Hasan Coskun

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2015

USING EDUCATIONAL MARBLE GAMES IN GERMAN LANGUAGE TEACHING

Hasan Coşkun

Gaziosmanpaşa University, Faculty of Education,
Department of Curriculum and Instruction, Tokat Turkey
hasan.coskun@gop.edu.tr & dr.hasancoskun@gmx.de

ABSTRACT

The aim of this article is to show how German students can be motivated by learning games. Apart from the development and didacticisation of the learning game "Marbles", the attitude of Turkish families and language teaching educational establishments and the support of the DaF lessons by German mediating institutions in Turkey will be considered. The attitude of Turkish families to learning foreign languages is mostly positive. Turkish educational authorities and those responsible for education take various measures to expand foreign language teaching availability in the schools. German institutions which provide teachers (Goethe-Institut, ZfA, DAAD) promote the improvement of German teaching in Turkey. Nevertheless, the quality of German teaching is not satisfactory mostly because the available teachers are not adequately qualified, teacher training is remote from practice, the quality of text books and teaching materials, the traditions of learning, the excessively large classes, inadequate learning environment (language cabinets and equipment), the nature and method of central examinations (multiple choice) and their significance in the Turkish educational system. In the long-term, this leads to frustration in both teachers and students. The Turkish educational authorities initially took measures to expand the availability of language teaching in the course of harmonisation of the Turkish educational system to that of the EU e.g. the introduction of a second foreign language. German mediating institutions ensure reasonable further training for teachers locally and in Germany and support the creation of teaching materials etc.

The Ministry of Education in Turkey, has started to take measures for students to learn other languages such as German, French, Russian, Spanish, Japanese, Italian, Arabic, ethnic languages in Turkey, et cetera in the educational institutions in addition to English. For example, in the Anatolian high schools two foreign languages are taught. The Board for Higher Education in Turkey, has introduced second foreign language lessons in foreign language teacher programs, envisioned to be taken for three semesters, in order for the language teachers to gain experience in the field of two languages. Private education institutes are emphasizing that they are teaching more than one foreign language in order to draw more students. Families make an economic sacrifice for their children in order for them to learn foreign languages. It is observed that in some districts of certain major cities, teaching of foreign languages has started to be given as early as at kindergarten level. In Turkey, German is preferred as the second foreign language in general. Nowadays, German is the second preferred language from primary to high school in Turkey. The quality of German language lessons should be increased for more students to select German as the second foreign language in the coming years. Despite all these efforts, teaching foreign language is not up to the desired level in Turkey (Bayraktaroğlu, 2014, pp. 9-14; Demircan, 2014, pp. 17-22). For that reason, it is important that motivating teaching methods and teaching materials be developed for German teaching.

Keywords: kitchen appliances, teaching German as a foreign language, educational marble game, exercise types, implementation

Method

This study is an experimental research (Yıldırım & Şimşek, 2006). The researcher began to design educational games at the beginning of the 1990's in order to draw the attention of students to lessons and to make sure that they retain what is taught. These games were developed in the Gazi University in Ankara and tested at the German School in Ankara, and some other Turkish schools and Universities. Expert opinions were taken both during the design of the educational games and in the implementation stages. Photographs were taken during the implementation of the games, reports were prepared, and notes were taken during the observations. This research was conducted during the 2013/2014 academic year on 84 students who had selected German as a second foreign language at the Hacettepe University, Faculty of Education, Department of Foreign Language Education, Division of English Language Teaching. The subject of the lesson was kitchen appliances (cf. Annex). Because the kitchen is one of the topics most frequently discussed in foreign language lessons. According to the result of this study, the students were found successful in the courses in which the games are applied, in comparison with the courses with traditional methods (Coşkun, 2013, pp. 151–169).

The current status of the German Teachers and lesson in Turkey

Before proceeding to the studies to be made with the marble games, we will briefly describe the current status of the German Teachers and lesson in Turkey. In doing so we will take advantage of the report dated, 2013 and the experiences of the Turkish-German Cultural Affairs Association (Ankara office).

The Education Cooperation Department of the German Cultural Center in Ankara, intends to support German lessons in Turkish schools and universities and to promote the German language. It is achieving these objectives through consultancy, projects aimed at those learning German and education programs prepared for teachers. It is supporting the learning of the German language in Turkish schools through the said programs.

The interest in German language has been numerically increasing since 2009. In keeping with the studies conducted on language in the European Union, multilingualism has been integrated into the Turkish education system. Consequently the German language is experiencing an increase in Turkey. The regular high schools in Turkey have been converted into Anatolian high schools which require a second foreign language. In the past years, there has been a significant increase in learning the German language in the state schools. However, there is no reliable statistical data in this regard.

The German language has primarily been able to take its place as a second foreign language and is taught for 2 lessons a week. Because it is given as a selective lesson, it is not possible to increase the number of lessons per week. However, the

students rarely take the German language as a selective lesson for the time being. The German language has benefitted the most from the application of a mandatory second foreign language. 90% of the students select German language as their second foreign language.

One of the most important indicators in the interest shown in the German language is the appointment of new German teachers, unmatched almost anywhere in the world. During the first semester of the 2011/2012 academic year 230 teachers were hired and additionally 435 more German teachers were hired. During the second semester 165 more German teachers were appointed. These were primarily new graduates of the Faculty of Education. In addition to this, German language teachers, who worked as primary school teachers reverted to their main branch, the German language.

Another group is mentioned in the report. This group is comprised of teachers who graduated as English teachers and who took German as a second language for three semesters for two hours a per week. It is statistically unknown how many of the teachers in this group taught German in addition to English. However, it is estimated that there is a large group. Because, there is an insufficient number of German teachers in smaller settlements. English teachers are assigned there to teach English as a second foreign language.

The main target group of the Education Cooperation Department is the newly appointed German language teachers as in previous years. These newly appointed teachers are more ambitious than those who have returned from Germany and are more open to learning. The language fluency of the newly appointed teachers is comparatively lower. The reason for this is that they have learned the foreign language primarily in Turkey in the preparatory classes of a university. Because of this positive development, the Education Cooperation Department has arranged for a total of 4 basic training courses in order to develop language proficiency during this report period, two courses focused on methodology and two group work activities in Germany.

The teachers trained by the German Cultural Center in Ankara were employed in the regional teaching efforts with the instructions of the Ministry of Education. The Education Cooperation Department organized a teacher training program to support the results of the two supportive and developmental seminars.

The German Cultural Center in Ankara is organizing a series of seminars which provide massive training for the German language teachers. 8 sessions on annual long distance learning methodology courses and weekly seminars especially for the new German language teachers were held during this reporting period. In addition to this, some other works were conducted for specific groups. Seminars were given to teachers who learned German at preparatory classes in German Language Teaching Departments. These seminars were given in 12 universities once in a week during the period. "Problems of Measuring and Evaluation were discussed with the participation of one expert from the German Academic Exchange Service at Hacettepe University. In addition to these activities, scholarships for German schools to the German language teachers were given within the period of the report year.

In the year 2013, the German Cultural Center in Istanbul hired a bus called the "German Language Bus" which travelled throughout Turkey for the expansion and promotion of the German language. This German language bus visited a school or an education centre every day to promote and adopt the German language to the students and showed them how to use the foreign language in games and competitions in a natural and free way. Robert Bosch Foundation was again a partner in the project held in the year 2012/2013. The project is supported by the Mercedes Benz Türk Inc. and "Bildungsoffensive Deutsch".

Other activities aimed at the learners were as follows: European Languages within the framework of EUNIC organized at the Black Sea Region, Doppel-U (Christian Wirich) arranged at Ankara region, Fairy Tale World exhibition and activities (Story Teller) and ("Here comes the sun") exhibition organized more by the program section.

"Schools: The Partners of the Future" executed under the framework of language works by the German Cultural Center of Ankara is very important. Education Cooperation Department primarily focuses on numeral works and therefore, the contents of the projects executed by the PASCH increase the quality in the longer term. As can be seen the German agencies in Turkey are exerting great efforts to promote the German language in Turkey. They know that the teachers play an important role in teaching a language. Therefore, they are exerting special care to train the teachers who will be teaching the German language in many ways. They should be guided to use the education games and show them how they can be used in teaching efficiently.

This report shoes that German mediating institutions are committed to the expansion and improvement of German language teaching in Turkey.

Preparation of the educational marbel game

As a learning material

After having briefly outlined the situation of German teachers and the teaching of German, this section will deal with how the game „Marbles" has been didacticised and made useful for German language teaching.

History of marble games

The marble game is played extensively by children and young people in Anatolia as it is on many other regions of the world. Therefore, it is important to use the game of marbles in language teaching. 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 like nuts, walnuts and oranges. Obviously it is interesting for humans to try to hit an object from a certain distance. Diem (2004, p. 4) relates that the ancient Romans and Egyptians enjoyed playing marbles. Even today, games with marbles are still the most popular games for children and teenagers. There are many different marbles games worldwide. For example, Diem introduces 28 games of marbles in his book cited above.

The author himself has experience from his childhood and youth. The idea of designing a game of marbles, used by the researcher in teaching language classes, came from an experience while living in an Anatolian village near Ankara. At that time, there were two common versions of a marble game in the researcher's village. 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 and so on.

BASE CONSTRUCTION FOR THE MARBLE GAMES, DEVELOPED

For language classes

The marble game was developed and designed as a package by the author. This package is comprised of different parts (units). 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 of the game tools (stones, marbles, dice, and game manual). The two wings of the case are mounted on to each other with two joints. There are also two locks on the case, which hold the case wings securely together after the case is closed, and there is also a handle to carry the case.

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

ACCESSORIES OF THE MARBLE GAMES

The marble game consists of the following parts mentioned below:
- One case holding the marble game.
- Four marbles.
- 24 stones, each 6 x 6 x 1 cm in size.
- One dice.
- One game manual.
- Teaching materials.

To gather more information about the teaching materials (student sheet, referee sheet, puzzle) related to the theme of kitchen appliances one may consult the book "Learning Languages Through Games" (Coşkun, 2006, pp. 145-146, 214-219). The

instructions for the use of the game can be modified according to the levels and needs of the target groups.

Marble game rules

During the period that has elapsed, different training types and educational games compatible with the training types were developed. Every game has certain rules. The rules of the game must be brief, simple and easy to understand. The user should make the necessary arrangements to the rules of the game in the manner stated above. Here, the general rules of the game are given.

01. This game of marbles is played with 4 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's 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 which are in front of the stones. (The player isn't 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 isn't 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 which 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's your turn.
h) Thank you very much.
i) This is my stone and so on.

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 (Coşkun, 2013, pp. 157-158).

Game variations

The names of the kitchen appliances 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 following games can be added and modified by the children:

1. Musical chairs.
2. Telephone game.
3. Card game.
4. Clothes line game.

The first three games have already been described in detail in the book "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. The rules of the game must be brief, simple and easy to understand.

Targets of the activity

Students who take part in this activity,

1. Will have the necessary information on the educational marble game.
2. Will know the importance of the educational marble game in learning a language.
3. Will know the names of the important kitchen appliances in Turkish, German and English.
4. They may write sentences, and brief texts with the words they have learned.
5. They may conduct a dialogue related with the subjects.

Target group: Students of Hacettepe University in Ankara, Faculty of Education, Department of Foreign Language Education, Division of English Language Teaching, who take the German as a second foreign language.

Organizer (games master): Coşkun, the author himself.

The flow chart of the activity game of marbles

The teaching and learning processes for the lesson where educational games are used should be planned in detail.

Table 1. The Flow Chart of the Activities.

Steps	Duration	Activities of the games master and the participants	Method / Technique	Medium
1	5 Min.	Coşkun tells the students that today they will try the game of marbles. The subject is kitchen appliances		Game of marbles and kitchen posters
2	5 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.	Groups of four to five students are formed and the participants sit at desks.		
4	5 Min.	The Bosch-game of marbles-case is distributed.		Game of marbles
5	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
6	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
7	5 Min.	Coşkun visits each group and explains the game rules if questions arise. (The students have already learned the rules at university)		
8	20 Min.	The list of referees is distributed. Each referee writes the kitchen appliances names down in Turkish, English and German with the stones that have been won.	Group work	Referee list
9	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
10	20 Min.	The players sit down at the desks. Author gives group A the students sheet and the first 12 flash card pictures. He also gives group B the students' sheet and the last 12 flash card pictures The participants fill in the blanks with the 12 Turkish and English words.	Circle / Recitation	Pictures and student-sentence-list
11	5 Min.	The participants again sit down at the plenum desks.	Circle / Recitation	
12	10 Min.	Each group hangs the flash cards on the clothesline and reads and explains the writings.		Clothesline, clips, pictures and work lists

13	10 Min.	The participants again sit at their desks and solve the puzzle.	Individual work	Puzzle and writing material
14	5 Min.	The participants again 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
15	5 Min. Total of 120 Min.	The marble game is evaluated. The completion of the activity is announced. Coşkun thanks them for their cooperation	Circle / Recitation	

Source: Author.

Word lists

In order to facilitate communication in the foreign language teaching 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. As I stated above, the target group is taking German as a second foreign language for two hours a week for three semesters. This period is very short to actively learn a foreign language. The explanations and lists should be given in three languages for the students to benefit from the languages they know (have learned).

Table 2. The Important Vocabulary.

Türkçe	Deutsch	English
Özel isimler	**Eigennamen**	**Proper names**
Kerim	Kerim	Kerim
Claudia	Claudia	Claudia
Derin	Derin	Derin

Source: Author.

As seen in this list, the 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 and so on.

Table 3. Personal pronouns.

Türkçe	Deutsch	English
Sahıs zamirleri	**Personalpronomen**	**Personal pronouns**
ben	ich	I
sen	du	you
o (erkek, kadın, cansız)	er /sie / es	he / she / it
biz	wir	we
siz	ihr	you
onlar	sie	they
siz	Sie	you
Cins isimler	**Substantive (der, die, das/ die)**	**Nouns (the)**

çay	der Tee	Tea
karar	die Entscheidung	decision
hakem	der Schiedsrichter	referee
hakem (kadın)	die Schiedsrichterin	referee
oyuncu	der Spieler	player
oyuncu (kadın)	die Spielerin	player
oyun tahtası	das Spielbrett	game board
rakip	der Gegner	opponent
rakip (kadın)	die Gegnerin	opponent
resim	das Bild	picture
şans	die Möglichkeit	chance
zar	der Würfel	dice
oyun alanı	das Spielfeld	game field
bardak	das Glas	glass
çanta	der Koffer	case
oyun kuralı	die Spielregel	rule of the game
diyalog	der Dialog	dialog
kahve	der Kaffee	coffee
tur	die Runde	tour
masa	der Tisch	table
üye	das Mitglied	member
grup	die Gruppe	group
alt grup	die Untergruppe	subgroup
numara	die Nummer	number
harf	der Buchstabe	letter
oyuncak	das Spielzeug	toy
misket	die Murmel	marble
kenar	der Rand	edge

Source: Author.

It is believed that 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 taking into consideration the target group. Below you will see a word list for the game of marbles.

Table 4. The Important Verbs, Adjectives and Expressions.

Eylemler	Verbs	Verben
gelmek	kommen	to come
hazırlamak	vorbereiten	to prepare
sahip olmak	haben	to have
işaretlemek	kennzeichnen	to mark
almak	nehmen	to take
koymak (üstüne)	legen	to put (on)
üstünde bulunmak	liegen	to lie on
zar atmak	würfeln	to throw dice
yapmak	machen	to do
yapmalı	sollen	should / have to
aktarmak	umlegen	to transfer
oturmak	sitzen	to sit
dağıtmak	verteilen	to distribute
becermek	schaffen	to succeed
zorunda olmak	müssen	must
numaralamak	nummerieren	to number
yuvarlanmak	rollen	to roll

Sıfatlar	Adjektive	Adjectives
küçük	klein	small
…dan küçük	kleiner als	smaller than
en küçük	am kleinsten	smallest
büyük	groß	big
...dan büyük	größer als	bigger than
en büyük	am größten	biggest
yavaş	langsam	slow
hızlı	schnell	quick
yuvarlak	rund	round
düz	flach	flat
derin	tief	deep

Konuşma Kalıpları	Redemittel	Expressions
Çay demlemek	Tee aufsetzen	to brew tea
Sıra bende.	Ich bin dran./ an der Reihe.	It is my turn.
Nasıl devam ediyor?	Wie geht es weiter?	How does it go on?
Dur! Dur!	Halt! Halt!	Stop! Stop!
Bu olmaz.	Das geht nicht.	This does not work.
Hedefe ulaşmış olmak	am Ziel sein	to have reached the target
Bir şeyi bir şeyin üstüne koymak	etwas auf etwas legen	to put something on top of something
Bir şeyin bir şeyin üstünde olması.	Etwas liegt auf etwas.	Something is on top of something.
Gözünüz aydın! (Tebrikler!)	Herzlichen Glückwunsch!	Congratulations!

Source: Coşkun, 2013, pp. 163-164.

Table 5. Sözcük Listesi / Wortliste / Word List / Mutfak Aletleri / Küchengräte / Kitchen Appliances.

Nr.	Resim / Bild / Picture	Türkisch	Deutsch	English
1		Bardak	das Glas	Glass
2		Bıçak	das Messer	Knife
3		Bulaşık makinesi	die Spülmaschine	Dishwasher
4		Buzdolabı	der Kühlschrank	Refrigerator

5		Çatal	die Gabel	Fork
6		Çaydanlık	die Teekanne	Teapot
7		Fırın	der Backofen	Oven
8		Fincan	die Tasse	Cup
9		Kase	die Schale	Bowl
10		Kaşık	der Löffel	Spoon
11		Kepçe	die Kelle	Ladle
12		Masa	der Tisch	Table

Source: Author.

Training materials for memorizing the vocabulary

It is possible to teach the names of kitchen appliances outside of game variations with the use of different exercises. Zu diesem Zwecke habe ich einige Übungsmaterialien entwickelt. Als Beispiel finden Sie im Anhang Übungsblätter „Word Salada" und "Search Puzzle". The following These reading and writing exercises can be added, or the students may participate spontaneously.

Discussion and conclusion

In Turkish primary, middle and secondary schools, English is the foreign language of first choice. Secondary school students with good grades learn English as their first foreign language. Students with lower grades at that stage usually learn German or French. In teacher training, German or French is taken by student language teachers as their second foreign language. This gives rise to the question of how can the situation of the second foreign language be quantitatively and qualitatively improved in Turkey. Experience has shown that the situation of the second foreign language can be quantitatively and qualitatively improved in Turkey if the parents campaign for better teaching, necessary administrative measures are taken and lessons made more attractive with the support of foreign mediating institutions methodically and didactically. It is therefore of great significance that Turkish parents, Turkish educational institutions and foreign mediating institutions together promote better foreign language teaching.

Most Students in Turkey choose English as a foreign language. However, today English is not a foreign language. English is a language everybody should know. Turkish families make an economic sacrifice for their children in order for them to learn foreign languages. Therefore The Ministry of National Education has taken the initiative to start lessons in German, French, Russian, Spanish, Japanese and ethnic languages in Turkey 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; Kavak, 2009, pp. 27-36; Takkaç, 2014, pp. 44-54). German representative bodies try very hard to make German teaching more attractive.

In spite of the measues mentioned above, the results in foreign language teaching are not satisfactory. There are, of course, various possibilities of making German language teaching attractive. One of these possibilities is the development and use of suitable teaching materials. In that connection, I have here attempted to relate my experience with the teaching game "Marbles".

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.

It is very important that educational games should be prepared in the light of social-pedagogical viewpoints and that 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 such that they can easily be modified according to various target groups. The educational games should be prepared to be used in pre-schools to teach colours, numbers, single words and easy forms of expressions. For children of pre-school age, it is also important that they do many things with their hands (Coşkun, 2013, pp. 168-169).

I would like to make the following recommendations based on my experience acquired during the implementation of the marble game for the successful application of the educational games in class.

Proposals for administrative measures and for German-Turkish cooperation:
1. The present 2 hours per week should be increased to 6.
2. The grade in German should be taken into account when teachers are being employed.
3. German-Turkish cooperation should be expanded.
4. New teaching materials and text books should be designed.

Proposals in relation to teaching games:
1. Educational games should be developed to be used in language classes.
2. Educational games should be supported with additional games.
3. Educational materials (word lists, puzzles, dialogues, practices, etc.) should be developed.
4. The teachers should be provided with the necessary information during the in-service courses.
5. Parents and students should be informed that the educational games especially support the development of speaking skills.
6. It should be explained that educational games are supported by the Common European Framework of Reference for Languages.
7. It should be highlighted that the educational games are helpful in practicing the functional phrases learned.
8. Facilities for the implementation of educational games should be created in educational institutions. (The facility, tables and chairs should be suitable for group studies.)
9. Coordination should be established between the teachers who work with educational games.
10. The educational games developed should be sent to those who show interest in them.

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ANNEX

Sözcük salatasi / wortsalat / word salad
Mutfak aletleri / küchengeräte / kitchen appliances

Table 6. Sözcük Salatası / Wortsalat / Word Salad.
Mutfak Aletleri / Küchengräte / Kitchen Appliances.

Türkçe	Deutsch	English
Bu alıştırma iki sayfadan oluşmaktadır. Birinci sayfada bir konuya ait sözcükler üç dilde karışık bir düzende verilir. İkinci sayfada ise üç kolonlu ve 24 aralıklı bir tablo verilir. Öğrencilerden sözcükleri bir dilde seçip alfabetik tabloya yerleştirmeleri ve daha sonra seçilen bu sözcüklerin karşılıklarını diğer iki dilde yazmaları istenir. Alfabetik sıranın yapılacağı dilin önceden belirlenmesi, öğrencilerin çalışmalarını ve öğretmenin kontrolünü kolaylaştıracaktır.	Diese Übung besteht aus zwei Seiten. Auf der ersten Seite befinden sich Wörter in drei Sprachen in gemischter Form. Auf der zweiten Seite gibt es eine Tabelle, die aus drei Spalten und 24 Zeilen besteht. Von den Schülern wird erwartet, die Wörter in einer Sprache auszusuchen, diese dann alphabetisch in die Tabelle einzutragen und anschließend die Bedeutung dieser Wörter in den anderen zwei Sprachen in die Tabelle zu schreiben. Die Arbeit der Schüler und die Kontrolle des Lehrers werden erleichtert, wenn vorher angegeben wird, in welcher Sprache die Wörter alphabethisch geordnet werden sollen.	This exercise consists of two pages. On the first page, the words pertaining to a subject are given in three languages in a mixed manner. On the second page a table with three columns and 24 spaces is given. 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 will be made will simplify the tasks of the students and teacher's work of checking them.

Glass Çaydanlık Knife Karaffe die Zuckerdose Ladle Termos die Spülmaschine Apron Strainer Salt shaker Sandalye das Messer der Kühlschrank die Gabel Fork Çatal der Teekanne der Salzstreuer Teapot Fırın Sugar bowl der Backofen Table Oven Fincan Sürahi Masa Bulaşık makinesi die Kelle die Tasse die Schürze Cup Tava die Schale Bowl Kaşık der Löffel Şekerlik Tabak der Tisch Önlük Mikro dalga fırın Refrigerator Raf das Regal Shelf Dishwasher Spoon der Stuhl der Teller Bıçak Thermos flask die Kase Decanter Süzgeç das Sieb Kepçe die Bratpfanne die Mikrowelle Dish Frying-Pan Microwave das Glas Tencere der Kochtopf Chair Saucepan Buzdolabı die Thermosflasche Bardak Tuzluk

Source: Coşkun, 2006, p. 56.

Sözcük salatasi / wortsalat / word salad

Mutfak aletleri / küchengeräte / kitchen appliances

Önce sol sayfada yer alan kutudaki Türkçe sözcükleri seçiniz ve alfabetik sıraya göre aşağıdaki tabloya yazınız. Daha sonra Almanca ve İngilizce anlamlarını yazınız.

First choose the Turkish words in the lefthand column and write them in alphabetical order into the tablen. Then write their meanings in German and English.

First, choose the Turkish words from the box on the left page and list them alphabetically in the table below. Then, write their meanings in German and English.

Table 7. Student Sheet.

Nr.	Türkçe	Deutsch	English
01			
02			
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24			

Source: Coşkun, 2006, p. 57.

Mutfak aletleri / küchengeräte / kitchen appliances
Sözcük avi bulmaca / such - rätsel / search puzzle

Kare bulmacada 8 Türkçe, 8 Almanca ve 8 İngilizce sözcük gizlidir.

Bunları bulabilir misiniz? Bu sözcükleri üç renkte işaretleyiniz! Türkçe sözcükleri kırmızı, Almanca sözcükleri mavi ve İngilizce sözcükleri yeşil.

Kesişme noktalarındaki harfler iki renkli olabilir.

Im Quadraträtsel sind 8 türkische, 8 deutsche und 8 englische Wörter versteckt.

Können Sie diese finden? Markieren Sie diese Wörter in drei Farben! Türkische Wörter in Rot, deutsche Wörter in Blau und englische Wörter in Grün.

Die Buchstaben an Überschneidungspunkten können zweifarbig sein.

8 Turkish, 8 German and 8 English words are hidden in the square puzzle. Can you find them?

Mark these words in three colors! Turkish words in red, German words in blue and English words in green.

The letters at the intersections may have two colors.

Tabele 8. Student Sheet.

00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20
01	**C**	H	A	I	R	P	O	I	U	Y	T	R	E	W	Q	A	S	F	G	**R**
02	U	H	J	K	L	Ş	İ	Ğ	P	O	I	U	Y	Y	R	U	**T**	A	V	A
03	P	N	**K**	I	T	**T**	E	L	M	N	B	V	C	X	Z	V	E	K	J	F
04	J	H	A	V	F	E	I	U	Y	T	R	E	W	D	S	A	N	V	H	J
05	K	H	R	L	K	R	J	Y	T	R	E	W	Q	N	B	V	C	X	K	I
06	**G**	L	A	S	Ö	**M**	A	S	A	M	B	V	C	**Ş**	K	H	E	J	G	F
07	J	I	F	L	J	O	I	O	E	R	T	U	I	E	O	I	R	T	R	**M**
08	**F**	B	F	U	K	S	Q	W	E	R	T	Y	I	**K**	A	S	E	I	O	I
09	**O**	V	E	N	B	N	V	**S**	I	E	B	Z	V	E	B	N	M	Ö	Ç	C
10	R	M	B	V	C	G	R	A	I	K	J	H	F	R	D	K	L	Ş	Ş	R
11	K	J	L	Ş	İ	Ğ	O	L	U	T	R	E	W	**L**	A	**D**	L	E	X	O
12	V	B	N	M	Ö	Ö	Ö	T	Q	W	R	Y	U	İ	G	I	J	K	L	W
13	Q	W	**S**	E	R	T	Y	Z	Y	I	O	O	P	K	Z	S	C	V	B	A
14	M	**S**	P	Ü	L	M	A	S	C	H	I	N	E	Ö	Ç	H	Ş	K	J	V
15	I	U	O	T	R	E	W	T	X	V	H	J	K	B	H	Y	N	T	G	E
16	**B**	V	O	N	H	Y	T	R	B	G	R	G	T	H	Y	U	J	M	K	O
17	I	N	N	J	K	**T**	E	E	K	A	N	N	E	E	D	C	V	F	R	V
18	Ç	Y	H	N	M	J	U	U	I	Ö	Ö	L	O	Ç	I	K	Ö	O	L	E
19	A	O	L	Ç	K	I	U	E	R	T	H	B	N	H	Y	N	J	U	M	N
20	**K**	Ü	H	L	S	C	H	R	A	N	K	J	U	K	M	N	H	T	G	B

Source: Coşkun, 2006, p. 57.

Kare içinde bulduğunuz Türkçe sözcükleri, alfabetik sıraya göre sağ taraftaki tabloya yerleştiriniz. Daha sonra Türkçe sözcüklerin Almanca ve İngilizce anlamlarını yazınız.

Tragen Sie zuerst die türkischen Wörter, die Sie im Quadrat gefunden haben, alphabetisch in die Liste auf der rechten Seite ein. Dann schreiben Sie bitte die deutschen und englischen Bedeutungen der türkischen Wörter auf.

First, list the Turkish words which you have found in the square alphabetically into the table on the right. Then, please write the meanings of Turkish words in German and in English (Coşkun, 2006, p. 218).

Mutfak aletleri / küchengeräte / kitchen appliances
Sözcük avi bulmaca / such - rätsel / search puzzle

Bu sözcük avı bulmacada 24 sözcük (Mutfak Aletleri) gizlidir. Önce sol sayfadaki Türkçe, Almanca ve İngilizce sözcükleri bulunuz ve daha sonra Türkçe alfabetik sıraya göre aşağıdaki tabloya yazınız.

In diesem Suchrätsel sind 24 Wörter (für Küchengeräte) versteckt. Suchen Sie zuerst die türkischen, deutschen und englischen Wörter auf der linken Seite heraus und tragen Sie diese alphabetisch geordnet (türkisch) in die unten vorhandene Liste ein.

In this search puzzle 24 words (kitchen appliances) are hidden. First, find out the Turkish, German and English words on the left and transfer them alphabetically (in Turkish) into the existing list below.

Table 9. Student Sheet.

Nr.	Türkçe	Deutsch	English
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Source: Coşkun, 2006, p. 57.