

The Place of the Game in Teaching Turkish as a Foreign Language

Ph.D Cand. Gülay Yurt

Hena e Plote - Beder University, Tirana, Albania

Dr. Adem Balaban

Hena e Plote - Beder University, Tirana, Albania

Abstract

Just as the course books and visual materials are used in Teaching Turkish as a Foreign Language, it should be considered that more enjoyable and effective learning can be achieved with some game activities. Thanks to the game activities applied, the students can learn Turkish more quickly and easily. The learnings will be more permanent as the students enjoy this method and they attend to the classes fondly and willingly. The games will gain the students such basic skills as listening, speaking, reading and writing. In addition, it improves the vocabulary and grammar knowledge.

In this study, the advantages of the game in language teaching to ensure that the foreign students can learn Turkish more easily, enjoyably and permanently with games.

Keywords: *Teaching Turkish as a Foreign Language, Game, Education.*

Introduction

One of the most important functions of education is to reveal and improve the skills that the students have. Foreign language teaching can occur effectively only when student-centered method and techniques as well as proper technologies are used. If the students cannot express their feelings and thoughts properly and effectively and do not attend to the class activities, it means that they cannot learn. (Kavcar, 2004: 59).

The principles of teaching foreign language are intended to develop the four language skills. These skills include listening, speaking, reading and writing. While teaching how to use the language as a communication tool, these four basic skills have to be executed together. (Demirel, 1993: 23).

There are too many activities to develop these four basic skills. Class activities can be applied in accordance with the objectives as determined for teaching a foreign language.

Regular attendance, repetition of the previous subjects and vocabulary teaching are of importance in foreign language teaching. To this end, a variety of games can be made use of to develop the four basic language skills of the students in foreign language teaching.

Advantages of Games

1. It facilitates learning.
2. It enhances interaction among people.
3. It enables the mental and psycho-social development.
4. It attracts interest and attention.
5. The student searches and is curious.
6. It provides freedom of movement for the child.
7. It teaches the social rules to the child.
8. It develops the child's ability to decide and to reason.

The game contributes positively to the physical, mental and psychological development. It develops the ability of trust, compliance and observation (Özbay, 2007: 12). These activities are really important in socialization of the individuals.

The games ensure the development of the basic language skills of the students including listening, speaking, reading and writing, while developing their vocabulary and grammar knowledge supporting these basic skills (Özbay, 2005: 47). Language means interaction. For an interaction to be able to be realized among the individuals, they need to speak a common language. The game is an enjoyable and educatory activity that accelerates the interaction between the individuals and forces the interaction. Thanks to the games, especially vocabulary teaching can be realized effectively and permanently within a short time. The individual has to have adequate vocabulary to express themselves and to establish communication (Özbay and Melanlıoğlu, 2008: 33). Vocabulary teaching is one of the important factors in foreign language teaching. Many studies have been conducted on teaching techniques for foreign language teaching. The most significant objective of these studies is to find an answer for the question "how the vocabulary could be taught in the fastest and most permanent way?".

Vocabulary Teaching through Game

"A long process is required to teach the vocabulary. The words taken into short-term memory, when they are first heard, and if they are not taken into the long-term memory, they will be forgotten quickly" (Çetinkaya, 2005: 75). The more can the students grasp the meanings of the vocabulary intended to be taught, the more will the learning be permanent. In general, these games are the activities applied in the class to more strengthen the pronunciation and vocabulary of the students (Demirel, 2008: 92). It is possible to teach a word that can be learned in a long time within a shorter period and by arousing curiosity through games. Those who learn a foreign language acquire the words unintentionally with game activities.

For teaching Turkish as a foreign language, the student should be involved in the game and grasp the subject by doing and experiencing through trial and error. Another study conducted in this respect confirms such statement (Yalın, 2006: 66) .

The following points should be considered during the games:

1. It should be easy and comprehensible
2. It should be suitable for the class environment
3. It should be beloved by everybody
4. It should be suitable for the levels of the students
5. It should be both enjoyable and educatory
6. It should not require excess materials
7. The game should have a reward at the end

Game Activities

1. Hang-man game. The teacher draws lines as much as the letters of the word determined by the teacher. For each inaccurate guess, a part of the man is drawn, and if the student could not guess the last letter, then the man will be hung.

2. The game of producing a new word based on the last letter of the words. One of students starts the game by giving a word, and within a specified period of time, another student utters a new word which begins with the last letter of the former word.

3. The game of correcting the mixed words: Two groups of students are asked for correcting the mixed words given by the teacher as soon as possible.

4. The game of finding synonyms and antonyms: The teacher writes synonymous and antonymous words on the board. That group who finds the corresponding words as soon as possible will be the winner..

5. The game of remembering the words. The teacher utters ten words, and the student who can remember and utter these words in the right order will win.

6. Charades. One of the students comes in front of the board and tries to describes the words (a country, a singer, an artist, etc.) that he/she want to describe with motions and without talking. His/her friends continuously try to guess and the one who can guess correctly will win.

7. Guess game. This is similar to the charade but this time, the describer talks. The students continuously ask questions to the describer and try to guess the word.

Conclusion

For foreign language teaching, in addition to the different methods, the use of games will facilitate foreign language learning of the students.

By this method, it has been seen that the students participate in the courses fondly and willingly. It has been found that the student's basic language skills such as listening, speaking, reading and writing are developed, while their vocabulary and grammar knowledge are also improved through the games. It has been observed that the time period of language learning is shortened because the game is played fondly and enjoyably by the students.

The more will be the number of the sense organs, the more correctly will the learning occur and the students' learnings are prevented to be forgotten. Therefore, the games that stimulates all the senses should be involved adequately in teaching Turkish as a foreign language.

In addition, it has been seen that the compassion, sharing and friendship feelings are developed; the students get socialized, and the communication links between them are strengthened thanks to the games in language teaching.

BIBLIOGRAPHY:

- Çetinkaya, Z. (2005). Basit Tekrar ve Alıştırma Yoluyla Sözcük Öğretimi, *Dil Dergisi*, Sayı 130, s.75.
- Demirel, Ö. (1993). *Yabancı Dil Öğretimi İlkeler, Yöntemler, Teknikler*, Usem Yayınları, Ankara.
- Demirel, Ö. (2008). *Yabancı Dil Öğretimi*, Pegem Akademi, Ankara.
- Kavcar, C. (2004). *Türkçe Öğretimi*, Engin Yayınları, Ankara.
- Özbay, M. (2005), *Bir Dil Becerisi Olarak Dinleme Eğitimi*, Akçağ Yayınları, Ankara.
- Özbay, M. (2007), *Türkçe Özel Öğretim Yöntemleri II*, Öncü Kitap, Ankara.
- Özbay, M. (2008), *Türkçe Özel Öğretim Yöntemleri I*, Öncü Kitap, Ankara.
- Özbay, M. ve Melanlıoğlu, D. (2008). Yüzüncü Yıl Üniversitesi, Eğitim Fakültesi Dergisi. Haziran 2008. Cilt: V, Sayı: 1, s. 33.
- Yalin, H. I. (2006). *Öğretim Teknolojileri ve Materyal Geliştirme*, Nobel Yayın Dağıtım, Ankara.

The Modern Technology, Culture and Negative Effects on Postmodernist Literature

Ph.D Cand. Anita Neziri

Hëna e Plotë Beder University

Tirana/Albania

I want to begin my article with a reknown person showing a great devotion to the technology and culture, graduated from Harvard University in a B.A degree in History and Literature. He is also an author of several books as "The maschine in the garden: Techonology and the pastoral ideal in America", "The pilot and passengers: Essays on Literature, Technology and American Society "etc. He kept saying that the limitless optimism reinforced the hopes of the Americans until the 2nd World War was outrached into a widespread social pessimism. The reasons for this change in attitude, accoring to Marx, are complex. Too many technological catastrophes were seen like national shock which led to a loss of faith toward technology as the new force of progress. It has been set up a change of prospects in historical context by checking the roles of arts in this progressive word related with technology, of course during the 19th c. It occured a trasformation of the reality, as a matter of fact, it passed from a discreet, indetifiable, factual into an abstract, scientific and reality and we can say even a neutral system, too.

The concept of technology is linked to metaphysical properties and potential properties, too that invited reliance it as an independent operator or factor of social change. At a certain time in the 20thc , technology was somehow mistified and this led to a pessimistic sense of technological historical determination. L.Marx finally comes to a conclusion that postmodernism criticism with its approval of the idea of the technological domination system in all people's life contrary to the old regime, the actual techno is represented by a wide ramifications.⁷⁷ When we read this term "pessimism" it seems to us a novel concept and we can understand quickly what it means. Pessimism is related with the meanings of dissapointment, anxiety, disilusionmnet sense, all these arosed by technology recently. There is an implication that today technology has a power of growing a social pessimism. Although we should consider of course the modern epoch scientific innovations and breakthroughs in as far as technology is concerned for example in medicine, chemistry, space exploration, literature etc. That image of

⁷⁷ Thorstein Veblen "An Early Experiment in Trust" 1904