

The importance of marble games in teaching of foreign languages

*Dr. Hassan Coskun

Abstract:

Problem Statement: In Turkey, German is generally preferred as a foreign language in primary schools, secondary education and in universities as well. The reason why German is preferred is that German-speaking countries offer on-the-job courses, guidance services, school visits, support school libraries with materials and tools and award scholarships to students and teachers. A long term effective participation in German lessons is necessary to make the acquisition of German more interesting and preferred. Here, especially educational games play an important role.

Purpose of the Study: The purpose of the study is to research the importance of educational games for German language lessons so that more students will take German and to share the experiences gained from the application, and evaluation of the educational marble games developed throughout the lesson.

Methods: This study is based on qualitative research. I began to design

* فیکلٹی آف ایجوکیشنل سائنسز، یو ایف یو کے یونیورسٹی، انقرہ (ترکی)

educational games at the beginning of the 1990's in order to draw the attention of the students to the lessons and to make sure that they retain what is taught. These games, developed in universities, were tested at the German School in Ankara and in some Turkish schools. Both the designing of the educational games and the application stages were discussed with professionals in the field of education. In the discussions with the experts in the field, photographs were taken during the implementation of the games, reports were prepared and notes taken during the observation.

Findings and Results: With the help of educational games it is possible to capture the interest of the students and to 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.

Conclusion and Recommendation: Educational games should be used in lessons so that the students show more interest in German lessons and are motivated to learn German for a longer period of class time. Educational games should be developed in the light of educational sciences and social education and implemented in this manner. When developing such educational materials, the knowledge of the students in their mother tongue and foreign language(s) should be taken into consideration. Additionally, the age and consequently the interest of the target group should be taken into account.

Keywords: German as a foreign language, marble games, language course, additionalMaterials

The educational marble game was initially used to make good use of leisure time. Later it was used to teach a language from primary schools up

to universities in various educational institutes. Students, parents, teachers and teacher candidates participated in the implementation of the game. Throughout each activity I, as the user, and the other participants took notes. The shortfalls and the successes in the implementation were discussed with the help of these notes. Later, the shortfalls of the game were rectified and measures were taken to prevent the occurrence of the same shortfalls in the new games. While improving the quality of the existing objects and educational materials with the method used in the designing, implementation and evaluation of the game, new ideas for the development of new games and the objects and materials to be used in these new games were created. The educational marble games were developed in an interdisciplinary research approach.

In this study I have endeavored to teach the "marble games" according to the concept discussed in the book "Games in a Language Lesson" (Coskun, 2006). In order to make the German lessons more attractive and more interesting for German learners in Turkey, the current traditional and methodological-teaching structure of the class must be reconsidered. Because of the fact that the German lessons in Turkey are elective lessons both in primary and in secondary schools, German lessons must be made especially attractive for the students. Therefore, it is very important that varied methods are used and that educational games are developed and taught as well. To exemplify this, I will show how I developed, taught and used the marble games. At this point, I want to emphasize that, in Turkey, dramas, and similar theatrical plays (Erten, 1999, pp. 49-63) are frequently discussed. However, there are insufficient educational games for teaching. The important aspects of this subject will be discussed and elaborated in the following sections.

The marble game is a ten- year-old interdisciplinary game sponsored by Bosch. In order to draw the attention of the students to the lesson, educational games were designed at the beginning of the 90's. At 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 related work. The products of the first work were applied in the German school in Ankara and in Turkish schools in Ankara as part of work-education courses. Both the designing of educational games and the application phases were discussed with persons who are professionals in the field of education.

During the meetings with experts, benefit was gained from photographs that were shot during application, from written protocols and notes that were taken during observations (Yildirim, A. & Simsek, H., 2008, pp. 169-179). Then in the light of the interdisciplinary approach and with cooperation of the foreign language teachers, the educational games that had been developed in the field of work-education, were applied in universities like Ufuk University and Hacettepe University. 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. In order to gain an international dimension for the test series that was done in Turkey, the games were tested and discussed at the Leuphana Lüneburg University and Berlin Free University in Germany.

History of marble games

There are games of marbles in almost every country. From an anthropologic perspective, human beings have always been interested in rolling objects, which can be seen from the fact that 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 of youngsters and teenagers. There are many different games of marbles worldwide. For example, Diem introduces 28 games of marbles in his book cited above.

The idea of designing a game of marbles, which I also taught in language classes, came from the experience I had when I was living in an Anatolian village near Ankara. At that time, there were two common versions of a marble game in our village. In the first version, the aim is to hit the marbles laid out on the ground in a row. In the second version, marbles are rolled into a hole from a certain distance. Marbles are usually played outdoors but with the modifications I designed, 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 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, 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 is a hole 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. On one side of the stones is the Bosch emblem and on the other side there is a picture depicting a field of various professions. The professional titles are inscribed in three languages.

Game Accessories

The game of marbles 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 |

For the basic concept of the teaching materials (student sheet, referee sheet, puzzle) for the theme of professions one may consult the book "Learning Languages Through Games" (Coskun, 2006, pp. 145-146/202-207). In any case, the instructions for the use of the game must 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. Here, I have given the general rules of the game.

- 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 meansin 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 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 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 entered the names of each player for each flipped stone and he announces 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 following games can be added and modified by the children:

1. Musical chairs
2. Telephone game
3. Card game
4. Clothesline

The first three games have already been described in detail in the book "Learning Languages Through Games" (Coskun, 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. On the first sheet there are square letters. If the teacher puts them together correctly, names of professions in Turkish, English and German languages come out. On the second sheet 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 has to be made, will simplify the task of the students and the teacher's work of checking them (Coskun, 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. Afterwards they arrange these strips beginning with the Turkish words in the alphabetic order of the names of professions and they enter the Turkish words together with their English and German meanings on the word list of 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 almost 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, as well as entertaining and motivating the students. Consequently, five different 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 are required to be written in the boxes.

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

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

Picture Puzzle in three languages: Turkish, English and German: In this picture puzzle 24 pictures from the theme "professions" 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. Whereas D indicates that the German equivalent of the picture has to be written in the boxes and E indicates that the English equivalent of the picture has to be written in the boxes.

Word search puzzle in three languages: Turkish, English and German: In this word search-puzzle 24 names of professions are hidden; 8 in Turkish, 8 in English and 8 in German.

This kind of a puzzle is a square made up of 20 horizontal and 20 vertical boxes. There is a total of 400 boxes in the square.

The student highlights the hidden words in three different 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 (Coskun, 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 directed to the target group. During this process, the educational facility, age, game experiences, physical and mental condition of the participants, 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 their 4th grade. German is not offered yet at this school. Most of the students at this educational facility are boarding students coming 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 of great importance that individual persons 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: 16 students between 11 and 16 years old and 7 university students, one director, 3 teachers and a faculty member named Çaglar.

Game area: Dining hall approximately 130 m² in size. The participants, especially the wheelchair users, had enough movement area. There was sufficient 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: Coskun

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, and so
- 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) are able to coordinate between brain and muscles
- 9) are able to 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

Table 1

The Flow Chart of the Activities

Steps	Duration	Activities of the game director and the participants	Method / Medium	Technique
1	5 Min.	Coskun tells the students that today they will try the game of marbles together with Çağlar and the students of the 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).	work	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. | Coskun 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 / Referee list
Recitation |
| 11 | 20 Min. | The players sit down at the desks. Coskun gives group A the students sheet and the first 12 magnified pictures. He also gives group B the students' sheet and the last 12 magnified pictures The participants fill in the blanks with the 12 Turkish and English words. | Circle / Pictures and
Recitation
student-sentence-list |
| 12 | 5 Min. | The participants again sit down at the plenum desks. | Circle /
Recitation |
| 13 | 10 Min. | Each group hangs the magnified pictures on the clothesline and reads and explains the writings. | Clothesline, clips, pictures and work lists |
| 14 | 10 Min. | The participants again sit at their desks and solve the puzzle. | Individual work
Puzzle and writing material |
| 15 | 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 / Work sheets
Recitation
for the group work/ individual work |

- 16 5 Min. The marble game is evaluated. Each of the Circle /
 Total of participants gets a book as a gift. The Recitation
 120 Min completion of the activity is announced. The
 activity director thanks them for their
 cooperation

Table 2

The Important Vocabulary

Türkçe	English	Deutsch
Özel isimler	Proper names	Eigennamen
Bilgen	Bilgen	Bilgen
Jutta	Jutta	Jutta
Klaus	Klaus	Klaus

As is 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.

Sahis zamirleri	Personal pronouns	Personalpronomen
Ben	I	Ich
sen	you	du
o (erkek, bayan, cansiz)	he / she / it	er / sie / es
biz	we	wir
siz	you	ihr
onlar	they	sie
siz	you	Sie

Cins isimler	Nouns (the)	Substantive(der,die, das/ die)
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 tahtasi	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
sans	chance -s	die/die Möglichkeit - en
zar	dice	der/die Würfel -
oyun alani	game field -s	das/die Spielfeld -er
bardak	glass -es	das Glas, die Gläser
çanta	case	der/die Koffer
oyun kurali	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

In my opinion 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.

Eylemler	Verbs	Verben
Gelmek	to come	kommen
hazirlamak	to prepare	vorbereiten
sahip olmak	to have	haben
isaretlemek	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
dagitmak	to distribute	verteilen
becermek	to succeed	schaffen
zorunda olmak	must	müssen
numaralamak	to number	nummerieren
yuvarlanmak	to roll	rollen

Eylemler	Verbs	Verben
Gelmek	to come	kommen
hazirlamak	to prepare	vorbereiten
sahip olmak	to have	haben
isaretlemek	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
dagitmak	to distribute	verteilen
becermek	to succeed	schaffen
zorunda olmak	must	müssen
numaralamak	to number	nummerieren
yuvarlanmak	to roll	rollen

Sifatlar	Adjectives	Adjektive
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

Konusma Kaliplari	Expressions	Redemittel
Çay demlemek	to brew tea	Tee aufsetzen
Sıra bende.	It is my turn.	Ich bin dran./ . an der Reihe.
Nasil devam ediyor?	How does it go on?	Wie geht es weiter?
Dur! Dur!	Stop! Stop!	Wie geht es weiter?
Bu olmaz.	This does not work.	Halt! Halt!
Hedefe ulasmis olmak	to have reached the target	Das geht nicht.
Bir seyi bir seyin üstüne koymak	to put something on top of something	am Ziel sein
Bir seyin bir seyin üstünde olması.	Something is on top of something.	etwas auf etwas legen
G ö z ü n ü z a y d i n ! (Tebrikler!)	Congratulations!	Etwas liegt auf etwas. H e r z l i c h e n Glückwunsch!

Expressions for the Manual of the Game

In order to play a game correctly, both the game director and the players need certain language tools. The expressions refer to, among other things, the targets, themes and the language level of the participants.

Expressions are often used for the following purposes:

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

<http://www.tyskopgaver.dk/redemittel.htm> from 15.06.2009

<http://daad-pw.rezolwenta.eu.org/konversation/RedemittelDiskussionen.doc>

vom 15.06.2009

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. As mentioned above, it is important that the activity director should be prepared thoroughly. He should pre-consider possible situations and language aids and put these in writing. Below, three tables are available. In the first table, 10 expressions from the game of marbles are given. The activity director should introduce these step by step together to the participants 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. In the third table, there are expressions which 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 for this.

Table 4

The Important Sentences for the Verbal Introduction

Nr.	Türkçe	Deutsch	English
1	Bu bir Misket Oyunu Çantası	Das ist ein Murmelspiel - Koffer.	This is a Case for a Game of Marbles.
2	Bu çantanın içinde; * Yirmi dört tane oyun tasi * Dört tane misket ve * Bir tane zar bulunmaktadır.	Es gibt in diesem Koffer * 24 Bausteine, * vier Murmeln und * einen Würfel.	This case contains; * Twenty-four Stones, * Four Marbles and * One dice
3	Her oyun tasının üzerinde bir tane resim mevcuttur.	Auf jedem Baustein gibt es ein Bild.	There is a picture on every stone.
4	Oyun tasları 1'den 24'e kadar numaralandırılmıştır.	Die Bausteine sind von 1 bis 24 nummeriert.	The stones are numbered from one to twenty-four.
5	Oyun alanında 24 tane çizilmiş ve numaralandırılmış oyun tasi koyma alanı vardır.	Im Spielfeld sind 24 Ablageplätze markiert und von 1 bis 24 nummeriert.	On the game board there are 24 marked places to put the stones on.
6	Her oyun tasi 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 in.
7	Oyun alanında 4 tane depo vardır.	Im Spielfeld gibt es 4 Depots.	There are four storage areas on the game board.
8	Her deponun önünde bir adet yuva vardır.	Es gibt vor jedem Depot eine Mulde.	There is a hole in front of each storage area.
9	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

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

Table 5

The Important Sentences for the Preparation

Nr.	Türkçe	Deutsch	English
1	Kare bir masanın etrafına oturun.	Setzen Sie sich an einen viereckigen Tisch (ca. 1 x 1 m).	Sit around a square table.
2	Oyun çantasını masanın üzerine koyun.	Legen Sie bitte den Koffer auf den Tisch.	Put the case on the table please.
3	Simdi çantayı açın.	Machen Sie jetzt den Koffer auf.	Open the case.
4	Çantanın içinden bütün oyun taşlarını, misketleri ve zari 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.
5	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.
6	Oyun alanının masanın üzerinde düz durmasını sağlayın.	Achten Sie darauf, dass das Spielfeld auf dem Tisch waagerecht (flach) liegt.	Make sure that the gameboard lies flat on the table.
7	"Bosch Misket Oyunu / Murmel - Spiel / Game of Marbles" yazısı yukarı baksın.	Die Schrift "Bosch Misket Oyunu / Murmel-Spiel / Game of Marbles" zeigt nach oben.	The text "Bosch Misket Oyunu / Murmelspiel / Game of Marbles" should face upwards.

8	Oyun taslarini numaralanmis alanlara yerlestirin.	Legen Sie die Bausteine auf die nummerierten Ablageplätze.	Put the stones on the numbered places
9	Misketleri depolarin 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	Zari oyun alaninin 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.

Discussion and Recommendation

Until recently, students in Turkey chose only English as a foreign language, but today English is not a foreign language, but a language that everybody should know. The Ministry of National Education being aware of these developments in the world has taken the initiative to start lessons in German, French, Russian, Spanish and Japanese besides English. For example, in Anatolian High Schools, two languages are taught. The Higher Education Council has added second foreign language classes for 3 semesters to the foreign language teaching programs. Private educational institutions state that more than one foreign language is being taught in their schools (YÖK, 2007, pp 215-219).

The experiences with the marble games have shown that it is possible, through the usage of educational games in Turkey, to strengthen

interest in the German language and to raise the level of knowledge of the German language. Because German is offered mostly as an elective subject, the 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 colors, 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.

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 give the students the possibility to develop their communication skills with the help of dialogues and additional practices. In vocational education and the advanced education of teachers, it is important to learn how this game and other 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 to insure that 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 materials in order to apply this methodical concept of method. During the development of these educational materials, the mother tongue of the

students and their skills in a foreign language should also be taken into account. 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

Butzkamm, Wolfgang (2007). Lesson Language German. Wörter und Wendungen für Lehrer und Schüler, [Words and Idioms for Teachers and Students]. 2. aktualisierte Auflage. Ismaning: Hueber Verlag.

Coskun, H. (2006). Oyunlarla Dil Öğretimi, Spiele im Sprachunterricht, Learning Languages Through Games, Türkçe - İngilizce - Almanca, Ankara: CTB Yayinlari, Dagitim Siyasal Kitabevi.

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, München: Langenscheidt.

Diem, W. (2004). Die schönsten Murnelspiele, [The Nicest Games of Marble]. moses, Spiele-Klassiker, Kempen

Erten, A. (1999). Kültürden Kültüre Oyun Çevirisi: Kesanli Ali Destani, [Game Translation from Culture to Culture: Legend of Ali from Kesan] in: Hacettepe Üniversitesi Edebiyat Fakültesi Mütercim - Tercümanlik Bölümü: Çeviribilim ve Uygulamaları, Ankara, S. 49-63

Huizinga, J. (1938; 1956). Homo ludens. Vom Ursprung der Kultur im Spiel. [Homoludens. The Origin of Culture in Game]. Reinbeck bei Hamburg: Rowohlt

Parmentier, Michael (2004). in: Dietrich Benner / Jürgen Oelkers (Hrsg.) Historisches Wörterbuch der Pädagogik, [Historical Dictionary of Pedagog]. Beltz, Weinheim und Basel.

Yildirim, A. & Simsek, H. (2006). Sosyal bilimlerde nitel Arastirma yöntemleri [Qualitative research methods in social sciences]. Ankara: Seçkin Yayıncılık.

YÖK (2007). Öğretmen Yetistirme ve Eğitim Fakülteleri (1982 - 2007), [Teacher Training an Faculties of Education] Yükseköğretim Kurulu (Higher Education), Ankara

