KORECE ÖĞRENEN TÜRK ÖĞRENCİLER İÇİN KARŞILAŞTIRMALI YAPIYA GÖRE ETKİLİ ÖĞRETİM YÖNTEMLERİ: AYRINTILI ÖLÇME MADDELERİ İLE DEĞERLENDİRME

YANG, Soyoung

Öğretim Görevlisi Dr, İstanbul üniversitesi, Doğu Dilleri ve Edebiyatları Bölümü, Kore Dili ve Edebiyatı Anabilim Dalı, so.yang@istanbul.edu.tr, ORCID: 0009-0006-7202-1507.

Öz

Korece ve Türkçe üzerinde Karşılaştırmalı Analiz perspektifinde etkili bir öğretim yöntemi geliştirmek için iki dil karşılaştırılmış ve altı karşılaştırmalı yapıya ayrılmıştır. Her bir karşılaştırmalı yapı için etkili öğretim yöntemleri deney grubu - Ardıl Çeviri ve Tersine Çeviri öğretim yöntemleri ve kontrol grubu - Biçim Odaklı öğretim yöntemine göre analiz edilmiştir. Bu şekilde değerlendirme alanlarına göre öğretim yöntemlerinin etkililiği, başlangıç seviyesi grubu için karşılaştırmalı yapıya göre doğrulanmıştır. Sonuçlar, iki çeviri öğretim yöntemi arasında Ardıl Çeviri yönteminin, 'Korece Türkçe ile aynı', 'Türkçede çoklu karşılıklı' ve Türkçeye en çok ihtiyaç duyulan 'Türkçe ile farklı' yapılarında etkili olduğunu göstermiştir. Ayrıca, Tersine Çeviri yöntemi, öğrenilmesi en zor olarak sıralanan 'Türkçede bulunmayıp Korecede bölünmüş olan' yapısında en etkili yöntemdir. Ancak önem ve öğrenme önceliği açısından en üst sırada yer alan 'Korecede çoklu karşılıklı' yapı için iki çeviri öğretim yönteminin etkili olmadığını gözlemlenmiştir. Bu çalışma, Karşılaştırmalı Analiz yaklaşımını uygulamış ve böylece çeviri yönteminin öğretim yöntemlerini belirlemedeki etkinliğini doğrulamıştır.

Anahtar Kelimeler: Korece öğrenen Türk öğrencilerin bakış açısı, Karşılaştırmalı yapı, Ardıl Çeviri, Tersine Çeviri, Biçim Odaklı yöntemi

EFFECTIVE TEACHING METHODS FOR TURKISH LEARNERS OF KOREAN BY CONTRASTIVE TYPE: EVALUATED BY DETAILED ACCESSMENT ITEMS [1]

YANG, Soyoung

Lecturer Ph.D., Istanbul University, Eastern Languages and Literatures, Korean Language and Literature Department, so.yang@istanbul.edu.tr, ORCID: 0009-0006-7202-1507

Abstract

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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—the Consecutive Translation and Back Translation teaching methods, and the control group—the Focus on Form teaching method. Afterwards, the effectiveness of the teaching methods according to evaluation items were verified by contrastive type for beginner's level group. The results showed that between the two translation teaching methods, Consecutive Translation method is effective for types of 'Korean same as Turkish', 'Many in Turkish corresponding to one in Korean', and the type most requiring the Turkish language in teaching, the 'Korean different from Turkish' type. Additionally, the Back Translation method is most effective for 'Absent in Turkish but split in Korean' type, which was ranked to be the most difficult to learn. But two translation teaching methods were not effective for 'One Turkish corresponding to many in Korean' type, which was ranked the highest in terms of importance, learning priority. This study applied the Contrastive Analysis approach to utilize the contrastive types, and thus verified the effectiveness of the translation method in identifying teaching methods.

Keywords: The perspective of Turkish learners of Korean, Contrastive types, Consecutive Translation, Back Translation, Focus on Form method

1. Introduction

Both Korean and Turkish are the Altic language, and Turkiye has the largest number of 'Hallyu' fans in Europe, and the number of Turks who want to learn Korean is consistently increasing. Due to this social situation, Korean language teaching from the perspective of Turkish learners is becoming increasingly important and in demand. Until now, research on contrastive analysis between two similar languages has mainly focused on grammar, but there remains an underdevelopment of a systematic teaching method based on the type of contrastive analysis. Therefore, establishing in-depth contrastive types for cross-linguistic research and developing effective teaching methods for each contrastive type is an important task that should be readily researched as the needs for Korean education are growing. Hence, in this paper, we propose effective teaching methods for Korean language education from the perspective of the learner's language, Turkish, in terms of contrastive analysis, according to the detailed assessment items of each contrastive type between the two languages.

2. Research Background

2.1 Similar languages

Oller-Ziahosseiny's(1970: 183-189) experiment found that Spanish and French English learners who used the Roman (Latin) alphabet had more difficulty in learning English than Japanese English learners who did not use Roman letters. Experiment showed that learning a similar language system is more difficult than learning a completely different language system.

Ogino Shinsaku (2021: 61) notes that mistakes often occur when using noun postpositional particles because the postpositional particles systems in both Korean and Japanese are very similar. Woo (1998) argues that Japanese Korean learners acquire the use of particles relatively easily in the early stages of learning due to the similarity of Japanese particles, but as they progress to more advanced stages, the similarity becomes counterproductive, revealing inherent particle errors that are not easily corrected (Cho,Eunsuk,2018: 126).

Gökmen, Mahmut Ertan (1999: 53) 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. Lim,Jiyoung-Park,Deokyu (2016: 289), the object particles in Korean are interchangeable with the object particles in Turkish. However, not only does the use of an object particles in Korean vary, but also the verbs which are combined with object particles in Korean are combined with different particles when it comes to Turkish, so Turkish students make many mistakes. Korkmaz M.Emre-Cho, Eunsuk(2018: 139) found that both Korean and Turkish languages belong to the Altaic group and share many similarities, and concluded that this leads to a positive impact on the Turkish learning of Korean. However, as experimental studies of adverbial cases have shown, negative transfer in learning due to similarity occurs and thus, intrusive interference is stronger in Turkish when learning Korean compared to other languages. This suggests that explicit teaching based on language differences is necessary. According to Altundağ,Pınar-Yang,Soyoung(2021: 253), since Korean is an agglutinative language like Turkish, it can be accepted that students learning Korean as a foreign language have positive contributions to language learning processes. However, the high vocabulary diversity of Korean can be considered as one of the main problems that students face in the process of learning Korean.

Hide-ki,Noma(2002: 92), emphasizing the importance of Contrastive analysis between similar languages, argues that Error Analysis is meaningful only if it is conducted in the same language region and that the level of difficulty of Korean should be established in the learner's language. Although intra-linguistic interference is gradually being reduced, interlanguage transfer is also present in advanced learners. Therefore, the symmetrical and asymmetrical structures of Korean and Japanese should be clarified thoroughly, and at the same time, explicit and discourse asymmetrical structures should be taught. Han, Junghee(2003: 1) found in the error analysis of Japanese-speaking learners that when the native and target language are similar,

the learner expects the same expression as the native speaker, so more errors occur. By making a comparison with the native language model, the learner should keep in mind the similarities, differences, frequent misuses and expressions, and there is a need for a teaching method that teaches and trains from the perspective of the native language model. According to Goksel(2010: 29), the differences between the two languages are the biggest problem for Turkish learners in forming the habits of a new language, Korean. Therefore, more research should be done to find out the differences between the two languages and organize Korean learning content based on them for more effective teaching.

Yang,Soyoung(2023) set up six contrastive types of Korean from the Turkish perspective for elementary, intermediate, and advanced-level Turk learners of Korean and revealed the order of an importance hierarchy and learning priority hierarchy among the contrastive types. This was done by comprehensively reflecting 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 difficult type was ‘Absent in Turkish, but Split in Korean' type, and the type with the highest importance of error evaluation by native Korean speakers was type of ‘Many in Turkish corresponding to one in Korean'. The study also revealed that it is an urgent task to develop an effective teaching method for each contrastive type for efficient teaching in terms of contrastive analysis.

Dursun(2020), who proposed a vocabulary teaching approach by contrastive category from the perspective of Turkish learners of Korean, studied a vocabulary teaching method utilizing contextual features of emotion-expressive vocabulary. Dursun categorized vocabulary with similar semantic features 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 corresponding words in Korean but not in Turkish, or vocabulary that have corresponding words in Turkish but do not have similar semantic features in the 'non-correspondence category'. The results showed that learners had difficulty understanding vocabulary in the 'multi-correspondence category' and difficulty using vocabulary in the 'non-correspondence category'. Therefore, as a method of teaching emotion-expressive vocabulary using situational contexts, Dursun proposed an O-H-E (Observe-Hypothesis-Experiment) model for vocabulary in the 'multi- correspondence category’. First, in the first observation stage, learners use real materials to recognize the meaning of the vocabulary. Next, in the hypothesis stage, learners analyze the meaning of target vocabulary, search for rules, formulate

hypotheses, and discover errors through discussion. Third, in the exploration attempt stage, and then conduct communication activities. For vocabulary in the 'non-correspondence category', based on the I-I-I (Illustration-Interaction-Induction) model, Dursun proposed a method that focuses on the use of language and negotiation of meaning. This was to form a schema for vocabulary from examples and recognize contextual features in ‘Interaction’, and to encourage learners to attempt at real communication in ‘Induction’.

2.2 Contrastive types

Yang,Soyoung(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,2007:250)

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,Soyoung (2023:224,227), who found that the newly established the ‘Type 6, Absent in Turkish but split in Korean’ was ranked second overall in the importance hierarchy established comprehensively through learner difficulty, native speaker evaluation, and textbook frequency hierarchy, while the 'Type 4, Absent in Turkish, present in Korean' was ranked fourth overall. It can be seen that the newly established control type, which separates type 6 from type 4, provides a framework for more specific research analysis based on bilingual characteristics.

Yang,Soyoung(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 ‘–ıp’ 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 of '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, a experimental lecture was conducted with 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' native language, 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 the 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. Eventually, 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 1 reading test before the experimental lecture, and the normality and homogeneity of the data were checked and analyzed with the Kruskal-Wallis test. The significance level was decided according to 0.05. 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.

School	Number	Mean ±Standard Deviation	χ^2	P
1	21	35.8± 4.163	4.121	0.127
2	16	37.4± 3.558		
3	53	35.8± 3.895		

Table 1. TOPIK score Analysis Result by 'School'

Group	Number	Mean ± Standard Deviation	χ^2	P
1	30	36.3± 3.798	0.342	0.842
2	30	36.0± 3.676		
3	30	35.9± 4.342		

Table 2. TOPIK score Analysis Result by 'Group'

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 written evaluation test and speaking evaluation test were administered immediately after the experimental lecture. The evaluation test was conducted on paper. It was a total of seven questions including one morphological, one semantic, two pragmatics questions, two translation questions, and one writing composition 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. The speaking evaluation test consisted of one question on a topic related to the target grammatical expression and assessed syntax, discourse organization, and fluency skills. 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. When analyzing with the R statistical program, score data was checked and analyzed with One-way ANOVA or the Kruskal-Wallis test.

3.2 Research Model

3.2.1 Grammatical expressions

According to the characteristics of each contrastive type of Yang,Soyoung(2023), a list of six basic 2 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.

Contrastive Types	Expressions	Turkish Expression	Level in Textbooks[2]
Type 1 T=K	-을수록–아지다 'As you do more, you get more'	-dıkça-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/ -dığı gibi	Hanguko 2-18.chapter
Type 3 T ≠K	-기도 하고 -기도 하다 'and – too'	hemA hem B (In reverse order)	Hanguko 2-17.chapter
Type 4 T abscent/ K present	-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 abscent/ K" split	-더군요 /-았더군요 '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,

Table 3. Basic 2 level of Grammar Expressions in experimental lecture

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 a PPP Teaching 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 native language, translating a sentence into the target language at the practice stage, and then freely constructing the next sentence by dialoguing in

[2] 'HANGUKO 1 and 2' textbooks are used in the first year curriculum at Ankara University. 'Basic grammar of KOREAN by subject' and 'KORECE 1' textbooks are used in the first year curriculum at Erciyes University. 'Korean for University Life 1 and 2' and 'Yonsei Academic Korean Vocabulary & Grammar Basic 2' textbooks are used in the first year curriculum at Istanbul University.

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 teaching 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 Teaching model, provides an explanation in the native language, 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 final task phase. In the final task phase, open exercises (giving information, role-playing) were practiced through communicative tasks in real-life situations.

Teaching Method	Teaching model	Description method	Manne of Descri ption	Learning model	Course operation method	Main Applicatio n	Task
1.Consecutive Translation	PPP (present-practice produce)	Deductive	Direct descripti on	Input & Output-oriented	Learner-centered	Speaking	Writing
2.Back Translation	TTT (Task-Teach-Task)	Inductive	Implied	Output-oriented	Learner-centered	Writing	Speaking
3.Focus on Form	PPP	Deductive	Direct descripti on	Input & Output-oriented	Learner & Teacher centered	Solving problems	Making a dialog

Table 4. Teaching Methods

4. Results and Discussion

In the detailed assessment analysis of grammatical expressions by contrastive type, each score was analyzed in two detailed ways: groups with average and above scores, and groups with below average scores. 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 with One-way ANOVA or the Kruskal-Wallis test. 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: There is no difference in scores according to the teaching method groups when applied to each of the six contrastive types.

H1: There is a score difference according to the teaching method groups when applied to each of the six contrastive types.

4.1. 'Korean same as Turkish' type

The Kruskal-Wallis test was conducted to examine the score difference of detailed assessment items according to the teaching methods. For the 'Korean same as Turkish' type, there were significant differences in the overall score of the written test($H[2]= 8.6171$, $P<.05$) and in the semantic question($H[2]= 12.733$, $P<.01$), which evaluates whether the meaning was understood, by teaching method, but not in the morphological and pragmatics questions and the translation, writing, and speaking questions.

The Dunn post hoc analysis showed that the Consecutive Translation teaching method was more effective than the Focus on Form method for the group scoring below average in the written test, which showed a significant difference($p<.05$, $r=.49$). The effect is large, according to Cohen(1992:157) . The Back Translation and the Focus on Form teaching method were more effective than the Consecutive Translation in the semantic test, which showed a significant difference ($p<.05$, $r=.33$) and ($p<.01$,$r=.49$). Each effect is medium and large, according to Cohen(1992).

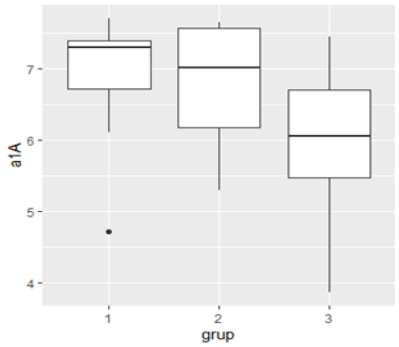


Figure 1. Results on the teaching method analysis in the group scoring below average in the overall score of the written questions of the type 'Korean same as Turkish'

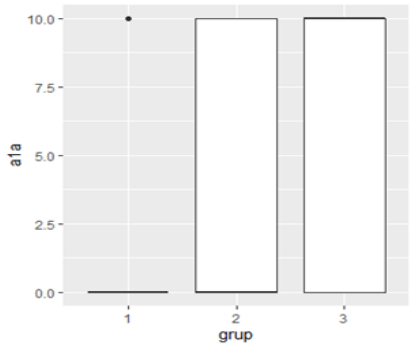


Figure 2. Results on the teaching method analysis in the semantic question of the type 'Korean same as Turkish'

4.2. ‘Many in Turkish corresponding to one in Korean' type

The Kruskal-Wallis test was conducted to examine the score difference of detailed assessment items according to the teaching methods. For the type ‘Many in Turkish corresponding to one in Korean', there was a significant difference in morphological evaluation (H[2]= 10.493, P<.01) and in terms of organizing the discourse in speaking (H[2]=8.499, P<.05) by teaching method, but not in semantic, pragmatics, translation, and writing questions.

Dunn's post hoc analysis showed that the Consecutive Translation method was more effective than the Focus on Form method in the morphological question, where there was a significant difference(p<.01, r=.43). In speaking, the Focus on Form method was more effective than the Back Translation method in terms of discourse organization(p<.05,r=.36). Both effects are medium, according to Cohen(1992).

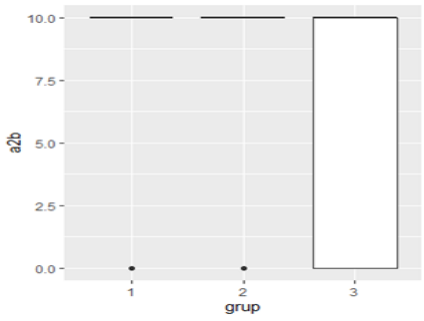


Fig.3. Results on the teaching method analysis in the morphological question of the type ‘Many in Turkish corresponding to one in Korean’

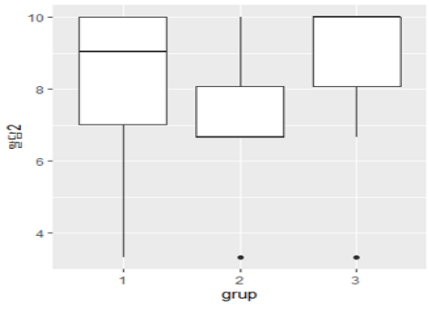


Fig.4. Results on the teaching method analysis in organizing the discourse in speaking of the type ’Many in Turkish corresponding to one in Korean'

4.3. ' Korean different from Turkish ' type

The Kruskal-Wallis test was conducted to examine the score difference of detailed assessment items according to the teaching methods. For the type 'Korean different from Turkish', there was a significant difference (H[2]=6.902, P<.05) in the group scoring below average in writing composition according to the teaching method, but not in morphological, semantic, pragmatics, translation, and speaking questions.

Dunn's post hoc analysis showed that the Consecutive Translation teaching method was more effective than the Back Translation method for the group of below average scorers with significant differences in writing composition (p<.05, r=.48). The effect is large, according to Cohen(1992).

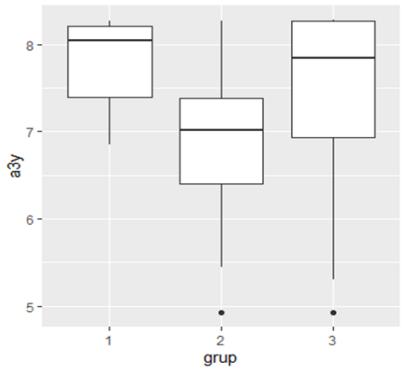


Fig. 5. Results on the teaching method analysis of the below average scoring group in writing composition of the type 'Korean different from Turkish'

4.4. ‘Absent in Turkish, present in Korean’ type

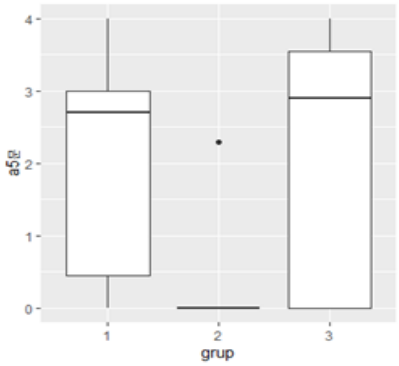
The Kruskal-Wallis Test was conducted to examine the score difference of detailed assessment items according to the teaching methods. For the 'Absence of Turkish, present in Korean’ type, there was no significant difference by teaching method.

4.5. ‘One Turkish corresponding to many in Korean’ type

The Kruskal-Wallis test was conducted to examine the score difference of detailed assessment items according to the teaching methods. For the ' One Turkish corresponding to many in Korean’ type, there was a significant difference (H[2]= 6.854, P<.05) in the group

scoring below average in the syntactic evaluation of the writing copmposition by teaching method, but there was no significant difference in morphological, semantic, pragmatics, translation, and speaking questions.

Dunn's post hoc analysis showed that the Focus on Form method was more effective than the Back Translation method for the group of below average scorers with significant differences in writing copmposition($p<.05$, $r=.54$). The effect is large, according to Cohen(1992).



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Figure 6. Results on the teaching method analysis of the below average scoring group in writing composition of the type ‘One Turkish corresponding to many in Korean’

4.6. ‘Absent in Turkish but split in Korean’ type

The One-way Anova Test was conducted to examine the score difference of detailed assessment items according to the teaching methods. For the 'Absent of Turkish Language, but split in Korean' type, there were significant difference in writing composition($F= 3.746$, $P<.05$) by teaching method. The Kruskal-Wallis Test was conducted to examine the score difference of detailed assessment items according to the teaching methods. There were significant differences in pragmatics ($H[2]= 7.003$, $P<.05$) and in the total score(written and speaking test) ($H[2]= 12.967$, $P<.01$) by teaching method. but there was no significant difference in morphological, semantic, translation, and speaking questions.

Duncan's post-hoc analysis showed that the Focus on Form method was more effective than the Consecutive Translation method in writing composition. Dunn's post-hoc analysis showed that the Back Translation method was more effective than the Consecutive Translation method with significant differences in the pragmatics evaluation($p<.05$, $r=.32$) and in the total score($p<.01$, $r=.45$). Both effects are medium, according to Cohen(1992).

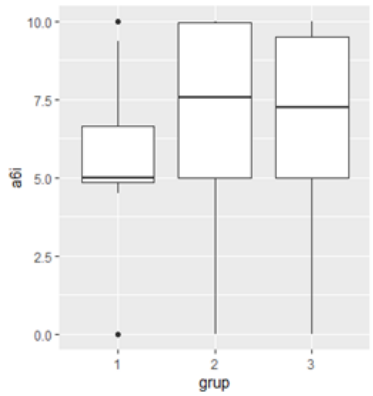


Figure 7. Results of teaching method analysis in the pragmatics evaluation of the type 'Absent of Turkish language, Split in Korean'

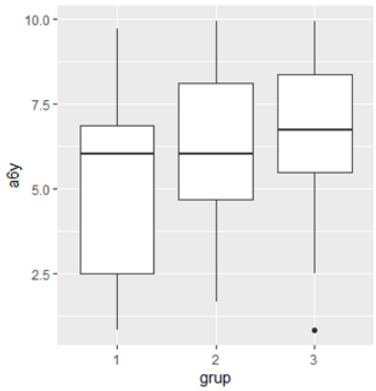


Figure 8. Results of teaching method analysis in writing composition of the type 'Absent of Turkish language, Split in Korean'

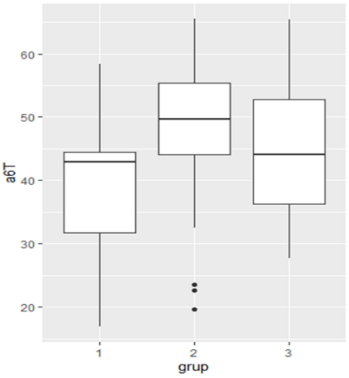


Figure 9. Results of teaching method analysis in the total score of the type 'Absent of Turkish language, Split in Korean'

5. General discussion

Above, for the beginner's level group, the effectiveness of the Consecutive Translation method and the Back Translation method were analyzed in terms of contrastive analysis in the assessment areas of morphology, semantics, pragmatics, translation, writing, and speaking, in comparison to the Focus on Form method according to the contrastive type. As a result, the null hypothesis was rejected and the alternative hypothesis was accepted.

For the 'Korean same as Turkish' type, the Consecutive Translation was found to be more effective than the Focus on Form method method for the group scoring below average on the overall written test. The Focus on Form teaching method was more effective than the Consecutive Translation method in the semantic question. However, the Back Translation method was found to be less effective than the other methods. As for the 'Many in Turkish corresponding to one in Korean' type, the Consecutive Translation method was found to be more effective than the Focus on Form method in the morphological question, and the Focus on Form method was found to be more effective than the Back Translation method in organizing the discourse of speech. However, the Back Translation method was found to be less effective than the other methods. For the 'Korean different from Turkish' type, the Consecutive Translation method was more effective than the Back Translation method for the group scoring below average in writing composition. For the 'One Turkish corresponding to many in Korean' type, the Focus on Form method was found to be more effective than the Back Translation method for the group scoring below average in the syntactic evaluation of the writing

composition. In the ‘Absent in Turkish but split in Korean’ type, the Back Translation method was found to be more effective than the Consecutive Translation method in the pragmatics question and on the overall total test score. The Focus on Form method was found to be more effective than the Consecutive Translation method in writing composition. However, the Consecutive Translation method was found to be less effective than the other methods.

Therefore, the Consecutive Translation method in the Contrastive Analysis approach is proposed as a teaching method for the group scoring below average on the overall written test of the 'Korean same as Turkish' type and in morphological aspect of the ‘Many in Turkish corresponding to one in Korean’ type, for the group scoring below average in writing composition aspect of the 'Korean different from Turkish' type. However, the Consecutive Translation method is not proposed as a teaching method for the ‘Absent in Turkish but split in Korean’ type. The Back Translation method is proposed to be an effective teaching method for pragmatics aspect and on the overall total test score of the ‘Absent in Turkish but split in Korean’ type. Also, the Back Translation method is not proposed as a teaching method for the 'Korean same as Turkish' and ‘Many in Turkish corresponding to one in Korean’ types.

As for the control group, the Focus on Form teaching method is suggested as an effective teaching method in semantic aspect of the 'Korean same as Turkish' type, in organizing the discourse of speech of the ‘Many in Turkish corresponding to one in Korean' type, for the group scoring below average in the syntactic evaluation of the writing composition of the ‘One Turkish corresponding to many in Korean’ type and in writing composition of the ‘Absent in Turkish but split in Korean’ type.

As aforementioned, the results showed that between the two translation teaching methods, Consecutive Translation method is effective for types of 'Korean same as Turkish', ‘Many in Turkish corresponding to one in Korean’, and the type most requiring the Turkish language in teaching, the 'Korean different from Turkish' type. However, this was not for the case for the ‘Absent in Turkish but split in Korean’ type. The Back Translation method is effective for ‘Absent in Turkish but split in Korean’ type, which was ranked to be the most difficult to learn. However, this was not the case for the 'Korean same as Turkish' and ‘Many in Turkish corresponding to one in Korean’ types.

In conclusion, the Contrastive Analysis approach was found to be desirable for most types besides the ‘One Turkish corresponding to many in Korean’ type, which was ranked highest in terms of importance and learning priority. Therefore, it is necessary to develop additional

effective teaching methods for the future study of this type not according to the Contrastive Analysis approach. In addition, future research should explore how these results change when intermediate and advanced courses are included.

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Appendix 1. Class Materials

-(으)르수록 –아 지다 ‘as one thing continues,another thing changes’

‘-dıkça’ anlamı olarak sıfat ya da fiilin kökü ile birtleşirken kökü ünlü ile biterse 르수록 , ünsüz ile biterse 을수록 ile kullanılır. Son eki ile 아 지고 있다 şeklide ‘ dıkça– laşıyor/ oluyor’ olarak sıfatın değişimi ifade ederken kullanılır. ‘'-dıkça' is used with 르수록 if the root of the adjective or verb ends in a vowel and 을수록 if the root ends in a consonant. With the suffix 아 지고 있다, it is used to express the change of the adjective.

한국어가 배울수록 쉬워 지고 있다.
Korece öğrendikçe daha da kolaylaşıyor. ‘The more I learn Korean, the easier it gets.’
한국 생활이 갈수록 익숙해지고 있다.
Kore'de yaşamaya gittikçe daha çok alışıyorum. ‘I am getting more and more used to living in Korea.’
일이 많을수록 스트레스를 많이 받아요.
İşlerim çoğaldıkça strese giriyorum. ‘The more work I do, the more stressed I get.’
많이 먹을수록 살이 쪄요. Yedikce kilo aliyorum. ‘The more I eat, I gain weight.’

*알수록 ‘the more I know’, 들을수록 ‘ the more I listen’, 추울수록 ’the colder it is’

<Alıştırma>

1. A: Gittikçe hava soğuyor. ‘It's getting colder and colder.’ / 날씨 ‘weather’, 춥다 ’cold’
   B: Dolayısıyla dışarıya çıkarken palto giymelisin. ‘So you should wear a coat when you go out.’./ 그러니까 ‘So’, 밖 ‘outside’, 나가다 ‘to go out’ , 코트 ‘coat’, 입다 ‘wear’

2. A: Korecem pratik yaptıkça ilerliyor. ‘My Korean improves with practice.’/ 연습하다 ‘to practice’, 좋다 ‘good’
   B: Nasıl pratik yapıyorsun? ‘How do you practice?’/ 어떻게 ’how’

3. A: Zaman geçtikçe işte daha da meşgül oluyorum. ‘As time goes by, I get busier and busier at work.’/ 시간 ‘time’, 바쁘다 ‘busy’
   B: Günde kaç saat çalışıyorsun? ‘How many hours a day do you work?’/ 하루에 ‘in a day’, 몇 시간 ‘how many hours’

4. A: Benzin fiyatı gittikçe pahalılaşıyor. ‘The price of gasoline is getting more expensive.’ / 석유 ‘gasoline’, 값 ‘price’, 비싸다 ‘expensive’
   B: Ne kadar pahalılaştı? ‘How much more expensive?’/ 얼마나 ‘how much’

5. A: Diyet yaptıkça zayıflıyorum. ‘The more I diet, the thinner I get.’/ 다이어트하다 ‘to diet’, 날씬하다 ‘slimmer’
   B: Spor da yapıyor musun? ‘Do you exercise, too?’/ 운동하다 ‘to exercise’

6. A: O çocuk büyüdükçe boyu uzuyor. ‘That child is getting taller as he grows.’ / 아이 ‘child’, 자라나다 ‘to grow’, 키가 크다 ‘tall’
   B: Şimdi boyu kaç? ‘What is his height?’/ 키 ‘height’, 얼마나 되다 ‘what is’

7. A: Spor yaptıkça sağlıklı oluyorum. ‘The more I exercise, the healthier I am.’/ 건강하다 ‘healthy’
B: Her gün spor yapıyor musun? ‘Do you exercise everyday?’/ 매일 ‘everyday’

*배울수록, 알수록, 갈수록, 먹을수록, 만날수록, 기다릴수록, 돈을 벌수록, 모을수록, 외울수록 ‘The more you learn, the more you know, the more you go, the more you eat, the more you meet, the more you wait, the more you earn, the more you collect, the more you memorize.’

과제 ‘Task’

할수록 더 잘 하게 되는 것들에 대해 써 보십시오. ‘ Write about things that get better the more you do them.’

Sample of Consecutive translation Method(Group1)

-(으)ㄹ수록 –아 지다 ‘as one thing continues,another thing changes’

과제 1) Aşağıdaki metini Türkçe’ye çeviriniz. ‘Task 1) Translate the following text into Turkish.’

저는 영어를 배울수록 더 어려워지는 것 같아요. 매일 단어를 30 개씩 외워도 사람들이 하는 말을 못 알아 듣겠어요. 말도 빠르고 문법도 많이 달라서 배우기가 힘들고 잘 못 알아듣겠어요. 하지만 한국어는 터키어와 비슷하기 때문에 배울수록 더 쉬워지는 것 같아요. 문법과 어순이 비슷하기 때문에 영어보다는 쉽게 배울 수 있는 것 같아요. 단어 수가 많아서 어려울 때가 있지만 공부할수록 더 쉬워지는 것 같아요. 선배는 많이 들을수록 더 쉬워진다고 해서 앞으로 듣기를 많이 연습하려고 해요. I think the more I learn English, the harder it gets. Even if I memorize 30 words every day, I can't understand what people are saying. The speech is fast and the grammar is very different, so it's hard to learn and I can't understand well. But Korean is similar to Turkish, so I think it gets easier as I learn it. I think it's easier to learn than English because the grammar and word order are similar. Sometimes it's difficult because of the large number of words, but I think it gets easier as I study. My senior said that the more I listen, the easier it gets, so I will practice listening a lot in the future.

과제 2) Çevirdiğiniz Türkeç’yi tekrar Korece’ye çeviriniz. ‘Task 2) ‘Translate the translated Turkish back into Korean.’

과제 3) Asıl Korece metine göre çevirdiğiniz Korece metini kontrol ediniz. ‘Task 3) ‘Check the translated Korean text against the original Korean text.’

과제 4) 할수록 더 잘 하게 되는 것들에 대해 써 보십시오. ‘ Write about things that get better the more you do them

Sample of the Back Translation Method (Group2)

-(으)ㄹ수록 –아 지다 ‘as one thing continues,another thing changes’

‘-dıkça’ anlamı olarak sıfat ya da fiilin kökü ile birtleşirken kökü ünlü ile biterse ㄹ수록 , ünsüz ile biterse 을수록 ile kullanılır. Son eki ile 아 지고 있다 şeklide ‘ dıkça– laşıyor/ oluyor’ olarak sıfatın değişimi ifade ederken kullanılır. ‘'-dıkça' is used with ㄹ수록 if the root of the adjective or verb ends in a vowel and 을수록 if the root ends in a consonant. With the suffix 아 지고 있다, it is used to express the change of the adjective.

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일이 많을수록 스트레스를 많이 받아요.
İşlerim çoğaldıkça strese giriyorum. ‘The more work I do, the more stressed I get.’
많이 먹을수록 살이 쪄요. Yedikce kilo aliyorum. ‘The more I eat, I gain weight.’

*알수록 ‘the more I know’, 들을수록 ‘ the more I listen’, 추울수록 ’the colder it is’

*맞는 답을 고르십시오. ‘Select the correct answer’
1) 날씨가 ( ) 따뜻하게 입으세요. ‘Dress warmer as the weather gets colder.’
① 춥을수록 ② 추워질수록 ③ 춥수록 ④ 추을수록

2) 일이 많( ) 바빠지고 있어요. ‘The more I work, the busier I get.’
①많수록 ②많을수록 ③많으수록 ④많이수록

3) 김치는 오래 되( ) 맛있어요. ‘Kimchi tastes better the older it is.’
①될수록 ② 되수록 ③되을수록 ④되이수록

* 연결해서 쓰십시오.

1) 운동하다 ‘to exercise’. 건강해지다 ‘to become healthy’
2) 만나다 ‘to meet’, 좋아지다 ‘to become better’
3) 먹다 ‘to eat’, 살 찌다 ‘to gain weight’
4) 공부하다 ‘to study’. 쉬워지다 ‘to become easy’

*관련된 것을 연결하고 문장을 완성하십시오.

1) 배고프다 ‘be hungry’	월급도 많아진다 ‘to get a bigger salary’
2) 승진하다 ‘to be promoted’	그리워진다 ‘to miss’
3) 가족을 생각하다 ‘to think of family’	재미있어진다 ‘to get entertaining’
4) 그 영화가 보다 ‘to watch a movie’	많이 먹게 된다 ‘to eat a lot’

.
*할수록 더 좋아지는 것들에 대해 얘기해 보십시오. ‘Talk about things that get better the more you do them.’

	한 일 ‘What you did’	변화가 생긴 일 ‘what changed’
민수 ’MinSu’	맛있는 음식을 먹다 ‘to eat delicious food’	스트레스가 풀리다 ‘stress be released’
영희 ’YoungHee’	한국어를 연습하다 ‘to practice Korean’	더 잘 하게 되다 ‘become better at’
영철 ’YoungChul’	쇼핑하다 ‘to go shopping’	돈을 더 많이 쓰게 되다 ‘spend more money’
정희 ’JeongHee’	사진을 찍다 ‘to take a photograph’	더 잘 찍게 되다 ‘take better pictures’

예)
A: 맛있는 음식을 먹을수록 스트레스가 풀려요. ‘Eating good food makes me feel less stressed.’
B: 어떤 음식을 먹어요? ‘What kind of food do you eat?’
A: 자주 한식을 먹어요. ‘I often eat Korean food.’
B: 한국 식당에 갈래요? ‘Would you like to go to a Korean restaurant?’
A: 예, 같이 가요. ‘Yes, let's go together.’

Sample of Focus on Form Method (Group3)

Appendix 2. Test

(ㄹ/을)수록

1. 다음 중 틀린 것을 고르십시오. ‘Choose the one that is incorrect.’
①갈수록 ‘The more you go’ ②먹을수록 ‘The more you eat’ ③알수록 ‘The more you know ‘ ④듣을수록 ‘The more you listen’

2.다음 중 틀린 것을 고르십시오. ‘Which of the following statements is incorrect?’
① 먹을수록 살이 찔 겁니다. ‘The more you eat, the fatter you will get.‘
② 창문을 열수록 시원해졌습니다. ‘The more you open the window, the cooler it is.’
③ 돈을 모을수록 빨리 집을 살 수 있습니다. ‘The more money you save, the sooner you can buy a house.’
④ 배고플수록 많이 먹게 됩니다. ‘The hungrier you are, the more you will eat.’

*이어서 쓰십시오. ‘Fill in the blank.’
3. 그 일을 생각할수록 ..... ‘The more I think’----------
4. 그 과목은 ---------- 어려운 것 같아요. ‘That subject seems to be ---------- difficult.’

*다음을 번역하십시오. ‘Translate the following’
5. İnsanlarla yakınlaştıkça daha çok dikkat etmeliyiz. ‘The closer we get to people, the more careful we should be.’
6. Arkadaşımı bekledikçe sinirlendım. ‘I got nervous waiting for my friend.’

7. 할수록 더 어려워지는 것들에 대해 쓰십시오. (‘을수록” 3 번 이상 사용) ‘Write about things that get harder the more you do them (use "the more" at least 3 times)’

8. 할수록 더 좋아지는 일들에 대해 말해 보십시오. ‘Talk about things that you like the more you do them.’

Sample of Test on type ‘1. Korean same as Turkish'