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IMPROVING LEARNERS' WRITING SKILLS
AND LANGUAGE AWARENESS VIA CONTRASTIVE ANALYSIS

In foreign language instruction, the dynamics between educators and learners, along with linguistic and emotional factors, significantly influence the effective teaching of the target language. It is recognized that the linguistic variable, particularly the native language, influences students' writing performances during the instruction of Turkish to Kazakh learners. It has been observed that Kazakh students typically exhibit mistakes in their written expressions that are rooted in their mother tongue. Contrastive analysis is a method that increases the acquisition of the target language by focusing on interlingual linguistic aspects and emerges as a solution to these issues. This study examined the impact of the contrastive analysis on Kazakh students' writing performance and the development of linguistic consciousness. A mixed method design combining quasi-experimental and focus group interview methods was used to achieve the study's goal. The research group consists of Kazakh A2-level students studying Turkish as a foreign language at Abai Kazakh National Pedagogical University. The quantitative design of the study involved 66 students, whereas the qualitative design included 20 students in the focus group. The writing component of the Turkish Proficiency Test and a semi-structured interview form were utilized to collect data. The study's findings were analyzed using SPSS 23 and the MaxQDA 24 programs. The study's findings demonstrated that the contrastive analysis improved students' writing performance, and the combined effect of group and measurement was significant. Furthermore, the related method enhanced students' language awareness, awareness of mistakes, ability to monitor the writing process, and knowledge of interlingual vocabulary and grammar. Additionally, students had positive attitudes regarding this method. These findings are essential for creating teaching materials using the right process and transforming the curriculum.

Keywords: Contrastive analysis method, writing skills, language awareness, teaching Turkish to Kazakh students, mother tongue.

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Салыстырмалы талдау арқылы білім алушылардың
жазылым дағдысы мен тілдік саналылығын дамыту

Шетел тілін оқытуда лингвистикалық және эмоционалдық факторлармен қатар оқытушылар мен білім алушылар арасындағы динамика оқытылатын тілді тиімді оқытуға айтарлықтай әсер етеді. Қазақ тілді білім алушыларға түрік тілін оқыту барысында тілдік ауыспалы, әсіресе ана тілі, білім алушылардың жазылым біліктілігіне әсер ететіні белгілі. Қазақ тілді білім алушылар жазбаша сөз тіркестерінде әдетте ана тілінен туындайтын қателіктерді жасайтындығы байқалады. Салыстырмалы талдау – тіларалық тілдік аспектілерге назар аудару арқылы оқытылатын тілді меңгеруге ықпал ететін және осы мәселелердің шешімі ретінде пайда болған әдіс. Бұл мақалада қазақ тілді студенттердің жазылым біліктілігі мен тілдік санасының дамуына салыстырмалы талдаудың әсері зерттелді. Зерттеу жұмысының мақсатына жету үшін квази-эксперименттік және фокус-топтық сұхбат әдістерін біріктіретін аралас әдіс дизайны қолданылды. Зерттеу тобын Абай атындағы Қазақ ұлттық педагогикалық университетінде түрік тілін екінші шетел тілі ретінде оқып жатқан А2 деңгейіндегі қазақ студенттері құрайды. Зерттеудің сандық әдісіне 66 студент, ал сапалық әдіс фокус-топқа 20 студент қатысты. Деректерді жинау үшін түрік тілін меңгеру тестінің жазылым бөлігі және жартылай құрылымдық сұхбат нысаны пайдаланылды.

Зерттеу нәтижелері SPSS 23 және MaxQDA 24 бағдарламалары арқылы талданды. Зерттеу нәтижелері салыстырмалы талдаудың студенттердің жазылым біліктілігін жақсартқанын және топ пен өлшеудің бірлескен әсері маңызды екенін көрсетті. Сонымен қатар, сәйкес әдіс студенттердің тілдік хабардарлығын, қателерді түсінуін, жазу үдерісі және тіларалық лексика мен грамматиканы білуін арттырды. Сонымен қатар, студенттердің бұл әдіске деген көзқарасы оң болды. Бұл тұжырымдар дұрыс үдерісті пайдаланып оқу материалдарын жасау және оқу жоспарын өзгерту үшін өте маңызды болып табылады.

Түйін сөздер: Салыстырмалы талдау әдісі, жазылым дағдысы, тілдік саналылық, қазақ студенттеріне түрік тілін оқыту, ана тілі.

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Совершенствование навыков письма и языковой осведомленности учащихся с помощью контрастивного анализа

В процессе обучения иностранному языку динамика общения между преподавателями и учащимися, а также лингвистические и эмоциональные факторы оказывают значительное влияние на эффективность преподавания языка. Признано, что лингвистическая переменная, в частности родной язык, влияет на письменную речь учащихся при обучении турецкому языку казахских учащихся. Было замечено, что казахские студенты обычно допускают ошибки в своих письменных высказываниях, корни которых уходят в родной язык. Контрастивный анализ – метод, способствующий овладению целевым языком путем сосредоточения внимания на межъязыковых лингвистических аспектах, является одним из решений этих проблем. В данном исследовании изучалось влияние контрастивного анализа на письменную речь казахских студентов и развитие языкового сознания. Для достижения цели исследования был использован смешанный метод, сочетающий квазиэкспериментальный метод и метод фокус-группового интервью. Исследовательская группа состоит из казахстанских студентов уровня А2, изучающих турецкий язык как второй иностранный в Казахском национальном педагогическом университете имени Абая. В количественном дизайне исследования приняли участие 66 студентов, а в качественном дизайне – 20 студентов в фокус-группе. Для сбора данных использовались письменный компонент теста на знание турецкого языка и полуструктурированная форма интервью. Результаты исследования были проанализированы с помощью программ SPSS 23 и MaxQDA 24. Результаты исследования показали, что контрастивный анализ повысил эффективность письменной работы студентов, а совместный эффект группы и измерения оказался значительным. Кроме того, метод контрастивного анализа повысил уровень языковой осведомленности студентов, осознание ошибок, способность контролировать процесс письма, а также знание межъязыковой лексики и грамматики. Кроме того, студенты положительно отнеслись к этому методу. Эти выводы важны для создания учебных материалов с использованием правильного процесса и преобразования учебной программы.

Ключевые слова: метод контрастивного анализа, письменный навык, языковая осведомленность, преподавание турецкого языка казахским студентам, родной язык.

Introduction

Today, there are various ways and methods for teaching foreign languages. Many approaches and techniques vary depending on the language's structural characteristics, the languages the learner has previously acquired, his attitude, the learning environment, and the teacher's professional competencies. When teaching Turkish as a foreign language, various factors must be considered regarding Kazakh learners. Kazakh and Turkish belong to the same language family, so it is critical to implement efficient teaching methods that evaluate the learner's needs. In particular, teaching methods considering linguistic and social distance exist between languages. Kazakh learners make positive and negative language transfers while learning Turkish, and these transfers cause some problems in the learning process (Kurt, 2018: 306). Aydoğmuş (2018b), Sakallı (2016), Şimşek (2023), and Ogur & Baştürk (2022) found that Kazakh students committed errors in Turkish, particularly in written expression, under the influence of the Kazakh language. According to Kumsar & Kaplankıran (2016), Kazakh students often make errors with the alphabet and suffixes when learning

Turkish, resulting in negative transfers in written sentences. As a consequence of these findings, it is clear that Kazakh students encounter grammatical difficulties, particularly in written expression, while studying Turkish. To address these issues, scholars Açık (2018), Temur (2017), Taştekin (2015), and Er (2016) recommend using several approaches to teach Turkish as a foreign language to Kazakh pupils. This is especially important for beginner learners (Sunderman & Kroll, 2006). Novice foreign language learners frequently depend on languages they have already acquired. At this stage, the contrastive analysis method (CA) is regarded as crucial.

The contrastive analysis (CA) is applied in the study of second language learning, foreign language instruction, and linguistics. Lado (1964: 2) pointed out that certain structures in a foreign language are easy to learn, whereas others are more challenging, highlighting the similarities and differences between languages. Differences when comparing native language and target language structures are specifically regarded as issues that may cause learning difficulties. Language similarities lead to faster learning, whereas differences prevent optimal language acquisition. Furthermore, the CA improves the acquisition of apperceived input besides comprehensible input. Recent studies (Khansir & Pakdel, 2019; Yıldız, 2016; Ulfayanti & Jelimum, 2018; and Byrd, 2017) found that the CA has a positive effect on students' understanding of target language structures, developing their linguistic awareness, and learning phonetics and morphology in foreign languages. This effect is especially significant for languages within the same language family. The CA will be useful in developing Turkish students' perceptions of both linguistic and social distance by gradually revealing the linguistic features between the source and target languages. When the gap between a native language and a target language is significant, learning the target language becomes more challenging (Ellis, 2015:136). Considering the idea that students have well-defined perceptions of similarities and differences between languages in the process of learning a foreign language (Ellis, 2015:140), it can be said that using the CA method while teaching Turkish to people of Turkic origin will affect students' perceptions of linguistic and social distance, thus increasing their writing skills and interlingual awareness.

Writing is a skill that encompasses both mechanical and cognitive processes, making it essential to acquire it thoroughly. Consequently, the effective development of writing skills is also a crucial aspect of teaching Turkish as a foreign language. Kazakh students often make interlingual errors in writing, so CA can help minimize these mistakes. The CA aims to effectively use positive and negative transfers resulting from similarities and differences that can be useful in minimizing interlingual errors in the teaching process. Accordingly, researchers Kurt (2018), Açık (2018), Durmuş & Kılınç (2021) suggest that this method will help reduce related errors and negative transfers when teaching Turkish to people of Turkish origin. It is believed that the CA can be effective in minimizing the mistakes made by students in written expression and in developing students' linguistic and cultural awareness (Durmuş & Kılınç, 2021).

Language awareness is defined as sensitivity to the structures, functions, and learning processes of the target language being learned (Carter, 2003). Language awareness includes knowledge about language, teaching, and learning in general (Garcia, 2009:385). In other words, language awareness means having explicit knowledge about the language being learned. Therefore, language awareness is a metacognitive skill. In this context, language awareness can be defined as students' knowledge about language and learning and their ability to monitor and evaluate their learning processes. Studies (Aydoğmuş, 2018b; Sakallı, 2016; Şimşek, 2023; Ogur & Baştürk, 2022) indicate that Kazakh students make mistakes due to the influence of their source language and underdeveloped language awareness. For example, different words in the potential vocabulary of students of Turkish origin cause errors in learning Turkish. Potential vocabulary consists of words that the learner will recognize even if he/she has not yet seen them in the target language (Gass & Selinker, 2008: 452). Such words can sometimes be false friends and cause students of Turkish origin to make semantic errors in the target language. For example, the verbs "kes-" and "soy-" are words in the potential vocabulary of Kazakh students. By learning Turkish with the CA, students can enhance their language awareness, vocabulary focus, and sensitivity to language structures. Also, CA supports the provision of apperceived input, which is a prerequisite for comprehensible input.

This study aims to examine the effect of the CA in teaching Turkish as a foreign language on the development of Kazakh students' writing skills and language awareness levels. For this purpose, the following research question was sought to be answered in the study: *"What is the effectiveness*

of the CA in developing the writing skills and language awareness of students at the A2 level?". The quantitative sub-questions of the study are as follows:

1. Is there a difference between the pre-test scores of the experimental group and the control group?

2. Is there a difference between the post-test scores of the experimental group and the control group?

The qualitative sub-questions of the study are as follows:

1. How effective was the CA in developing students' awareness of Turkish language structures?

2. What is the level of evaluation of students' Turkish writing skills using the CA?

3. What is the Turkish learning level of students using the CA?

4. What are the perspectives (positive/negative) on the use of the CA in learning Turkish at the A2 level?

No studies were found in the literature addressing the development of writing skills and linguistic awareness for specific audiences through CA in teaching Turkish as a foreign language. This study will be the first in our country to combine qualitative and quantitative features in both theoretical and experimental aspects of teaching Turkish as a foreign language. The study is also important in this respect.

Methodology

Research design

A mixed-method approach was employed to achieve the study's purpose. The method combines the collection and analysis of quantitative and qualitative data. An "embedded" design, a specific form of mixed-methods research, was utilized. The majority of studies utilizing embedded design are primarily quantitative, with qualitative methods utilized as secondary approaches (Yıldırım & Şimşek, 2013:356). The study is quantitative research-oriented and firstly *"Turkish Proficiency Exam (writing part)"* and secondly *"focus group interview form"* were utilized. The quantitative dimension of the research falls into the *"quasi-experimental design"* type, which is one of the *"experimental research"* types. One of the groups was designed as the experimental group, while the other was assigned as the control group. Measurements of the subjects were taken before experimenting. After the experiment was completed, the same measurements were taken again using the same tool to assess the dependent variable.

Participants

In the study, *"maximum variation sampling"*, one of the *"purposeful sampling"* methods was employed. The study includes 66 students who were learning Turkish at the A2 level in the faculty of Philology at Abai KazNPU. The experimental group included 33 participants, while the control group also had 33 participants. The experiment lasted for 15 weeks. Demographic information of the quantitative study group is given in Table 1 below.

Analysis of Table 1 shows similar gender distribution in both groups. It is seen that the participants in the study group are predominantly female students (97,0 %). Notably, the participants mostly had an undergraduate education (100%). It is seen that the mother tongue of most of the students is Kazakh (100%).

Table 1 – Demographic Information of the Quantitative Study Group

Groups	Variables	Experimental		Control	
		F	%	f	%
Number of the participants	Abai KazNPU	33	100,0	33	100,0
Gender	Male	1	3,0	1	3,0
	Female	32	97,0	32	97,0
Education	Bachelor	33	100,0	33	100,0
	Other	-	-	-	-
Knowledge of mother tongue	Kazakh	33	100,0	33	100,0
	Other	-	-	-	-

The qualitative data of our study were obtained from 20 students in the experimental group after the experimental process utilizing the focus group interview technique. The students in the focus group are consistent with the information in Table 1 above regarding other characteristics except the number of participants. Only the gender part is slightly different. The qualitative part of our study consists of 19 female students (97,0 %) and 1 male student (3,0 %).

Materials and Reliability

In this study, even though qualitative and quantitative data were collected together, they were analyzed separately. The study's quantitative data were obtained from the *"Turkish Proficiency Exam (writing)"* section prepared by Gazi TÖMER. The qualitative data of the research were collected through focus group interviews. The writing section consists of questions such as checking vocabulary, correcting mistakes in sentences in terms of vocabulary, completing dialogues with appropriate words, and completing pictures with appropriate expressions. Validity and reliability analyses of the exam questions were conducted by Gazi TÖMER. However, the reliability coefficient for the exam's

writing section was calculated based on the data obtained in the research's experimental process. KR-20 analysis was conducted using Microsoft Office Excel to determine the reliability coefficient of the relevant section of the exam. The KR-20 value of the writing section was calculated as 0.71. The reliability coefficient obtained with KR-20 must be 0.70 and above as the internal consistency coefficient. Therefore, it can be argued that the writing section of the Gazi TÖMER is reliable for this research.

A focus group interview form was prepared for the research. In general, the number of questions for a focus group interview should not exceed 5 (Yıldırım & Şimşek, 2013:356). In preparing the interview form, four questions were designed to gather qualitative data for the research. The perspectives of seven experts were considered, including six specialists in Turkish Language Education and one expert in Assessment and Evaluation. Focus group interviews were carried out with twenty university students who are learning Turkish as a foreign language at the basic level. The reliability of the interview items was evaluated, and Table 2 presents the reliability coefficients for the focus interview form utilized in this study.

Table 2 – Focus Group Interview Form and Item Reliability Rates

Items	Item 1	Item 2	Item 3	Item 4	Total
Ex.1	+	+	+	-	
Ex.2	-	+	-	+	
Ex.3	+	+	+	+	
Ex.4	+	+	+	+	
Ex.5	-	+	+	+	
Ex.6	+	+	-	+	
Ex.7	+	+	+	+	
Reliability coefficient	71,42	100	71,42	85,71	82,13

In Table 2, the reliability of the form items was calculated to be 82,13%. According to Miles and Huberman (1994), reliability scores of 70% and above indicate that the research is considered reliable. Therefore, the form items can be deemed *"reliable"*. Additionally, the "external reliability" of the form was ensured by providing information about the study before the interview.

Experimental Process

The experimental procedure was conducted at the Department of Oriental Philology and Translation, Institute of Philology, Abai KazNPU. The experimental procedure involved both experimental and control groups with basic language levels. The experimental procedure was conducted over approximately two weeks. The

experimental procedure contains three stages: pre-experimental, experimental, and post-experimental. The experimental and control group students' writing performance before the experimental procedure was measured utilizing statistical analysis. Students' written papers were evaluated based on criteria such as spelling, grammar, and vocabulary using the appropriate scale. The results showed that both groups of students had similar writing performance levels before the experiment. During the experimental phase, the experimental group was instructed to use the CA learning, while the control group received lessons through traditional methods. Throughout the experiment, students in the experimental group participated in learning activities designed using the CA. Their writing performance was assessed with a post-test after the experimental phase. The post-test results were then compared between the experimental and control groups. The qualitative data were obtained after the experiment with the students selected as the focus group. At this point, a focus group interview

form was applied to the students. The quantitative results of the experimental and control groups before and after the experimental procedure were analyzed using the SPSS Statistics program. The qualitative results were analyzed after the procedure using the MaxQDA 24.4.0 program.

Quantitative and Qualitative Data Analysis

In line with the aim determined in the study, quantitative data were obtained by using the "Turkish Proficiency Exam (writing)" before and after the experiment. The data obtained from the relevant tool was defined as the dependent variables. Missing data were initially controlled to lower the error rate. While examining the data set, it was identified that there was no missing data. The data were then checked for normal distribution. At this point, the data were examined in terms of kurtosis, skewness, and standard error rates. The Shapiro-Wilk test was utilized for this analysis. The findings of the pre-test and post-test data are presented in Table 3 below.

Table 3 – Normality Values of Quantitative Data

Dependent variable	N	X	SD	Shapiro-Wilk p
Experimental group pre-test	33	39,51	4,58	,214*
Control group pre-test	33	39,27	5,38	,147*
Experimental group post-test	33	52,12	5,99	,235*
Control group post-test	33	49,21	5,26	,083*

As shown in Table 3, the average score of the pre-test written exam was ($X_{exper.\ group}$ = 39,51) for the experimental group and ($X_{control}$ = 39,27) for the control group. The normality test analysis of the pre-test written performance scores for both groups indicated that the Shapiro-Wilk test yielded p-values of (,214) for the experimental group and (,147) for the control group. These results show that the data were normally distributed (p>0,05). In addition, since the Levene test p-value (,249) is p>0,05, it can be considered that the variances of the experimental and control groups are homogeneous. The mean score of the post-test written exam was ($X_{exper.\ group}$ = 52,12) for the experimental group and ($X_{control}$ = 49,21) for the control group. The Shapiro-Wilk test yielded a p-value of (,235) for the experimental group and (,083) for the control group, indicating that the data followed a normal distribution (p > 0,05). Since the Levene test p-value (,516) is greater than 0,05, it can

be concluded that the variances of the experimental and control groups are homogeneous.

For mixed measurements, the two-factor ANO-VA analysis requires that the covariances of the groups for the binary combinations of the measurement groups be equal. For this reason, the results of Box's M test for the groups' written performance in the pre-test and post-test were taken into account. The analysis results indicate that the p-value (,107) is greater than 0,05, fulfilling the necessary condition. Consequently, a two-factor ANOVA test for mixed measurements was conducted to evaluate the effectiveness of the experimental procedure and ensure all the assumptions were met.

The qualitative data obtained from the study was analyzed through content analysis, where data was examined based on codes, categories, and themes. Initially, the data was coded, followed by the identification of themes. The codes were grouped

into different themes. Once all the data had been analyzed, the appropriateness of the classifications was verified. The data analysis was carried out using MaxQDA 24.4.0 program. Figure 1 below presents the qualitative data collected from the focus group in the relevant program.
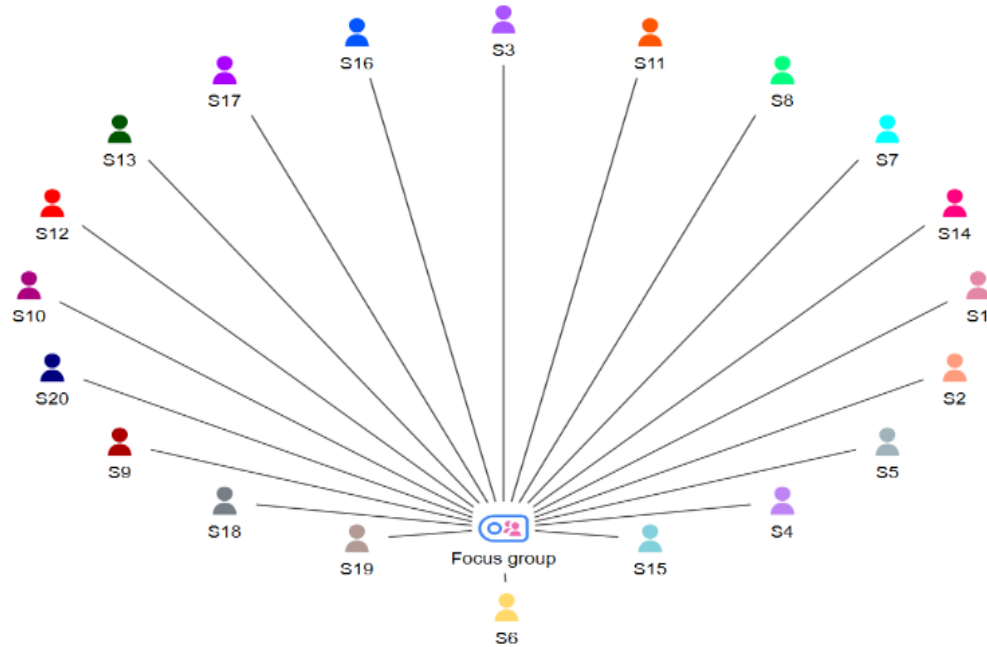

Figure 1 – Members of Focus Group

Figure 1 above shows that the focus group comprises 20 students, each identified with a different color code. In addition, all students were taught using the CA method. After coding the focus group students, the interview answers are presented in the code line below.
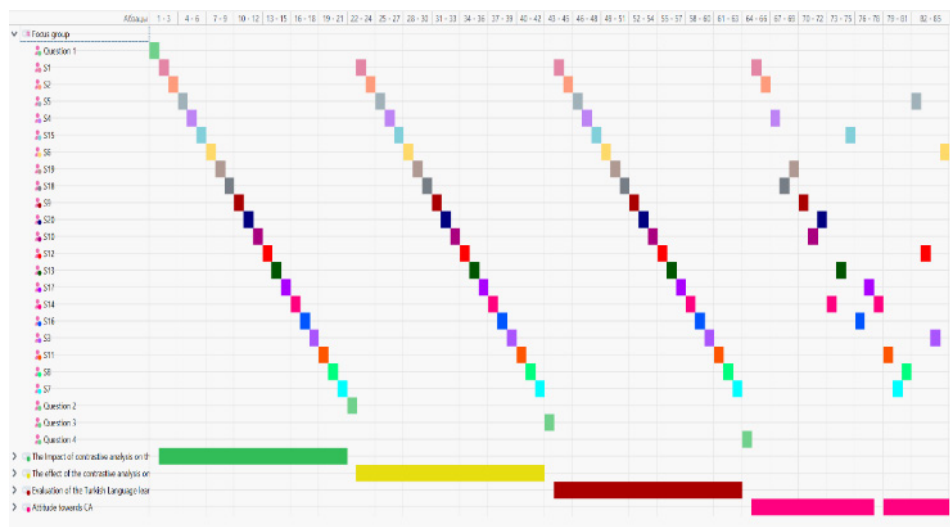

Figure 2 – Code Line

As seen in Figure 2, the findings obtained from the focus group interview consisting of 20 students were examined under 4 main themes: *"The impact of CA on the development of Turkish language awareness"*, *"The effect of CA on the Turkish writing process"*, *"Evaluation of the Turkish language learning process using CA"* and *"Attitude towards CA"*. The statements obtained from the focus group interview were analyzed and coded. The examples of codes derived from participant statements were presented as direct quotes. As the focus group consisted of students, they were labeled with the letter "S" followed by sequential numbers, such as S1, S2, S3, S4, S5, S6, S7, and continuing up to S20.

The "embedded" design involves three important concepts in integrating qualitative and quantitative data: merging, relating, and embedding (Creswell & Plano Clark, 2011). The quantitative method provides the fundamental framework for analyzing the data, incorporating the qualitative method within this framework. The quantitative data is combined and presented with qualitative data in the "Results" section.

Results and discussions

Findings Regarding Quantitative Sub-Questions

The study determined experimental and control groups with similar proficiency levels in advance. The experimental group was taught A2-level Turkish with the CA. The control group was taught Turkish using the traditional method. At this point, the research question *"Is there a statistically significant difference between the pre-test scores of the experimental group and the control group?"* was answered to determine the achievement levels before the application. The obtained results are presented in Table 4 below.

Table 4 – Results of the Independent Samples t-Test for the Pre-Test Written Exam between the Experimental and Control Groups

Group	n	X	ss.	sd.	t	p
Experimental group	33	39,51	4,58			
Control group	33	39,27	5,38	64	,197	,844*

* $p>0,05$

Table 4 demonstrates the average test scores of the experimental group ($X_{exper.\ group}$ = 39,51) and the control group ($X_{control}$ = 39,27) do not differ significantly. The statistical analysis reveals a p-value greater than 0,05, indicating that the score differences are not statistically significant ($t_{(64)}$ =,197, $p>0,05$). Consequently, it can be concluded that the pre-test written exam results of students in both experimental and control groups are equivalent. As a result of the findings obtained, it was decided to conduct a two-factor ANOVA test for repeated measures on a single factor to find an answer to the second hypothesis of the research. The results of the two-factor ANOVA, which determines whether the identified changes exhibit a significant difference, are outlined in Table 5.

Table 5 – ANOVA Results of Pre-Test and Post-Test Exam Scores of Written Performance

Source		Sum of Squares	Df	Mean Square	F	P	Partial η2
Between-subjects	3299,878		65				
Group (Experimental/Control)		81,939	1	81,939	1,630	0,206	,025
Error		3217,939	64	50,280			
Within-subjects	4672,001		66				
Measure (Pre-test –Post-test)		4193,455	1	4193,455	639,187	0,000*	,909
Group*Measure		**58,667**	**1**	**58,667**	**8,942**	**0,004***	**,123**
Error		419,879	64	6,561			
Total	7971,879		131				

* $p<0,05$

According to the two-factor ANOVA analysis findings regarding the mixed measures in Table 5, the joint effect of group and measure on writing performance was found to be significant ($F_{(1,64)}$ = 8, 942, p<0,05, Partial $\eta 2$ = 0,123). Based on this finding, it is clear that using the CA method to teach Turkish to Kazakh students significantly impacts successfully correcting mistakes in sentences, completing dialogues with appropriate words, and filling in pictures with suitable expressions. When evaluating the effect size, it is observed that the group variable accounts for 12% of the variance in the dependent variable. This finding indicates that the average writing performance scores of students in the experimental group are significantly different from those in the control group at a statistical level. Initially, the means of both groups were similar in the first measurement, but in the second measurement, the scores diverged, favoring the experimental group. This demonstrates that the CA method effectively enhances Kazakh students' command of Turkish vocabulary and grammatical accuracy. These findings are consistent with prior experimental studies (Okičić & Osmankadić, 2014; Quarto, 2022; Byrd, 2017) demonstrating the contrastive analysis method's effectiveness in teaching a second/foreign language. Thus, these quantitative findings suggest that the CA belongs to the category of methods that can be employed effectively when teaching Turkish as a foreign language.

Findings Regarding Qualitative Sub-Questions
Findings for sub-question 1: "How effective was the CA method in developing your awareness of Turkish language structures?"

The focus group students were interviewed after the experiment to identify the efficiency of the CA in developing awareness of Turkish language structures. In this case, the first question in the form, *"How did the CA method affect the development of awareness of Turkish language structures?"*. 6 basic codes such as *"Awareness of grammar structures"*, *"Awareness of grammatical mistakes"*, *"Interlingual awareness"*, *"Awareness of words"*, *"Unawareness"* and *"Intralingual awareness"* were created for the *"The impact of contrastive analysis on the development of Turkish language awareness"* theme. The segments of code derived from the focus group regarding the second sub-question are presented in Figure 3 below.
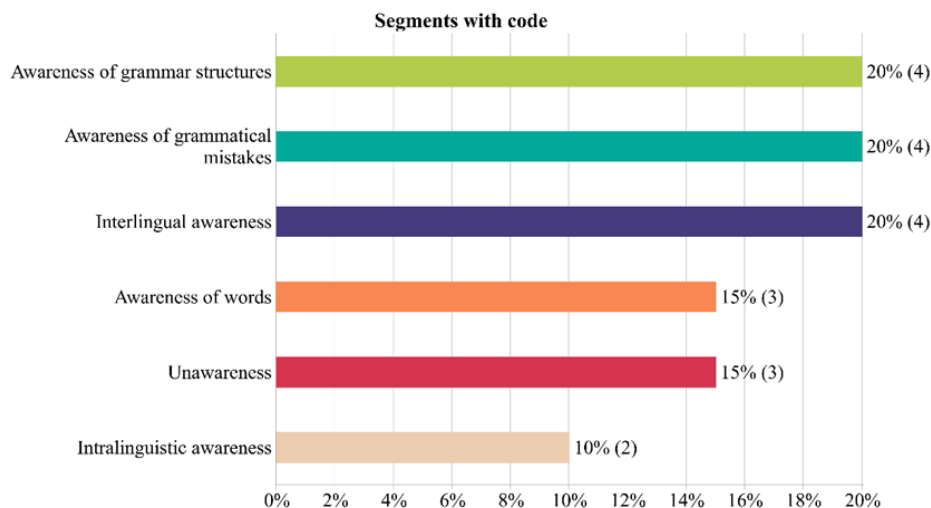

Figure 3 – Segments of Code and Percentage Related to Sub-Question 1

As seen in Figure 3 above, 20 students responded to the interview question: 4 students (20%) mentioned that they became aware of grammatical structures; 4 students (20%) stated that they became aware of grammatical mistakes; 4 students (20%) stated that they developed awareness to Turkish language structures due to the existing structures between Kazakh and Turkish; 3 students (15%) stated that they enhanced awareness of words; and 2 students (10%) stated that they developed language awareness without any comparison through utilizing the CA. Some examples of student statements, *S5:*

"This method improved my awareness of Turkish grammatical structures because I became aware of my grammatical mistakes". / S6: "With this method, I became aware of the mistakes I made while writing in Turkish". Three students (15%) reported that they did not develop an awareness of linguistic structures, even using the CA. For example, *S11* mentioned: *"I was a little confused in learning grammatical structures".* While *S8* stated: *"It was difficult to learn Turkish grammatical structures".* Based on these findings, it was observed that the CA effectively enhanced awareness of Turkish language structures, including vocabulary, grammatical structures, and the similarities and differences between the two languages. These findings are consistent with the findings of previous studies (Kissová, 2020; Elwahab & Ahmed, 2016), and they qualitatively demonstrate that the relevant method helps increase Kazakh students' grammar and vocabulary knowledge, as well as their Turkish language awareness.

Findings for sub-question 2: "What is the assessment level of students' written performance using the CA method?".

Interviews were conducted with the focus group to assess the impact of the CA on students' writing performance. The first question in the form addressed, *"How did the contrastive analysis affect the development of Turkish writing skills?*. This question focused on the opinions of Kazakh students. Themes were identified based on their responses, and corresponding codes and frequencies were established. Comprehensive information regarding these codes and frequencies is shown in the hierarchical model shown in Figure 4.
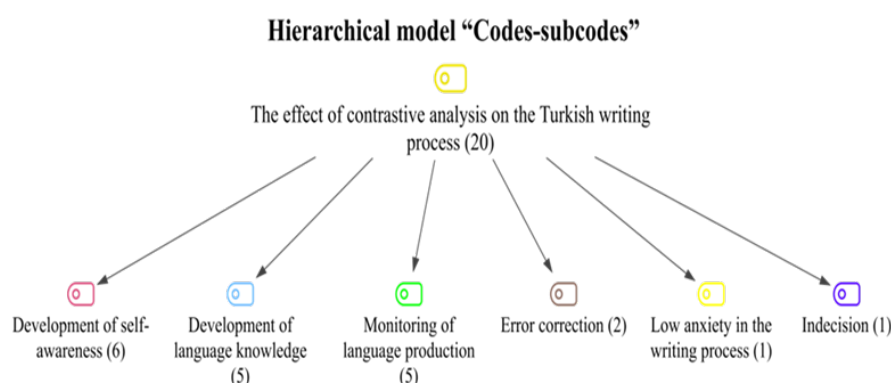

Figure 4 – Hierarchical Model Related to Sub-Question 2

In the theme *"The effect of the CA on the Turkish writing process",* 6 key codes were identified, as illustrated in Figure 4. The findings indicate that the CA had a positive impact on the students' writing process. Detailed information regarding the frequencies and percentages of the relevant codes is provided in Table 6 below.

Table 6 presents the responses from the focus group, which were as follows: 6 students (30,0%) mentioned that the CA was effective in developing self-awareness in their writing; 5 students (25,0%) stated that the CA helped them monitor their writing performance, while another 5 students (25,0%) mentioned that it contributed to improving their knowledge of the Turkish language. Additionally, 2 students (10,0%) noted that the CA was effective in correcting linguistic errors, and 1 student (5,0%) mentioned that the CA significantly reduced affective factors, such as anxiety, during the writing process. The students' statements are as follows: *S1: Due to the contrastive analysis method, I realized that I had made many mistakes in case and possessive suffixes, and these mistakes were due to similarities." / S2: "The contrastive analysis method made me realize that there are common words, but sometimes even similar words can give different meanings. For example, words like "soymak -kesmek", "görmek-izlemek" etc."* Apart from these statements, 1 student (5,0%) in the focus group was indecisive toward this question. For example, *S7: "I cannot answer this question because I am confused".* Based on this data, it can be concluded that the CA has a positive impact on the development of students'

writing performance. Additionally, this method enables students to recognize their mistakes and take control of their writing processes, thereby enhancing their metacognitive skills. As a result, these findings coincide with previous research indicating that students' native language has a positive effect on their target language writing and reading skills **(**Robinson Anthony et al., 2022).

Table 6 – Frequencies and Percentages of Codes in Sub-Question 2

№	Codes	F	%
1	Development of self-awareness	6	30,0
2	Development of language knowledge	5	25,0
3	Monitoring of language production	5	25,0
4	Error correction	2	10,0
5	Low anxiety in the writing process	1	5,0
6	Indecision	1	5,0
	Total	*20*	*100,0*

Findings for sub-question 3: "What is the Turkish language learning level of students when using the contrastive analysis method?".

For the third sub-question, the focus group students were asked, *"Could you evaluate your progress in learning Turkish using the contrastive analysis method?".* Based on the data obtained, 7 codes (CA is difficult, CA is easy, CA is useful, CA is instructive, CA is fun, CA is meaningful, and Indecision) were identified under the theme *"Evaluation of the Turkish language learning process using the CA".* Code segments regarding the third sub-question are given in Figure 5 below.
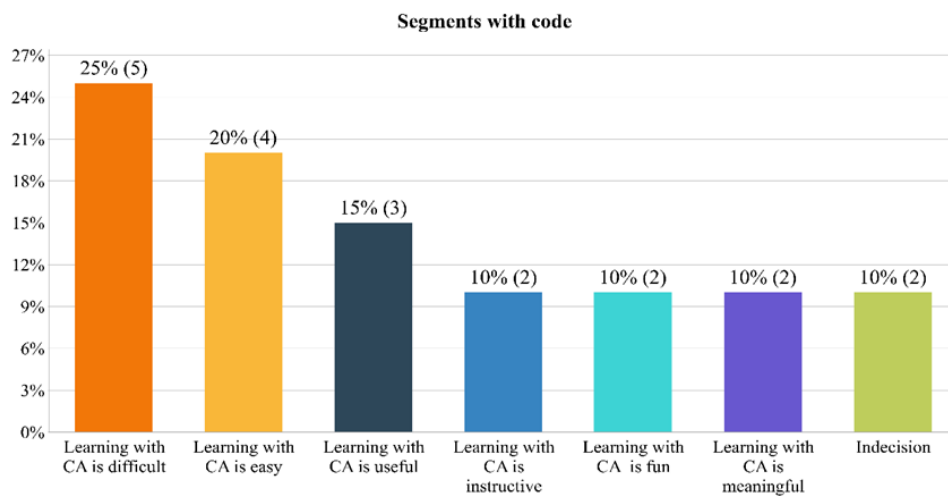

Figure 5 – Code Segments and Percentage Related to Sub-Question 3

As shown in Figure 5, among the 20 students interviewed, 5 students (25%) perceived learning with the CA as challenging. On the other hand, 4 students (20%) found it to be easy. Furthermore, 3 students (15%) considered learning with the CA beneficial, while 2 students (10%) described it as informative, enjoyable, and meaningful. During the interview, the students made the following comments: *S5: "The process of learning Turkish words with this method is fun". / S9: "Writing in Turkish with the contrastive analysis method is good without anxiety". /* 2 students (10%) were indecisive about

this question, for instance, *S3: "It was difficult to answer, but it was not easy."* Based on these findings, it was observed that the CA has a positive impact on the Turkish language learning process of the students. As seen, overall 13 students (65%) mentioned that learning with the CA method has a positive aspect.

Findings for sub-question 4: "What is the attitude toward utilizing the contrastive analysis method to learn Turkish at the A2 level?".

For sub-question 4, the following question *"What is your attitude of using the CA method when learning Turkish at the A2 level?"* was asked to focus group students. According to the theme the codes and frequencies were identified. Two main codes for the *"Attitude toward the CA"* theme were categorized as *"positive"* and *"negative"*. Comprehensive details about the code and frequencies related to these opinions are provided in the hierarchical model illustrated in Figure 6.

The vast majority of students in the focus group exhibit a positive attitude towards the CA method. To clarify, 13 students (65%) have a positive opinion of the CA, while 7 students (35%) have a negative opinion of its use at the A2 level. Examples of the focus group students' statements, *S2: "The contrastive analysis method positively affected my*

Turkish learning process". / S16: "It is positive because I correct my mistakes myself". As some students have a negative attitude towards the CA, the following statements are presented below: *S11: "The contrastive analysis method was boring for me". / S12: "Negative, because it is difficult to learn Turkish grammar".*
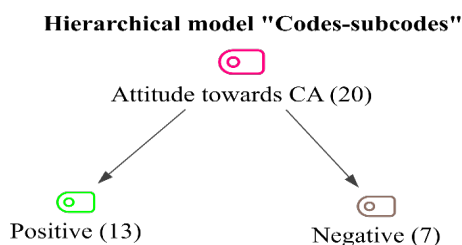

Figure 6 – Hierarchical Model Related to Sub-Question 4

When the findings obtained from the focus group interview were compared with the student's answers, it was determined that there was internal consistency between responses. For instance, when analyzing the responses of S2 and S19, who have shown a positive attitude towards the CA in their statements for sub-question 4, internal consistency is observed in their responses to other questions. This consistency is illustrated in Figure 7 below.
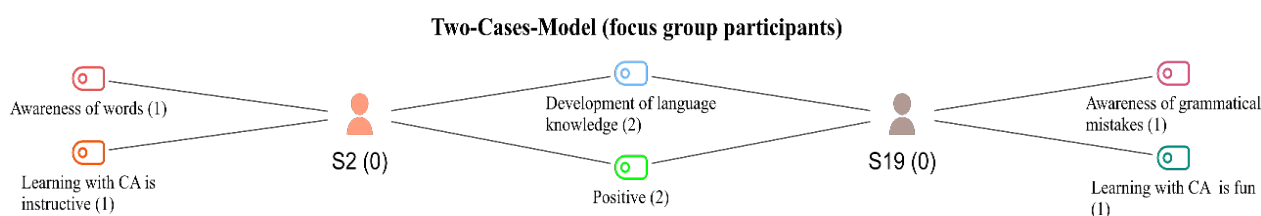

Figure 7 – Reliability of Students' Responses in the Focus Group

Figure 7 clearly shows that responses S2 and S19 are related in terms of internal consistency. For instance, S2 stated in the interview that the CA method improved Turkish language awareness, that learning Turkish with this method was informative, and therefore the attitude towards the method was positive. Another example, S19 mentioned that due to this method, she became aware of grammatical mistakes, her awareness of Turkish structures increased, and learning Turkish with this method was enjoyable. The answers given by this student to the other questions are consistent with the answer given to the sub-question 4, and it can be said that

a positive attitude towards the relevant method was identified. It is seen that the CA generally affects many students positively for different reasons. These reasons can usually be awareness of grammatical mistakes, facilitating the learning process, and awareness of Turkish words. These findings conclude that teaching Turkish as a foreign language based on similarities and differences improves students' writing skills (Masood et. al., 2020; Robinson Anthony et al., 2022). As a result, using the native language to teach Turkish as a foreign language has a good impact on students, particularly in related languages.

Conclusion

It is known that students often allow interlingual interference in the language-learning process. The interferences will persist until the process of mastering the foreign language is complete. Based on the analysis of both quantitative and qualitative findings, it was determined that the contrastive analysis method was effective. The quantitative results indicated a significant difference between the experimental and control groups, with the experimental group showing more favorable outcomes. When the effect size value is examined, it is recognized that the relevant method moderately enhances the writing performance of Kazakh students. The qualitative findings indicated that the CA had a positive impact on various aspects of learning Turkish. It improved students' grasp of Turkish grammar, addressed writing errors, and boosted interlingual and intralingual awareness.

Additionally, this method improved students' awareness of the learning process and their ability to manage their writing, which in turn reduced writing anxiety. Overall, learning Turkish through this method was enjoyable, easy, beneficial, and meaningful, leading to positive attitudes among students towards it. Based on these findings, it was concluded that the CA was effective in improving the writing performance of Kazakh students due to the above-mentioned variables. All these findings show that the role of the mother tongue in foreign language teaching is important and that this importance will increase especially when it comes to related languages. The results of this study will greatly aid in developing educational programs, preparing course content, and reviewing teaching methods in foreign language education, particularly for related languages. These findings will throw light on the challenges teachers have when teaching Turkish to improve students' writing skills.

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