, a low frequency of writing errors, and was ranked last in the learning difficulty hierarchy, but was ranked second in the importance of errors by native Korean speakers. This shows that for native speakers of Korean, which has the same or almost the same logical expression as Turkish, inaccurate conveyance of key meanings is rated very negatively. Learning was ranked fifth in importance and second in priority. In the class factor

analysis, the necessity of Turkish language was ranked second, and low scorers of this type felt the necessity of Turkish language very much and preferred the input method of teaching.

Finally, type of 'Korean different from Turkish ' showed a higher frequency of learners' errors than the frequency of textbooks, but ranked fourth in terms of difficulty and fifth in terms of the importance of errors by Korean native speakers. The number of writing errors was high, but the scores for difficulty and error importance were low. It was ranked 6th in learning importance and 4th in prioritization. However, in the class factor analysis, the need for Turkish language was the largest type, and high scorers in this type tended to have a greater need for Turkish language.

3. Methodology

3.1. Procedures

In order to investigate effective teaching methods according to each contrastive type, an experimental lecture was conducted with the participation of 74 basic level students from Ankara University, Erciyes University and Istanbul University who were in the second semester of their first year. The research was conducted with basic level students from these three universities, who represent the group most easily affected by teaching methods. The participants were determined by convenience sampling of the non-probability sampling method from the students of Ankara University and Erciyes University who voluntarily participated.

For the experimental group the translation method was divided into two methods and investigated in order to examine the effect of the teaching method based on the differences and similarities between the students' mother tongue Turkish and the target language Korean, in terms of Contrastive Analysis. The two methods were the Back Translation Writing method which follows the TTT (Task, Teach, Task) model, and Consecutive Translation Speaking method which follows the PPP (Presentation, Practice, Production) model. The reason for this was the assumption that there would be widely varying effects between the TTT and PPP models in the Translation method, and the same concern held true between writing-oriented and speaking-oriented methods. For the control group, the PPP model version of the Focus on Form method, which has recently

been an effective grammar-focused method in communicative training, was chosen. In this way, the effects of the translation method in the six types were compared with the effects of the Focus on Form method in order to determine the most effective learning method in each of the six contrastive types of grammar expressions. In this way, a total of three practice groups were formed and the experimental lecture was carried out with the first group using the Consecutive Speaking Translation method, the second group using the Back Translation Writing method, and the third group using the Focus on Form method.

In order to investigate whether each group received the same score before the experimental lecture, the students' scores were reviewed with the 47.TOPIK (Test of Proficiency in Korean)¹ reading test before the experimental lecture, and the normality and homogeneity of the data were checked and analyzed. As a result, it was found that the scores for each school were not significantly different. This means that after all the students were divided into three groups and mixed and adjusted to ensure a nearly identical number of participants and scores, it was determined that the scores were not significantly different for each group. In this way, an identical scoring system was organized in each group and the experimental lecture was carried out.

Table 1. TOPIK score Analysis Result by 'School'

School	Number	Mean \pm Standard Deviation	χ^2	P
1	21	34.8 \pm 5.287	4.610	0.099
2	16	37.4 \pm 3.558		
3	37	35.2 \pm 4.478		

Table 2. TOPIK score Analysis Result by 'Group'

Group	Number	Mean \pm Standard Deviation	χ^2	P
1	24	35.5 \pm 4.942	0.345	0.841
2	25	35.2 \pm 4.946		
3	25	36.1 \pm 3.992		

Afterwards, three experimental lectures were conducted with each of their respective teaching methods on six grammar expressions that had never been taught before in the three universities. Since the level of certain grammar expression were categorized differently by each book, when a grammar expression was found in the curriculum of the

basic level in any of the three books used by the three universities, they were simply recorded and investigated as the basic level.

The examination test and questionnaire were administered immediately after the experimental lecture and a second examination test was conducted two weeks later using the same examination questions to compare the long-term effects of each teaching method. The examination test and the questionnaire were conducted either on paper or with Google Survey. The examination test was a total of seven questions including one morphological, one semantic and two pragmatic questions in the form of open-ended questions, two translation, and one writing question. The writing question assessed syntactic and contextualization skills by presenting students with a grammar topic related to the grammar expressions and requiring them to write three to five sentences. Upon analysis of the results, each score was analyzed in two detailed ways; one group included those with an average or above average score and another group included those with below average scores.

3.2. Research Model

3.2.1. Grammatical Expressions

According to the characteristics of each contrastive type of Yang (2023), a list of six basic grammatical expressions that were not commonly taught in the practice at all three universities was extracted from the basic textbooks used by the three universities. Using this, the effective teaching methods for each contrastive type will be analyzed through the practice of the three teaching methods.

Table 3. Basic Level of Grammar Expressions in Experimental Lecture

Contrastive Types	Expressions	Turkish Expression	Level in Textbooks
Type 1 T=K	을수록 -아지다 'As you do more, you get more'	-d ı kça -laşmak	Korece 1-9.chapter, Korean Speaking for university life. Basic2-10.chapter
Type 2 T > K	는 대로 'just as/ as soon as'	-Ir maz/ -d ı ğ ı gibi	Hanguko 2-18.chapter

Contrastive Types	Expressions	Turkish Expression	Level in Textbooks
Type 3 T≠K	기도 하고 기도 하다 'and - too'	hemA hem B (In reverse order)	Hanguko 2-17.chapter
Type 4 T none/ K exist	-아 하다 'appears to'	(For third person, it is not found in Turkish as an auxiliary verb that turns the adjective into a verb.)	Yonsei Academic Korean Vocabulary & Grammar. Basic2
Type 5 T < K	을 테니까/을 텐데 'suppose,will' / 'would,suppose'	-abilir (Same predictive meaning But depending on the situation of use and the wording used)	Hanguko 2-15.chapter, Korece 1-8.chapter, Korean Speaking for university life. Basic2-10.chapter,
Type 6 T none/ K" -exist	더군요 /있더군요 'I directly saw that'	Not found in Turkish (When recalling old events, expressions are selected according to whether the situation is continuing or completed).	Hanguko 2-19.chapter, Korece 1-12.chapter, Korean Speaking for university life. Basic2-10.chapter,

3.2.2. Teaching Methods

Different teaching methods were applied to groups in the following manner: Consecutive Translation method for the first group, Back Translation method for the second group and Focus on Form method for the third group. First, the Consecutive Translation method, in the form of PPP presentation model, aims to use both input and output-oriented teaching by using a deductive approach. This follows the order of explaining in the student's mother tongue, translating a sentence into the target language at the practice stage, and then freely constructing the next sentence by dialoguing in the target language according to the context. The goal is to translate from the first language into the target language immediately and to be aware of the similarities and differences between the two languages. Finally, in the task phase, speaking and contextualization were supervised in integration with the writing task.

Second, the Back-Translation method is a TTT presentation model that uses an inductive approach, where the first task is to translate a prepared text in the target language covering the target grammar into the native language. The second task is to translate the text translated into the native language back into the target language. The learners then compare the final translation with the original to see if they have used the

target grammar correctly. The teacher acts as a facilitator in this process, answering learners' questions to promote learning. Since the lecture was mainly based on students' writing, the final task was a colloquial conversation exercise to ensure that the actual language was used in a meaningful context.

Third, the Focus on Form method, using a deductive approach in the form of the PPP presentation model, provides an explanation in the mother tongue, then targets practice which focuses on the grammatical accuracy in communication within a given context. For this purpose, the Input Reinforcement method was used during grammar explanation. In the practice part, there is the controlled practice (choosing the correct answer), semi-controlled practice (information difference, filling, linking), and. In the final task phase, open exercises (giving information, role-playing) were practiced through communicative tasks in real-life situations.

4. Results and Discussion

4.1. Test Results

When analyzing with the R statistical program, the abnormal data was first processed and the gaps were filled with the average of the data. Subsequently, the normality and homogeneity of the score data were checked and analyzed. The significance level was decided according to 0.05. The analysis hypotheses were defined as the null hypothesis and the alternative hypothesis by looking at whether the scores were different according to the teaching method groups.

H0: When applied to each of the six contrastive types, there is no difference in scores of the long-term effects according to the teaching method groups.

H1: When applied to each of the six contrastive types, there is a score difference in the long-term effects according to the teaching method groups.

The examination test was administered immediately after the experimental lecture and a second examination test was conducted two weeks later using the same written assessment items to compare the long-term effects of each teaching method. The paired-samples t-test was conducted to verify whether the score average between the first

examination test and the second examination test was significantly different.

The results showed that there was a significant difference between the average of the first and second examination test in the Consecutive translation group. Comparing the average scores between the two examination tests, type 1: 'Korean same as Turkish' had a higher average score in the second examination test compared to the first ($M=41.06$) ($t=-3.838$, $p<.01$), type 2: 'Many in Turkish corresponding to one in Korean' ($M=35.72$) had a lower average score in the second examination test compared to the first ($t=2.405$, $p<.05$), and type 4: 'Absent in Turkish, present in Korean' ($M=32.38$) had a lower average score compared to the first ($t=4.1951$, $p<.001$).

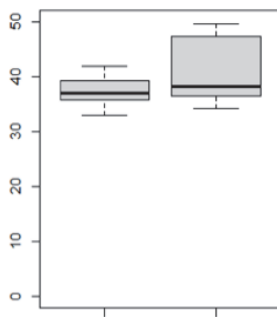


Figure 1. First and Second examination test comparisons for Type 1 in Group 1

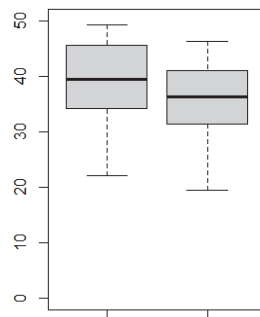


Figure 2. First and Second examination test comparisons for Type 2 in Group 1

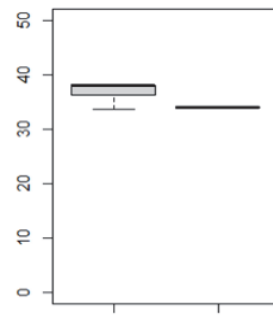


Figure 3. First and Second examination test comparisons for Type 4 in Group 1

In Back Translation group, the results showed that there was a significant difference between the average of the first and second examination test. Comparing the averages, type 1: 'Korean same as Turkish' had a higher average score in the second examination test compared to the first ($M=40.044$) ($t= -2.409$, $p<.05$), and type 4: 'Absent in Turkish, present in Korean' ($M=38.326$) had a lower average score in the second examination test compared to the first ($t=3.770$, $p<.001$), and type 5: 'One Turkish corresponding to many in Korean' ($M=40.804$) had a higher average score in the second examination test compared to the first ($t=-3.747$, $p<.001$), and type 6: 'One Turkish corresponding to many in Korean' ($M=36.128$) had a higher average score in the second examination test compared to the first ($t= -2.592$, $p<.05$) in the below average scoring group.

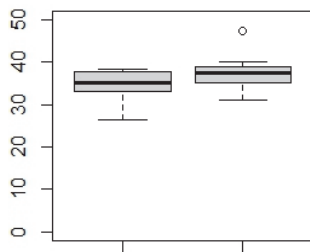


Figure 4. First and second examination test comparisons for Type 1 in Group 2

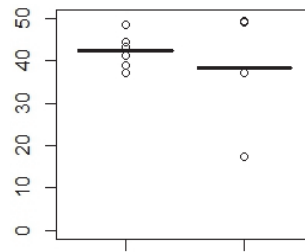


Figure 5. First and second examination test comparisons for Type 4 in Group 2

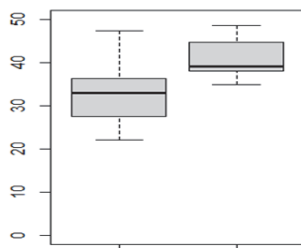


Figure 6. First and second examination test comparisons for Type 5 in Group 2

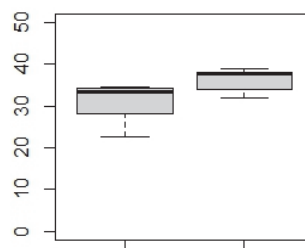


Figure 7. First and second examination test comparisons for the below average scoring group of Type 6 in Group 2

In Focus on Form group, the results showed that there was a significant difference between the average of the first and second examination test. Comparing the averages, type 1: 'Korean same as Turkish' ($M=40.875$) had a lower score in the second examination compared to the first ($t=2.865$, $p<.05$) in the average and above scoring group, and type 2: 'Many in Turkish corresponding to one in Korean' ($M=33.457$) had a lower score in the second examination compared to the first ($t=3.357$, $p<.01$) in the average and above scoring group, and type 3: 'Korean different from Turkish' ($M=43.648$) had a lower score in the second examination compared to the first ($t=2.382$, $p<.05$) in the average and above scoring group, but ($M=38.900$) had a higher score in the second examination compared to the first ($t=-2.894$, $p<.05$) in the below average scoring group, and type 4: 'Absent in Turkish, present in Korean' ($M=42.166$) had a higher score in the second examination compared to the first ($t=-4.431$, $p<.001$), and type 5: 'One Turkish corresponding to many in Korean' ($M=36.536$) had a higher score in the second examination compared to the first

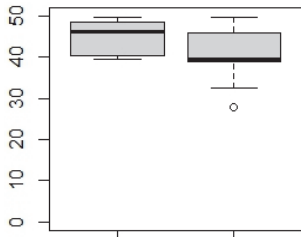


Figure 8. First and second examination test comparisons for the average and above scoring group of Type 1 in Group 3

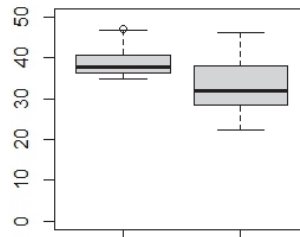


Figure 9. First and second examination test comparisons for the average and above scoring group of Type 2 in Group 3

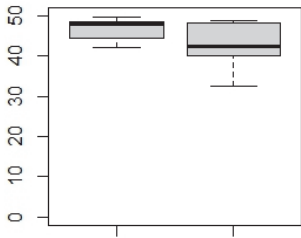


Figure 10. First and second examination test comparisons for the average and above scoring group of Type 3 in Group 3

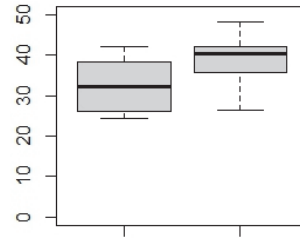


Figure 11. First and second examination test comparisons for the below average scoring group of Type 3 in Group 3

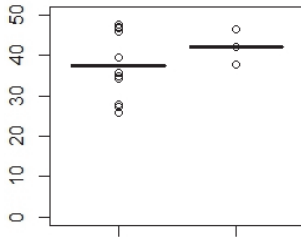


Figure 12. First and second examination test comparisons for Type 4 in Group 3

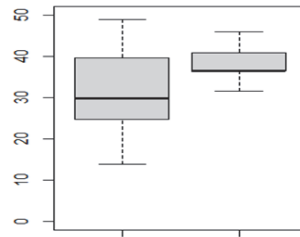


Figure 13. First and second examination test comparisons for Type 5 in Group 3

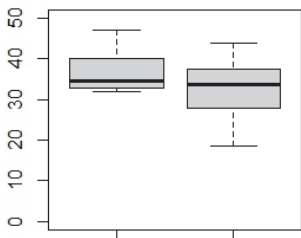


Figure 14. First and second examination test comparisons for the average and above scoring group of Type 6 in Group 3

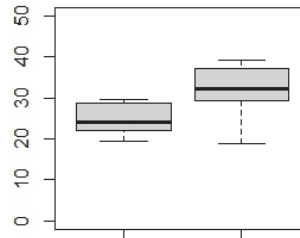


Figure 15. First and second examination test comparisons for the below average scoring group of Type 6 in Group 3

($t=-3.152$, $p<.01$), and type 6: "Absent in Turkish but split in Korean" ($M=32.460$) had a lower score in the second examination compared to the first ($t=2.324$, $p<.05$) in the average and above scoring group, but ($M=31.793$) had a higher score in the second examination compared to the first ($t=-3.011$, $p<.05$) in the below average scoring group.

4.2. Student Questionnaire

4.2.1. Student Preferences

Immediately after the experimental lecture, a total of 74 responses were collected on paper or in the form of a Google Survey. The questions focused on the preferred learning factors in the course in order to investigate students' teaching preferences according to their teaching method group. The questionnaires asked about the student's Gender, Perceived necessity of Turkish usage in the course (very necessary 1 ~ never necessary 5), Preferred learning sequence (learning with paragraphs first 1 - learning with words first 2), Description mode (deductive 1 - inductive 2), Course operation method (teacher-centered 1 - learner-centered 2 - both 3), Practice model (output oriented 1 - both 2 - input oriented 3), Perceived Most Difficult Type (type 1 ~ type 6), and Perceived More Difficult type (type 5 and type 6).

The differences in the preference distribution of the course factors according to the groups were analyzed with the Chi-squared test. The analysis hypotheses were defined as the null hypothesis and alternative hypothesis by looking at whether the existables are different according to the teaching method groups.

H0: There is no difference in the preference on course factors according to teaching method.

H1: There is a difference in the preference on course factors in at least one group according to teaching method.

As a result, among the dependent variables, a difference was found only in the practice model (output oriented 1 - both 2 - input oriented 3), according to the groups of the teaching method, which is the independent variable. Apart from this, no difference was observed in the dependent variable of gender, teaching sequence, explanation method, course operation method, and the more difficult and hardest type selection. With this, the null hypothesis was abandoned and the alternative hypothesis was found to be valid in

Practice model according to teaching method.

Table 4. Distribution Differences of Course Factors According to Teaching Method Groups

Variable (Group)	Gender	Necessity of Turkish Usage	Teaching Sequence	Explanation Method	Course Operation Method	Practice model	Most difficult grammar	More difficult grammar (type 5 & 6)
χ^2	2.127	6.128	0.913	0.025	4.846	10.947*	11.41	0.257

(* $p < .05$ ** $p < .01$ *** $p < .001$)

The students who participated in the experimental lecture preferred the Output-oriented practice model with a rate of 31.5 percent, the Mixed model with a rate of 57.7 percent and the Input-oriented model with a rate of 10.7 percent. Students preferred in order from most to least, the Mixed, Output-oriented and Input-oriented. It was observed that more than half of the students preferred the Mixed-oriented model.

A Chi-squared test was conducted to confirm the difference in the proportion of Practice model preferences according to the groups. As a result, in the Consecutive translation group, the Output-oriented model was preferred by 6 students (26.1 percent), the Mixed model by 15 students (65.2 percent) and the Input-oriented model by 2 students (8.7 percent). In the Back Translation group, the Output-oriented model was preferred by 4 people (16.7 percent), the Mixed model was preferred by 12 people (50 percent) and the Input-oriented model was preferred by 8 people (33.3 percent). On the other hand, in the Focus on Form method, the Output-oriented model was preferred by 10 people (43.5 percent), the Mixed model by 12 people (52.2 percent) and the Input-oriented model by 1 person (4.3 percent).

In order to verify the differences in Practice model preferences according to the groups, a significant difference was found according to the Chi-squared test. According to the post hoc result, the difference between Back Translation and Focus on Form method was confirmed. The number of those who preferred the input-oriented model was the highest in the Back Translation group, while the number of those who preferred the Focus on Form method was the lowest. The difference emerged as the Output-oriented model was preferred the most in Focus on Form method group and the least in Consecutive translation group. With this, it was seen that the students trained in the Back Translation Writing method, who started with the Output-oriented model without receiving a grammar explanation before the task, were more willing to use the

Input-oriented model than the other groups. However, it was observed that the students who were trained in the Focus on Form method were more enthusiastic about the Output-oriented model than the other groups.

Table 5. Practice Model Preferences by Teaching Methods

Teaching Methods	Practice model			Total	χ^2	P
	Output Oriented	Both	Input Oriented			
Consecutive Translation	6 (26.1)	15 (65.2)	2 (8.7)	23 (100)	10.947*	0.042
Back Translation	4 (16.7)	12 (50.0)	8 (33.3)	24 (100)		
Focus on Form	10 (43.5)	12 (52.2)	1 (4.3)	23 (100)		
Total	20 (31.5)	39 (57.7)	11 (10.7)	70		

unit: frequency (percentage)

In the student's evaluation on difficulty after the experimental lecture, 2.9 percent chose "Very Difficult", 11.8 percent chose "Difficult", 47.1 percent chose "Moderate", 35.3 percent chose "Easy" and 2.9 percent chose "Very Easy". The highest responses were in the order of "Moderate", "Easy", "Difficult", "Very Difficult" and "Very Easy". "Moderate" difficulty was the most recurring response and "Very Difficult" and "Very Easy" was the least common. In this way, it was seen that the students had the most difficulty in the experimental lecture at the "Moderate" level and had the least difficulty in the "Very Difficult" and "Very Easy" levels.

A Chi-squared test was conducted to verify the difference in the rate of Difficulty in the experimental lecture according to the groups. As a result, in the Consecutive translation group, "Difficult" was chosen by 3 (13.6 percent), "Moderate" by 10 (45.5 percent) and "Easy" by 9 (40.9 percent). In the Back Translation Writing group, "Very Difficult" was chosen by 2 people (8.7 percent), "Difficult" by 4 people (17.4 percent), "Moderate" by 9 people (39.1 percent), "Easy" by 7 people (30.4 percent) and "Very Easy" by 1 person (4.3 percent); Focus on Form method was chosen by 1 person (4.3 percent), "Moderate" by 13 people (56.5 percent), "Easy" by 8 people (34.8 percent) and "Very Easy" by 1 person (4.3 percent).

In the Consecutive translation group, none of the respondents rated "Very Difficult"

and “Very Easy”, whereas in the Back Translation Writing group, all of them did. No one rated the Focus on Form methods as “Very Difficult”. Compared to the other methods, only the Back Translation Writing group rated it as “Very Difficult” . According to the Chi-squared test conducted to verify the differences in the difficulty in Teaching Method according to the groups, no significant difference emerged.

Table 6. Student’s Evaluation on the Difficulty of the Experimental Lecture by Teaching Methods

		Difficulty of the Teaching Method					Total	χ^2	P
		Very Difficult	Difficult	Moderate	Easy	Very Easy			
Group	Consecutive Translation	0	3 (13.6)	10 (45.5)	9 (40.9)	0.0	22 (100)	7.738	0.558
	Back Translation	2 (8.7)	4 (17.4)	9 (39.1)	7 (30.4)	1 (4.3)	23 (100)		
	Focus on Form	0	1 (4.3)	13 (56.5)	8 (34.8)	1 (4.3)	23 (100)		
Total		2 (2.9)	8 (11.8)	32 (47.1)	24 (35.3)	2 (2.9)	68 (100)		

unit: frequency (percentage)

4.2.2. Experimental Lecture Evaluation

The comments of the students who participated in the experimental lecture were analyzed in terms of strengths and weaknesses of the teaching method. As for strengths, it was mentioned that the Consecutive translation method improves writing, grammar and speaking skills by developing quick thinking and writing and by applying different methods such as mutual dialogues and one-person sentences. In the Back Translation, students noted better comprehension between differences and similarities between Korean and Turkish, improved understanding on equivalent terms in Turkish, heightened awareness on grammatical mistakes, improvement in reading and reuse of grammatical structure, and enhanced communication with the teacher through addressing questions about the lecture. The strengths of the Focus on Form method was mentioned as better organizing the teaching of the topics, being able to see different usages by giving existious examples, reinforcing the topic with separate examples from all topics and having the opportunity to learn new grammar.

As weaknesses, students in all groups mentioned that learning was more difficult with a larger class size. In the Consecutive translation group, there were difficulties in communication due to the difference in language ability between the students and the high number of students. In the Back Translation Writing group, lack of self-confidence was mentioned because grammar had not been learned before and as a result, there was a difficulty in understanding both the text and the grammar in translation. Additionally, students mentioned the process to be tiring and extensive due to the heavy load of tasks. It was also brought up that shifts in meaning occurred when translating elements back into Korean. Students stated that the conversation topics were too advanced in the Focus on Form methods and stalled their speaking, and concerns were raised on the disengagement of students during extensive dialogues limited to two individuals.

Consequently, for Consecutive Translation, fast learning with different way and learner-centeredness and student interaction were emphasized the most, while the imbalance of skills in the interaction between students was seen to be a problem. For Back Translation Writing, being comparatively knowledgeable and correcting mistakes, communicating more efficiently with the teacher, while lack of self-confidence and time taking was seen to be a problem. For Focus on Form method, the more organized teaching of the topics were evaluated as features while inability to continue was seen to be a problem.

5. Conclusion

In order to develop an effective teaching method in terms of contrastive analysis of Korean and Turkish, the two languages were contrasted by categorizing them into six types. The effective teaching methods for each type according to Consecutive translation, Back-translation, and Focus on Form teaching methods as well as the learners' evaluation of each method was analysed.

As a result of verifying the effectiveness of the teaching methods by contrastive type, the Consecutive translation method, an experimental group, scored significantly higher in the 'Korean same as Turkish' type in the second examination test. However, the scores were significantly lower for types of 'Many in Turkish corresponding to one in Korean' and 'Absent in Turkish, present in Korean' suggesting that the Consecutive translation method should be avoided for these types. The Back-translation method, an experimental

group, showed significantly higher scores on long-term memory in the second examination test in type of 'Korean same as Turkish' and type of 'One Turkish corresponding to many in Korean' and type of 'Absent in Turkish but split in Korean' in the below average scoring group. However, the scores were significantly lower for type of 'Absent in Turkish, present in Korean'. As a control group, the Focus on Form method showed significantly higher scores on long-term memory in the second examination test in type of 'Absent in Turkish, present in Korean' and 'One Turkish corresponding to many in Korean' and for the below average scoring group of 'Korean different from Turkish' type and 'Absent in Turkish but split in Korean' type. However, the scores were significantly lower for types of 'Korean same as Turkish', 'One Turkish corresponding to many in Korean', 'Korean different from Turkish' and 'Absent in Turkish but split in Korean' in the average and above scoring group.

Student evaluations of the experimental lecture did not show significant differences in difficulty ratings between the methods. Students noted that the learning effectiveness of all three methods was related to the number of students. The learners showed significant differences in their preferences for the Practice models (input oriented - output oriented), with the group with the Back Translation method most preferring the input oriented method and the group with the Focus on Form method most preferring the output oriented method. For Consecutive Translation, fast learning and learner-centeredness and student interaction were emphasized the most, while the imbalance of language ability during the interaction between students was seen to be a problem. For Back Translation, being comparatively knowledgeable and correcting mistakes, communicating more efficiently with the teacher were emphasized, while lack of self-confidence and extensive occupation of time was seen to be a problem. For the Focus on Form method, the more organized teaching of the topics were evaluated as positive features while inability to continue communication was seen to be a problem.

In conclusion, a quantitative study was conducted in three universities in Turkiye based on six types of contrastive analysis for Turkish learners of Korean. Both Consecutive translation and Back Translation methods are effective for long-term memory of the 'Korean same as Turkish' type, while they had a negative effect on type 'Absent in Turkish, present in Korean'. Especially, both Back Translation and Focus on Form method were effective for long-term memory of type 'One Turkish corresponding to many in Korean', which has the highest importance and learning priority, and for the below average scoring group of type 'Absent in Turkish but split in Korean', which holds the

highest in the learning difficulty hierarchy among the types. From this, Back Translation methods are effective in terms of Contrastive Analysis for long term effect for the beginner level in the 'Korean same as Turkish' and 'One Turkish corresponding to many in Korean' types and for the below average scoring group of the 'Absent in Turkish but split in Korean' type. For further study, it is necessary to investigate how these results change when intermediate and advanced courses are included. In addition, it is necessary to develop the efficient teaching method for long term memory especially for the 'One Turkish corresponding to many in Korean' and the type that holds the highest learning difficulty and importance hierarchy, the type 'Absent in Turkish but split in Korean'.

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Appendix

Appendix A. Class Material of Consecutive Translation Method(Group1)

2. 'Many in Turkish corresponding to one in Korean' type

는 대로 -ir -maz/ tam -diği gibi 'as soon as/ just as'

'-ir -maz' anlam olarak fiilin kökü ile emir, gereklilik cümlesinde kullanılır. '**tam -diği gibi, göre'** anlam olarak şimdi zamanda 는 ,geçmiş zamanda -(으)ㄴ ile kullanılır.' '-ir -maz' is the meaning of the root of the verb with the imperative, is used in a sentence of necessity. 'exactly as, according to' is used with 는 in the present tense and -(으)ㄴ in the past tense.'

일 끝나는 **대로** 저에게 연락해 주세요. 'Please call me as soon as you're done with work.'

İş biter bitmez bana haber verin.

저는 집에 오는 **대로** 씻고 일찍 자요. 'I wash up as soon as I get home and go to bed early.'

Eve gelir gelmez yıkanıp uyurum.

김치 만드는 법을 책에서 읽은 **대로** 설명해 드릴게요. 'I will explain how to make kimchi as I read in the book.' Kimçi tarifini kitaptan okuduğum şekilde anlatacağım. 텔레비전에서 본 **대로** 흉내 내면 안 돼요. 위험해요. 'Don't imitate what you see on TV, it's dangerous.' Televizyonda gördüğün gibi yapmamalısın. Tehlikelidir.

< Alıştırma >

* İki kişilik bir ekip olarak cümleleri çevirme rolünü oynayın ve ardından üç konuşma daha yapın. 'Role-play translating the sentences as a team of two, and then conduct three more conversations.'

A: Rengini istediğiniz gibi seçebilirsiniz. 'You can choose the color as you like./ 색깔 'colour', 원하다 'want', 골라 보다 'choose'

B: Bundan daha açık rengi mi? 'Is it lighter than this?'

A: Oraya gitmek isterseniz burada yazıldığı gibi takip edin. 'If you want to go there, follow as written here.' / 거기에 'There', 적혀 있다 'is written', 따라 가다 'to follow'

B: Yürüyerek kaç dakika gidilir? 'How many minutes on foot?'

A: Bu makinayı tam benim anlattığım gibi kurun. 'Set up this machine exactly as I described.' / 기계 'machine', 정확히 'exactly', 설명하다 'describe', 설치하다 'install'

B: Talimat exist mi? 'Do instructions exist?'

A: Oraya varır varmaz bana haber verin. 'Let me know as soon as you arrive there.' / 도착하다 'arrive', 연락하다 'contact'

B: Tamam. Mesaj yazacağım. 'I'll do it. I'll write a message.'

A: Paran oldukça onu bankaya yatır. 'When you have money, put it in the bank.' / 돈이 생기다 'have money', 예금하다 'deposit'

B: Tabii. Artık biriktireceğim. 'Sure. I'll save it now.'

A: Trafik kazasının nasıl olduğunu gördüğünüz gibi dürüstçe söyleyin. 'Tell honestly how the traffic accident happened as you saw it.' / 교통사고 나다 'getting in a car accident', 솔직히 'honestly'

B: Tam hatırlamıyorum. Ama kesinlikle arkadaki araba gelip çarpmıştı. 'I don't remember exactly, but it was definitely the car behind that hit me.'

A: Her zaman sözünü verdiğin gibi tutmalısın. 'You should always keep your promises.' / 약속하다 'promise', 지키다 'keep'

B: Tabii. Söz veriyorum. Ben güvenilir insanım. 'Sure. I promise. I promise. I'm a trustworthy person.'

A: O proje yönetim kuruluna önerdiğim gibi kabul edilmiş. 'It has been accepted as I proposed to the project management board.' / 프로젝트 'project', 위원회 'committee', propose '제안하다', accepted '받아들이지다'

B: Çok iyi olmuş. Tebrik ederim. 'It's very good. Congratulations.'

*끝나는 대로 'as soon as it's done', 가는 대로 'as soon as it goes', 오는 대로 'as soon as it comes', 먹는 대로 'as soon as it eats', 말하는 대로 'as I speak', 생각나는 대로 'as I think', 기억하는 대로 'as I remember', 들은 대로 'as I hear', 본 대로 'as I see', 보이는 대로 'as I see'

<과제>

이번 여름에 한국 친구가 터키에 와서 같이 여행할 겁니다. 오기 전에 친구에게 준비해야 할 것들에 대해 이메일을 써 보십시오. 'Your Korean friend is coming to Turkiye this summer and you'll be traveling with him. Before he comes, write an email to him about the things he needs to prepare.'

Appendix B. Class Material of Back Translation Method (Group2)

는 대로 'just as/ as soon as'

과제1) Aşağıdaki metni Türkçe'ye çeviriniz. 'Task 1) Translate the following text into Turkish.'

민희 씨. 장학금을 신청하려면 지난 번에 제가 설명 드린 대로 이번 달 말까지 서류를 준비해서 내시면 됩니다. 신청은 학교 사무실에서 하시면 되고 신청 기간은 사이트에 나와 있는 대로 보시고 신청하시면 됩니다. 신청자가 많이 때문에 서류가 준비되는 대로 서둘러서 신청하세요. 그리고 자기 소개서를 잘 써야 하는데 자기 소개서는 실제 있는 그대로 써야 합니다. 과장하거나 지나치게 많이 쓰는 것보다는 실제 자기가 한 대로 적는 것이 좋습니다. 'Ms. Minhee. To apply for the scholarship, you need to prepare and submit your documents by the end of this month, as I explained last time. You can apply at the school office, and the application period is listed on the website. There are a lot of applicants, so hurry up and apply as soon as the documents are ready. Also, you need to write a good self-introduction letter, and it's better to write it as you really are, rather than exaggerating or writing too much.'

과제2) Çevirdiğiniz Türkçe'yi tekrar Korece'ye çeviriniz. 'Task 2) 'Translate the translated Turkish back into Korean.'

과제3) Asıl Korece metine göre çevirdiğiniz Korece metini kontrol ediniz. 'Task 3) 'Check the translated Korean text against the original Korean text.'

과제4) 한국에 가는 대로 제일 먼저 해 보고 싶은 것을 이야기해 보십시오. 'Task 4) Talk about the first thing you want to do when you get to Korea.'

Appendix C. Class Materials of Focus On Form Method (Group3)

는 대로 -ir -maz/ tam -diği gibi 'as soon as/ just as'

'-ir -maz' anlam olarak fiilin kökü ile emir, gereklilik cümlesinde kullanılır. 'tam -diği gibi, göre' anlam olarak şimdiki zamanda 는 ,geçmiş zamanda -(으)ㄴ ile kullanılır.

'-ir -maz' is the meaning of the root of the verb with the imperative, is used in a sentence of necessity. 'exactly as, according to' is used with 는 in the present tense and -(으)ㄴ in the past tense.'

일 끝나는 **대로** 저에게 연락해 주세요. 'Please call me as soon as you're done with work.' İş biter bitmez bana haber verin.

저는 집에 오는 **대로** 씻고 일찍 자요. 'I wash up as soon as I get home and go to bed early.' Eve gelir gelmez yıkanıp uyurum.

김치 만드는 법을 책에서 읽은 **대로** 설명해 드릴게요. 'I will explain how to make kimchi as I read in the book.' Kimçi tarifini kitaptan okuduğum şekilde anlatacağım.

텔레비전에서 본 **대로** 흉내 내면 안 돼요. 위험해요. 'Don't imitate what you see on TV, it's dangerous.' Televizyonda gördüğün gibi yapmamalısın. Tehlikelidir.

*맞는 답을 고르십시오. *Choose the correct answer.'

1) 언니가 가르쳐주() 공부했더니 성적이 잘 나왔어요. 'My sister taught me to study() and I got good grades.'

- ① 가르쳐주는 대로 'as taught' ② 가르쳐준 대로 ③ 가르쳐줄 대로

2) 회사에 도착하() 연락해 주세요. 'Please call me when you arrive() at work.'

- ① 도착한 대로 'as soon as I arrive' ② 도착했는 대로 ③ 도착할 대로 ④ 도착하는 대로

3) 써 있() 읽으세요. 'Read what is written().'

- ① 써 있던 대로 'as written' ② 써 있는 대로 ③ 써 있는 대로

4) 기억나() 얘기해 보세요. 'Remember() Talk about it.'

- ① 기억났는 대로 'as I remember' ② 기억나는 대로 ③ 기억난 대로

*연결해서 쓰십시오. 'Write by connecting them.'

1) 일이 끝나다. 친구를 만날 거예요. 'The work is over. I'm going to meet my friend.'

2) 준비되다. 나갈 거예요. 'To be ready. I'm going to go out.'

3) 돈을 빌리다. 빨리 갚으세요. 'Borrow money. Pay it back quickly.'

4) 써 있다. 읽으십시오. 'It's written. Read.'

*관련된 것을 연결하고 문장을 완성하십시오. 'Connect related things and complete the sentence.'

영화보다.' to see a movie.'	한 톱 낼게요. 'I'll give you a treat.'
승진하다. 'to be promoted.'	다 써 버렸어요. 'used up.'
돈을 벌다 'to make money.'	연락주세요. 'Call me.'
도착하다 'to arrive	설명해 주세요. 'Explain.'

* 가이드로서 관광객에게 조언하십시오. 'Advise a tourist as a guide.'

	할 일 'what to do'	조언 'advise'
민수 'Minsu'	공항에 도착하다 'to arrive at the airport'	환전하다 'to exchange money'
영희 'Younghee'	아침에 일어나다 'to wake up in the morning'	시간을 확인하다 'to check the time'
영철 'Youngchul'	일정에 적혀 있다 'to be written on the itinerary'	준비하다 'to get ready'
정희 'Junghee'	가이드가 말하다 'guide say'	따라가다 'to follow'

예) 가이드(민수): 공항에 도착하는 대로 달러를 리라로 바꾸세요.
 관광객: 얼마나 바꿀까요?
 가이드 민수: 일주일 계실 거니까 300불을 바꾸세요.
 관광객: 달러가 없는데 원을 리라로 바꿀 수 있나요?
 가이드: 글썬요. 물어 보겠습니다.

Example) Guide (Minsoo): Change your dollars into lira as soon as you get to the airport.

Tourist: How much should I change?

Guide: You'll be here for a week, so change \$300.

Tourist: I don't have any dollars, can I change my won to lira?

Guide: I don't know, let me ask.'

Appendix D. Sample of Test

'Many in Turkish corresponding to one in Korean' type 는 대로

1) 다음 중 맞는 것을 고르십시오. 'Choose the one that is correct.'

어제 그 교통 사고를 보 _____ 말씀해 주세요.

- ① 보는 대로 ② 본 대로 ③ 볼 대로 ④ 보 대로

2) 다음 중 틀린 것을 고르십시오. 'Choose the one that is incorrect.'

① 사람은 말한 대로 됩니다. 'People do what they say.'

1. 공항에 도착하는 대로 연락하세요. 'Call me as soon as you get to the airport.'

2. 그 사람은 정말 좋은 사람인데 사람들이 말할 대로 알려 주세요. 'He's a really nice guy, but let me know what people say.'

3. 그 영화에 대해 느끼는 대로 말씀해 주세요. 'Tell me how you feel about the movie.'

*이어서 쓰십시오. 'Please follow up.'

3) 생각 나는 대로 _____.

4) _____ 연락주세요.

*다음을 번역하십시오. 'Translate the following.'

5) Patronun dün bana söylediği gibi kitapları topladım. 'I packed up the books as the boss told me yesterday.'

6) Havalimanına gelir gelmez bana haber ver. 'Let me know as soon as you get to the airport.'

7) 외국에 나가는 친구에게 메시지를 쓰십시오. ('는 대로' 3번 이상 사용) 'Write a message to your friend who is going abroad. (Use 'as soon as' at least 3 times)'

Appendix E. Student Questionnaire

1. Ad ve Soyad, Okul ve Sınıf 'Name and Surname, School and Class'
2. Derste, Türkçe anlatım gerekli midir? 'Is it necessary to use Turkish in the lesson?'
 - ① Çok gerekli'very necessary' ② gerekli'necessary' ③ orta'Moderate'
 - ④ gereksiz'unnecessary' ⑤ Hiç gereksiz'Never unnecessary'
3. Öğrenimde yazı yazmak ve sözcük arasında hangisini önce öğrenmeyi tercih ediyorsunuz? 'Between writing and words, which do you prefer to learn first?'
 - ① Yazı 'Writing' ② Sözcük 'Word'
4. Öğretimde Tümden gelim ve Tüme varımsal anlatımlardan hangisini tercih ediyorsunuz? 'Which of deductive and inductive explanations do you prefer in teaching?'
 - ① Tümden gelim(ilkeden örneklere) 'Deductive (from principle to examples)'
 - ① Tüme varımsal(örneklerden ilkeye) ' Inductive (from examples to principle)'
5. Öğretimde öğretmen merkeziliği ve öğrenci merkeziliği yaklaşımlarından hangisi tercih ediyorsunuz? 'Which of the teacher-centered and learner-centered approaches do you prefer in teaching?'
 - ① öğretmen yönlendirme 'teacher-centered'
 - ② öğrenci yönlendirme 'learner-centered'
 - ③ ikisi de 'both'
6. Öğrenimde Çıktı yönlendirme ve Girdi yönlendirmeden hangisi tercih ediyorsunuz? 'Which do you prefer between output guidance and input guidance in learning?'
 - ① Çıktı yönlendirme(konuşma,yazma) ' Output guidance (speaking, writing)'
 - ② Karışık 'mixed' ③ Girdi yönlendirme (okuma,dinleme) 'Input guidance(reading, listening)'
7. Dilbilgisi ifadelerinden en zor hangisi? 'Which of the grammatical expressions is the most difficult?'
 - ① 을수록 ② 는대로 ③ 기도 하고 기도 하다 ④ 아/어하다 ⑤ 을 텐데 ⑥ 더군요
8. Bunlardan hangisi daha zor? 'Which of these is more difficult?'
 - ① 을 텐데/을 테니까 ② 더군요/왔더군요
9. Her dilbilgisi ifadelerinin zorluk seviyesine göre tek bir cevap işaretleyiniz. ' Mark only one answer for each grammatical expression according to its difficulty level.'

** Her Dilbilgisi ifadeleri için sadece 1 cevap işaretleyiniz. İki tane yapmayınız. 'Mark only 1 answer for each grammatical expression. Do not make two.'

	En zor 'The most difficult'	2.zor '2. difficult'	3.zor '3. difficult'	4.zor '4. difficult'	5.zor '5. difficult'	En kolay 'The easiest'
일수록 'As you do more, you get more'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
는대로 'just as/ as soon as'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
기도 하고 기도 하다'and - too'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
아/어 하다 'appears to'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
을 텐데/을 테니까 'suppose,will'/ 'would,suppose'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
더군요/있더군요 'I directly saw that'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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