

The Importance of Educational Marble Games in Teaching German

Hasan COŞKUN*

Suggested Citation:

Coşkun, H. (2013). The importance of educational marble games in teaching German, *Eğitim Araştırmaları – Eurasian Journal of Educational Research*, 53, 151-174.

Abstract

Problem Statement: By considering the innovations in the field of communication, the inter-relationship between cultures, and the developments in the world, the Ministry of Education has started to take measures for students to learn languages such as German, French, Russian, Spanish, Japanese, Italian, Arabic, etc., in educational institutions in addition to English. For example, two foreign languages are taught in the Anatolian high schools. Since more and more classic high schools are converted into Anatolian high schools, the need for dual foreign language lessons and the teachers who can give these lessons is increasing. The Board for Higher Education has introduced second foreign language lessons in the foreign language teacher programs, envisioned as three semester programs in order for language teachers to gain experience in the field of two languages. Private education institutes are drawing more students by emphasizing their instruction of more than one foreign language. In some districts of certain major cities, teaching foreign languages has started as early as kindergarten. In Turkey, in the basic education, primary schools, secondary schools and higher education institutes, German is the preferred second foreign language in general. The quality of German language lessons should be improved to encourage more students to elect German as their second foreign language.

Purpose of the Study: The purposes of this research is to explain the development of the educational marble game, review the effect of the game on the success of learning German as a second language, and reveal how this lesson is planned. Observations were made, photographs were taken and reports were written during the implementation. A 24-item test was used as pre-test and post-test during the German course while they were learning vocabulary at Hacettepe University, Faculty of Education, Department of Foreign Language Education, Division of English Language Teaching.

Method: This study is a quasi-experimental study. The researcher began to design educational games in the early 1990s to draw the students'

* Prof. Dr., Gaziosmanpaşa University, Faculty of Education.

attention to the lessons and to ensure they retain what is taught. These games were developed at a university and tested at the German School in Ankara and other Turkish schools (Coşkun, 2004, pp. 37-54; Coşkun, 2005, pp. 187-218). Expert opinions were taken during the design of the educational games and the implementation stages. Photographs were taken during the implementation of the games, reports were prepared, and notes were taken during the observations (Glesne, 2011, p. 6). This research was conducted during the 2012/2013 academic year on 80 students who elected German as a second foreign language at the Hacettepe University, Faculty of Education, Department of Foreign Language Education, Division of English Language Teaching. Students focused on vocabulary learning in both the control (group A) and experimental (group B) groups. Before making the ANCOVA analysis, people at the limit values in the data, those who did not participate in the preliminary or final tests and those who were absent during the lessons were eliminated (deleted) from the analysis. At the end of this process, an analysis was conducted on a total of 64 people, with 34 in the experiment group and 30 in the control group. Group A was taught in the traditional method and group B was taught through the use of the educational marble game. A pre-test was applied to both groups before the lessons and a final test was given at the end of the lessons after one week.

Findings and Results: The ANCOVA results show that the average score of the experiment group (which used the educational marble game) was meaningfully higher than the control group that used the traditional method. With the help of educational games it is possible to capture the students' interest and keep them busy in German classes for a long time. It is important that educational games are developed with special regard to educational sciences and socio-pedagogy. Classifying the games as primary or supplementary and supporting them with materials will make them effective in guiding the students. During the implementation, the students showed great interest in the marble game and all the students participated in the lessons. As in the case of the food names lesson, the students in group B learned the words better than the students in group A.

Conclusion and Recommendation: It was concluded that vocabulary learning through the use of the educational marble game method was more effective than the success of the students on which the traditional method was used. Therefore, the educational marble game is a method that could be effective in vocabulary lessons. Educational games should be used in lessons so the students show more interest in German lessons and are motivated to learn German during the rest of the semester. Educational games should be developed with the help of educational sciences and social pedagogy and implemented in this manner. When developing such educational materials, students' knowledge of their mother tongue and foreign language(s) should be considered. Additionally, the target group's age and interests should be taken into account.

Keywords: Teaching German as a foreign language, educational marble game, design of the game, implementation.

The educational marble game was used initially to make good use of leisure time. Later educational institutes used it to teach a language from primary schools to universities. Students, parents, teachers and teacher candidates participated in the implementation of the game. The researcher took notes throughout each activity. The shortcomings and successes of the implementation were discussed with the help of these notes. Later, the shortcomings of the game were rectified and measures were taken to prevent the occurrence of the same issues in the new games. This improved the quality of the existing educational materials and gave us ideas for the development of new games, and materials to be used in these new games were created. An interdisciplinary research approach was used to develop the educational marble games.

This study aimed to teach the vocabulary with "marble games" according to the concept discussed in "Games in a Language Lesson" (Coşkun, 2006). In order to make the German lessons more attractive and interesting for German learners in Turkey, the current traditional and methodological-teaching structure of the classes must be reconsidered. Because the German lessons in Turkey are elective lessons in primary and secondary schools, German lessons must be made attractive for students. Therefore, it is very important that different methods are used and that educational games are incorporated. The development and implementation of the marble game exemplifies this. At this point researchers in Turkey frequently discuss dramas and similar theatrical plays (Erten, 1999, pp. 49-63). However, there are not enough educational games. The following sections will elaborate on and discuss important aspects of this subject.

The marble game is a ten-year-old interdisciplinary game sponsored by Bosch. Educational games were designed in the early 1990s to increase the students' attention to the lesson. In the beginning, students who were teacher candidates in Industrial Arts Education of Gazi University and in the Technical Education and Faculty of Education of Gazi University participated in a related study (Erden, 2003, pp. 51-64). The products of their first works were applied in the German school and other Turkish schools in Ankara as a part of the arts and crafts courses. Expert opinions were considered during the design and implementation of the educational games developed during this period.

The educational games developed with the help of arts and crafts educators at Gazi University were implemented in foreign language courses at universities such as Ufuk University and Hacettepe University with the cooperation of the foreign language teachers, which shows this study's interdisciplinary approach. Related to this work, training activities were carried out with students studying in foreign language departments. In order to enable a broader application of the games, we cooperated with the Goethe Institute in Ankara. To add an international dimension for the test series that was done in Turkey, the games were tested and discussed at Leuphana Lüneburg University and Berlin Free University in Germany.

Method

Research Design

This study used a qualitative research method; the research was completed in three stages. During the first stage, the educational marble game was designed. In the second stage the game was applied in the German lessons given by educational institutes given as a second foreign language. In the third stage the flow chart of the lesson in which the educational marble game is used, was developed.

During the meetings with experts, benefit was gained from photographs that were shot during application and from written protocols and notes that were taken during observations (Yıldırım, A. & Şimşek, H., 2008, pp. 169-179; Sönmez & Alacapınar, 2011, pp. 77-89).

The Marble Game as an Educational Instrument

The educational marble game used in this research as a means of teaching was inspired by the marble game played by the children and developed accordingly. Additional materials such as wooden blocks, lists of words and student handout sheets and the referee sheets were developed for the use of the educational marble game in lessons.

The researcher designed, produced and employed the marble game used in the study in different educational institutions. The educational game was a product of a 10-year interdisciplinary study supported by the Bosch Company. The general outline of the marble game was drawn first in order to allow it to be used in lessons. Then then general outline was discussed with the teacher candidates and examined by an expert. In order to obtain the general validity and reliability of the educational tool a 30-item scale game evaluation instrument was developed. Twenty-five of these items were five-degree Likert scale questions addressed to the teacher candidates and five items were open-ended items aimed to gather their recommendations. The educational tool took its final form after the observations made during the implementation, the discussions held with the experts, the photographs taken and the data gathered from the game evaluation instrument.

Later, the language teaching materials to be used with this educational game were developed for a specific purpose, which was to teach German as a second language. The methods mentioned above were used to test the validity and reliability of these materials. A 24-item instrument that asked for the German translations of words was developed to measure the game's effectiveness. The game was used in primary and secondary schools together with the teacher candidates. The purpose of these activities was also to test whether the teacher candidates could use this equipment.

Work Groups

This educational marble game was designed by the researcher and applied with teacher candidates. We worked with the students of the Faculty of Industrial Arts Teaching of the Gazi University and experts in the field of design in the development of the educational marble game. In this research the educational marble game was applied in primary schools, secondary schools and university students. The implementation at the Hacettepe University was the main effort in the research.

When this educational game was used to make good use of leisure time, adults also participated in the game.

Data Collection

The data used in the research were compiled by reviewing the literature, using the evaluation scale, taking photographs during the implementation, and through discussions with the students and teachers. The assessment (evaluation) tool developed for the purpose of learning words is a list with 24 items. This list comprises 24 numbers, pictures, and five columns left blank to fill in the Turkish, English and German words.

The research was conducted on the 80 students who elected German as a second foreign language at the Hacettepe University. These sophomore students were taking German for the first time. Using the class roster, the class was divided into two groups from 1 to 40 and from 41 to 80. Before making the ANCOVA analysis, people at the limit values in the data, those who did not participate in the preliminary or final tests and those who were absent during the lessons were eliminated (deleted) from the analysis. As a result of this process, the analysis was conducted on 64 people, 34 in the experimental group and 30 in the control group.

Data Analyses

The data was analyzed it was compiled. Priority was given to determining whether there was a meaningful difference between the preliminary tests by administering a t-test for the independent groups in the data analysis. Table 1 shows the t-test results of the independent group on the preliminary tests of the experimental and control groups.

Table 1

T-Test Results on The Preliminary Test Scores

<i>Preliminary test</i>	<i>N</i>	<i>M</i>	<i>S_x</i>	<i>S_d</i>	<i>t</i>	<i>P</i>
Experiment Group	34	5,50	4,70	62	3,36	.001
Control Group	30	2,43	1,77			

**** $p < 0.01$**

The data was examined to see if there were meaningful differences between the preliminary tests of the experimental and control groups. The results showed a meaningful difference in the preliminary tests of the two groups [$t(64)=3,36; p < 0.01$]. Because the difference between the preliminary test scores is significant, the difference in the final test scores was analyzed with the ANCOVA where the preliminary test scores were used as control variant(s).

The selected photographs, teachers' opinions and students and data from the records of the students and the judges were used in the data collection. The findings were arranged according to their intended purpose and interpreted accordingly.

The German words written by the students were analyzed in respect to their spelling. Spelling mistakes stemming from Turkish and/or English spellings were

examined. In the evaluation, the number of letters of these words was used as the basis. The analysis of the contents was performed by two experts. No significant differences were observed in the evaluations performed by the two experts.

In principle, in order for the students to see the mistakes they made, the necessary corrections were made with a red pen. One of the most important subjects for the foreigners in learning German is the article. Since the subject of article is taught in later stages, the issue of articles was not considered at the beginner's level.

Educational Marble Games Design

History of Marble Games

There are marble games in nearly every country. From an anthropologic perspective, human beings have always been interested in rolling objects. Until the industrial production of marbles, humans used round stones, pebble stones and fruit food such as nuts, walnuts and oranges. Obviously it is interesting for humans to try to hit an object from a certain distance. Diem (2004, p. 4) said the ancient Romans and Egyptians enjoyed playing marbles. Even today, games with marbles are still the most popular games of children and teenagers. There are many different marbles games worldwide. Diem introduces 28 games of marbles in his book cited above.

The idea of designing a game of marbles to be used by the researcher in teaching language classes came from an experience living in an Anatolian village near Ankara. At that time, there were two common versions of a marble game in the researcher's village (Onur & Güney, p. 372). In the first version, the aim was to hit the marbles laid out in a row on the ground. In the second version, marbles are rolled into a hole from a certain distance. Marbles are usually played outdoors but with the modifications made, marbles can be played indoors on carpets or on a table at home, for recreational activities at schools, etc.

Base Construction for the Marble Games, Developed for Language Classes

The game board consists of a square of 65 x 65 cm. The wooden plate that serves as a game field is fixed in the middle of a wooden frame. The marble game case serves two functions. When the case is opened, the game field appears. When the case is closed, it becomes the container for the game tools (stones, marbles, dice, and game manual). The two wings of the case are mounted onto each other with two joints. There are also two locks on the case that hold the case wings securely together after the case is closed, and there is also a handle to carry the case.

There are 24 spots on the game field to put the stones on; those spots are numbered and arranged in a circle. There is a hole in front of every spot into which the marbles are thrown. There are also four storage areas at the corners of the game board and holes for the marbles in front of every storage area. The four storage areas are numbered from 1 to 4. Every storage area belongs to one player. For the game, 24 numbered stones, four standard sized marbles and a dice are needed. There is a Bosch emblem on one side of the stones and a picture depicting a field of various professions on the other side. The professional titles are inscribed in three languages.

Game Accessories

The marble game consists of the following parts mentioned below:

- a) One case holding the marble game
- b) Four marbles
- c) 24 stones, each 6 x 6 x 1 cm in size.
- d) One dice
- e) One game manual
- f) Teaching materials

To gather more information about the teaching materials (student sheet, referee sheet, puzzle) related to the theme of professions one may consult the book "Learning Languages Through Games" (Coşkun, 2006, pp. 145-146/202-207). The instructions for the use of the game can be modified according to the levels and needs of the target groups.

Game Rules

Every game has certain rules. The user should make the necessary arrangements to the rules of the game in the manner stated above. The general rules of the game are:

- 01) This game of marbles is played with four players and one referee.
- 02) The order of the players is determined with a dice. The player who throws the highest number sits in front of the smallest number of the storage and starts.
- 03) Before the game starts, all stones are thrown on the game board. During this process every player says the following by turns:
 - a) Now I will take a stone.
 - b) On the stone there is a picture.
 - c) The picture has the number....
 - d) The picture means ... in Turkish ..., in English ... and ... in German
 - e) It is your turn.
 - f) Thank you very much.
 - g) Now I will take a stone and so on.
- 04) The marble is thrown from the middle of the game board (marked with START) or from the outer circle of the game board into the holes in front of the stones (the player is not allowed to move his hand).

The player says the following:

- a) Now I will take my marble and throw it into a hole.

- b) My marble is not in a hole (in this case, it is the other player's turn) or my marble is in a hole.
- c) I will flip over the stone in front of this hole.
- d) On the stone there is a picture.
- e) The picture has the number
- f) The picture means in Turkish in English and in German
- g) I will put this stone back in the storage spot.
(The surface of the picture is on top and the Bosch emblem is on the bottom)
- h) It's your turn.
- i) Thank you very much.
- j) Now I will take a marble and throw it into the hole and so on.

- 05) Each player gets a marble and puts it into the hole in front of his/her storage area.
- 06) Each player gets a student sheet.
- 07) The referee tells the first player to start.
- 08) After all the stones have been flipped over or after the scheduled game time is over, every player puts the stones he flipped over with the help of his/her student sheet into his storage area. As he/she does so, he/she says the following:
 - a) This is my stone.
 - b) Now I will take my stone.
 - c) On the stone there is a picture.
 - d) The picture has the number
 - e) The picture means in Turkish,in English and in German.
 - f) I will put this stone into my storage area.
 - g) It is your turn.
 - h) Thank you very much.
 - i) This is my stone, etc.
- 09) Teaching materials, supplementary games and practice forms will be introduced according to the sequence of events.
- 10) The referee determines the most successful player according to the referee sheet in which:
He/she entered the names of each player for each flipped stone and he announces at the end of the game.
- 11) The game board (game table) is cleared by all participants.

Game Variations

The names of the professions must be practiced by using different practice forms and through supplementary games. The use of various games and supplementary material in lessons helps the students focus on the subject matter for an extended period of time. The games namely 1) Musical chairs, 2) Telephone game, 3) Card game, 4) Clothesline game can be added and modified by the children.

The first three games are described in detail in "Learning Languages Through Games" (Coşkun, 2006, pp. 62, 63, 89). The idea of the fourth game as a supplementary game came to my mind in 2007. This supplementary game was successfully applied in various activities.

Practice Forms for Memorizing the Vocabulary

It is possible to teach the names of professions outside of game variations with the use of different exercises. The following reading and writing exercise can be added or the students may participate spontaneously.

Word Salad

This exercise consists of two sheets placed side-by-side by the teacher. There are square letters on the first sheet. If the teacher puts them together correctly, the sheet shows the names of professions in Turkish, English and German languages. The second sheet has a table with three columns and 24 spaces. Students are asked to choose the words in one language and then fill them alphabetically in the table and write the corresponding meanings in the other two languages. Determining in advance the language in which the alphabetic listing has to be made will simplify the students' task and the teacher's work of checking them (Coşkun, 2006, pp. 52-53).

For this exercise the students first write the Turkish words on an additional sheet. After that they complete this list and add the English and German equivalents. Then they cut out the Turkish words together with their English and German meanings in the form of strips. Afterward they arrange these strips in alphabetical order of the names of professions beginning with the Turkish words. Then they enter the Turkish words together with their English and German meanings on the word list on the second sheet.

Puzzles

From an anthropological point of view, humans seek information, make guesses and personally develop puzzles out of natural curiosity and a love of learning. Therefore, there are puzzles in nearly all newspapers, journals, magazines and language books. There are also puzzle journals published weekly. This development shows that puzzles will also be employed in geography, mathematics, physics, biology and books specializing in sports in the future. Experience from foreign language classes shows that professionally developed puzzles tend to make the lesson stress-free and entertaining and it helps motivate the students. Consequently, five puzzles have been developed for the teaching approach mentioned above:

Word puzzle from English to German. In this word puzzle, 24 English words are given. The German equivalents should be written in the boxes.

Word puzzle from Turkish to German. In this word puzzle, 24 Turkish words are given. The German equivalents should be written in the boxes.

Word puzzle from German to Turkish. In this word puzzle, 24 German words are given. The Turkish equivalents should be written in the boxes.

Picture puzzle in three languages. Turkish, English and German: In this picture puzzle 24 pictures from the theme "food names" are given. In every box with pictures there is also a letter: T, E or D. T indicates that the Turkish equivalent of the picture will be written in the boxes, D indicates that the German equivalent of the picture should be written in the boxes and E indicates that the English equivalent of the picture should be written in the boxes.

Word search puzzle in three languages: Turkish, English and German. In this word search, 24 names of professions are hidden; eight in Turkish, eight in English and eight in German. This kind of a puzzle is a square made up of 20 horizontal and 20 vertical boxes. There are total of 400 boxes in the square.

The student highlights the hidden words in three colors according to the word list given previously – Turkish in red, English in green and German in blue. The letters at the intersection points may be in two colors. The solutions are also specified in these three colors (Coşkun, 2006, pp. 91-92).

Preparation of the socio-pedagogical activity with the game of marbles. The successful use of educational games requires a thorough preparation of the activities described in this article, because working with educational games outside the school context should reflect their socio-pedagogical character. Also the preparation of a socio-pedagogical activity has to be designed for the target group. During this process, the educational facility, age, game experiences, physical and mental condition of the participants, and theme and participants of the game play an important role. These factors are explained briefly below:

Description of the Target Group Educational Facility. Primary and secondary school for physically handicapped students. This educational facility consists of one primary school level (grades 1-8) and one secondary school (grades 9-12). In primary school the students start learning English as a foreign language in the 4th grade. German is not offered yet at this school. Most of the students at this educational facility are boarding students from other cities. They are not able to participate alone in socio-pedagogical activities outside the educational facility because of their multiple physical handicaps. Therefore, it is important that individuals and the groups employed offer socio-pedagogical activities in this educational facility or take the students along with the activities in the city.

Theme. Learning the names of professions in three languages through socio-pedagogical activity.

Participants. Sixteen students between 11 and 16 years old and seven university students, one director, three teachers and a faculty member named Çağlar.

Game area. Dining hall approximately 130 m² in size. The participants, especially the wheelchair users, had enough movement area. There was enough room for group work and work in the plenum (group discussions). The size of the tables was suitable for the game of marbles.

Game period. 120 minutes (30 minutes for the game of marbles and 90 minutes for additional games and teaching materials).

Activity director. The researcher.

Targets of the Socio-Pedagogical Activity

Students who take part in this activity:

- 1) Understand the importance of socio-pedagogical aspects
- 2) Realize the possibilities of socio-pedagogical activities
- 3) Know how to spend their free time meaningfully by learning foreign languages
- 4) Know they have to accept the game rules
- 5) Know how to develop strategies
- 6) Learn how to tolerate their opponents
- 7) Develop or improve their communication skills
- 8) Coordinate between brain and muscles
- 9) Read purposefully and make proper use of what they read
- 10) Are interested in the design, production and sale of the game in their free time
- 11) Know the names of the most current professions in Turkish, English and German
- 12) Enhance their interest in foreign languages

Process of the Activity Game of Marbles

The teaching and learning processes for the lesson in which the educational games are used should be planned in detail (Ende, Grotjahn, Kleppin & Mohr, 2013, p. 123; Thal & Vormdohre, 2009, p. 199; Bimmel, Kast, & Neuner, 2003, pp. 129-130; Sönmez, 2007, pp. 102-104).

Table 2*Flow Chart of Activities*

<i>Steps</i>	<i>Duration</i>	<i>Activities of the game director and participants</i>	<i>Method/Technique</i>	<i>Medium</i>
1	5 Min.	Coşkun tells the students that today they will try the game of marbles together with Çağlar and the students at Ufuk University.		
2	3 Min.	The participants label their name plates in three languages and fix them on their collars. (e.g., My name is).	Individual work	Name plates, pin and writing mat.
3	5 Min.	Çağlar talks briefly about the leisure time arrangement.	Recitation	
4	5 Min.	Groups of four to five students are formed and the participants sit at desks.		
5	2 Min.	The Bosch-game of marbles-case is distributed.		Game of marbles
6	10 Min.	The Bosch-game of marbles-case is opened and the stones are put on the game board.	Group work	Game of marbles case and stones
7	5 Min.	The sequence of the players and the referee is determined with the dice (the person who throws the smallest number becomes the referee).		Dies
8	5 Min.	Coşkun visits each group and explains the game rules if questions arise (the students have already learned the rules at university).		
9	20 Min.	The list of referees is distributed. Each referee writes the profession names down in Turkish, English and German with the stones that have been won.	Group work	Referee list
10	5 Min.	The participants lay the game case and stones on the table. They sit down at the desks that are ready for the plenum. The referees show the results.	Circle / Recitation	Referee list
11	20 Min.	The players sit down at the desks. Coşkun gives group A the students' sheet and the first 12 flash cards. He also gives group B the students' sheet and the last 12 flash cards. The participants fill in the blanks with the 12 Turkish and English words.	Circle / Recitation	Pictures and student sentence list
12	5 Min.	The participants sit down at the plenum desks.	Circle / Recitation	
13	10 Min.	Each group hangs the flash cards on the clothesline and reads and explains the writings.		Clothesline, clips, pictures and work lists
14	10 Min.	The participants sit at their desks and solve the puzzle.	Individual work	Puzzle and writing material
15	5 Min.	The participants sit at their desks for the plenum and talk about the problems of solving puzzles (the solutions are distributed if necessary).	Circle / Recitation	Work sheets for the group work/ individual work
16	5 Min.	The marble game is evaluated. Each of the participants gets a book as a gift. The completion of the activity is announced. The activity director thanks them for their cooperation	Circle / Recitation	
	Total of 120 Min.			

In order to facilitate communication in the lessons where educational games were used, a table containing the proper names, personal pronouns, nouns, verbs, adjectives and expressions used in the games should be prepared.

Table 3*Important Vocabulary*

<i>Türkçe</i>	<i>English</i>	<i>Deutsch</i>
<i>Özel isimler</i>	<i>Proper names</i>	<i>Eigennamen</i>
Bilgen	Bilgen	Bilgen
Jutta	Jutta	Jutta
Klaus	Klaus	Klaus

As seen in this list, proper names are the same in all languages and they are generally not translated. Sometimes the phonetic pronunciation of the names is adapted to the related alphabet. In foreign language lessons it is a relief for students if they recognize proper names in dialogues, texts, etc.

<i>Türkçe</i>	<i>English</i>	<i>Deutsch</i>
<i>Sahis zamirleri</i>	<i>Personal pronouns</i>	<i>Personalpronomen</i>
ben	I	ich
sen	you	du
o (erkek, bayan, cansız)	he/she/it	er / sie / es
biz	we	wir
siz	you	ihr
onlar	they	sie
siz	you	Sie
<i>Cins isimler</i>	<i>Nouns (the)</i>	<i>Substantive (der,die, das/ die)</i>
çay	tea	der Tee
karar	decision -s	die/die Entscheidung -en
hakem	referee -s	der/die Schiedsrichter -
hakem (bayan)	referee -s	die Schiedsrichterin -nen
oyuncu	player -s	der/die Spieler -
oyuncu (bayan)	player -s	die/die Spielerin -nen
oyun tahtası	game board	das/die Spielbrett -er
rakip	opponent -s	der/die Gegner
rakip (bayan)	opponent -s	die/die Gegnerin -nen
resim	picture -s	das / die Bild - er
şans	chance -s	die/die Möglichkeit - en
zar	dice	der/die Würfel -
oyun alanı	game field -s	das/die Spielfeld -er
bardak	glass -es	das Glas, die Gläser
çanta	case	der/die Koffer
oyun kuralı	rule of the game -s	die/die Spielregel -n
diyalog	dialog -s	der/die Dialog -e
kahve	coffee -s	der Kaffee-
tur	tour -s	die/die Runde -n
masa	table -s	der/die Tisch -e
üye	member-s	das/die Mitglied -er
grup	group -s	die/die Gruppe -n
alt grup	subgroup -s	die/die Untergruppe -n
numara	number -s	die/die Nummer -n
harf	letter -s	der/die Buchstabe -n
oyuncak	toy -s	das/die Spielzeug -e
misket	marble -s	die/die Murmel -n
kenar	edge	der Rand, die Ränder

Word List

Every educational game must include a word list that consists of personal pronouns, adjectives, verbs, nouns and simple and detailed speech tools. This list

should be prepared by considering the target group. Below you will see a word list for the game of marbles.

Table 4
Important Verbs, Adjectives and Expressions

<i>Eylemler</i>	<i>Verbs</i>	<i>Verben</i>
gelmek	to come	kommen
hazırlamak	to prepare	vorbereiten
sahip olmak	to have	haben
işaretlemek	to mark	kennzeichnen
almak	to take	nehmen
koymak (üstüne)	to put (on)	legen
üstünde bulunmak	to lie on	liegen
zar atmak	to throw dice	würfeln
yapmak	to do	machen
yapmalı	should/have to	sollen
aktarmak	to transfer	umlegen
oturmak	to sit	sitzen
dağıtmak	to distribute	verteilen
becermek	to succeed	schaffen
zorunda olmak	must	müssen
numaralamak	to number	nummerieren
yuvarlanmak	to roll	rollen
<i>Sıfatlar</i>	<i>Adjectives</i>	<i>Adjektive</i>
küçük	small	klein
...dan küçük	smaller than	kleiner als
en küçük	smallest	am kleinsten
büyük	big	groß
...dan büyük	bigger than	größer als
en büyük	biggest	am größten
yavaş	slow	langsam
hızlı	quick	schnell
yuvarlak	round	rund
düz	flat	flach
derin	deep	tief
<i>Konuşma Kalıpları</i>	<i>Expressions</i>	<i>Redemittel</i>
Çay demlemek	to brew tea	Tee aufsetzen
Sıra bende.	It is my turn.	Ich bin dran./ . an der Reihe.
Nasıl devam ediyor?	How does it go on?	Wie geht es weiter?
Dur! Dur!	Stop! Stop!	Halt! Halt!
Bu olmaz.	This does not work.	Das geht nicht.
Hedefe ulaşmış olmak	to have reached the target	am Ziel sein
Bir şeyi bir şeyin üstüne koymak	to put something on top of something	Etwas auf etwas legen
Bir şeyin bir şeyin üstünde olması.	Something is on top of something.	Etwas liegt auf etwas.
Gözünüz aydın! (Tebrikler!)	Congratulations!	Herzlichen Glückwunsch!

Expressions for the Game Manual

In order to play a game correctly, the game director and players need certain language tools. The expressions refer to, among other things, the targets, themes and the participants' language level. Expressions are often used for the following purposes (Butzkamm, 2007):

- To express understanding and/or unity
- To express insecurity and doubt
- To express enthusiasm
- To express objections and denials
- To express opinions
- To begin a summary or a lecture
- To make proposals/ suggestions
- To express wishes

Expressions for the Marble Games

Depending on the possibilities, the activity director should compile a number of expressions from the tables given below according to the target, theme, group strength and language skills. It is important that the activity director is prepared thoroughly. He should pre-consider possible situations and language aids and put these in writing. Three tables are shown below. The first table gives 10 expressions from the game of marbles. The activity director should introduce them step by step as best as he can and he should write them down in the table. In the second table, there are 10 expressions for the preparation (mounting) of the game of marbles. The third table lists expressions the teacher should use as a reserve. These tables can also be hung up in a magnified form as a poster.

Expressions for the Introduction of the Game of Marbles

The verbal introduction of the game of marbles should not take too long and should be accompanied by a demonstration. Additional materials may be used.

Table 5*Important Sentences for the Verbal Introduction*

<i>Nr.</i>	<i>Türkçe</i>	<i>Deutsch</i>	<i>English</i>
01	Bu bir Misket Oyunu Çantası	Das ist ein Murmelspiel - Koffer.	This is a case for a game of marbles.
02	Bu çantanın içinde; * Yirmi dört tane oyun taşı * Dört tane misket ve * Bir tane zar bulunmaktadır.	Es gibt in diesem Koffer * 24 Bausteine, * vier Murmeln und * einen Würfel.	This case contains: * 24 stones, * Four Marbles and * One dice
03	Her oyun taşının üzerinde bir tane resim mevcuttur.	Auf jedem Baustein gibt es ein Bild.	There is a picture on every stone.
04	Oyun taşları 1'den 24'e kadar numaralandırılmıştır.	Die Bausteine sind von 1 bis 24 nummeriert.	The stones are numbered from one to 24.
05	Oyun alanında 24 tane çizilmiş ve numaralandırılmış oyun taşı koyma alanı vardır.	Im Spielfeld sind 24 Ablageplätze markiert und von 1 bis 24 nummeriert.	On the game board there are 24 marked places for the stones.
06	Her oyun taşı koyma alanının önünde bir yuva mevcuttur.	Es gibt vor jedem Ablageplatz eine Mulde.	There is a hole in front of each area where you put the stones.
07	Oyun alanında 4 tane depo vardır.	Im Spielfeld gibt es 4 Depots.	There are four storage areas on the game board.
08	Her deponun önünde bir adet yuva vardır.	Es gibt vor jedem Depot eine Mulde.	There is a hole in front of each storage area.
09	Çantada 4 tane misket vardır.	Im Koffer gibt es 4 Murmeln.	There are four marbles in the case.
10	Misket Oyunu çantasında bir zar bulunmaktadır.	Es gibt im Koffer einen Würfel.	There is a dice in the case of marble games.

Expressions for the Preparation of the Game of Marbles

The activity director should use every opportunity (situation) to teach relevant expressions in all three languages. The preparation of the game of marbles includes plenty of occasions for speaking. The activity director has an opportunity to demonstrate many things through the game materials, case and accessories.

Table 6*Important Sentences for Preparation*

Nr.	Türkçe	Deutsch	English
01	Kare bir masanın etrafına oturun.	Setzen Sie sich an einen viereckigen Tisch (ca. 1 x 1 m).	Sit around a square table.
02	Oyun çantasını masanın üzerine koyun.	Legen Sie bitte den Koffer auf den Tisch.	Put the case on the table please.
03	Şimdi çantayı açın.	Machen Sie jetzt den Koffer auf.	Open the case.
04	Çantanın içinden bütün oyun taşlarını, misketleri ve zarı çıkarın ve masanın üstüne koyun.	Nehmen Sie alle Bausteine, Murmeln und den Würfel aus dem Koffer heraus und legen Sie diese auf den Tisch.	Take all the stones, marbles and the dice out of the case and put them on the table.
05	Çantayı ters çevirip masanın üstüne koyun.	Drehen Sie den Koffer um und legen Sie ihn auf den Tisch.	Turn the case around and put it on the table.
06	Oyun alanının masanın üzerinde düz durmasını sağlayın.	Achten Sie darauf, dass das Spielfeld auf dem Tisch waagrecht (flach) liegt.	Make sure the gameboard lies flat on the table.
07	“Bosch Misket Oyunu / Marmel - Spiel / Game of Marbles” yazısı yukarı baksın.	Die Schrift „Bosch Misket Oyunu / Marmel-Spiel / Game of Marbles“ zeigt nach oben.	The text “Bosch Misket Oyunu/Murmelspiel/Game of Marbles” should face upward.
08	Oyun taşlarını numaralanmış alanlara yerleştirin.	Legen Sie die Bausteine auf die nummerierten Ablageplätze.	Put the stones on the numbered places.
09	Misketleri depoların önündeki yuvalara koyun.	Legen Sie die Murmeln in die Mulden vor den Depots.	Put the marbles in the holes in front of the storage areas.
10	Zarı oyun alanının ortasına koyun.	Legen Sie den Würfel in die Mitte des Spielfeldes.	Place the dice in the middle of the game board.

Expressions as Reserve

One of the most important objectives of educational games is to make students communicate with each other. However, the activity director must be thoroughly prepared. The activity director should make a chart of the detailed expression tools in three languages and should hang them up in an enlarged form.

Results

The findings pertaining to the pre-test and final test results, conducted under the scope of the research, are given below. The pre-tests were used as covariate variables. The final tests were examined with the ANCOVA to determine if there are or not meaningful differences. The ANCOVA results are as follows:

Table 7

The Descriptive Statistics for the Final Test Scores Arranged According to the Preliminary Test Scores.

	N	M	Adjusted Mean
Educational marble game	34	22,23	22,27
Traditional	30	18,70	18,65

When the average of the final test scores, corrected according to the preliminary test scores, is examined, the average of the control group was 18,65 and the average of the experimental group was 22,27. Table 8 gives the ANCOVA results pertaining to the meaning of the difference between the groups.

Table 8

The ANCOVA Results Pertaining to the Final Test Scores Corrected According to the Preliminary Test Scores.

Source	Sum of Squares	df	Mean Square	F	p
Pre-test	,707	1	,707	,102	,751
Groups	177,148	1	177,148	25,503	,000**
Error	423,711	61	6,946		
Total	27725,000	64			

**P<0,01

According to the ANCOVA results, when the pre-test scores are used as a covariate variable, there is a significant difference between the post-test means of the students in different groups [(F 1, 61) = 25,503, $p < .001$]. Results show that the post-test means of the students in the experiment group ($M = 22,27$) are significantly higher than the control group ($M = 18,65$). The results show that the success rate of the group where vocabulary is taught with the educational marble game is higher than the groups that were taught using the traditional method. This result shows that the tested educational marble method is effective for student success.

Discussion and Conclusion

Until recently, students in Turkey chose only English as a foreign language. However, today English is not a foreign language—it is a language everybody should know. Therefore the Ministry of National Education has taken the initiative to start lessons in German, French, Russian, Spanish and Japanese in addition to English (Eurydice, 2010, p 177). For example, two languages are taught in Anatolian High Schools. The Higher Education Council has added second foreign language classes for three semesters to the foreign language teaching programs. Private educational institutions said that more than one foreign language is being taught in their schools (YÖK, 2007, pp. 215-219; Kavam, 2009, pp. 27-36).

The experiences with the marble games showed it is possible to strengthen interest in and raise the level of knowledge of the German language through the use of educational games in Turkey. Because German is offered mostly as an elective subject, German lessons should be made more attractive and interesting to the students, for which in-service training might be necessary.

Educational games should be prepared in light of social-pedagogical viewpoints and they should be embedded in recreational activities, pre-school classes, primary and secondary education levels, universities and further education for teachers. The educational games should be able to modify easily for various target groups. The educational games should be prepared to use in pre-schools to teach colors, numbers, single words and easy forms of expressions. For children of pre-school age, it is also important they do many things with their hands.

Child safety concerns should be addressed. For example, the marbles should be too big to fit in the mouths of pre-school children. After the building of a teaching program for primary and secondary level schools, educational games should be given to the students to develop their communication skills with the help of dialogues and additional practice. In vocational education and the advanced education of teachers, it is important to learn how this game and similar games can be embedded in foreign language lessons and to learn which rating value they will get in class. It is also important that teachers prepare games on their own.

In order to make the German lessons more interesting to the students and ensure they participate in the lessons for a long time, German classes should be arranged with a method that includes elements of educational sciences and social pedagogy. Educational games are essential for applying this methodical concept of method. During the development of these educational materials, the students' mother tongue and their skills in a foreign language should be considered. Also the age and interests of the target group should be kept in mind. Educational games should consist of basic and supplementary objects. The basic educational games should be those that can be used with different target groups with few changes. Also exercise materials should be developed for basic and supplementary games.

References

- Bimmel, P., Kast, B. & Neuner, G. (2003). *Deutschunterricht planen -Arbeit mit Lehrversktionen* [Lesson plans -Working with parts of the lesson textbooks], Goethe Institut, Langenscheidt, München, 129-130.
- Butzkamm, W. (2007). *Wörter und wendungen für Lehrer und Schüler*, [Words and idioms for teachers and students]. 2. aktualisierte Auflage, Hueber Verlag, Ismaning.
- Coşkun, H. (2004). *Dokuztaş oyunu, Namık Kemal ilköğretim okulu örneği* [Nine Stone Game Namık Kemal Elementary School Example], CTB Yayınları 4, Ankara, 7-54.
- Coşkun, H. (2005). *Eğitimde sinerjik yaklaşım, dalya oyunu, Bala örneği* [Synergistic Approach to Education, Dalay Game, Bala Example], CTB Yayınları 5, Ankara, 187-218.

- Coşkun, H. (2006). *Oyunlarla dil öğretimi*, Spiele im Sprachunterricht, Learning Languages Through Games, Türkçe - İngilizce - Almanca. CTB Yayınları, Dağıtım Siyasal Kitabevi, Ankara, 91-92 / 145-146 / 202-207.
- Dauvillier, Chr. & Lévy-Hillerich, D. unter Mitarbeit von Herrad Meese (2004). *Spiele im Deutschunterricht*, [Games in German Class]. Fernstudieneinheit 28. Universität Kassel und Goethe-Institut, Langenscheidt, München.
- Diem, W. (2004). *Die schönsten Murnelspiele*, [The Nicest Games of Marble]. Moses, Spiele-Klassiker, Kempen, 4.
- Ende, K., Grotjahn, R., Kleppin, K. & Mohr, I. ((2013). *Curriculare Vorgaben und unterrichtsplanung* [Information on teaching programs and lessons plan], Goethe Institut, Langenscheidt, München, 123.
- Erden, O. (2003). *işlevsel bir teknoloji eğitimi atölyesi* [A Functional Technology Training Workshop], Mangal Oyunu, Edited: H. Coşkun, CTB Yayınları 5, Ankara, 51-64.
- EURYDICE (2010). *Türk eğitim sisteminin örgütlenmesi* [Organization of the Turkish Education System], MEB, Ankara, 177.
- Erten, A. (1999). *Kültürden kültüre oyun çevirisi: Keşanlı Ali Destanı*, [Game Translation from Culture to Culture: Legend of Ali from Keşanlı]. Hacettepe Üniversitesi Edebiyat Fakültesi Mütercim - Tercümanlık Bölümü: Çeviribilim ve Uygulamaları, Ankara, pp. 49-63.
- Huizinga, J. (1938; 1956). *Homo ludens. Vom ursprung der kultur im spiel*. [Homoludens. The Origin of Culture in Game]. Reinbeck bei Rowohlt, Hamburg.
- Glesne, C. (2011). *Nitel araştırmaya giriş* [Becaming Qualitative Researchers], Çeviri Editörleri: Ali Ersoy ve Pelin Yalçınoğlu, Anı Yayıncılık, 2. Baskı, Ankara, 6.
- Kavak, Y. (2009). *Öğretmen yetiştirme modelleri ve yeniden yapılanma çalışmaları* [Teacher Training Models and Reconstruction Studies], Türkiye'de Öğretmen Yetiştirmeye Genel Bakış - Eğitimde Yansımalar: IX, Eğitim Araştırma Geliştirme Vakfı Yayınları No 11, Ankara, 27-36.
- Onur, B. & Güney, N. (2002). *Türkiye'de çocuk oyunları* [Children's Games in Turkey], Ankara Üniversitesi Çocuk Kültürü Araştırma ve Uygulama Merkezi Yayınları 10, Ankara Üniversitesi Basımevi, Ankara, 372.
- Parmentier, M. (2004). in: *Dietrich Benner / Jürgen Oelkers (Hrsg.) Historisches Wörterbuch der Pädagogik*, [Historical Dictionary of Pedagogy]. Beltz, Weinheim und Basel.
- Sönmez, V. & Alacapınar, F. G. (2011). *Örneklendirilmiş bilimsel araştırma yöntemleri* [Scientific Research Methods with Samples], Anı Yayıncılık, Ankara, 77-89.
- Sönmez, V. (2007). *Öğretim ilke ve yöntemleri* [Principles and Methods of Teaching], Anı Yayıncılık, Ankara, 102-104.
- Thal, J. & Vormdohre, K. (2009). *Methoden und entwicklung -baisismaterialien für effektiven und aktivierenden unterricht* [Methods and Development - Basic materials for effective and activating lessons], Schneiderverlag Hohengehren, Baltmannsweiler, 199.
- Yıldırım, A. & Şimşek, H. (2006). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in social sciences]. Ankara: Seçkin Yayıncılık, 169 - 179.
- YÖK. (2007). *Öğretmen yetiştirme ve eğitim fakülteleri (1982 - 2007)*, [Teacher training an faculties of education]. Yükseköğretim Kurulu (Higher Education), Ankara, 215 - 219.

Almanca Öğretiminde Eğitsel Misket Oyununun Önemi

Atıf:

Coşkun, H. (2013). The importance of educational marble games in teaching German, *Eğitim Araştırmaları - Eurasian Journal of Educational Research*, 53, 151-174.

Özet

Problem Durumu: Birçok ülkede olduğu gibi Türkiye’de de öğrencilerin büyük bir kısmı birinci yabancı dil olarak İngilizceyi seçmektedirler. Günümüzde İngilizcenin sadece bir yabancı dil değil, herkesin öğrenmesi gereken uluslararası bir iletişim aracı olduğu vurgulanmaktadır. İletişim alanındaki yenilikleri, kültürlerarası etkileşimi ve dünyadaki gelişmeleri göz önünde bulunduran Milli Eğitim Bakanlığı, öğrencilerin eğitim kurumlarında İngilizcenin yanında Almanca, Fransızca, Rusça, İspanyolca, Japonca, İtalyanca, Arapça gibi dilleri de öğrenmelerine yönelik önlemler almaya başlamıştır. Örneğin Anadolu liselerinde iki yabancı dil öğretilmektedir. Klasik liseler, Anadolu liselerine dönüştürüldükçe ikinci yabancı dil ders yükü ve dolayısıyla bu dersleri verebilecek öğretmene olan gereksinim de artmaktadır. Yükseköğretim Kurulu, yabancı dil öğretmenlerinin iki dillilik alanında deneyim edinmeleri için yabancı dil öğretmenlik programlarına üç dönem boyunca alınması öngörülen ikinci yabancı dil dersleri koymuştur. Özel eğitim kurumları, daha fazla öğrenci çekmek için birden fazla yabancı dil öğrettiklerini vurgulamaktadırlar. Büyük kentlerin bazı semtlerinde ikinci yabancı dilin öğretilmesinin anaokullarına kadar indiği gözlemlenmektedir. Türkiye’de temel eğitim, ortaokul, ortaöğretim ve yükseköğretim kurumlarında ikinci yabancı dil olarak genelde Almanca tercih edilmektedir. Gelecek yıllarda daha fazla öğrencinin Almancayı ikinci yabancı dil olarak seçmesi için Almanca dersleri istenilen kalitede verilmelidir.

Araştırmanın Amacı: Bu araştırmanın amacı, eğitsel misket oyununu geliştirme süreçlerini açıklamak, bu oyunun Almancanın ikinci dil olarak öğretiminde başarıya olan etkisini incelemek ve eğitsel misket oyununun araç olarak kullanıldığı bir dersin nasıl planlandığını ortaya koymaktır.

Araştırmanın Yöntemi: Üç aşamadan oluşan bu çalışmada deneysel nitel araştırma yöntemi kullanıldı. Çalışmanın birinci aşamasında eğitsel misket oyunu araç olarak tasarlandı. Anılan eğitsel oyun, Bosch firmasının desteklediği on yıllık disiplinlerarası bir çalışmanın ürünüdür. Eğitsel misket oyununun derste kullanılabilir duruma gelmesi için önce ana çerçevesi çizildi. Bu ana çerçeve, öğretmen adayları ile tartışıldıktan sonra, hakkında uzman görüşüne başvuruldu. Uygulama aşamasında yapılan gözlemler, yürütülen görüşmeler, çekilen fotoğraflar ve yazılan raporlar kanalıyla elde edilen veriler ışığında eğitsel araca şu anki şekli verildi.

İkinci aşamada eğitsel misket oyununun ikinci yabancı dil olarak verilen Almanca derslerindeki etkililiği araştırıldı. Bunun için sözcük öğrenme bağlamında değerlendirme aracı olarak 24 maddeden oluşan bir liste geliştirildi. Bu liste, 24 sayı, resim, Türkçe, Almanca ve İngilizce sözcüklerin yer aldığı 5 sütundan oluşmaktadır. Test aşamasında Almanca sütun boş bırakılmaktadır. Söz konusu değerlendirme

aracı 2012 / 2013 eğitim ve öğretim yılında, Hacettepe Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi İngilizce öğretmenliği Anabilim Dalında Almancayı ikinci dil olarak alan 80 öğrenciye uygulandı. 80 öğrenciyi kapsayan sınıf listesi1'den 40'a kadar A ve 41'den 80'e kadar B diye iki gruba ayrıldı. "Yemek Listesi" konusu A grubunda geleneksel yöntem ile B grubunda ise eğitsel misket oyunu kullanılarak işlendi. Her iki gruba dersten önce 24 maddeden oluşan bir öntest ve bir hafta aralıkla dersten sonra sontest uygulandı. Daha sonra grupların ön testleri arasında anlamlı bir farklılığın olup olmadığı bağımsız gruplar için t testi yapılmıştır. Ön testler arasındaki anlamlı farklılıktan dolayı ön testlerin kontrol değişkeni olarak kullanıldığı son testlere ilişkin ANCOVA yapılmıştır. ANCOVA analizi yapılmadan önce verilerdeki uç değer olan kişilerle birlikte ön teste veya son teste katılmayan kişiler ve ders sırasında sınıfta olmayan kişiler analizden çıkarılmıştır. Bu işlem sonunda deney grubu n=34, kontrol grubu n=30 olmak üzere toplam 64 kişi üzerinden analizler yapılmıştır.

Öğrencilerin yazdıkları Almanca sözcükler yazılış şekli açısından analiz edildi. Türkçe ve / veya İngilizceden kaynaklanan yazım hatalarına bakıldı. İçerik analizi iki uzman tarafından yapıldı. Her iki uzmanın yaptığı değerlendirme arasında anlamlı bir fark görülmedi. İlke olarak öğrencilerin yaptıkları hataları görmeleri için gerekli düzeltmeler kırmızı kalemle yapılmaktadır. Almanca öğrenmede yabancılar için önemli konulardan biri artikeldir. Artikel konusu daha sonraki aşamalarda öğrenildiğinden dolayı başlangıç düzeyinde artikel konusu değerlendirmede göz önünde bulundurulmadı.

Yapılan uygulamalarda, öğrencilerin eğitsel misket oyununa büyük ilgi gösterdiği, bütün öğrencilerin öğrenme-öğretme süreçlerine katıldığı görüldü. Öğretmen adayları bu tür araçları derslerinde kullanacaklarını dile getirdiler. Yemek listesi konusu örneğinde eğitsel misket oyununun kullanıldığı derse katılan öğrencilerin geleneksel yöntemlerle verilen derse katılan öğrencilere göre sözcükleri daha iyi öğrendikleri tespit edildi.

Üçüncü aşamada eğitsel misket oyununun kullanıldığı bir dersin akış şeması geliştirildi. Deneyimler, eğitsel misket oyununun kullanımı için geliştirilen bu ders akış şemasının uygulanabilir nitelikte olduğunu göstermiştir.

Araştırmanın Bulguları: ANCOVA sonuçları eğitsel misket oyunu kullanılan deney grubu puan ortalamasının geleneksel yöntemin kullanıldığı kontrol grubu puan ortalamasından anlamlı olarak yüksek olduğunu göstermiştir. Buna ek olarak yapılan uygulamalarda öğrencilerin Almanca dersine ilgilerinin arttığı ve derse uzun süre katıldıkları gözlemlenmiştir. Bunda, sosyal pedagojiyi temel alan yöntemin yanında eğitsel misket oyununun önemli bir rol oynadığı düşünülmektedir. Öğretmenler, eğitsel oyunların kullanılmadığı derslerde öğrencilerin derse uzun süre odaklanmadıklarını ve bir an önce derse ara verilmesini beklediklerini, eğitsel oyunların kullanıldığı derslerde ise öğrencilerin etkinliklere odaklandıklarını, aktif rol aldıklarını, derslere ara verilmesini istemediklerini belirtmişlerdir. Eğitsel oyunların kullanıldığı etkinliklere katılan öğrencilerin, öğrenme süreçlerini bireysel olarak ayarlayabildikleri ve başarılı oldukları gözlemlenmiştir. Uygulanan test sonuçları bu izlenimleri teyit etmektedir.

Araştırmanın Sonuçları ve Öneriler: Eğitsel misket oyunu yönteminin sözcük öğrenme konusunda geleneksel yöntemle göre öğrenci başarısı üzerinde daha etkili olduğu sonucuna ulaşılmıştır. Bu nedenle eğitsel misket oyunu sözcük öğrenme çalışmalarında etkili olarak kullanılabilir bir yöntemdir. Misket oyunu uygulamalarında edinilen deneyimlere göre Türkiye’de Almanca’nın daha fazla öğrenci tarafından seçilmesi ve katılımın uzun süreli olması için bu dilin etkili bir şekilde öğretilmesi kaçınılmazdır. Bu tür öğretici materyalleri geliştirirken öğrencinin anadil ve yabancı dil alanındaki bilgiler göz önünde bulundurulmalıdır. Ayrıca, hedef grubun yaşı ve dolayısıyla ilgileri dikkate alınmalıdır.

Öğretici oyunlar ana ve tamamlayıcı öğelerden oluşmalıdır. Ana öğretici oyunlar, değişik hedef gruplarına küçük değişikliklerle uygulanabilir özelliğe sahip olmalıdır. Ayrıca geleneksel tamamlayıcı oyunlar için alıştırma materyalleri geliştirilmelidir. Oyun kuralları ilk aşamada 4-5 öğrenciden oluşan küçük bir grupta öğretilmeli. Büyük grupta bütün öğrencilerin aynı anda oyun kurallarını öğrenme olanağı daha az olduğundan, öğrencilerin dersten kopma riski daha büyüktür. Küçük grupta uygulanmakta olan oyunun kurallarını öğrenen öğrenciler daha sonra oluşturulacak gruplarda liderlik rolü üstlenmelidirler.

Etkili bir ders için Almanca öğretmeni çağdaş yöntem ve teknikleri bilmeli, dil öğretimi alanındaki yeni yaklaşımları izlemelidir. İleriki aşamalarda, öğrenilen sözcüklerle cümleler kurulmalı ve cümlelerden metinler oluşturulmalıdır. Disiplinler arası yaklaşım ışığında değişik eğitim araçları geliştirilmelidir. Özellikle eğitici oyun anlamında geliştirilen araç-gereçler eğlendirici ve öğretici olmalıdır. Eğitim fakülteleri, eğitim kurumları, toplum merkezleri ve inisiyatif gruplarla gidilecek bir işbirliği, bu eğitim araçlarının yaygınlaştırılmasını sağlayacak ve dolayısıyla eğitim - öğretim süreçlerine bir zenginlik katacaktır.

Derste veya sosyal pedagoji etkinliklerinde kullanılan eğitsel oyunlarda önemli hedeflerden biri öğrencilerin birbiriyle iletişim kurmalarıdır. Bu da etkinlik yönlendiricisinin hazırlayacağı ayrıntılı dersle, başka bir deyişle etkinlik planlarıyla olanaklıdır. Etkinlik yönlendiricisi, hazırlayacağı ayrıntılı konuşma kalıplarını öğrencilerin daha önce öğrendikleri dillerde ve hedef dilde tabloşturmalı ve bu tabloyu büyük bir poster şeklinde duvara asmalıdır. Bu poster öğrencilerin oyun sürecinde iletişim kurmalarını sağlayacaktır.

Almanca öğretiminde görevlendirilen öğretmenlerin, Almanca’nın öğretimine yönelik geliştirilen materyalleri tanımaları ve derste kullanım için gerekli bilgileri ve hatta deneyimleri edinmeleri için, Milli Eğitim Bakanlığı ile Goethe Enstitüsünün düzenlediği hizmet içi eğitim kursları uygulama ağırlıklı olmalıdır. Almanca öğrenmeye istekli olan öğrencilerin ve Almanca öğretmenlerinin Almanca konuşulan ülkelerde belirli bir süre yaşamaları için olanaklar yaratılmalıdır. Eğitsel oyunların, Türkçe ve diğer yabancı dillerin öğretiminde ne denli etkili olduğu ayrıca araştırılmalıdır.

Anahtar sözcükler: Almanca’nın yabancı dil olarak öğretilmesi, misket oyunu, oyun tasarımı, uygulama.

Application Pictures

