



The Problems that Kazakh Learners of Turkish as a Foreign Language Experience Related to Consonant Changes

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Abstract: While new languages that individuals learn can sometimes be close to their mother tongues, they can sometimes be quite distant from them. At times, they experience negative transmission problem while learning a language close to their native language. It is quite likely that Kazakh learners of Turkish encounter this problem and make variety of mistakes especially when writing consonant letters. The research questions of this study are as follows: “Do Kazakh students use consonants through a positive or negative transmission when their writing skills?” and “What kind of solutions should be offered to the problems related to transfer of letters that Kazakh students experience in their writing skills?” A total of 77 Kazakh learners of Turkish as Foreign Language at A2 level made practices through dictation. 3 extracts, selected from 10 texts chosen from the literature as a result of receiving expert opinions in order to be used in the study, were applied to Kazakh students. The researcher allowed the students to write these texts after dictation. The collected data were analyzed by the researcher with the help of Excel software program. Then, scripts that belong to 11 students were randomly selected from the papers of 77 students. The frequency of errors and types of errors that these 11 students made concerning with the writing of consonant sounds on their dictation papers were classified within the scope of sound changes seen in consonant sounds. It was determined by considering the findings of the study that Kazakh learners made various types of errors related to continuity, discontinuity, consonant-vowel changes and other consonant changes.

Keywords: *Kazakh students; Turkish teaching; Consonant; Writing skills*

Introduction

The topic of foreign language teaching and learning has a deep-rooted history. The language that develops with a society that it belongs to evolves through the geography in which the society continue to exist and the surrounding cultural characteristics. The structural features of the language being learned and those of the mother tongue influence foreign language learning (Arslan, 2014). Therefore, the examination of the origins and structural features of Turkish language is quite necessary for Turkish teaching.

From the perspective of those who teach Turkish language, knowledge of the clear and comprehensible features of Turkish language is an essential element for the language teachers. In the meantime, the familiarity with the structure of the mother tongue of the target group that receives instruction in Turkish language is also crucial for determining the language methods to be applied (Arslan, 2014). The comprehension of the structural and formal features of

words and words types in Turkish will provide the opportunity for those who will teach and learn Turkish to be able to compare the languages in question. There is a possibility to carry out a conscious foreign language teaching and learning by identifying the common aspects, similar features and differences between the languages (Tosun, 2005). However, in terms of its effect on foreign language teaching and learning, determining the phone properties of Turkish has a unique importance for the teachers and learners of Turkish as a foreign language.

The sounds that are uttered by encountering an obstacle during speaking are called consonant sounds or letters. There are 21 consonants in Turkish language. Banguoğlu (1990) divided Turkish consonants into two as plosive and fricative. Plosive consonants are: /b/, /p/, /c/, /ç/, /d/, /t/, /g/, /k/, /m/, /n/ and fricative consonants are: /f/, /v/, /ğ/, /h/, /j/, /ş/, /l/, /r/, /s/, /z/, /y/. Although Banguoğlu grouped consonants as such, there was no exact and common terminology in this regard. Consonants in Turkish are

examined in two groups in terms of their sound characteristics. The first one is voiced (soft, toned) consonants: /b/, /c/, /d/, /g/, /ğ/, /j/, /l/, /m/, /n/, /r/,

/v/, /y/, /z/; the second is unvoiced (hard, intoned) consonants: /f/, /h/, /s/, /ş/, /ç/, /k/, /p/, /t/.

Table 1

Consonants in Turkish

According to point of formation	FORTIS		LENIS	
	Continuant	Non-continuant	Continuous	Non-continuant
Lip	f	p	m, v	b
Tooth	s, ş	ç, t	j, l, n, r, z	c, d
Palate	-	k	ğ, y	g
Larynx	h	-	-	-

Consonant sounds in Turkish vary according to their points of formation and continuity. The special cases of these consonants are expressed by Ergenç (1995) as follows:

/b/: plosive, bilabial, voiced; /c/: fricative, tongue-frontal palate, voiced;

/ç/: fricative, tongue-frontal palate, unvoiced;

/d/: plosive, tongue-tip-back-teeth, voiced;

/f/: fricative, teeth-tongue, unvoiced; /g/: plosive, tongue-rear palate, voiced;

/ğ/: plosive, palate, unvoiced; /h/: fricative, larynx, unvoiced;

/j/: fricative, tongue-frontal palate, voiced; /k/: fricative, rear palate, unvoiced;

/l/: side-constricted, tongue-tip-frontal palate, voiced;

/m/: nasal, bilabial, voiced;

/n/: nasal, tongue-tip-gum (tongue-rear palate), voiced; /p/: plosive, bilabial, and unvoiced;

/r/: single (multi) beat, tongue-tip-gum, (fricative), voiced (unvoiced); /s/: fricative, tongue-tip-gum, unvoiced; /ş/: fricative, tongue-frontal palate, unvoiced; /t/: plosive, tongue-tip-back-teeth, unvoiced;

/v/: fricative, lip-teeth (side vowel), voiced; /y/: tongue-frontal palate, semi-vowel, voiced; /z/: fricative, tongue tip-gum, voiced (unvoiced)

Kazakh Phonetics

There are twenty-five consonants in Kazakh as distinct from Turkish. These are: the letters of /б/b/, /ч/ç/, /д/d/, /ф/f/, /г/g/, /ғ/ğ/, /х/h/, /һ/h/, /ж/(j,c), /к/k/, /қ/q/, /л/l/, /м/m/, /н/n/, /һ/ñ/, /п/p/, /р/r/, /с/s/, /ш/ş/, /т/t/, /у/w/, /в/v/, /ӱ/y/, /з/z/, and /ц/ts/. In addition to these letters, there are six more letters in Kazakh with unified sounds. They are: the letters of /ё/yo/, /и/(iy,iy,i)/, /у/(uw,üw,w)/, /ш/şç/, /ю/(yu,yuw,yüw)/, and /я/ya/. While the consonants in Kazakh are stated as 25 in some sources, they are indicated as 26 yet in some other sources. In the sources that state 26 consonants, there are also those who indicate that the 26th consonant is the letter /ш/şç/. However, it can be noted that there is no absolute consensus on this issue (Koç and Doğan, 2004).

The different consonants between Turkish and Kazakh in written language: /x/h/, /z/ğ/, /y/(uw, üw, w)/, /q/k/, /һ/ñ/. The *x* consonant, one of the consonants that differ between the two languages is /h/ consonant that

is uttered wheezingly from the larynx. It is indicated as /h/. In addition to the usage of this consonant in Kazakh with words loaned from Arabic and Persian, its usage with words loaned from Russian can also be encountered (İsayev, 1993). Another consonant that differs between the two languages is /ñ/. This letter is normally found in the dialects of Turkish. However, the consonant that is not found in the alphabet is nasal /n/. Another consonant that differs between the two languages is /w/. This letter is uttered not through teeth-lips as in Turkish, but through bilabio (Öner, 1998). Yet other consonants that differ between the two languages are /g/-/k/ consonants. These consonants are used only with back vowels. These consonants, when compared with those in Turkish, are formed further back in a place close to uvula (Öner, 1998). In Kazakh, the consonants of /q/f/, /g/v/, /u/ş/, /u/ç/, together with the letters of /u/şç/, /ë/yo/, are only seen in words loaned from Russian language. Of these letters, /u/şç/ are seen to be used in three words in place of /şş/ in Kazakh. These are : *аушы/aşşı, тұшы/tuşşı, кеуе/keşşe* (İsayev, 1993).

In Kazakh, there are five more consonants as distinct from Turkish. These are: the letters of /v/, /ğ/, /x/, /ñ/ and /q/. Of these letters, v is uttered by constricting both the lips. Another letter, the letter /ğ/ is uttered closer to larynx more distinctly than the soft /g/ letter in Turkish. The letter /x/, another letter, is the letter /h/ that is quite common in Anatolia and uttered wheezingly from larynx. Another letter, yet, is the letter /ñ/ that is frequently encountered in Anatolia and is like the letter /n/ as in nasal. The last letter, the letter /q/ is uttered closer to the larynx when compared to the hard /k/ in Turkish (Kajıbek, 1991).

In Kazakh, the issue of continuity is greatly seen in the words loaned from other languages especially those loaned from Arabic. For example, (Ar.>K.T. >T.T.) *ecel>ajal>ecel, cevâp>jawap>cevap, muhtâc>muhtaj>muhtaç*. However, the letter /ğ/, which is seen in the inner parts or at the end of the words, has been transformed into /w/. For example, (O.T>K.T. >T.T.) *ağız >awız>ağız,yağ->jaw->yağ-, soğık>suwık>soğuk, tağ> taw> dağ*.

Turkish is a language that is written in the same way it is spoken and is read in the same way it is written. Due to this unique structure, reading and writing skills in Turkish develop more rapidly than in the languages with different pronunciations and spelling of words (Berkmen, 2003). The Latin alphabet, which is closest to the phonetics of the Turkish language, is being used during the spelling and reading of the words in Turkish. This usage is a factor that facilitates the foreign individual learners of Turkish to learn the sounds in Turkish (Demirci, 2011). Today, English is the most taught and learned language in the world. The Latin alphabet is known to most people due to the influence of this event. Therefore, it can be stated that those who learn Turkish as a foreign language learnt the sounds in Turkish without any difficulty (Arslan, 2014).

Sound features are the meaningful changes generated by the voices of a language. These changes occur in formats such as permutations, deletions, derivations, etc. in sounds. Since all these changes are linked to some reasons, it is also possible to tie these changes to some reasons. The reasons and characteristics listed include consonant changes. However, one of the reasons for consonant changes should be known as the law of least effort (Efendioğlu and İşcan, 2010).

Korkmaz (2003) stated the following about the law of least effort: it is the rule that leads to events such as deletion, paromasis, vocalic and syllabic alternation (contraction) in order to provide convenience for economizing time and effort during speaking.

It was seen when reviewing the literature in the field that some studies on the problems encountered in teaching Turkish as a foreign language. Researchers such as Tamir (2003), Açık (2008), Şahin (2008), Erdoğan (2015), Kumsar and Kaplankıran (2016), Aydoğmuş (2018), and Kaya (2019) carried out studies that deal with the problems encountered in teaching Turkish. In addition, some studies were dedicated on the issues related to the order of letters and alphabet. The use of consonant letters, the effect of consonants in writing skills, and the determination of the types of mistakes related to consonant have distinct importance in the stage of teaching Turkish to Kazakhs as a foreign language. In the Literature review, the scarcity of studies especially on the problems of consonant letters that Kazakhs encounter while learning Turkish rendered this studies even more significant. There are some problems related to the negative transfer especially in the teaching of kindred languages within themselves. This study was carried out with the idea that a study that would be conducted on this subject will provide a new contribution to the field of teaching Turkish to foreigners.

This study aimed at determining the errors that Kazakh students make with consonant letters in writing skills while learning Turkish as a foreign language. In line with this purpose, the following research questions were attempted to be answered:

- Do Kazakh students use consonant letters with positive or negative transfer in their writing skills?
- What kind of solution should be found to the problems related to letter transfers that Kazakh students encounter in their writing skills?

Methodology

Research Method

Document analysis, one of the methods of qualitative research, was used in this study. In addition to this, comparisons were made on the errors obtained by using the quantitative method.

Content analysis was used in the analysis of the texts used in the study. The basic process in content analysis is to bring similar data together within the framework of specific concepts and themes and to interpret them by organizing them in a way that the reader can understand (Yıldırım and Şimşek, 2008).

Population and Sampling

Kazakh students, who are learning Turkish, constitute the population of the study. Sampling includes the university students learning Turkish as a foreign language in Kazakhstan. A total of 77 Kazakh students who study Turkish as a foreign language in 2016-2017 academic year at Suleyman Demirel University in Kazakhstan participated in the study. Students had the knowledge of Turkish at A2 level. 24 female and 53 students, who came to Almaty to study at university from four different regions of Kazakhstan (East, West, North, South), took part in the study. However, out of these 77 students, data from 11 students were randomly selected in order to be used in this study. All

of the date will be included in future studies in order to demonstrate students' writing and reading skills. Most of them are students who qualify to study at a private university on scholarship as a result of entrance examination and whose ages range between 17 and 19. A small portion of them are fee-paying students at university. Majority of these students speak three languages apart from Turkish and the students who constitute the sampling, were those who did not have any prior knowledge of Turkish. The study was carried out with the consent of students (on a voluntary basis) indicating that the data collected would only be used for research purposes.

Data Collection Tools

In the study, 3 literary texts, which were selected based on certain criteria, were used as data collection tool. In the determination of these texts, many YOS (foreign students' exam) text related questions that are primarily appropriate for A2 level, works on major Kazakh elders, many tales and stories related to Turkish culture, numerous works that were prepared for A2 level and used in teaching Turkish were scanned and, thus, 10 literary texts were selected. However, one text at B1 level was added among other texts. Experts did not select the text at B1 level when selecting texts. This demonstrates the reliability of the experts. 3 texts out of 10 texts were selected as a result of the evaluations by experts and they were used in dictation exercise. Each student was made to write 3 texts in dictation exercise and a total of 231 were obtained ($77 \times 3 = 231$ texts).

Data Collection and Analysis

In the study, first of all, the phonological conditions that cause Kazakh students to make mistakes in writing skills in Turkish had been attempted to be

determined. Some practices were made with the help of texts selected for this purpose. First of all, 10 texts, identified by reviewing the literature, were sent to the experts in their respective fields. 3 selected texts, after receiving the opinions of the experts, were read by the teacher to observe the writing skills and error frequency of Kazakh students. Dictation activity was carried out by prompting students to write the texts read by the teacher. Hengirmen (1990) describes dictation as turning the abstract sounds learned through speaking into concrete form by shaping them through writing.

Dictation papers of 11 students among 77 students were selected in this study. Total number of papers selected randomly was 33. After selecting the dictation papers, the texts written by 11 students were firstly examined and the errors they made were identified by descriptive analysis. Detected errors were entered into the Excel spreadsheet one by one. The data obtained as a result of these applications were examined. Students' detected errors were subjected to content analysis in these examinations. After identifying the reasons for the error, the information about the errors were prepared as tables.

Findings

The issues encountered by Kazakh students learning Turkish as a foreign language while using consonants as a result of the dictation work had been determined in the study. The errors of students on this subject and data collected were analyzed and transferred to the tables. Together with the tables, the evaluations of the issues related to consonant changes were also included in this section.

Issues Related to Consonant Changes

Continuity: Continuity is the transformation of non-continuant consonants in terms of quality into continuant consonants. Continuant and Non-continuant consonants are classified as follows:

Continuant Consonants: /f/, /h/, /ş/, /s/, /j/, /ğ/, /n/, /r/, /z/, /l/, /m/, /v/, /y/.

Non-continuant Consonants: /p/, /ç/, /t/, /k/, /b/, /c/, /d/, /g/.

Continuity in Turkish can also be referred to as the case of the transformation of non-continuant consonants into trill or fricative consonants. In this regard, the use of the words *var*, *ver* in Turkish today as *bar*, *ber* in old Turkish or the present use of the words *av*, *ev* as *ab*, *eb* in old Turkish (/b/ > /v/) can be given as examples for continuity. Other examples of words exposed to continuity in Turkish are: (O.T. > T.T.) *beg* > *bey*, *öpke* > *öfke*, *yag* > *yağ*. Continuity is a very common event in Kazakh language. Example words are: (O.T. > K.T.) *adut* > *uwis*, *tağıgu* > *tawıq*, *hidmet*(Ar.) > *kızmet*.

Sometimes, in the case of continuity seen in Kazakh language, the consonant /p/ takes the form of /w/ when adverb suffix /-p/ added to monosyllables that end with consonant /-p/. Example words are: *kep-i-p* > *kewip*, *tep-i-p* > *tewip*, *tap-i-p* > *tawip*. Among the peculiar characteristics of Kazakh language, the consonant /ç/, found in old Turkish, was transformed into the consonant /ş/ in Kazakh by being exposed to the case of continuity. It can be noticed when looking at these words that their Turkish usages are similar to

old Turkish or very close to it. Example words: (O.T. > K.T. > T.T.) *Aç* > *aş* > *aç*-, *saç* > *şas* > *saç*, *keç* > *keş* > *geç*-, *üçün* > *üşin* > *için*, *üç* > *üş* > *üç*.

The errors that Kazakh students, who are learning Turkish, made with regard to continuity are given in Table 2. The words that each student wrote instead of the words that they were supposed to write correctly were included in the first column while the table was created. The correct form of the word is in the second row, and the type of the error appeared in the last row. Each of the errors that appear in the rows of the tables was the errors made by one student. The errors were always given in the tables in case if the students repeatedly wrote the words repeated in the text incorrectly.

The fact that some letters in Kazakh language are being used instead of letters in Turkish have an adverse effect on learning in Turkish teaching. Because Kazakh students try to write their Kazakh usage within Turkish words, and, certain errors arise as a result of this. 59 errors related to this section. The most repeated error among these errors was the error on /b/ > /v/. The most important reason for this is that the some words in Turkish that start with letter /v/ begins with the letter /b/ in Kazakh language. For example, *ver*- > *ber*-, *var* > *bar*, *varlık* > *barlıq*, *var*- > *bar*-. Another reason is that the words in Turkish with the letter /ç/ in them are used with /ş/ in Kazakh. For example, *Güç* > *küş*, *üç* > *üş*, *ağaç* > *ağaş*.

Table 2

Errors Related to Continuity

Words Written		Error Type:	Words Written		Error Type:
Incorrectly	Correct Word	Continuity	Incorrectly	Correct Word	Continuity
balası	Babası	/b/ > /l/	kimyağır	kimyager	/g/ > /ğ/
edemiyat	edebiyat	/b/ > /m/	ğün	gün	/g/ > /ğ/
ederiyat	edebiyat	/b/ > /r/	gelişmeyi	gelişmeyi	/g/ > /ğ/
Novel	NOBEL	/b/ > /v/	ğören	gören	/g/ > /ğ/
Novel	Nobel	/b/ > /v/	ğün	gün	/g/ > /ğ/
novel	Nobel	/b/ > /v/	ğün	gün	/g/ > /ğ/
Novel	Nobel	/b/ > /v/	ğün	gün	/g/ > /ğ/
novelin	Nobel'in	/b/ > /v/	ğeldiğine	geldiğini	/g/ > /ğ/
noveli	Nobel'i	/b/ > /v/	sevği	sevgi	/g/ > /ğ/
novel	Nobel	/b/ > /v/	duyhular	duygular	/g/ > /h/
novelin	Nobel'in	/b/ > /v/	tezhakın	tezgahın	/g/ > /h/
edeviyat	edebiyat,	/b/ > /v/	tezyahın	tezgahın	/g/ > /y/
sevebiyle	sebebiyle	/b/ > /v/	tezyagın	tezgahın	/g/ > /y/
sevibile	sebebiyle	/b/ > /v/	tezyiyahınt	tezgahın	/g/ > /y/
içevilecek	içebilecek	/b/ > /v/	tezyağın	tezgahın	/g/ > /y/
mufer herlemizi	mücevherlerimi	/c/ > /f/	tezyafın	tezgahın	/g/ > /y/
mujefherler	mücevherler,	/c/ > /j/	tezyapın	tezgahın	/g/ > /y/
mujehherlerimizi	mücevherlerimi	/c/ > /j/	tezyabın	tezgahın	/g/ > /y/
mujefherlerinin	mücevherlerimi	/c/ > /j/	Ançah	Ancak	/k/ > /h/
müzevherlerinizi	mücevherlerimi	/c/ > /z/	Ahdeniz	Akdeniz	/k/ > /h/
müzevherlerinin	mücevherlerimi	/c/ > /z/	tahdir	Takdir	/k/ > /h/
geştikçe	geçtikçe	/ç/ > /ş/	tahdir	Takdir	/k/ > /h/
iştikten	içtikten	/ç/ > /ş/	harakteye	karakteri	/k/ > /h/
yüzlen	yüzden	/d/ > /l/	Hafte	kahve	/k/ > /h/
bunlan	bundan	/d/ > /l/	gereliyor	gerekiyor.	/k/ > /l/
görmelikleri	görmedikleri	/d/ > /l/	mi	ki	/k/ > /m/
ve	de	/d/ > /v/	sanladı	sakladığı	/k/ > /n/
ve	de	/d/ > /v/	inilarına	ikramı	/k/ > /n/
vereçe	derece	/d/ > /v/	çor	çok	/k/ > /r/
			müşlerinin	müşterinin	/t/ > /l/

In this section, out of the total of 59 errors, it was identified that 9 errors were made with the letter /g/ > /ğ/, 7 errors with the letter /g/ > /y/, 6 errors with the letter /k/ > /h/, 3 errors with letters /c/ > /j/, /d/ > /l/, /d/ > /v/, 2 errors with letters /c/ > /z/, /ç/ > /ş/, /g/ > /h/, /k/ > /n/ and 1 error with letters /b/ > /l/, /b/ > /m/, /b/ > /r/, /c/ > /f/, /k/ > /l/, /k/ > /m/, /k/ > /r/, /t/ > /l/ in respective error types. It was seen in this section that the identified errors were found to be made in many error types. Especially, the students were observed to have made errors in the transformation of letter /g/ > /y/ of the word *tezgahın*. In order to rectify these errors, different approaches need to be carried out by taking some features of Turkish and Kazakh languages into consideration.

Non-continuity: According to Korkmaz (2007), Consonants of /p/, /b/, /m/, /t/, /d/, /k/, /g/, which occur by blocking the oral passage and releasing the breath that emanates from inside towards outside in an explosive manner is called plosive (non-continuant) consonants. In some sources, consonants c, and ç are regarded as plosive consonants. According to Banguoğlu and Gülensoy (1994), in Turkish, there are fricative consonants (fricative sounds) against plosive consonants. They are similar type sounds that are producing by forcing air through a narrow channel made by placing two articulators close together. In Turkish, there are fricative consonants of /f/, /v/, /ğ/, /h/, /j/, /ş/, /s/, /z/, and /y/ (Korkmaz, 1992).

The case that is called non-continuity in Turkish is the transformation of consonants that are continuant in

terms of property into continuant consonants. The transformation of some of the letters of words that entered into Turkish from other languages during pronunciation into the letter /c/ can be among the examples provided for non-continuity. In this type, sound alteration caused by similarities during the pronunciation, as seen in the word *azıcık* > *accık*, is one of the examples for non-continuity. The organs used in speech during the pronunciation of non-continuant sound units cause the air to suddenly stop by clinging together and the sound units continue the process of articulation after this event. In the pronunciation of continuant consonants, the organs used in speech come closer until there is little distance between them and, as a result, the air slowly comes out in glides without complete disruption. Consonant /r/, a voiced consonant, also occurs with the oscillation of the tip of the tongue (Mirzabekov, 1993).

Mirzabekov (1993), in his *Kazak Tilinin Fonetikası* (*Phonetics of Kazakh Language*), divides consonants related to this subject into three.

- I. Non-continuant (Şuğıl) Consonants: /p/, /b/, /t/, /d/, /k/, /g/, /q/, /ts/, /ç/, /m/, /n/, /ŋ/
- I. Continuant (Izıñ) Consonants: /f/, /v/, /s/, /z/, /ş/, /j/, /h/, /ğ/, /h/, /l/, /y/, /v/
- II. Voiced (Diril) Consonant: /r/

Contrary to Turkish, the non-continuity in Kazakh is a very common case. Example words are: (*OT.* > *K.T.*) *tawış* > *dıbis*, *sıçkan* > *tışkan*, *quduğ* > *qudık*, *yumurtğa* > *jumurtka*, *altmış* > *alpıs*, ...*Sefer* (*Ar.*) > *sapar*, *taraf* (*Ar.*) > *tarap*, *akıl+lı* > *aqıldı*, *bin-meden* > *minbesten*.

Table 3
Errors Related to Non-continuity

Words Written			Error Type:		
Incorrectly	Correct Word	Non-Continuity	Incorrectly	Correct Word	Non-Continuity
tondan	fondan	/f/ > /t/	tazeyne dağırsın	hazinedarısın.	/h/ > /p/
kablıt	kağıt	/ğ/ > /b/	köbenin	Kölenin	/l/ > /b/
saglıdı	sağladı.	/ğ/ > /g/	dedik	delik	/l/ > /d/
kazandığı	kazandığı	/ğ/ > /g/	anlaşıdyordu	anlaşılyordu.	/l/ > /d/
dağıtılmaktadır	dağıtılmaktadır	/ğ/ > /g/	bedirlerken	belirlerken,	/l/ > /d/
taşıdıgı	taşıdığı	/ğ/ > /g/	bedirten	belirten	/l/ > /d/
gittigini	gittiğini	/ğ/ > /g/	idgini	ilgili	/l/ > /g/
gittigini	gittiğini	/ğ/ > /g/	baştamışlar	başlamışlar	/l/ > /t/
sandığa	sandığa	/ğ/ > /g/	baştanuşlar	başlamışlar	/l/ > /t/
sakladığı	sakladığı	/ğ/ > /g/	astım	aslını	/l/ > /t/
sakladığı	sakladığı	/ğ/ > /g/	astığı	aslını	/l/ > /t/
oldugunu	olduğunu	/ğ/ > /g/	adldına	alnına	/n/ > /d/
geldigini	geldiğini	/ğ/ > /g/	aldına	alnına	/n/ > /d/
geldigini	geldiğini	/ğ/ > /g/	aldına	alnına	/n/ > /d/
aşagı	aşağı	/ğ/ > /g/	aldına	alnına	/n/ > /d/
sandığın	Sandığı	/ğ/ > /g/	aldına	alnına	/n/ > /d/
sandığı	Sandığı	/ğ/ > /g/	Alfbet	Alfred,	/r/ > /b/
tezğagin	tezhahın	/ğ/ > /g/	başadısını	başarısını	/r/ > /d/
öğrendik	öğrendik.	/ğ/ > /g/	muştegilerden	müşterilerden	/r/ > /g/
rabatsız	rahatsız	/h/ > /b/	karcısına	karşısına	/ş/ > /c/
bogçaymış	bohçaymış	/h/ > /g/	içinden	işinden	/ş/ > /ç/
bogçayı	Bohçayı	/h/ > /g/	içinden	işinden	/ş/ > /ç/
ruklu	ruhlu	/h/ > /k/	içinden	işinden	/ş/ > /ç/
bokçaymış	bohçaymış	/h/ > /k/	çikayet	şikayet	/ş/ > /ç/
bokçaymış	bohçaymış	/h/ > /k/	çikaye	şikayet	/ş/ > /ç/
bokçaymış	bohçaymış	/h/ > /k/	serbetinin	servetinin	/v/ > /b/
bokçayı	Bohçayı	/h/ > /k/	çibiye	çiviye	/v/ > /b/
bokçaay	Bohçayı	/h/ > /k/	kahde	kahve	/v/ > /d/
bokçayı	Bohçayı	/h/ > /k/	ke	ve	/v/ > /k/
kuzurlu	huzurlu	/h/ > /k/	öglesine	öylesine	/y/ > /g/
pastalamıyor	hastalanıyor,	/h/ > /p/	öglesine	öylesine	/y/ > /g/
patırlıyorlar	hatırlıyor	/h/ > /p/	tagım	tayin	/y/ > /g/

Errors of Kazakh students who learning Turkish related to non-continuity are given in Table 3. Students' errors appeared in the first column of the table. While the correct form of the word in the second column, the type of error appeared in the last column. Each of the errors in the tables belonged to a student. Error types appeared in a table grouped in a way within themselves. All the errors that can be found in this group appeared in the table based on the errors made in the papers examined. While multiple repetitions of some words might be the errors made by different students, they might also be the repetition of the errors made by the same student.

The total number of errors related to non-continuity is 64 according to the information obtained from Table 3. The students were seen to make many errors especially related to the letter /ğ/. The most number of errors were made in letter /ğ>/g/ type with 17 errors when the distribution of non-continuity errors was examined. Then, 8 errors in /h>/k/ type, 5 errors in /n>/d/ and /ş>/ç/ types, 4 errors in /l>/d/ and /l>/t/ types, 3 errors in /y>/g/ type, 2 errors in /h>/g/, /h>/p/, /v>/b/ types and 1 error in /f>/t/, /ğ>/b/, /h>/b/, /h>/t/, /l>/b/, /l>/g/, /r>/b/, /r>/d/, /r>/g/, /ş>/c/, /v>/d/, /v>/k/ types had been identified. The reason for the most common /ğ>/g error type is the inexistence of letter /ğ/ in Kazakh and the students use the letter /g/ instead. In order to overcome this error, Turkish language teachers should lay special emphasis on this letter. There have also been many errors on non-continuity: > fondan, kablıt > kağıt, gittigini > gittiğini, rabatsız > rahatsız, boğçayı > bohçayı, ruklu > ruhlu, dedik > delik, tagım > tayin

Consonant –Vowel Alternation

Consonant-vowel alternation is not a case commonly encountered in Turkish. The error type included in this section may be treated as non-standard error. Students caused the actualization of a very seldom sound case in Turkish by using consonants and vowels in a variety of ways while writing them.

The errors of Kazakh students related to consonant-vowel alternation were shown in Table 4. The words that the students wrote incorrectly instead of the words in the text during the dictation activity, the correct form of words and the error types of students were included in the table. Each of the errors in the tables belonged to one student. The error types appeared in the table by means of grouping within themselves.

Table 4

Errors made on Consonant-Vowel Alteration (ğ>ı, ğ>u, y>i, y>u)

Words written incorrectly	Correct Word	Type of error: Consonant-vowel alteration
sailayan	sağlaya	/ğ/ > /ı/
dautılacaktı	dağıtıla	/ğ/ > /u/
sarailılar	saraylıl	/y/ > /i/
duigular	duygula	/y/ > /i/
şöule	şöyle	/y/ > /u/
öile	öyle	/y/ > /i/

The reason for the total of 6 errors in consonant-vowel alternation was that the students wrote similar sounds and letter in terms of spelling instead of some letters in words. The pronunciation of the letter /y/ in Kazakh as the letter /u/ in Turkish may constitute an example for them.

The most common error was made in /y/ > /i/ error type with number of 3 errors. Then, /ğ/ > /ı/, /ğ/ > /u/, /y/ > /u/ error types followed with number of 1 error each. The

low number of errors related to consonant-vowel alternation caught attention in this section.

Table 5

Errors made with Other Consonant Alternations

Words written incorrectly	Correct Word	Error Type: Other Consonant Alternations	Words written incorrectly	Correct Word	Error Type: Other Consonant Alternations
dünyesi	Bünyesi	/b/ > /d/	ağlına	alnına	/l/ > /ğ/
Dünyesi	Bünyesi	/b/ > /d/	kiblit	kibrit	/r/ > /l/
gidi	gibi	/b/ > /d/	yaralı var	yararlar	/r/ > /l/
gidi	gibi	/b/ > /d/	adlandırırın	adlandırılan	/r/ > /l/
tergiye	terbiye	/b/ > /g/	lütbelirine	rütbelerine	/r/ > /l/
ablandırılan	adlandırılan	/d/ > /b/	lütbelerine	rütbelerine	/r/ > /l/
ablı	adlı	/d/ > /b/	lütberine	rütbelerine	/r/ > /l/
ablı	adlı	/d/ > /b/	dailesinden	dairelerinden	/r/ > /l/
takbir	Takdir	/d/ > /b/	üzelinde	üzerinde	/r/ > /l/
belik	delik	/d/ > /b/	Tajlar	taşlar	/ş/ > /j/
belik	delik	/d/ > /b/	bulusundan	buluşundan	/ş/ > /s/
bekmiş	dikmiş	/d/ > /b/	sıkayet	şikayet	/ş/ > /s/
buran	duran	/d/ > /b/	Simde	şimdi	/ş/ > /s/
tezgafın	tezgahın	/h/ > /f/	Kisi	kişi	/ş/ > /s/
ruğlu	ruhlu	/h/ > /ğ/	kisileri	kişilerin	/ş/ > /s/
limen	hemen	/h/ > /l/	olusturuyor	oluşturuyor	/ş/ > /s/
ruvlu	ruhlu	/h/ > /v/	Igattu	icatta	/c/ > /g/

Other Consonant Alterations

In addition to the errors mentioned so far related to the consonants, there are also errors originated from the similarities found in Kazakh and Turkish words. The errors encountered in this section have a distinct importance from the perspective of showing that the similarities between these two languages directly affect the increase in number of errors. Tamir (2003)'s article entitled “*Türkiye Türkçesi açısından Kazak*

Türkçesine bir Bakış (A Glance at Kazakh Turkish from the Perspective of Turkey Turkish)” was used in the formative stage of this section. One of the errors made on the issue of other consonant alterations was the error made in /ğ/ > /y/ error type. One of the reasons for making this error is the transformation of the letter /ğ/(ı,u) in Turkish words usually into the letter w in Kazakh just like in these examples: *T.T bağır – buğra – ağır – doğru – kuğu – ağız / K.T bawır – buwra – awır – tuwra – quw – awız*. This /ğ/, in a

Turkish word, assumes the form of /y/ as in *T.T sığır – buğday* / *K.T sıyr – bıyday*.

The errors of Kazakh students on other consonant alterations can be seen in Table 5. The words that the students incorrectly wrote instead of the words during the dictation, their correct forms, and the type of errors the students made were included in the table. Each of the errors in the tables belonged to one student. The error types appeared in the table by means of grouping within themselves.

It was determined through the errors made on the papers under examination that some errors fell under more than one error type. However, all the errors that fall under this group were included only here not in other error types. While the multiple repetitions of some words could be errors made by different students, they may also be the repetition of same student's error.

Table 6
Error Related to Other Consonant Alterations

			Error Type:		
			Other		
			Consonant		
			Alternations		
Word Written			Word Written		
Incorrectly	Correct Word	Error Type: Other	Incorrectly	Correct Word	Error Type: Other
Consonant Alternations			Consonant Alternations		
büçlü	güçtü.	/g/ > /b/	diyerine	diğerine	/ğ/ > /y/
büçlük	güçlük	/g/ > /b/	aşayı	aşağı	/ğ/ > /y/
diherine	diğerine	/ğ/ > /h/	düyünlenmiş	düğümlemiş	/ğ/ > /y/
kahrıtlardan	kağıtlardan	/ğ/ > /h/	kayıt	kağıt	/ğ/ > /y/
kahıt	kağıt	/ğ/ > /h/	dimya	kimya,	/k/ > /d/
salınladı	sağladı.	/ğ/ > /l/	sopakta	sokakta	/k/ > /p/
sallanmaktadı	sağlanmaktadır	/ğ/ > /l/	putusuna	kutusuna	/k/ > /p/
sallanmaktadır	sağlanmaktadır	/ğ/ > /l/	tert	terk	/k/ > /t/
kalıt	Kağıt	/ğ/ > /l/	kulatlarına	kulaklarına	/k/ > /t/
kalıtlardan	kağıtlardan	/ğ/ > /l/	satladığı	sakladığı	/k/ > /t/
kalıtlardan	kağıtlardan	/ğ/ > /l/	satladı	sakladığı	/k/ > /t/
kalıt	kağıt	/ğ/ > /l/	satladı	sakladığı	/k/ > /t/
sanladı	sağladı.	/ğ/ > /n/	hat	hak	/k/ > /t/
davıtlacaktı	dağıtılacaktı.	/ğ/ > /v/	yanatlarından	yanaklarından	/k/ > /t/
dayetlacaktı	dağıtılacaktı	/ğ/ > /y/	yanatlarınan	yanaklarından	/k/ > /t/

Table 7

Error Related to Other Consonant Alterations

Word Written		Error Type: Other Consonant	Word Written		Error Type: Other Consonant
Incorrectly	Correct Word	Alternations	Incorrectly	Correct Word	Alternations
özemlikle	Özellikle	/l/ > /m/	ana	ama	/m/ > /n/
alanmarında	alanlarında	/l/ > /m/	ayazıh	Ayaz'ın	/n/ > /h/
özemlikle	özellikle	/l/ > /m/	sıkıldı	sıkıntı	/n/ > /l/
unutumuşlara	unutuluşlara	/l/ > /m/	ölümden	önünde	/n/ > /l/
ilgini	ilgili	/l/ > /n/	ölune	önüne	/n/ > /l/
tünen	tünel	/l/ > /n/	sıkımdı	sıkıntı	/n/ > /m/
Özenlikle	Özellikle	/l/ > /n/	sıkımdı	sıkıntı	/n/ > /m/
özenirle	Özellikle	/l/ > /n/	sıkımdı	sıkıntı	/n/ > /m/
genişmeyi	gelişmeyi	/l/ > /n/	sıkımdı	sıkıntı	/n/ > /m/
özenlikle	özellikle	/l/ > /n/	insam	insan	/n/ > /m/
enlerinden	ellerinden	/l/ > /n/	Medeni	Nedeni	/n/ > /m/
denik	delik	/l/ > /n/	vasiyet	vasiyetnamesini	/n/ > /m/
dendiyi	delik	/l/ > /n/	vasiyet	vasiyetnameye	/n/ > /m/
benli	belli	/l/ > /n/	yüzümden	yüzünden,	/n/ > /m/
benirlerken	belirlerken,	/l/ > /n/	umutmaşlara	unutuluşlara	/n/ > /m/
anan	alan	/l/ > /n/	yalmızca	yalnızca	/n/ > /m/
benirten	belirten	/l/ > /n/	zorunda	zorunda	/n/ > /m/
ödürler	ödülleri,	/l/ > /r/	redeni	Nedeni	/n/ > /r/
özerlikle	özellikle	/l/ > /r/	tık	tıp,	/p/ > /k/
özerlikler	özellikle	/l/ > /r/	tık	tıp,	/p/ > /k/
körenin	Kölenin	/l/ > /r/	tık	tıp,	/p/ > /k/
köreydin	köleydin	/l/ > /r/	tık	tıp,	/p/ > /k/
berki	belki	/l/ > /r/	ökmüş	öpmüş	/p/ > /k/
berki	belki	/l/ > /r/	ökmüş	öpmüş	/p/ > /k/
berki	belki	/l/ > /r/	çok	çok	/p/ > /k/
berki	belki	/l/ > /r/	çok	çok	/p/ > /k/
kiritlemiş	kilitlemiş	/l/ > /r/	totlu	toplu	/p/ > /t/
gerdiyine	geldiğini	/l/ > /r/	yatmışlar	yapmışlar.	/p/ > /t/
ive	ile	/l/ > /v/	ötmüş	öpmüş	/p/ > /t/
haya	hâlâ	/l/ > /y/	ötmüş	öpmüş	/p/ > /t/
asıyı	asılı	/l/ > /y/	ötmüş	öpmüş	/p/ > /t/
anlaçları	amaçları	/m/ > /n/	ötmüş	öpmüş	/p/ > /t/
devan	devam	/m/ > /n/	totlunsal	“toplumsal	/p/ > /t/
renoda	Remo'da	/m/ > /n/			

This section was analyzed by dividing it into 5 due to the large number errors made in this field. It was understood that some similarities in Kazakh and Turkish caused the errors related to other consonant alterations where 34 errors were made above. The

letter /ş/ in Turkish was used as /s/ in Kazakh. For examples, *kış>qıs*, *beş >bes*, *karşı>qarsı*, *gümüş>kümis*, *düş->tüs-*, *taş>tas*, *aş->as-*, *başka>basqa*, *kişi>kisi*, *kuş>qus*, *kaş>qas*,

Table 8
Errors Related to Other Consonant Alterations

Word Written		Error Type: Other	Word		Error Type: Other
Incorrectly	Correct Word		Written Incorrectly	Correct Word	
yaşağıtan	yaşartan,	/r/ > /ğ/	bası	başı	/ş/ > /s/
aynı	ayrı	/r/ > /n/	icakta	icatta	/t/ > /k/
itibanını	itibarını	/r/ > /n/	kaşıdığı	taşıdığı	/t/ > /k/
içenin	içeri	/r/ > /n/	ikibağırını	itibarını	/t/ > /k/
zonunda	zorunda	/r/ > /n/	nimekçe	nimetçe	/t/ > /k/
sevmet	servet	/r/ > /v/	belirken	belirten	/t/ > /k/
sevmet	servet	/r/ > /v/	salaçlar	savaşlar	/v/ > /l/
sevmetinin	servetinin	/r/ > /v/	salaşlar	savaşlar	/v/ > /l/
savailının	saraylının	/r/ > /v/	salaşlar	savaşlar	/v/ > /l/
süve	süre	/r/ > /v/	selmiş	sevmiş.	/v/ > /l/
aşla	Asla	/s/ > /ş/	mücemperler	mücevherler	/v/ > /m/
iflaz	iflâs	/s/ > /z/	menki	mevki	/v/ > /n/
iflaz	iflâs	/s/ > /z/	deran	devam	/v/ > /r/
iflaz	iflâs	/s/ > /z/	merki	mevki	/v/ > /r/
iflaz	iflâs	/s/ > /z/	merki	mevki	/v/ > /r/
iflaz	iflâs	/s/ > /z/	duraya	Duvara	/v/ > /r/
iflaz	iflâs	/s/ > /z/	mücerherlimin	mücevherlerimin	/v/ > /r/
basarı	başarı	/ş/ > /s/	mücerherlerin	mücevherlerimin	/v/ > /r/
başlamışlar	başlamışlar	/ş/ > /s/	duyana	Duvara	/v/ > /y/
bası	başı	/ş/ > /s/	dayranmam	davranmam	/v/ > /y/

error in b/>/g/, /h/>/f/, /h/>/ğ/, /h/>/l/, /h/>/v/, /l/>/ğ/, /r/>/l/, /ş/>/j/, /c/>/g/ had been identified. In this section, students' inability to completely comprehend the letters /d/ and /b/ and their use of the letter /b/ instead of the letter /d/ due to similarity between these

As far as the distribution of the errors within themselves was concerned, the most errors were made in /d/>/b/ ve /r/>/l/ error type with 8 errors. Then, 6 errors in /ş/>/s/, 4 errors in b/>/d/ error type, and 1

letters had been influential in the excess number of errors in /d/ > /b/ error type in this section.

It was determined that 30 errors were made so far in this section according to the tables in which the consonant alterations were shown. When examining the reasons for these errors made, there was a tendency in students to write a letter other than the letter /ğ/ because this letter is not available in Kazakh language and they could not fully comprehend it.

The most repeated error was made in /k/ > /t/ error type with 8 errors when the distribution of errors within themselves was examined. Then 7 errors in /ğ/ > /l/ error type, 5 errors in /ğ/ > /y/ error type, 3 errors in /ğ/ > /h/ error type, 2 errors in /g/ > /b/ and /k/ > /p/ error types and 1 error in /ğ/ > /n/, /ğ/ > /v/, and /k/ > /d/ error types had been identified.

The total number of errors related to other consonant alterations so far had been determined to be 40. The reason for these errors was that some of these letters are similar in both languages.

Table 9
Errors Related to Other Consonant Alterations

Error Type: Other		
Word Written Incorrectly	Correct Word	Consonant Alternations
köleği	köleyi	/y/ > /ğ/
öğle	öyle	/y/ > /ğ/
diğe	diye	/y/ > /ğ/
dihe	diye	/y/ > /h/
giltiyin	giydiğin	/y/ > /l/
şikaret	şikayet	/y/ > /r/
kizmetli	kıymetli	/y/ > /z/
hafisasını	hafizasını	/z/ > /s/
sorunda	zorunda	/z/ > /s/

In this part, which is the last section of the error related to consonant alterations, 9 errors had been identified. The errors in this section were slightly less than the other sections.

The most repeated error was made in /y/ > /ğ/ error type with 3 errors when the distribution of errors within themselves was examined. When examining the reasons for these errors made, it was an important factor for the students to choose the wrong letter while spelling letters that were close in pronunciation with /y/ and /ğ/. Then, 2 errors in /z/ > /s/ error type and 1 error in /y/ > /h/, /y/ > /l/, /y/ > /r/, and /y/ > /z/ error types had been identified.

A total of 180 errors on consonant alterations had been identified in the section up to here (Table 5 - Table 9). This indicated that this error type was the section in which students experienced a great challenge. Errors on consonant letters were shown in a total of 8 tables when looking at overall study. Of these tables, while 1 table was on continuity, 1 in non-continuity and 1 in consonant-vowel alteration, all of the rest were the tables on other consonant alterations.

Discussion

59 of the errors obtained in the research are related to continuity. The fact that some of the letters in the Kazakh language are used instead of the letters in Turkish triggered the errors included in this group and they have very adverse effects on learning section of Turkish teaching. Because the Kazakh students try to impose the Kazakh usage of letters within Turkish words, and as a result, give rise to the occurrence of errors. The most common of these errors was related to /b/ > /v/ error type. The most important reason for

this was that some words that start with the letter v begin with the letter b in Kazakh (*ver-* > *ber-*, *var* > *bar*). Kumsar and Kaplankıran (2016), expressed in their study that they conducted that the letter /c~/j/, the letter /ç~/ş/, the letters /k/ and /h/ next to back vowels and common words borrowed from foreign languages caused these errors.

It was seen that transmission errors related to continuity were made in numerous types. The students were observed to have made /g>/y/ alteration especially in the word *tezgahın*.

Contrary to Turkish, non-continuity is a very common case in Kazakh language as seen in the examples of (*E.T.>K.T.*) *tawış>dıbıs*, and *sıçkan>tışkan*.

The reason for the consonant-vowel alterations, in which a total of 6 errors was made, was due to the fact that the students wrote the words conjecturally rather than the way they heard the words. The most number of errors were made in /y>/i/ error type with 3 errors when examining the distribution of errors within themselves.

A consonant-vowel alteration is not a common phenomenon of sound in Turkish. The error type in this section can be approached as the non-standard error. Students used consonants and vowel sounds in different ways while writing them and thus, caused to create a very rare case of sound in Turkish.

The majority of the errors in throughout the study were seen in other consonant alterations. The type that caused the most number of errors among the other consonant alterations in this group was // >/n/ alteration with 13 errors. Then, it was followed by 12

errors in /n>/m/ alteration and 11 errors in /l>/r/ alteration. Here, the four samples related to /m>/n/ error type had been identified. Especially the errors in /n/ > /m/ and /m>/n/error type were caused by the similarity and proximity of the pronunciation of these two words. This indicated that the students experienced problems on these letters especially in listening skills. Therefore, it is necessary to focus also on the listening activities for the sake of resolving this or similar questions.

One of the errors seen in other consonant alterations in which the most errors were identified were the errors made in /ğ>/y/ error type. One of the reasons for the repetition of this error was generally the occurrence of the letter /ğ/ (ı, u) in Turkish words as /w/ in Kazakh. It was understood that, again, some similarities in Kazakh and Turkish caused errors related to consonant alterations. As seen in the case of *kisi>kişi*, the letter /ş/s, used in Turkish, were used as the letter /s/ in Kazakh. Şahin (2008), in his study, made mention of some problems that people with Turkish ancestry encountered while learning Turkish. He also stated that one of these problems was the negative transfers that they make in their mother tongue. The errors in this section were caused similarly by trying to transfer the words in Kazakh into Turkish.

The high number of errors in /v>/r/ and /r>/v/ encountered in this section demonstrated that the two consonants were not fully comprehended by the students and they were easily replaced in the writing activity.

Kaya (2019), in her study, identified the errors related to vowel and consonant sounds made by Syrian students who learnt Turkish as a foreign language at A1

and A2 and then made some suggestions based on the data obtained. As a result of her study, Kaya identified as a result of her study that the consonant alterations in which the students make the most errors were the letters /b/-/p/. Apart from these letters, it was observed that the most number of errors were made in the letters /ç/-/ş/. Then, in turn, it was pointed out that errors were made in /v/-/f/, /c/-/g/j/ and /ğ/g/-/k/-/y/. In her study, she also identified that the most number of errors were made in letters /b/-/p/ and /ç/-/ş/ at A1 level. Stating that the errors made with other letters were less, Kaya observed that the students did not make any errors in letters /v/-/f/, and /ğ/g/-/k/-/y/ at A2 level.

Aydoğmuş (2018), in his study, identified the errors that Kazakhs learning Turkey Turkish made under the influence of Russian. The errors that Kazakh students made were listed under headings in the study and their correct forms of usage were also shown. Tamir (2003), in his study called “Türkiye Türkçesi Açısından Kazak Türkçesine Bir Bakış (A Glance at Kazakh Turkish from the Perspective of Turkey Turkish),” explained with examples the differences in consonants seen in common words between Turkish and Kazakh. In his study, he stated that a majority section of the disparities between Turkish and Kazakh was originated from the differences in sounds. In addition, he also added that the most significant ones in these sound differences were the disparities between the consonants. As seen in these studies, one of the points that should be taken into consideration while Kazakh students learn Turkish was undoubtedly the consonants and their usage.

It is necessary to pay a particular attention to the studies addressing the incorrect use of consonants or vowels by students who learn Turkish as a foreign

language in Turkey. It can be stated in some studies that these kinds of issues were scarcely encountered. However, the main reason for the scarcity of issues in these studies was that the students were always exposed to Turkish. Researchers who will express that those with Turkish lineage do not make errors in these and similar ways should be more careful. Making a generalization based on a group of students who were taught Turkish in Turkey can lead to misconceptions about this issue. The issues obtained through studies conducted on learners of Turkish abroad are quite close to what actually exist. Because the lack of connections to Turkish by the foreign students apart from Turkish classes is a different factor in the development of these issues. In order to find out the issues that students with Turkish lineage actually experience, it would be more appropriate to carry out research in those regions by visiting the places where they are located.

Conclusion and Suggestions

This research attempted to reveal what kind of errors Kazakh students who learn Turkish make while using consonants and what can be done in order to rectify these errors. For this reason, 3 texts were selected in order to be used in the research by scanning the literature and receiving help from the experts. These texts were written by students through dictation. Then, the data obtained were carefully analyzed and the type of errors were identified. Data was presented with the help of tables according to the results. A total of 309 consonant-related errors was identified in the study. Of these errors, 180 errors were related to other consonant alterations, 64 errors in non-continuity, 59 errors in continuity and 6 errors in consonant-vowel alterations.

The consonant differences that exist in many common words of Kazakh and Turkish appear systematically. If these differences are learned, it is possible to minimize errors. If these differences are learned, it may be possible to minimize the errors. In this respect, Kazakh students who learn Turkish should pay more attention to these consonant differences. However, in order for these consonant differences to be seen and noticed easily, first of all, the format and letters used in the spelling of both dialects must be common and, in short, there must be a common alphabet. Because, as long as the same sounds this phenomenon continues in a teaching environment where the same sounds are represented by different forms and letters, the speakers of these languages will have difficulty understanding what it is written and it would not be difficult to rectify the problems in reading as well as writing.

According to the data obtained from the study, it was seen that students usually made many errors related to letter ğ when examining the reasons for 64 errors made on non-continuity. In addition, the letter /l/ in Kazakh language undergoes a change and become d when it comes after the consonants /l/, /m/, /n/, /ñ/ and /z/ as different from Turkish. This change was especially seen in affixes that begin with the letter /l/. This feature in Kazakh causes student to conduct errors. The most errors were made in /ğ/>/g/ error type when examining the distribution of errors in non-continuity within themselves. The reason for /ğ/>/g/ error type, the most repeated error, was because the letter /ğ/ is not available in Kazakh and students continue to use the letter /g/. It is important to teach the letter /ğ/, which is not present in Kazakh and causes errors in writing skills, to the students at a sufficient level. In order to resolve this error, Turkish language teachers should pay a particular attention to this letter. For the sake of

reinforcing this letter, the words in which this letter occurs should be taught to the student through sample readings. In addition, students' levels of making errors in the words in which this word occurs should also be observed in other language skills.

The errors encountered in consonant alterations indicate that these are the issues that need to be addressed by the instructors. While, in some cases, the negative transfers from Kazakh and Russian were influential in the formation of these errors, sometimes the students' lack of comprehension of the spelling or pronunciations of some letters was effective. Students should be given plenty of repetition and practice in order to rectify consonant errors resulting negative transfers. The fact that the different alphabets of Kazakh and Turkish also have effects on the variety of errors related to this issue. Kumsar and Kaplankıran (2016) identified in relation to this issue that the errors made due to the alphabet were seen in the letters /B/, /C/, /E/, /H/, /P/, and /Y/. As the letters in Kazakh alphabet correspond to different letters, these letters should be taught carefully in the alphabet instruction. Because the Kazakh students try to write the consonant use of Kazakh words in Turkish words and, the errors arise as a result.

In order to rectify different kinds of errors obtained in the study, different applications should be carried out by taking some features of Turkish and Kazakh into consideration. For example, a different effort should be made for the use of these letters while teaching Turkish alphabet. When necessary, a lot of pronunciation practices should be made on letters and syllables upon which many errors had been made. Dictation practices should be included in certain periods. Due to the significance of dictation practice,

this technique, which is applied to Kazakh students abundantly, should also be used in teaching of Turkish.

The fact that the pronunciation of some letters in Turkish is close to each other causes some issues. The solutions to these problems also require students to do lots of listening and writing related to these letters. Here, teachers also have a big task.

The letters that are spelled in the same or very similar way in Kazakh and Turkish are the letters /a/, /e/, /h/, /i/, /k/, /m/, /o/, /p/, /c/, /T/, /B/, /y/, and /H/. The necessary works need to be executed in order to prevent the confusion of these letters by students. Such errors can be avoided by creating a set of word lists.

A number of reading, listening, writing speaking activities should be carried out in order to teach the pronunciations of these letters at the beginning, in the middle and at the end of the words more permanently. Some games should be used for students to learn letters. For example, games through lip reading will

provide great benefits to both those who utter the word and to those who try to guess the word. At the same time, student will be able to spot their own errors by recording the sounds they pronounced. However, as stated above, the most important activity is undoubtedly the dictation practice used in this study. Because the dictation practice develops the listening, reading and writing skills of the students together. 4 skills will be used in one activity if the student asks about the words that he/she failed to understand.

This study was limited to listening and writing skills. Future studies on the field can be conducted especially on the reading and speaking skills of the students. In addition, the students' errors in this study were limited to the field of phonology. The evaluation of such errors should not only be restricted to the field of phonetics, but should also be conducted on other linguistic branches such as morphology and syntax. A study, similar to this one which is carried out with students at A2 level, can also be applied to the students with other level of language.

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