

THE ROLE OF CONTRASTIVE ANALYSIS IN TEACHING TURKISH AS A FOREIGN LANGUAGE IN THE CONTEXT OF POST-METHOD PEDAGOGY

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Abstract. Language learning is becoming increasingly important in the current field of Intercultural communication. As a result, educators and experts face challenges in deciding which teaching methods to use when teaching a second foreign language. To address this issue, it is crucial to conduct new researches from theory to practice or from practice to theory, based on the fundamental principles of the post-method pedagogy, the learning environment, learners' needs, and teacher's professional competencies. Contrastive analysis is a method that provides instruction based on the nature of the language while also addressing the needs of students in solving problems encountered by Kazakh learners when studying Turkish as a foreign language. At this stage, the aim of this study is to determine the significance of contrastive analysis within the post-method framework. The research is based on a qualitative research design. Additionally, a semi-structured interview form was used to achieve the study's objective. The interviews involved 15 students learning Turkish as a foreign language at the Faculty of Philology, Abai KazNPU. Data analysis was conducted using content analysis based on the "code-category-theme" approach with the MaxQDA 24.4.0 program. The findings revealed that the method supports post-method strategies such as minimizing perceptual mismatches, enhancing language awareness, activating intuitive heuristics, integrating language skills, supporting learner autonomy, and raising cultural awareness, thereby making the learning process effective, simple, and suited to learners' needs. These results are expected to be valuable for both theorists and practitioners in foreign language education during curriculum development.

Key words: contrastive analysis, post-method pedagogy, post-method strategies, foreign language education, teaching Turkish language, content analysis, students' opinions, effective learning

Introduction

In the current information age, globalization has led countries to come together and integrate on political, socioeconomic, and technological levels. Learning foreign languages has become increasingly important for improving international communication. The focus on teaching Turkish as a foreign language has gained significance, especially as adapting to new information and communication technologies (ICT), understanding different cultures, and fostering personal growth are some of the key motivations for learning a foreign language in today's rapidly evolving world [1].

The post-method era in language pedagogy represents a shift in how language teaching is approached and the teacher's role, particularly in the context of teaching languages like Turkish. The post-method condition is generally built on three key pedagogic parameters: *particularity*, *practicality*, and *possibility*. These parameters are focused to ensure that language instruction is tailored to a specific group of learners,

taking into account their linguistic and sociocultural characteristics, and that the teaching methods align with both the theory-practice relationship and the learner's identity [2]. In this context, when teaching Turkish as a foreign language, especially to Kazakh learners, employing contrastive analysis based on similarities and differences between languages is crucial for addressing these three pedagogic parameters.

Consequently, this study *aims* to evaluate the significance of the contrastive analysis method (CA) in teaching Turkish as a foreign language within the framework of the post-method condition.

Today, the Turkish language is taught in a variety of curricula at both domestic and international institutions. Turkish is widely taught in numerous universities, including Ahmet Yassawi University, Abai University, etc. under departments such as foreign language, second foreign language, Turkology and Philology. If this situation is handled successfully in political, economic, intellectual, and cultural domains, it is believed that Turkish will become the common language of communication in the Turkic world [3, p.50]. Taking all of this into account, Turkish language instruction for Kazakh learners requires comparing linguistic and cultural aspects. Studies on Kazakh students Durmuş & Kılınç [4], Kumsar & Kaplankıran, [5], and Şimşek [6] found that they made mistakes in linguistic structures such as phonetics, morphology, vocabulary, and syntax while learning Turkish, influenced by the mother tongue and previous languages. Kumsar and Kaplankıran [5, p.85] identified the following mistakes produced by Kazakh students when learning Turkish: alphabet-related, false friends, spelling order, pronunciation, suffix use, and sentence building. As a result of these findings, Kazakh students' Turkish linguistic proficiency falls short of expectations, owing mostly to interlingual linguistic traits. These findings are consistent with several academics' observations that pupils learning a foreign language at the basic level tend to use their mother tongue/first language [7]. In light of these considerations, researchers Açık [8], Durmuş & Kılınç [4], and Kurt [9] suggest that teaching Turkish to Turkic learners should be examined separately, taking into account linguistic and cultural similarities and differences. In this case, the contrastive analysis (CA) is considered important.

Contrastive analysis (CA), which comes from the nature of behaviorist learning theory, is a widely used method in fields such as Turkology, linguistics, second language acquisition, and foreign language education. According to Gass and Selinker [7], the CA involves identifying the similarities and differences between the mother tongue and the second language in second/foreign language teaching. It also encompasses the development of an education that addresses differences that may cause learning difficulties. Recent studies by Byrd [10], Kissová [11], and Quarto [12] on the effect of the CA in second/foreign language teaching have found that it is effective in teaching grammatical structures and vocabulary in the target language, as well as understanding the social distance between languages. This benefit may be especially evident in languages and dialects from the same language family [13]. As a result, while teaching Turkish as a foreign language, particularly at the basic level, using the CA that does not overlook Kazakh learners' native language will facilitate and accelerate the teaching-learning process.

When the CA is examined according to the conditions of post-method pedagogy, it can be said that it meets the demands of the relevant period. According to Kumaravadivelu [2], numerous factors influence the content and nature of language learning and teaching, including teacher cognition, student perception, social needs, local knowledge, cultural contexts, and institutional constraints. In the post-method condition, three main dimensions are of great importance: the particularity parameter refers to group and context sensitivity; the practicality parameter is the set of teachers' skills to theorize their practice or to apply what they have theorized; and the last possibility parameter is learners' identity construction by connecting with the socio-political consciousness they bring to the classroom environment [2]. Therefore, failing to address local demands and expectations within the context of post-method pedagogy, which prioritizes local and regional requirements and shapes language teaching appropriately, means neglecting learners' experiences. Based on the three dimensions indicated above Kumaravadivelu [2] developed large-scale strategies (*maximize learning opportunities, facilitate negotiated interaction, minimize perceptual mismatches, activate intuitive heuristics, foster language awareness, contextualize linguistic input, integrate language skills, promote learner autonomy, ensure social relevance, raise cultural consciousness*) that provide a general guide to foreign language and teaching. He states that teachers can use these strategies to create specific, situation-based, small-scale strategies to address needs [2, p.545]. In the strategies mentioned, it is emphasized that grammar should be made an integral part of the teaching process, eliminating the tendency not to teach grammar in foreign language teaching. At this point, it is seen that an attempt is made to equate the grammatical features of the language with its communicative features. Considering all these factors, the CA will provide a conducive environment for teaching Turkish as a foreign language, especially to Kazakh students. Given the similarities and differences between Kazakh and Turkish, it is believed that this method can be beneficial in resolving the issues experienced when teaching Turkish to Kazakh learners. Therefore, this study aims to reveal the significance of the CA based on large-scale strategies of post-method pedagogy in teaching Turkish as a foreign language. In addressing the research question "What is the impact of utilizing the CA in teaching Turkish on the academic performance of Kazakh students?" the study aims to provide insights into the following sub-questions:

1. What are Kazakh students' views on the effectiveness of CA in learning Turkish grammar?
2. What are Kazakh students' views on the effectiveness of CA in learning Turkish vocabulary?
3. What are the perceptions of Kazakh students regarding how the CA could enhance the learning process?
4. What are Kazakh students' views on utilizing the CA to improve their Turkish language skills?
5. How do Kazakh students approach the CA?
6. What are Kazakh students' views on the difference between utilizing the CA and other methods of teaching Turkish?

7. What are Kazakh students' views on utilizing the CA to teach Turkish linguacultural values?

8. How do Kazakh students evaluate their Turkish learning process using the CA?

This study, which seeks answers to these research questions, is significant in terms of applying the CA to teach Turkish as a foreign language, developing future materials, a curriculum in this context, and creating a course design and outline.

Materials and methods

Research Design

In this study, a basic qualitative research design was used to investigate the effect of the CA in teaching Turkish to Kazakh students from a qualitative perspective. According to Merriam [14], the researcher seeks to comprehend the meaning of a phenomenon observed by participants, as well as how people interpret their experiences, construct their world, and assign meaning to their experiences. Within this design scope, it is aimed to analyze the perspectives of Kazakh students using the CA method. Thus, the meanings that Kazakh students added to the method by teaching with the CA were revealed.

Participants

Purposive sampling was used to choose study participants for specific purposes. The study involved 15 students learning Turkish as a foreign language at the basic level at the Department of Oriental Philology and Translation, Institute of Philology, Abai Kazakh National Pedagogical University. Demographic information of the participants is given in Table 1.

Table 1- Demographic Information Of Participants

Demographic Information		f	%
Gender	Female	14	93,3
	Male	1	6,7
Age	18	3	20,0
	19	10	66,7
	20	2	13,3
	21	-	-
Education level	bachelor	15	100
Native language	Kazakh	15	100
	Russian	-	-
	Other languages	-	-

The table above shows that the majority of the participants are female students (93,3 %). The average age of the participants is 19 years (66,7%). All participants are at the undergraduate level and speak Kazakh as their native language (100%).

Data Tool and Its Reliability

The data for this study was collected using a semi-structured interview form. The semi-structured interview form utilized in the study was developed using the “standardized open-ended interview” approach. There are 8 questions in the semi-structured interview form. During the preparation of the interview form, 7 experts were

consulted. Six experts specialize in Turkish Language Education, while one focuses on Assessment and Evaluation. The interviews were conducted with 15 students who were learning Turkish as a foreign language at the basic level in the above-mentioned university and department. To ensure the reliability of the interview form, 7 experts were consulted. The reliability of the interview items was calculated utilizing Miles and Huberman's reliability formula. Table 2 shows the reliability rates for the semi-structured interview form that was utilized as a data collection tool in this study.

Table 2 - Semi-Structured Interview Form Item Reliability Rates

ems	It	E x.1	E x. 2	E x. 3	E x. 4	E x. 5	E x. 6	E x. 7	Relia bility
em 1	It	+	+	-	+	+	-	+	71,42
em 2	It	+	+	+	+	+	-	+	85,71
em 3	It	+	+	+	+	+	+	+	100
em 4	It	+	+	-	+	+	-	+	71,42
em 5	It	+	+	-	+	+	+	+	85,71
em 6	It	+	+	+	+	+	+	+	100
em 7	It	+	-	+	+	+	+	+	85,71
em 8	It	+	+	-	+	+	-	+	71,42
Total									83,92

In Table 2 above, the reliability of the form items was found to be 83,92%. Reliability calculations of 70% and above indicate that the research is reliable [15]. Accordingly, the form items were evaluated as “*reliable*”.

Qualitative Data Analysis

The research process consists of stages such as pre-experiment, experimental procedure and post-experiment. In the pre-experiment phase of the research, before determining the appropriate environment, achievements, course subject, and content, the basic grammatical structures of Turkish and Kazakh were compared from an educational perspective using the CA. After analyzing the grammatical structures of Turkish and Kazakh and their corresponding difficulty levels, the study environment, achievements, subject, and course content were evaluated. Then, learning activities were created in line with the learning outcomes and teaching principles/strategies determined in the development phase based on the CA. Then, the experimental procedure was started. The experimental procedure was carried out once a week for 15 weeks. The interview technique was used with 15 students from the experimental group to gather the views of Kazakh students on the CA.

The qualitative data analyses of the research were first subjected to “*content analysis*” and then analyzed in terms of “*code, category*” and “*theme*”. In this study, firstly the data were coded and then the themes were determined. The codes were

grouped under different categories/themes according to their relevance. Then, all the data were examined and the appropriateness of the classification was checked. Tables and figures were created to increase clarity in the presentation of the findings. All steps of data analysis were carried out using the MaxQDA 24.4.0 program. The code system of the qualitative data collected from 15 students in the relevant program is shown in the Figure 1 below.

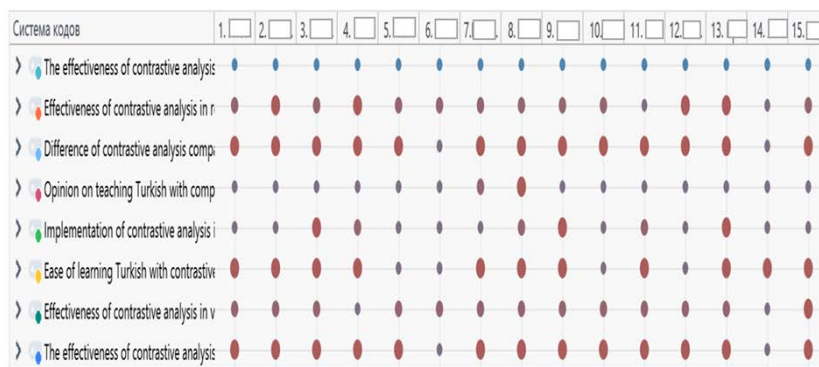


Figure 1 - Code System of Fifteen Students in MaxQDA Program

In presenting the analyses, statements from participants that could serve as examples of codes were presented as direct quotes. Since the participants in the data analysis were students, they were described as “S” and their sequence numbers were given as “S1, S2, S3, S4, S5...S9, S10, S13, S14, S15”.

Results and discussion

Findings for sub-question 1: “What are Kazakh students' views on the effectiveness of CA in learning Turkish grammar?”

To determine the general role of the CA in teaching Turkish as a foreign language, Kazakh students were interviewed after the experiment. At this point, the first question in the form, “Do you think that the CA is effective in learning Turkish grammar structures?” considered Kazakh students' opinions. 15 students responded to the interview question: 10 students (66,7%) stated that the CA was effective; 3 students (20,0%) stated that it was ineffective; and 2 students (13,3%) were undecided. Detailed information and code frequencies regarding these opinions are presented in the hierarchical model in Figure 2.

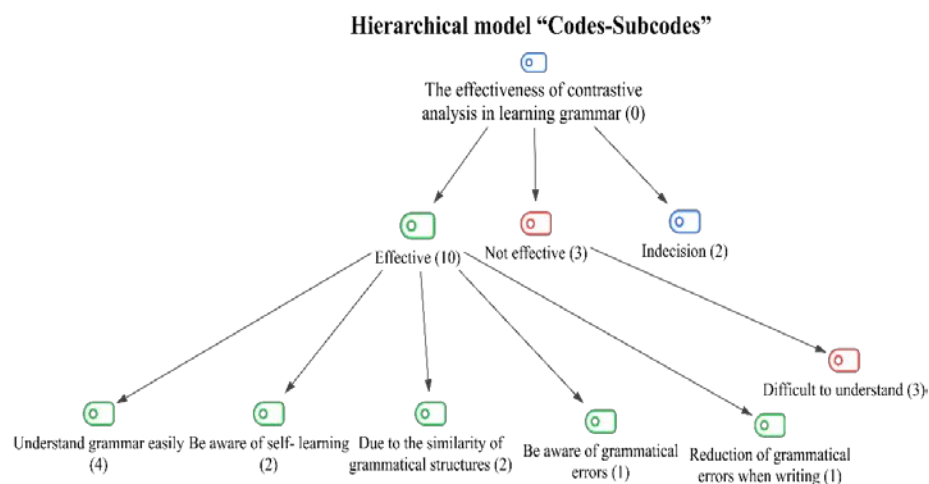


Figure 2 - Hierarchical Model “Codes-Subcodes” Related to Sub-Question 1

As seen in Figure 2, in the theme “*The effectiveness of CA in learning grammar*”, there are 5 subcodes under the code “*effective*”, 1 subcode under the code “*ineffective*”, and no code under the code “*indecision*”. Detailed information on the frequencies and percentages of the relevant codes and subcodes is presented in Table 3 below.

Table 3 - Frequencies and Percentages of Codes in Sub-Question 1

No	Code and Subcodes	f	%
1	<i>Effective</i>	10	66,7
1.1	Understand grammar easily	4	26,7
1.2.	Be aware of self-learning	2	13,3
1.3	Due to the similarity of grammar structures	2	13,3
1.4.	Be aware of grammatical errors	1	6,7
1.5.	Reduction of grammatical errors when writing	1	6,7
2	<i>Ineffective</i>	3	20,0
2.1.	Difficult to understand	3	20,0
3	<i>Indecision</i>	2	13,3
<i>Total</i>		15	100,0

As seen in Table 3, Kazakh students mentioned that the CA was effective in learning Turkish grammar and that this effect was especially evident in the easy perception of grammatical structures (26,7%). Other Kazakh students stated that the effectiveness of the CA was due to the similarities between languages (13,3%) and the increase in their learning awareness (13,3%). The other student emphasized the effectiveness of the relevant method in making students aware of grammatical errors (6,7%), especially in reducing errors in writing (6,7%). Examples of student statements, S2: “*I think it was effective because the grammar structures were easily understood*”/ S4: “*Effective because I became aware of grammatical errors while writing*”. There were also Kazakh students who mentioned that the CA was ineffective because they found it difficult to understand Turkish grammatical structures (20,0%). However, as seen from the findings to sub-question 1, the CA was found to be effective in learning Turkish grammatical structures. When these findings are associated with the strategies of the post-method pedagogy [2], it is seen that the findings support

strategies such as minimizing potential sources of perceptual mismatches such as linguistic, strategic, evaluative, procedural, and instructional, fostering language awareness, and maximizing learning opportunities.

Findings for sub-question 2: “What are Kazakh students' views on the effectiveness of CA in learning Turkish vocabulary?”

To seek answers to the second sub-question, Kazakh students were asked to answer the second question “Do you think the CA is effective in learning Turkish vocabulary?” in the form. Of the 15 students who participated in the interview, 10 students (66,7%) stated that the CA was effective, 3 students (20,0%) mentioned that it was ineffective, and 2 students (13,3%) were undecided. Therefore, 3 basic codes such as “Effective”, “Ineffective” and “Indecision” were created for the “The effectiveness of CA in learning Turkish vocabulary” theme. The code and subcode system obtained from the students' data regarding the second sub-question is given in Figure 3 below.

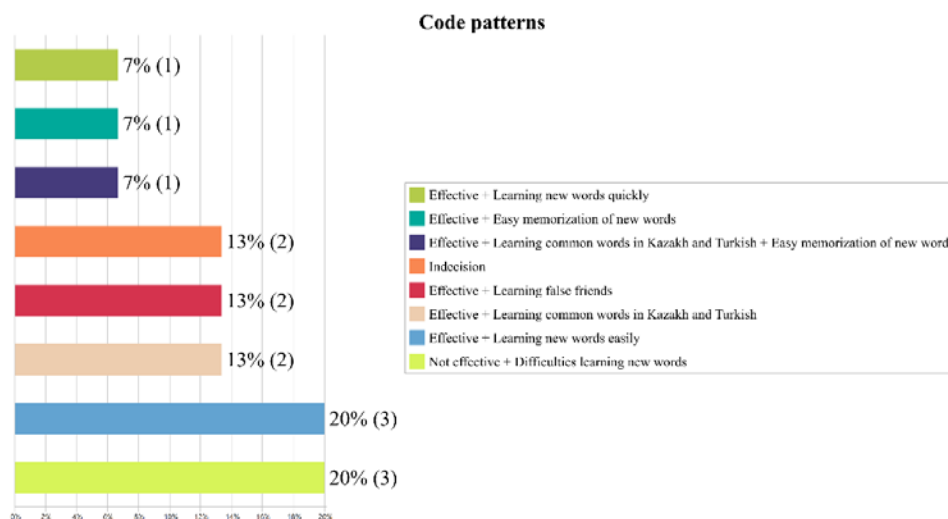


Figure 3 - Code Patterns and Percentage Related to Sub-Question 2

As seen in Figure 3 above, 10 out of 15 students, found the CA was effective in learning new words: 3 students (20%) found that the CA was effective in learning new words easily; 2 students (13%) in learning common words in Kazakh and Turkish; 2 students (13%) in learning false friends; 1 student (7%) in learning common words between languages and easily remembering new words; and 1 student (7%) in easily remembering new words and 1 student (7%) in learning new words quickly. Examples of student statements, S8: “It was effective for me because I remembered similar and different words more easily”. / “Due to this method, I learned that there are many common words related to relatives and fruits”. Then, 3 students (20%) stated that the CA was not effective because it was difficult to learn new words. 2 students (13%) stated that they were undecided about this question. For instance, S5: “I didn't find it effective because it confused me”. / S14: “I don't know, because it was very easy to remember similar words between the two languages. But it takes practice to remember different words”. Based on these findings, it was seen that the CA was generally effective in learning Turkish words and this effect was due to the easy remembering, perception of new words, and similarities between languages. Based on this, it can be

concluded that the CA is beneficial in supporting post-method strategies such as minimizing perceptual mismatches (cognitive, linguistic, strategic, evaluative, procedural, and instructional), contextualizing linguistic input, and fostering language awareness. In addition, the findings obtained from the first and second sub-questions support the relevant research Byrd [10], Kissová [11], and Quarto [12] results.

Findings for sub-question 3: “What are the perceptions of Kazakh students regarding how the CA could enhance the learning process?”

To find an answer to this sub-question, the students' opinions regarding the question “Do you think that you learned Turkish easily with the CA method?” were examined in the form. During the data analysis process, 3 basic codes emerged regarding the “Ease of learning Turkish with CA” theme: “Easy to learn Turkish”, “Difficult to learn Turkish with CA” and “Indecision”. 9 out of 15 students (60,0 %) found learning Turkish with this method easy; 2 students (13,3 %) found it difficult, and 4 students (26,7 %) were undecided. The code and subcode system for these opinions is presented in Figure 4 below.

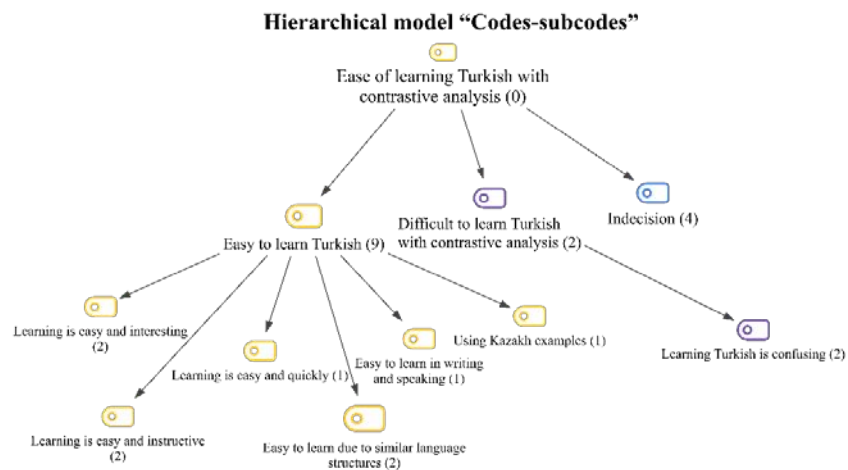


Figure 4 - Hierarchical Model “Codes-Subcodes” Related to Sub-Question 3

When reviewing Figure 4, 6 subcodes emerged for the “Easy to learn Turkish” code. One subcode for the “Difficult to learn Turkish with the CA” was identified, but no subcode was found for the unstable code. The frequency values of the Kazakh students' views on this sub-question, based on the code and sub-code system obtained, are presented in Table 4 below.

Table 4 - Frequencies and Percentages of Codes in Sub-Question 3

No	Codes and Subcodes	f	%
1	<i>Easy to learn Turkish</i>	9	60,0
1.1.	Learning is easy and interesting	2	13,3
1.2.	Learning is easy and instructive	2	13,3
1.3.	Easy to learn due to similar language structures	2	13,3
1.4.	Learning is easy and quickly	1	6,7

1.5.	Easy to learn in writing and speaking	1	6,7
1.6.	Easy due to the usage of Kazakh examples	1	6,7
2	<i>Difficult to learn Turkish with CA</i>	2	13,3
2.1.	Learning Turkish is confusing	2	13,3
3	<i>Indecision</i>	4	26,7
<i>Total</i>		15	100,0

The findings in Table 4 show that, with the CA regarding the code “*Easy to learn Turkish*”, the responses were as follows: 2 students (13,3%) found learning Turkish to be easy and interesting; 2 students (13,3%) found it easy and instructive; 2 students (13,3%) mentioned that it was easy because of the similarities between the languages; 1 student (6,7%) found learning Turkish to be easy and quick; 1 student (6,7%) found that it easy in speaking and writing; 1 student (6,7%) stated that it was easy because examples from Kazakh were given. For example, *S1*: “*Yes, I think teaching by comparing Kazakh and Turkish is easy and instructive*”. Since learning Turkish with the CA was complicated, 2 students (13,3%) responded that learning Turkish was difficult and 4 students (26,7%) were undecided on this question. For example, *S12*: “*It is difficult for me to answer because I cannot understand some topics*”. The obtained findings indicate that the CA supports various post-method strategies, including minimizing perceptual differences, promoting language awareness, and engaging intuitive heuristics through modifications in form and meaning.

Findings for sub-question 4: “What are Kazakh students' views on utilizing the CA to improve their Turkish language skills?”

The question “*Should the CA be used in teaching reading, listening, speaking, writing, and vocabulary?*” was added to the interview form to elicit responses to the applicable sub-question. The answers provided by the students to this question were analyzed. As a result of the analysis, 6 basic codes emerged under the theme “*CA integration into language skills*”. The code system, frequencies, and percentages determined from the students' opinions are presented in Figure 5 below.

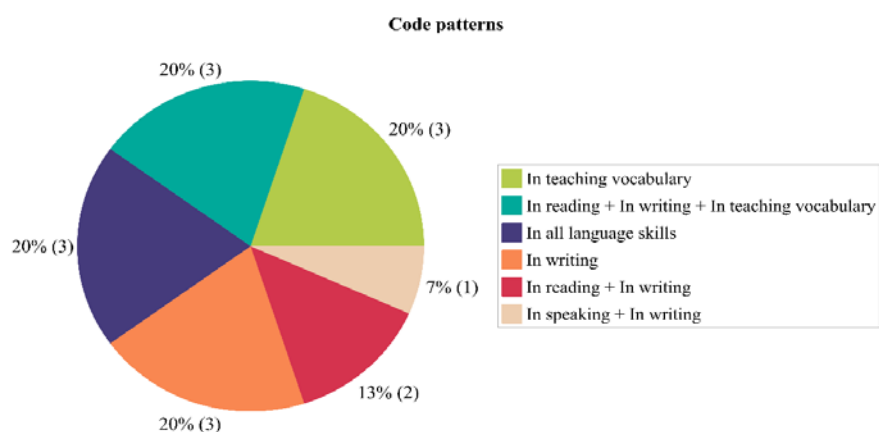


Figure 5 - Code Patterns and Percentage Related to Sub-Question 4

As can be seen from the above findings, most of the students stated that the CA could be used in writing (20%); in all language skills (20%); in reading, writing, and vocabulary teaching (20%), and only vocabulary teaching (20%). For instance, *S2*:

“This method can be used in writing because it helped me to be aware of grammatical errors”/ S11: “I think this method is useful in teaching speaking and writing skills because we've learned Turkish case suffixes, past tense suffixes, and words correctly in writing and speaking”. 2 students (13%) out of 15 stated that the relevant method could be used in both reading and writing skills, and 1 student (7%) mentioned that it could be used in speaking and writing skills. The results indicate that CA can be utilized to enhance post-method strategies, such as integrating language skills and fostering learner autonomy.

Findings for sub-question 5: “How do Kazakh students approach the CA?”

Students' opinions on the question “What did you think about learning Turkish through the CA?” were analyzed to answer the relevant sub-question. When the students' responses to this question were examined, two basic codes emerged under the theme “Opinion on learning Turkish with CA”: “Positive opinions” and “Negative opinions”. The subcodes and frequency rates of the relevant opinions are presented in Figure 6 below.

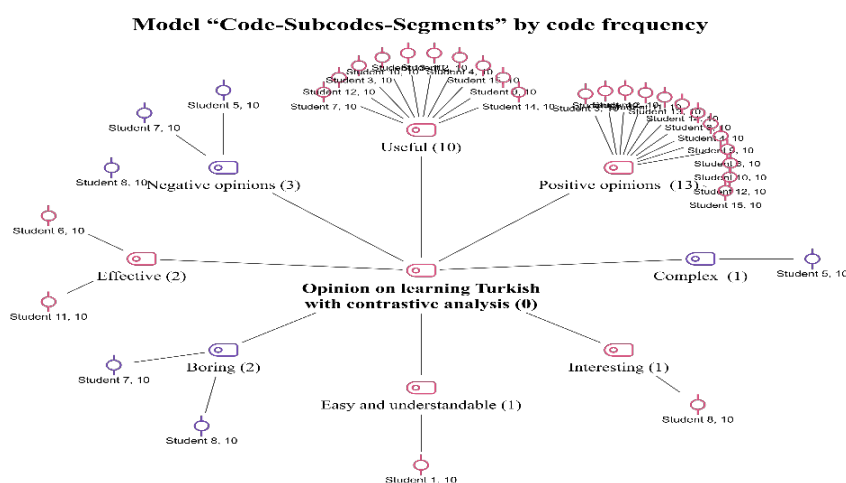


Figure 6 - Code-Subcodes-Segments by Frequency Related to Sub-Question 5

As seen in Figure 6 above, two sub-codes were created for the “Negative opinions” code: “Boring” and “Difficult”. In general, 3 students (20%) out of 15 expressed a negative opinion about the relevant method. The subcodes with frequencies such as “Interesting” (1), “Effective” (2), “Useful”(10), and “Easy and Understandable”(1) were created for the “Positive opinions” code. In general, codes related to “Positive opinions” constitute 80%. In addition, Figure 6 above also shows the frequencies for each code and subcode. Examples of students' positive and negative opinions are as follows: S12: “I think it is a useful method”./ S7: “I think it's a bit of a boring method”. Therefore, based on these findings, it is seen that Kazakh students have predominantly positive views on the CA. In addition, when these findings are associated with post-method strategies, it can be said that they support strategies such as minimizing perceptual mismatches in terms of attitudinal sources. Because, as is well known, the student’s attitude towards the language being studied and its nature play a decisive role in obtaining language input. The lower the anxiety level of students in foreign language learning, the more comprehensible input is provided healthily.

Findings for sub-question 6: “What are Kazakh students’ views on the difference between utilizing the CA and other methods of teaching Turkish?”

To examine the responses of Kazakh students to this sub-question, the question “*Is the CA different from other language teaching methods?*” in the interview form was first directed to the students. After examining the responses received from the students, basic codes and subcodes were determined under the theme “*Difference of CA compared to other methods*” and frequency rates were given. The analysis results of the data obtained from the relevant opinions are presented in Figure 7 below.

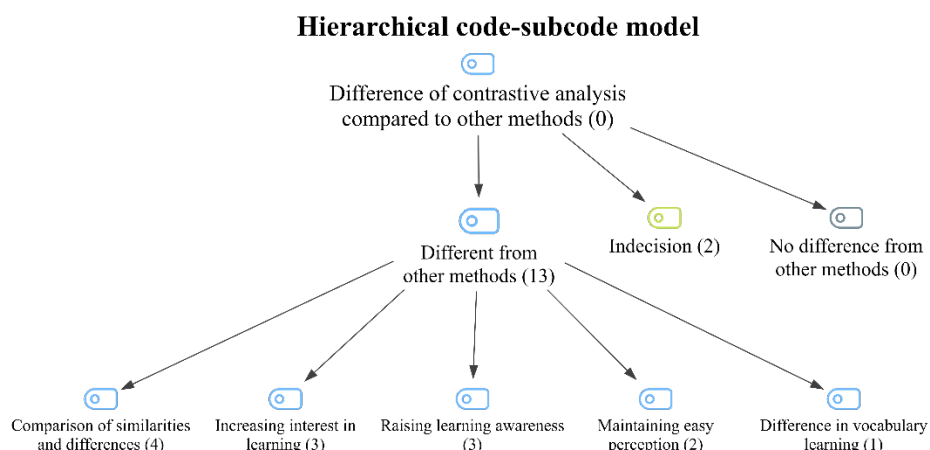


Figure 7 - Hierarchical Model “Codes-Subcodes” Related to Sub-Question 6

As seen in the model above, 3 basic codes were determined based on the student's responses: “*Different from other methods*”, “*Indecision*”, and “*No difference from other methods*”. No opinion was determined regarding the code “*No difference from other methods*” from the 15 students who participated in the interview. 13 students (86,7%) indicated that the CA was distinct from other methods. Accordingly, 5 subcodes were determined for this code with frequencies: “*Comparison of similarities and differences*” (4), “*Increasing interest in learning*” (3), “*Raising learning awareness*” (3), “*Maintaining easy perception*” (2), “*Difference in vocabulary learning*” (1). When the appropriate subcodes were reviewed, it was indicated that this method was varied from others in terms of analyzing similarities and differences between languages, increasing interest in learning, enhancing learning awareness, ease of perception, and vocabulary acquisition. Some examples of students' opinions on these subcodes are as follows: *S12: “Of course, there is a difference. I felt this while learning different Turkish words and grammar structures. I started to be aware of my own mistakes”*. / *S4: “There is a difference. This difference was in the easy perception. Due to this method, I learned Turkish easily”*. There were 2 students (13,3%) out of 15 who were undecided on this question. A student example of this code is as follows: *S14: “I don’t know exactly, but the teacher was explaining Turkish by comparing Kazakh and Turkish”*. Based on these findings, it is seen that post-method strategies such as activating intuitive heuristics, fostering language awareness, and promoting learner autonomy are aligned with the relevant method during the instruction.

Findings for sub-question 7: “What are Kazakh students' views on utilizing the CA to teach Turkish linguacultural values?”

Since teaching culture and cultural values is an integral part of foreign language education, the question “*Was the CA effective in the development of values regarding Turkish language and culture?*” was asked of the students in the interview. The code and subcode system, frequency rates, and percentages obtained for these opinions are given in Table 5 below.

Table 5 - Frequencies and Percentages of Codes in Sub-Question 7

No	Codes and Subcodes	f	%
1	<i>Effective</i>	13	86,8
1.1.	Increasing interest in Turkish language and culture	4	26,7
1.2.	Recognizing common linguistic structures	4	26,7
1.3.	Recognizing common cultural values	3	20,0
1.4.	Recognizing similarities and differences of cultures	1	6,7
1.5.	Recognizing similarities and differences of languages	1	6,7
2	<i>Hard to answer</i>	2	13,2
<i>Total</i>		15	100,0

As can be seen from Table 5 above, the CA was effective in developing both linguistic and cultural values towards Turkish language and culture. When the students' responses were examined, 1 basic code associated with 5 subcodes and 1 code without subcodes were identified under the theme “*The Effectiveness of CA in the development of linguistic and cultural values*”. When the subcodes related to the “*Effective*” code (86, 8%) were examined, it was determined that the CA increased students' interest in Turkish language and culture (26,7%); was useful in recognizing common linguistic structures in Turkish (26,7%); in recognizing common cultural values (20,0%); in recognizing cultural similarities and differences between Kazakh and Turkish languages (6,7%) and in recognizing similarities and differences between related languages (6,7%). Some examples of students' opinions on these subcodes are as follows: S7: “*Due to this method, my interest in Turkish culture and Turkish language increased even more*”. / S4: “*This method was useful for me to learn the language structures and culture common to Turkish and Kazakh*”. 2 students (13,2%) stated that they had difficulty answering this question. For instance, S11: “*It's difficult for me to answer this question. I can't answer*”. / S14: “*It seems difficult for me to answer this question. I can't explain it exactly, so I don't know*”. As can be seen from the data obtained, it can be said that the CA is effective in developing the interlingual and intralingual linguistic and cultural awareness of Kazakh students. Based on this, it can be said that the CA supports post-method strategies such as activating intuitive heuristics, fostering language awareness, promoting learner autonomy, and raising cultural consciousness.

Findings for sub-question 8: “How do Kazakh students evaluate their Turkish learning process using the CA?”

Kazakh students were asked to answer the question “*In what respect (easy/medium/difficult) do you think the CA affected your Turkish learning process?*”

to determine the general evaluation results regarding the CA. The code system and frequency rates obtained from the students' opinions are presented in Figure 8 below.

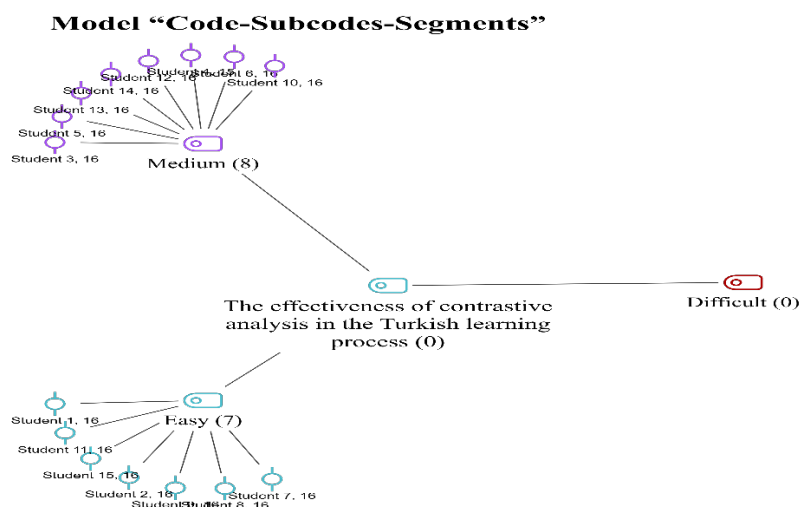


Figure 8 - Code-Subcodes-Segments by Frequency Related to Sub-Question 8

As seen in Figure 8 above, 3 basic codes were created for the theme of “*The effectiveness of CA in the Turkish learning process*”. These codes are as follows according to their frequency levels: “*Medium*” (8), “*Easy*” (7), and “*Difficult*” (0). There are 8 students (53,3%) who found the CA effective at a moderate level; and 7 students (46,7%) who found it at an easy level. No student stated the relevant method at a difficult level. Some examples of students' statements regarding these subcodes are as follows: *S11*: “*It was easy for me. Learning Turkish was easy due to similar suffixes and words.*” / *S14*: “*This method had a moderate effect on my Turkish learning process*”. Based on this, Kazakh students consider the CA as a useful method at the intermediate and easy level. In this case, the CA ensures that post-method strategies such as maximizing learning opportunities, minimizing perceptual mismatches, and contextualizing linguistic input are supported in the learning process. Furthermore, these findings are consistent with the findings of the present study by Sunderman & Kroll [13].

Conclusion

The post-method pedagogy, which advocates the superiority of context in the foreign language learning process, is a situation that attempts to solve the problem of the gap between theory and practice while also creating new roles for stakeholders, particularly by revealing teachers' potential to create methods. The condition of post-method pedagogy, is a paradigm shift that allows teachers to think freely, creatively, and reflectively in combining methods or concepts to create the most effective combination that fits the context of teaching and learning. However, to realize this, it is necessary to consider large-scale strategies that serve as the basis for the three-dimensional framework, such as the parameters of particularity, practicality, and possibility. When all of these factors are considered in the context of teaching Turkish as a foreign language, the CA arises as a suggestion for Kazakh students' needs and the challenges they encounter.

The CA allows the creation of an education based on difficulty hierarchy levels, taking into account the similarities and differences between languages. All findings from the analysis of qualitative data in this study indicate that the relevant method is essential in supporting large-scale strategies. As it can be understood from the findings, the CA provides strategies such as minimizing perceptual mismatches in linguistic, cognitive, strategic, evaluative, procedural, instructional, and attitudinal domains. In addition, the CA supports modifications of input in terms of form and meaning, which greatly facilitates their perception and develops awareness of self-learning and language. In other words, the CA has been shown to have a positive impact on creating learning opportunities for learners. It helps unlock their learning potential, enhances their awareness of both interlingual and intralingual aspects, and accelerates the pace of learning. Furthermore, it entails teaching learners how to learn, providing them with the metacognitive, cognitive, social, and affective strategies required to self-direct their learning, raising their awareness about target language learning, and making the strategies explicit and systematic so that they can be used to enhance the language learning abilities of other learners.

Finally, the findings will contribute significantly to the development of new programs and textbooks for teaching Turkish as a foreign language, as well as the formulation of new theoretical applications not just in the field of Turkish education, but in all foreign language education. Furthermore, it is believed that conducting more research on the subject and presenting concrete examples of the roles expected from teachers and learners will shed light on all stakeholders in the language learning process, making the CA more understandable in light of the post-method condition.

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ПОСТ-ӘДІСТЕМЕЛІК ПЕДАГОГИКА ЖАҒДАЙЫНДА ШЕТЕЛ ТІЛІ РЕТІНДЕ ТҮРІК ТІЛІН ОҚЫТУДА САЛЫСТЫРМАЛЫ ТАЛДАУДЫҢ РӨЛІ

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Аңдатпа. Қазіргі таңда мәдениетаралық коммуникация кеңістігінде тілдерді үйрену күн өткен сайын маңызды болу үстінде. Нәтижесінде, оқытушылар мен сарапшылар екінші шетел тілін оқыту кезінде қандай оқыту әдістерін қолдану керектігін шешуде қиындықтарға тап болуда. Бұл мәселені шешу үшін әдістемеден кейінгі педагогиканың іргелі ұстанымдарына, оқу ортасына, оқушылардың қажеттіліктеріне және мұғалімнің кәсіби құзыреттіліктеріне негізделген теориядан тәжірибеге немесе тәжірибеден теорияға сәйкес жаңа зерттеулер жүргізу өте маңызды. Салыстырмалы талдау – қазақ тілді үйренушілер түрік тілін шетел тілі ретінде үйрену кезінде кездесетін мәселелерді шешуде білім алушылардың қажеттіліктерін қанағаттандырумен бірге тілдің табиғатына негізделген оқытуды қамтамасыз ететін әдіс. Осы орайда, бұл зерттеудің мақсаты — әдістемеден кейінгі шеңберге сәйкес салыстырмалы талдаудың маңыздылығын анықтау болып табылады. Зерттеу сапалы зерттеу әдісіне негізделген. Зерттеу мақсатына жету үшін жартылай құрылымдық сұхбат нысаны пайдаланылды. Сұхбатқа Абай атындағы ҚазҰПУ-дың Филология факультетінде түрік тілін шетел тілі ретінде оқып жатқан 15 студент қатысты. Деректерді талдау MaxQDA 24.4.0 бағдарламасымен “код-санат-тақырып” тәсіліне негізделген контент талдау арқылы жүргізілді. Нәтижелер бұл әдістің тілді қабылдаудағы қиындықтарды азайту, тілдік сананы арттыру, интуитивті эвристиканы белсендіру, тілдік дағдыларды біріктіру, білім алушының дербестігін қолдау, мәдени сананы арттыру сияқты әдістемеден кейінгі педагогиканың стратегиялардың қолдайтынын, осылайша оқу үрдісін білім алушылардың қажеттіліктеріне сәйкес тиімді, қарапайым және қолайлы ететіндігін көрсетті. Бұл нәтижелер оқу бағдарламасын әзірлеу кезінде шетел тілін оқытуда теоретиктер мен тәжірибешілерге пайдалы болады деп күтілуде.

Тірек сөздер: салыстырмалы талдау әдісі, әдістемеден кейінгі педагогика, әдістемеден кейінгі стратегиялар, шеттілдік білім беру, түрік тілін оқыту, контент талдау, білім алушылардың пікірі, тиімді оқыту

РОЛЬ КОНТРАСТИВНОГО АНАЛИЗА В ОБУЧЕНИИ ТУРЕЦКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ В КОНТЕКСТЕ ПЕДАГОГИКИ ПОСТ-МЕТОДА

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Аннотация. Обучение иностранным языкам становится все более важным в современном пространстве межкультурного общения. В результате, преподаватели и эксперты сталкиваются с трудностями при принятии решения о том, какие методы обучения использовать при преподавании второго иностранного языка. В решении этой проблемы, крайне важно проводить новые поиски от теории к практике или от практики к теории, основываясь на фундаментальных принципах состояния пост-метода, учебной среды, потребностей учащихся и профессиональных компетенций педагога. Контрастивный анализ – это метод, который обеспечивает обучение в соответствии с природой языка, не игнорируя при этом потребности учащихся в решении проблем, с которыми сталкиваются студенты казахской аудитории при изучении турецкого языка как иностранного. На данном этапе целью данного исследования является определение значимости контрастивного анализа в соответствии с пост методической структурой. Исследование основано на качественном исследовательском дизайне. Помимо этого, для достижения цели исследования использовалась форма полуструктурированного интервью. В интервью приняли участие 15 студентов, изучающих турецкий язык как иностранный на Филологическом факультете КазНПУ имени Абая. При анализе данных был проведен контент-анализ на основе «код-категория-тема» с использованием программы MaxQDA 24.4.0. Результаты исследования показали, что следующие подходы поддерживают постметодные стратегии, такие как минимизация перцептивных несоответствий, повышение языковой осведомленности, активация интуитивной эвристики, интеграция языковых навыков, поддержка автономии учащихся и повышение культурного сознания, делая процесс обучения эффективным, простым и соответствующим потребностям учащихся. Полученные результаты будут полезны для теоретиков и практиков в области иноязычного образования в процессе разработки учебных программ.

Ключевые слова: контрастивный анализ, постметодная педагогика, постметодные стратегии, иноязычное образования, преподавание турецкого языка, контент анализ, мнения студентов, эффективное обучение

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