TİDSAD
Türk & İslam Dünyası Sosyal Araştırmalar Dergisi
The Journal of Turk & Islam World Social Studies

Examination the Views of Teachers about the Using of Games as a Course Teaching Tool in Foreign Language Teaching

Oyunların Yabancı Dil Öğretiminde Ders Öğretim Aracı Olarak Kullanılmasına İlişkin Öğretmen Görüşlerinin İncelenmesi

Tahir YAŞAR*
Ahmet AKBABA**
Yusuf Can ULUDAĞ***

Submitted/Geliş: 10.12.2023
Accepted/Kabul: 15.03.2024
Published/Yayın: 27.12.2023

Citation / Atıf

Yaşar, T., Akbaba, A. ve Uludağ, Y. C. (2024). Examination the views of teachers about the using of games as a course teaching tool in foreign language teaching. *Türk & İslam Dünyası Sosyal Araştırmalar Dergisi*, 11 (40), 208-229.

Article Information: **Research Article** Makale Türü: **Araştırma Makalesi**

10.29228/TIDSAD.74117

This article was checked by Intihal.net. Bu makale İntihal.net tarafından taranmıştır.
This article is under the Creative Commons license. Bu makale Creative Commons lisansı altındadır.

* Dr. Öğr. Üyesi, Hakkari Üniversitesi, tahiryasar@hakkari.edu.tr
** Hakkari University, ahmetakbaba13@gmail.com
*** Teacher, National Education Ministry of Türkiye, yusufcanuludag65@gmail.com

TİDSAD
Türk & İslam Dünyası Sosyal Araştırmalar Dergisi
The Journal of Turk & Islam World Social Studies

Abstract: The aim of this study is to determine teachers' view related to the use of games as a course teaching tool in foreign language classes. The target population of this research constitutes 1650 foreign language teachers working in the province of Van and the study groups consists of 13 (7 female, 6 male) foreign language teachers who voluntarily participated in the study. The research is qualitative research. As a data collection tool, a semi-structured interview form was used which consists of 5 questions that were developed by the researchers and tested for validity and reliability according to expert opinions. At the end of the research, it has been reached to conclusion that; using tongue twisters and songs in foreign language teaching makes the lesson entertaining and effective, teaching a language only by grammar rules is not effective in foreign language lessons, using games in foreign language lessons improve speaking and communication skills and the educational games which are used in foreign language lessons should be appropriate to the student's level. However, another finding is that teachers have different opinion on the point that using games the make class management difficult.

Keywords: Foreign language teaching, game, tongue twister, song.

Öz: Bu araştırmanın amacı, oyunların yabancı dil derslerinde ders öğretim aracı olarak kullanılmasına ilişkin öğretmen görüşlerini belirlemektir. Bu araştırmanın evrenini Van ilinde görev yapan 1650 yabancı dil öğretmeni, çalışma grubunu ise araştırmaya gönüllü olarak katılan 13 (7 kadın, 6 erkek) yabancı dil öğretmeni oluşturmaktadır. Araştırma nitel bir araştırmadır. Veri toplama aracı olarak, araştırmacılar tarafından geliştirilen ve uzman görüşlerine göre geçerlik ve güvenirliği test edilen 5 sorudan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Araştırma sonunda şu sonuca ulaşılmıştır; yabancı dil öğretiminde tekerlemeler ve şarkıların kullanılması dersi eğlenceli ve etkili kılmakta, bir dili sadece dilbilgisi kurallarına göre öğretmek yabancı dil derslerinde etkili olmamakta, yabancı dil derslerinde oyun kullanmak konuşma ve iletişim becerilerini geliştirmekte ve eğitimde kullanılan eğitici oyunlar yabancı dil dersleri öğrencinin seviyesine uygun olmalıdır. Ancak oyun kullanımının sınıf yönetimini zorlaştırdığı konusunda öğretmenlerin farklı görüşlere sahip olduğu bir diğer bulgudur.

Anahtar Kelimeler: Yabancı dil öğretimi, oyun, tekerleme, şarkı.

Introduction[1]

In today's world, the communication and interaction of individuals and societies are increasing and therefore foreign language teaching is gaining more importance. In this direction, foreign language teaching starts in the 2nd grade of primary school in our country. Many methods are being used and researched on foreign language teaching. Particularly in order to create motivation for further teaching processes, it is important to attract the attention of individuals by making foreign language teaching fun. Therefore, researching the use of activities such as songs, games, and tongue twisters in foreign language teaching will contribute to the direction of foreign language teaching. Therefore, in this part of the study; foreign language teaching, foreign language education in our country, the benefit and importance of educational games in language teaching, the definition and characteristics of the game, the appropriate game selection, why games are needed, the types of games used in language teaching and the use of songs, creative dramas and fairy tales in foreign language teaching will be examined.

Foreign Language Teaching; Because of the changes started in the world since 1990's, international cooperation and relations have become more intense; information exchanges and interaction on the basis of country, society and individual continue to increase (Gündoğdu, 2005). As knowing a foreign language is accepted so important and necessary in order to follow the developments in the world, to announce the studies worldwide and to strengthen communication, the educational curriculums have included more foreign language courses (Çelik & Işık, 2019). Especially learning English, which is the common language of global communication is demanded by people working in all segments such as businessmen, parliamentarians and administrators (Tok & Arıbaş, 2008). The aims of foreign language teaching can be listed as; teaching students the basic rules of a foreign language, developing foreign language vocabulary, understanding what they read and hear in a foreign language, and expressing themselves orally or in writing (Regulation on Foreign Language Teaching in Higher Education Institutions and the Principles to be followed in Foreign Language Teaching, 2016). In other words, it is aimed to make students use a language in accordance with their levels in the language (Tok & Arıbaş, 2008). The basic principles in foreign language teaching are; developing four basic skills (listening, speaking, reading, writing), planning teaching activities in advance, teaching from simple to complex concrete to abstract, using visual and auditory tools, using native language when necessary, presenting one structure at a time, ensuring the transfer of the given information to daily life, enabling students to participate in the lesson more effectively, taking into account individual differences, motivating and encouraging students (Demirel, 2014). Foreign language teaching may show differences from one country to another.

Foreign Language Education in Our Country; The tradition of foreign language teaching in Turkey has started at the Ottoman Empire period; In addition to Arabic and French, languages such as Persian, English, German, Italian, Greek and Bulgarian were also

[1] "COPE-Dergi Editörleri İçin Davranış Kuralları ve En İyi Uygulama İlkeleri" beyanları: Bu çalışma için herhangi bir çıkar çatışması bildirilmemiştir. Bu çalışma için etik kurul onayı gerekmemektedir.
Statements of "COPE-Code of Conduct and Best Practices Guidelines for Journal Editors": No conflicts of interest were reported for this article. Ethics committee approval is not required for this article.

taught, but a complete success couldn't have been obtained (Ergin, 1977 cited in Yaman, 2018). In the last period of the Ottoman Empire, English was also thought in addition to French in foreign language education (Çakır, 2017). In time as French loses its influence, English has started to increase its dominance as a foreign language and the influence of English has continued to increase more by Turkiye's membership to NATO and European Union membership agenda (Demirpolat, 2015). Today, foreign language education in our country is provided in primary, secondary and high schools and universities at higher education level within the scope of the 4 + 4 + 4 system; in addition to English as a foreign language, languages such as German, French, Russian, Arabic, Chinese, Italian and Spanish are also optionally taught (Yaman, 2018). In addition, for learning English in our country; opportunities such as updated educational programs, technological developments, resource diversity, interaction with the surrounding English and projects (Erasmus, etc.) have also been presented. (Yaman, 2018).

The aim of foreign language teaching in our country is to enable Turkish citizens to use a common language effectively to make communication with citizens of other countries and to facilitate the advancement of our country in political, scientific, military, economic and social fields (Tok & Arıbaş, 2008). Şahin underlined the necessity of establishing a national foreign language policy in his study written in 2008. In this way, although foreign language teaching and learning has progressed in recent years from preschool to post-higher education in our country, it is seen that the desired proficiency has not been achieved in both first foreign language and second foreign language teaching and learning. (E. Can & C. I. Can, 2014). A few reasons of this situation are; the passiveness of students in foreign language teaching, the common usage of direct instruction method, insufficient usage of technology, insufficient assimilation of methods and approaches, focusing more on language knowledge rather than skills development activities, and putting foreign language teaching to the second plan due to the examination systems in our country. (Kuşçu, 2017). At the same time, it is seen that the application of foreign language teaching in our country take places on purposes such as passing a class, completing credit and graduating from a school for students and parents and in terms of teachers and administrators it is implemented by applying the curriculum and its requirements (E. Can & C. I. Can, 2014). However, it should not be forgotten that a language can be learned where it is needed the best, that need is the greatest motivation source (Şahin, 2008). Therefore; objectives such as examining the developments in the world, following scientific studies in the source language, communicating with different cultures and people, self-development should be comprehended to our students and its awareness should be created in this direction (E. Can & C. I. Can, 2014). One of the reasons why in Turkiye people have difficulty at learning English is its behaving hasty about it, yet language learning period will blossom forth as long as it is implemented by effort and patience (Yaman, 2018).In this target, the most important factor in increasing the success in foreign language education is the development of foreign language education by creating theories, methods and materials that feed from their own resources (Işık, 2008). Different methods can be applied in foreign language teaching.

Educational Game, Its Benefits and Importance in Language Teaching; Although it is necessary to constantly show interest and effort during the foreign language learning process, students' interest and effort may decrease in some cases, but in order to avoid these

situations it may be beneficial to use educational games in foreign language classes (Özbal, 2009). Educational games are teaching techniques that enables the teaching process to be more efficient for both students and teachers and to achieve the targeted outcomes (Hazar & Altun, 2018). According to Özbal (2009), foreign language learning by means of educational games will become more efficient, especially when the attention problems and developmental stages of primary school children are considered.

Considering that the student-centered education is on focus in today's education system, it will be appropriate to mention the importance of educational games in this regard. Educational games in the education process; is one of the most important teaching techniques that enables the student to be active and learn dynamically and also directly addresses all developmental areas (cognitive, affective, social, motor) (Hazar & Altun, 2018). Benefits of educational games in education can be listed as; enabling students to participate actively in the process, making the course subject more interesting, repeating the learned information in a fun environment and making it permanent, facilitating the recall of the learned information, providing supportive support in achieving the goals of the course, improving the mental-physical-affective characteristics of the students, enabling them to use old information and new information together, ensuring that the learning is effective by establishing a link between this information, enabling students to participate in the lesson in a comfortable environment since it is not intended to give points, ensuring that students are able to identify their shortcomings and show students what they have learned comfortably in these environments (Yıldırım, 2015). According to Demirel (1999, cited in Gülsoy & Uçgun,2013) since they enable to reinforce the knowledge that learned and its repetition in more comfortable places, one of the most important features of educational games is that they are aimed at learning and they are applied for a purpose. Educational games; from the point of view of the student is an important teaching technique that saves the lesson from monotony, increases attention and motivation, enables the student to learn by doing, permanent learning, learning while having fun and having fun while learning and thus increasing the time of teaching. From the teacher's point of view, it is a technique that enables teachers to appeal to students' different intelligence areas, to evaluate individual differences, to actively have students involved in the lesson, and to teach by having fun with the students in the teaching process (Hazar & Altun, 2018).

Definiton of Game, Its Features, Choosing the Right and Appropriate Game; Considering the view about games the importance of them and giving the necessary importance to teaching through games has always been emphasized (Koçyiğit, Tuğluk & Kök, 2007). However, when we search the studies inside the country, it is seen that games and educational games are mixed to each other (Yıldırım, 2015). Educational games are defined as activities that enable students to reinforce the information they have learned and repeated them in a more comfortable environment (Yıldırım, 2015).On the other hand, games with or without purpose, with or without rules, with or without tools are defined as the most natural learning tools which affect all of the developmental areas of a child and with games he/she willingly participates the lesson (Koçyiğit, Tuğluk & Kök, 2007). Also the concept of game is open for development, to be thought on and to be researched and used (Koçyiğit, Tuğluk & Kök, 2007).

Since games in modern education bring many benefits, they attracts a great deal

of attention in foreign language teaching (Aydın, 2014). Since the use of games in foreign language lessons aims to reach some goals, these goals should be determined in advance and the level of fulfilment of the goals at the end of the game should be evaluated (Er, 2010). If it is desired to achieve the targeted success through games, choosing the right games is an important requirement, but the factors that affect this requirement are as follows: The size of the class, whether it is an adult or a of young learners class, the knowledge of the students in the classroom is appropriate to which level, middle or high levels of classroom behavior or achievement, The language structure of the subject currently being studied, The physical environment studied in, Noise factor, Student interests inside and outside the classroom, Appropriate equipment and materials, Cultural differences and evaluations, The suitability of the time for the game (Engin, Seven, & Turhan, 2004).

By the correct selection of the game, the outcomes will be as follows: students learn new words, new and common idioms and expressions when playing the game, students can think according to the logic of the target language during the game, it provides and advances mutual interaction that will improve the students' communication ability, students will show behaviors that will enable them to get closer to each other while playing the games (Er, 2010).

Why Do We Need Games? What are the Benefits of them for Students and Teachers?

In a study, teachers stated that instead of creating a monotonous classroom environment, various practices in the classroom environment can be used in foreign language classes and many different resources can be used to appeal different senses and skills (Özer & Korkmaz, 2016). In this way, games can be used as a tool to create an effective environment for language learning and to maintain the necessary effort for a long time. The use of games; supports students' interests and studies, contributes to create environments where language is useful and meaningful, and thus what is learned becomes more memorable (Wright, Betteridge, & Buckby, 1984; cited in Gömleksiz, 2005). In addition, in language teaching games; increase motivation in the classroom, provide a comfortable and active language learning-teaching environment, enable the student to use English more comfortably, make the learning environment enjoyable and thus make learning foreign languages interesting for students (Gömleksiz, 2005). By adopting the widespread and meaningful use of games in language learning, in line with contemporary educational approaches, it can be ensured that students are kept at the center of the learning-teaching process (Wright, Betteridge, & Buckby, 1984; cited in Gömleksiz, 2005).

Some Samples of Game Types in Language Teaching (Introducing Yourself, Word Derivation etc.); Güneş & Güneş (2011); cited in Işık (2016) has sorted games that can be used to make learning more effective in language teaching as; word find game, find the deleted game, find objects as many as number game, what is the reverse game, word game, word derivation game, small text editing game, word reading game and sentence making game and also, they have explained these games. To summarize: In the word finding games, the students try to explain a word with body language. In the games of find the deleted, a word extracted from a previously read sentence and it is placed between different words and the student are expected to choose the correct word. In the find as objects as many as

number game, the number of objects told by the teacher is put on the table to teach numbers. In what is the reverse game, groups that match in pairs ask each other for words with opposite meanings. In the word game, students are expected to say words in turn and these words should form a sentence. In the word derivation game, it is expected to derive words by combining a few letters written on the board. In the small text editing game, new words are combined to create different sentences and they are hung on the board. In the word reading game, the student who reads the given text faster and more meaningfully among the selected students is accepted as contestant winner. Finally, in the sentence making game the student who writes the most different sentences from the newly learned words wins the game. The crossword puzzle game which was described in Tosuncuoğlu's (2013) study can also be added to these games. In this game, after completing a unit, students prepare lists of words that they have just learned. One of the students from the divided pairs takes part A of the crossword puzzle, the other one takes part B, and fills the puzzle in his own part with the missing words that his partner knows. To complete the activity, students have to make their groupmates find the answers, and only when they get the correct answer, they can write the answer to the puzzle.

Language Teaching with Songs as a Game Activity; It is known that music has positive effects on mental, motor, and language developments, development of communication and awareness skills, emotional development and creativity (Temiz, 2011). According to researches, music and language structure are activated in the same part of the brain, and musical structure and linguistic structure are paralleled in this section (Maess & Koelsch, 2001; cited in Gürel, 2019). Under the light of this information, it can be thought that language teaching will be more effective when it is carried with music or song. As a matter of fact, in another study, it is understood that listening is used much more than speaking and reading skills in the language learning process (Lacorte & Thurston, 2016 cited in Gürel, 2019). Similarly, it has been stated by Ataseven (1988) that songs are quite suitable materials in language courses since they have features of clarity, density and suitability. These features can be explained briefly and in order as; it does not create a learning obstacle by being grasped easily, the meanings expressed are large compared to the number of words, and it creates a meaning integrity by using keywords.

By improving children's visual, auditory and kinesthetic skills, songs form the first steps for the students' autonomous behavior, and as their vocabulary store increases, they behave more confidently (Doğan & Balbay, 2018). Using songs in language teaching; increases student motivation, facilitates learning by reducing stress in the classroom, provides great benefits in teaching vocabulary, students participate actively in the lesson and make a positive contribution to the classroom in a communicative sense, and most importantly, it enables the student to learn the subject better (Kömür, Saraç, & Şeker, 2005). For example, vocabulary teaching can be provided by pointing the Head, Shoulders, Knees and Toes when they are words included in a song. (Doğan & Balbay, 2018). In addition, songs can be used in foreign language teaching for both children and adults, and the use of songs accelerates the process of learning the language, as they enable them to use the language quickly and fluently (Hisar, 2006). According to the results of a study in which students' opinions were taken, the use of songs in foreign language teaching also has an important role in developing speaking, writing and reading skills (Batdı & Semerci, 2012).

When we consider the mentioned features of the songs, we can say that it will be very useful to use them as a game activity.

Language Teaching with Creative Drama as a Game Activity; in language teaching, the methods and techniques used for the fast and reliable learning of the student are of great importance (Soyer, 2016). Alternative methods have emerged to cover the deficiencies or insufficient points of a method used in foreign language teaching (Memiş & Erdem, 2013). One of the most effective methods that has been used to be successful in English teaching in recent years is teaching through creative drama (İspir & Demircioğlu, 2016). Creative drama is "playful" process in which an experience, an idea, an educational unit and similar situations are reviewed observations and experiences by using theater or drama techniques (San, 1996; cited in Selvi, 1999). Drama which includes creative drama, has various uses in language teaching. Role plays, simulations, pantomimes, games, rhythmic songs and improvisations are frequently used as drama activities.

Role play; Students portray a fictional situation in the classroom as if they were fictional characters. Simulation; presenting a real-life situation to the students and solving real life problems in this way. Pantomime; telling an idea or story non-verbally with body and facial movements. Games; are the interactive exercises that based on observation and interpretation that allow the ability to use flexible mental, emotional and physical skills at the same time. Songs with rhythms; are activities that are also used for role-play, include plenty of repetitive daily life structures and they make it easy to learn, remember and teach meanings with rhythm and melody. Improvisations; Are activities that start with some basic information provided by a manager, then proceed spontaneously and give students the ability to use language actively in real situations (Doğan & Balbay, 2018).

Since creative drama activities start with pre-fictional games and then improvisations are included, experiences are developed and implemented in the process depending on the subject (Selvi, 1999). Therefore, creative drama offers students the opportunity to belong to a group, to think together and to develop common behaviors (Soyer, 2016). Moreover, in creative drama, children experience less difficulty in applying English in daily life as they learn English in a context (İspir & Demircioğlu, 2016). The reflections of the use of creative drama in language teaching, according to Akın (2016), are briefly as follows: Learning with fun and relaxation. Better retention of taught information. Supporting shy students to use a foreign language. Motivate the student. Apply phonological features such as emphasis, intonation, and rhythm. Understanding with body language and facial expressions and making students feel comfortable. To encourage students to share and work together by providing social skills. Bringing students creativity and imagination to the fore. To be applicable in teaching vocabulary, speaking, reading, grammar and literature.

Teaching Foreign Language by Tales as a Game Activity; Tale is a type of narrative that is a product of verbal anonymous folk literature, in which extraordinary persons or creatures can be found among its protagonists, completely unreal events are told and the place and time are uncertain (https://tr.wikipedia.org/wiki/Masal, 2020). At the same time, the contribution of fairy tales to linguistic development is known thanks to its being an oral culture product with distinctive linguistic features (Gedik, 2020). Thanks to fairy tales, children learn the intricacies of language and comprehend effective use of it (Kavcar, 1996; as

cited in Gedik, 2020). Tongue twister, chansonette and riddles in fairy tales are especially important for secondary school students who haven't fully mastered the foreign language yet (Gedik, 2020). However, tales can be used in lessons by adapting them for all ages and language levels (Üzer, 2015). The points to be considered here are; determining in advance what is intended by each activity / activity and exercise, preparing the activities or exercises for the tale that will be discussed in the lesson, applying it in a way that ensures the active participation of all students in the lesson, and ensuring that the students move from the understanding position to the productive position (Üzer, 2015). As an example of the activities that can be done; Activities such as creating a picture story, working with the association method, sequencing pictures, word study, crossword puzzles, and matching studies can be shown (Üzer, 2015). Different usage possibilities can be created by adapting them to suit different language levels, and situations such as the repetition of an event in many fairy tales make it easier for students to understand and keep new words and expressions in mind more easily (Üzer, 2015). Other benefits of the tale can be listed as; improving the ability to use language, enrich the imagination, teach listening-comprehension-speaking, improve vocabulary, teach the sense of curiosity, develop a sense of beauty, develop a positive attitude in children, etc. (Karatay, 2007). According to Üzer (2015), the benefits of using fairy tales in foreign language lessons are as follows;

All linguistic elements such as language-specific grammar, pronunciation and vocabulary can be transferred in this way. According to the language that is taught, various cultural characteristics and non-linguistic elements such as gesture-mimic can be taught. Studies can be conducted to contribute to the development of reading, writing, hearing and speaking skills. Students can be motivated by interesting fairy tale presentations. It can be ensured that students are willing and active in the course. The permanence of the information taught can be achieved by using student-focused activities. It improves the creativity of students and enables them to have a positive perception of other foreign languages that they may encounter by experiencing them with what it means to learn with fun. By contributing to the social development of students with group or pair work, it can be encouraged to work together. Considering the benefits outlined above, it might be helpful to use fairy tales as a game activity.

The Aim of the Research

The aim of this study is to determine teachers' view related to the use of game as a course teaching tool in foreign language teaching. In order to achieve this general aim, the following sub-goals have been sought.

1- Does the use of tongue twister and songs in foreign language classes make the lesson fun and effective?

2- Is it more effective to teach only grammar rules in foreign language lessons?

3- Do games in foreign language classes improve both speaking skills and communication skills between students?

4- Do games in foreign language lessons make classroom management difficult?

5- Do you believe that educational games which are appropriate to the student's level are very important in foreign language lessons?

Method

Research Design

In this study, qualitative research method has been used. Qualitative research is a research approach based on collecting qualitative data such as words, images, pictures (Christensen, Johnson & Turner, 2020). In this study in line with the determined purpose, single-case pattern which is one of the qualitative research methods, has been used. It is possible to work on a single analysis unit in a single case design (Yin, 1984). The determined situation in this study is the opinions of teachers about the use of game as teaching tools in foreign language teaching.

Data Collection and Analysis

As a data collection tool for the research, an interview form consisting of 5 semi-structured questions which were determined according to the question pool developed by the researcher and tested for validity and reliability according to expert opinions was used. Open-ended, semi-structured questions were asked in a virtual environment to 13 volunteer teachers, whom were previously interviewed on the phone, and data were collected and recorded in writing. The answers of each teacher that we interviewed were evaluated by coding them as P1, P2, P3… P13. The data were first divided into Game and Teaching themes, and then content analysis was made. Content analysis is a qualitative data analysis type in which the obtained findings are summarized and interpreted to the reader, direct quotations are given, and it aims to reflect the view of individuals strikingly (Yıldırım & Şimşek, 2003).

Participants

Purposeful sampling method was used in the process of determining the participants of the study. In the purposeful sampling method, individuals who are thought to have knowledge about the subject being researched are selected as sampling (Maxwell, 1997). Accordingly, the target population of this research consists of 1650 foreign language teachers working in the province of Van and the study group of this research consists of 13 (7 female, 6 male) foreign language teachers who voluntarily participated in the study. Demographic information about the study group is given in Table-1:

Table-1. *Demographic Features of the Study Group*

Demographic Features		Frequency
Gender	Man	6
	Woman	7
Total		13
Districts That Worked In	Erciş	3
	Edremit	1
	Tuşba	3
	İpekyolu	6
Total		13
School Types That Worked In	Primary School	4
	Middle School	7
	High School	2

Total		13
Professional Seniority (Year)		1
	In the 2nd Year	3
	In the 3rd Year	2
	In the 4th Year	2
	In the 5th Year	2
	In the 6th Year	1
	In the 7th Year	1
	In the 8th Year	1
	In the 10th Year	
Total		13

According to Table-1, the study group consists of 6 men and 7 women. In this respect, it is seen that the numbers of men and women in the study group are close to each other. All of the participants work in the province of Van. 3 of the participants work in Erciş, 1 in Edremit, 3 in Tuşba and 6 in İpekyolu district. The types of schools where the participants work is varied. 4 of the participants work in primary school, 7 in secondary school and 2 in high school. Occupational seniority of the participants varies between 2-10 years. There is one person each in the 2nd, 7th, 8th and 10th years, 3 people each in the 4th, 5th and 6th years and 3 people in the 3rd year.

Findings and Comments

In this part of the study, the findings obtained from the answers given by the teachers to the interview questions and the comments made about these findings are included. Results have been given under the themes of "Game" and "Teaching".

Theme 1: Game

Under this theme, findings related to the questions; "Do games improve both speaking and communication skills among students?", “Do games in foreign language lessons make classroom management difficult?” and "Do you believe that educational games which are appropriate to the student's level are very important in foreign language lessons?" were included. The aim at asking these questions is to have teachers’ view about the effects of using games on the development of speaking and communication skills and whether it is important or not taking into account the student’s level while using educational games.

1.1. Teachers’ view related to the question “Do games in a foreign language lesson improve both speaking and communication skills among students?”

P1: Of course. The games are a rehearsal of real life. In this respect, it also improves communication skills. P2: It definitely improves. Games oblige students to communicate with each other. P3: Yes, games make a positive contribution to the communication between children and the bond between them becomes stronger, but sometimes they can be offending in competitive games. P4: Yes, it does. Speaking skills improve as students communicate with both the teacher and their peers in the game. In addition, the English structures learned are processed since students will have to use them himself and permanent learning takes place with this way. P5: Yes. Games increase language skills by providing communication between students. P6: Yes, it improves both. Thanks to games, interaction increases and children can learn and socialize. P7: Yes, while having fun, it also offers the opportunity of

repetition. P8: Yes, it does. While playing games, students will have to speak, so they will use the words they have learned and permanent learning will be achieved. Also, their pronunciation will improve. P9: Yes. As we do not break children's self-confidence, their social skills also improve. P10: It develops. These situations provide examples to daily life. It makes a significant contribution to speaking and communication skills. P11: It increases communication. P12: It definitely improves. Anything that makes the lesson fun is important. P13: I agree, games are very important for the target group. Using them in language learning makes teaching both enjoyable and more instructive.

As a reason to the situation that usage of games in foreign language lessons improves students' speaking and communication skills; P1 and P10 showed that they are a rehearsal of real life by presenting examples from daily life, P2, P4 and P8 said that students have to talk in games, K6 and K9 said that students socialize in games, K3 said that games sometimes strengthen the bond between students and sometimes increase competition, and K9 said that they increase the self-confidence. Looking at the participants' view in general, all of the participants have agreed that games in foreign language lessons improve both speaking skills and communication skills of students. In addition, students' acquiring permanent learning as they socialize in foreign language classes is an issue underlined by most of the participants.

1.2. Teachers' view related to the question "Do games in foreign language lessons make classroom management difficult?"

P1: They make it difficult. Because it makes the lesson open to be abused by some students. P2: Yes. The more students are active in this process, the more difficult it will be to manage the classroom. P3: No, it will not make it difficult if you are a good teacher and are patient. P4: If the game and the activity are well structured, it does not make classroom management difficult. P5: Yes, it can be difficult to retain control, especially in crowded classes. P6: I don't think there will be a problem if the games are held regularly in the lesson. But if it is done continuously, students will want to learn the lesson only with games and will not allow the normal course flow. P7: Yes, it can make it difficult from time to time. P8: It depends on the class size and age group. For example, you may have difficulty playing games for 30-40 students in the primary school group, while you have less difficulty in the middle school group. In fact, as the class size decreases, class management becomes easier. P9: Sometimes yes sometimes no. This is more about the planning of the lesson. If we have planned the lesson well, the games strengthen the class control, but if we have not planned, some problems may arise. Of course, class size is an important factor which effects class management. Games can make management difficult in crowded classrooms. P10: If there is a good preparation process, there will be no problem in class management. P11: If the rules are not specified, it makes it difficult. P12: On the contrary, it strengthens class management. P13: Teaching through game is not easy, the teacher who will do this should be strong in classroom management, he should be pedagogically competent, and he should have a command at the game. If he provides these, the lesson will be very efficient.

Participants P5, P8 and P9 stated that whether games will make class management more difficult or not depends on class size. P4, P9 and P10 from the participants stated that in order to maintain classroom management it is important to have well-structured games,

preparation process for the lesson and planning. P3, P11 and P13 of the participants stated that classroom management depends entirely on the teacher. Participants P1 and P6 stated that students will not allow the normal flow of the lesson and abuse the lesson and class management will be difficult. P2 stated that if students are active, class management can be difficult. One of the participants, P12, stated that on the contrary, games will strengthen class management. When the opinions of the participants are examined in general, it is seen that the teachers have different opinions about whether the use of games in foreign language lessons will make class management difficult or not. In addition, based on the opinions of the participants, in order not to make classroom management difficult for the games; attention should be paid to issues such as whether the games are performed regularly and in a planned manner, whether the teacher who will lead the game is sufficient in classroom management and whether the class size in which the game will take place is large or not.

1.3. Teachers' view related to the question "Do you believe that educational games which are appropriate to the student's level are very important in foreign language lessons?"

P1: It is important because each age group has its own characteristics. Games should be selected by considering those features. P2: Yes. Games that are not suitable for the students' level will not attract the attention of them. P3: Yes, games should be chosen according to the ages of the children. It should be neither too difficult nor too easy. P4: The game should be chosen according to the age requirement of the student. For example, games with more physical movement should be chosen instead of games of intensive words containing abstract meanings for young students. P5: Yes, different games can be applied in every age group even if the level is the same. P6: I think it is important. Games should be chosen according to the development level of each student's age group. Otherwise, the games will not take the attention students. P7: Yes, it is. It is prepared by considering the development period of the student. P8: Yes, games should be chosen according to the level of students. Otherwise, students will not understand anything because they are above their level or they may be bored because it is too simple. We may not be able to achieve our goal. We may not be able to gain the outcomes we need to give to students. P9: Yes. Since the primary school students are more game-aged, we can teach the lessons secretly in games. P10: It is absolutely important to choose games suitable for the age of the student. In cases where it is not suitable, it will not be useful because it will not attract attention. P11: Games should be chosen according to their developmental characteristics and they should be suitable for their age and needs. P12: Not all games can be applied in all age groups. A game about numbers may seem very simple to a secondary school student, and a game that requires abstract skills may be difficult and incomprehensible to a primary school student. P13: I state that games are important in language education, of course these games should be chosen correctly. The age of the group and the selection of local games are very important. In this regard, we should pay attention to students' cognitive levels and the abstract-concrete periods of children. If a high school level game is performed at a primary school, it can be intolerable.

P1, P4, P7, P11 and P13 stated that while choosing educational games, it is necessary to pay attention to the needs of the students according to their age, that is, their developmental period. K3, K6, K8, K12 and K13 stated that when choosing educational games, they

should be at a difficulty level according to students' age and they shouldn't be too easy or too difficult. Among the participants, P2, P6, P8 and P11 stated that it is important to choose educational games in a way that attracts the attention of the students and they do not get bored. When the opinions of the participants are examined in general, it is seen that the teachers agree on using educational games which are appropriate to the student's level in foreign language lessons. Another point underlined by the participants under this question is that; games that don't take into consideration of the developmental period of the students may be inadequate to reach the goal.

Theme 2: Teaching; Under this theme, findings related to the questions; "Does the use of tongue twister and songs in foreign language lessons make the lesson fun and effective?" and "Is it more effective to teach only grammar rules in foreign language lessons?" were included. The aim of asking these questions is to have teachers' view about whether the use of tongue twister and song makes the lesson fun and effective, and whether processing only grammar rules make the lesson more effective or not.

2.1. Teachers' view related to the question "Does the use of tongue twister and songs in foreign language lessons make the lesson fun and effective?"

P1: Yes, it does. It can be used to prevent distraction. P2: Yes. It highlights the student's effectiveness in the learning process. P3: Yes. When you learn with songs, it becomes both more fun and catchier. P4: Songs make it easier to remember. Tongue twisters are also useful in learning the pronunciation of words. P5: Yes, it especially activates primary school students and reduces their hesitation towards the lesson. P6: Yes, they do, but tongue twisters and songs should be suitable to the level of the students. P7: Yes, it is positive. It saves the lesson from boredom. P8: Yes, it does. It increases the interest toward the lesson. Because it saves the lesson from boredom. P9: Yes. Because in this way, children can understand and love lessons better. P10: The usage of them appropriate to the age group, makes the lesson fun and facilitates repetition. P11: It makes it fun and effective. Because it appeals to different types of intelligence. P12: Yes. Children generally like these kinds of things. P13: It doesn't only make the lesson fun; it also makes it effective. Language learning through games or tongue twisters becomes more reinforcing and catchier, because the target students are interested in these activities. Language learning often turns into a phobia for various reasons, combining it with activities students that their interest can play a role in alleviating this phobia. This can enable students to integrate language with their lives outside of school

P3, P4 and P13 participants stated that the use of tongue twisters and songs can provide permanent learning. Participants P1, P8 and P13 stated that in this way, students' distraction can be prevented and their interest for the lesson will be increased. In another study conducted in parallel to this idea, it was stated that by the use of songs and tongue twisters the students' attention was not distracted for a long time (Seçkin, 2011). P9 and P12 stated that students will love the lesson in this way. P7 and P8 stated that tongue twisters and songs will make the lesson fun and effective by saving it from boredom. In addition, P5 and P13 stated that fears and hesitations of students in language learning will decrease. As a reason to the use of tongue twisters and songs in foreign language courses makes the lesson fun and effective; K2 stated that it increases participation K4 mentioned that it makes

pronunciation easier to learn, K10 stated that it facilitates learning by repetitions, K13 stated that it makes it easier to reinforce, and K11 stated that it addresses different types of intelligence. In the results of their study which based on the opinions of the students, Batdı & Semerci (2012) stated that the songs contribute to the speaking, writing and listening skills of the students with different positive aspects. In addition, K6 underlined that the tongue twisters and songs that are chosen should be suitable for the students' level in order to make the lesson fun and effective. When the opinions of the participants are examined in general, it is seen that the teachers agree that the use of educational games which are appropriate to the students' level in foreign language lessons is very important. Besides making lessons fun and effective, tongue twisters and songs are being effective at topics like; at preventing distraction, the permanence of the information that learned at reducing the hesitations against foreign language courses is another point underlined by the participants.

2.2. Teachers' view related to the question "Is it more effective to teach only grammar rules in foreign language lessons?"

P1: It is not appropriate to teach only grammar. Because language doesn't just consist of grammar. P2: No. It will be more efficient to teach the language with sentence patterns that are suitable to our daily life. P3: No, giving grammar constantly can bore the students. P4: No, we can't just teach grammar. Language is a whole, the figurative meanings and daily usage terms in which that language is used should also be taught. Game will also be a teaching method due to the needs of children's' age. P5: No, because language is a skill and besides grammar, the skills of reading, writing, listening and speaking need to be improved. P6: No, vocabulary is also very important in foreign language lessons as well as grammar. P7: No, it should be given as a whole within certain contexts. P8: No. Studying grammar alone makes the lesson monotonous. It is necessary to try different strategies and methods in the lessons in order to change the thoughts of students who have bias in the lesson. P9: No. I think in primary school it is more important to increase the student's interest and love for the lesson than grammar rules. P10: No. It does not contribute to the development of 4 basic skills in language teaching. Therefore, it does not help in language education on its own. P11: Speaking, reading, writing, grammar should be taught together. P12: No, it is not. The more rules you have the more trouble you will face. P13: Grammar should not be used as much as possible in foreign language education, this makes the lesson boring and unbearable. Instead, dialogues, readings and speaking activities should be done. Target grammar topics can be included in these activities without going into detail. Without grammar, students can't learn.

Participants P1, P4, P5, P7, P10 and P11 stated that language is not only composed of grammar and speaking, reading, writing and grammar rules should be taught together and as a whole. Similarly, P6 stated the importance of vocabulary as well as grammar. P2 and P4 stated that it is much more beneficial to teach the structures used in daily life. P3, P8 and P13 expressed that teaching only grammar rules will make the lesson boring and monotonous, instead it is more important to increase the interest and love of students in the lesson with different activities. When the opinions of the participants are examined in general, it is seen that teachers agree that it is not sufficient to teach only grammar rules in foreign language lessons. In addition, in line with the answers to this research question, it can be said that it is important for teachers to use education programs that take into account

the use of 4 basic skills in foreign language lessons.

In line with the answers given by the participants to these five research questions, it is seen that it is important for teachers to choose curricula that take 4 basic skills into account in foreign language lessons. As a result, it can be said that it is important to use tongue twisters, songs and games, which have many benefits according to the view of teachers. In addition, based on the opinions of the participants, it is understood that when using games in foreign language lessons, some issues should be taken into account.

Discussion and Conclusions

In this part of the study, conclusions were included in line with the findings that obtained from the analysis of the answers that teachers gave to the interview form and suggestions have been offered to the teachers and researchers.

According to the findings obtained by examining the views about the effectiveness of the use of games in foreign language lessons on speaking and communication skills, it was concluded that all of the participants have thought that this way of teaching will positively affect students' speaking and communication skills. In addition, as the reason for this situation the participants showed situations like; games are a rehearsal of real life by presenting examples from daily life, students have to speak during the game process, game supports their socialization, strengthens the bond between students and increases their self-confidence. Sarıçoban & Metin (2000) stated that games enable students to express themselves better by providing a comfortable and motivating environment. Similarly, Özbal (2009) emphasized that games increase communication between students. In the study conducted by Engin, Seven & Turhan (2014), it was stated that the use of games in foreign language teaching supports students to practice in the classroom and reinforce foreign language in social environment by supporting active learning of the language. In a study where students' opinions were taken, it was stated that games contributed to speech skills by reducing stress and fear of making mistakes (Bekdaş, 2018). From here, it is understood that the results of the previous research and the results obtained in this study are in parallel to the fact that the use of games in foreign language teaching affects speaking and communication skills positively. According to the findings obtained by examining the views about the effects of the use of games in foreign language courses on classroom management, it was concluded that most of the participants associated the situation whether the use of games make classroom management difficult or not with some variables. According to the view of the participants, these variables are; class size, well-structured games, good preparation and planning process, active participation of the teacher and students to the process. Similarly, in the study conducted by Er (2010), it was stated that the use of games in language teaching may have some difficulties in terms of noisy environment, control difficulties, preparation requirement, suitability of the game place, appropriateness of the number of participants and the arrangement of roles. According to the findings obtained by examining the opinions about the suitability of the games to be used in foreign language lessons to the student level, it was concluded that all the participants have thought it is important to choose educational games suitable for the student level. In addition, as the reason for this situation the participants stated situations like; choosing educational games that appropriate to developmental period is effective at meeting their developmental needs and choosing a difficulty level

according to the age of the students is effective in attracting students' interest and attention to the course. In the research conducted by Er (2010), it was stated that games should be selected and used in accordance with the age and level of the students. In the study conducted by Tosuncuoğlu (2013), it was stated that different game types should be selected in different age groups in order for games to be useful in learning. As result, it is understood that the results of the researches conducted by Er (2010) and Tosuncuoğlu (2013) and the results obtained in this study are in parallel to the requirement that the games that are planned to be used in foreign language teaching should be suitable for the student level.

According to the findings that were obtained by examining the view about the use of songs and tongue twisters in foreign language lessons to make the lesson fun and effective, it was concluded that all of the participants think that this way of teaching makes the lesson fun and effective. In addition, as an opinion of these participants showed the situations as; it provides permanent learning, it increases attention and interest towards the lesson, it helps getting rid of boredom of the lesson, it decreases fear and hesitation, it increases participation, it facilitates learning, it facilitates the reinforcement of learned and it addresses to different intelligence areas. In the research conducted by Hisar (2006), it was stated that teaching with tongue twister activities made teaching enjoyable and by providing language practice, it also improved the ability to speak fluently and effectively listening. Similarly, in another study, it was stated that language teaching with songs can make learning successful and enthusiastic (Kömür, Saraç & Şeker, 2005). In the study conducted by Batdı & Semerci (2012), it was stated that using songs in foreign language teaching is interesting and enables students to learn and remember easily. Similarly, Yuliana (2004) stated that children learn the language with fun thanks to songs and entertaining activities. Hence, it is understood that the results of the previous research and the results obtained in this study are parallel to the point that the use of songs and tongue twisters in foreign language lessons will make the lesson fun and effective. According to the findings obtained by examining the opinions about the effectiveness of teaching only with grammar rules in foreign language lessons, it was concluded that all of the participants thought that such a teaching way will not be effective. In addition, as the reason for this situation the participants stated that; speaking, reading, writing and grammar rules should be taught together and as a whole in language teaching, vocabulary is also important, structures used in daily life should also be taught, and teaching only grammar rules can negatively affect the interest and love in the lesson by making the it boring. Despite the fact that foreign language teaching prior to updating the curriculum in 2018 was predominantly grammatical, by means of the update it turned into an understanding that emphasizes the dimensions of reading, writing, listening and speaking which is based on the laws of nature and in this regard this situation also supports these views (Yaman, 2018). Şahin (2008) stated that reading and writing skills should come after listening and speaking, by giving emphasis on listening and speaking skills in foreign language teaching. Also it was seen in a study that, students couldn't use the foreign language in their daily lives due to the use of grammar-based instruction in foreign language lessons (E. Can & C. I. Can, 2014). Here, it is understood that the results of the previous research and the results obtained in this study are in parallel to the point that only grammar rules will not be effective in foreign language teaching. As a result of this study, it was concluded that teachers think; the use of tongue twisters and songs in foreign language teaching makes the lesson fun and effective and teaching grammar rules only in foreign language

lessons is not effective. The results that have been obtained are in parallel with result of the study conducted by Şevik (2011) in which foreign language teachers found the use of songs in teaching motivating and entertaining and with the study conducted by Atır and Bergil (2020), in which english teachers stated positive assessments in this regard. According to teacher views, it was concluded that they think the use of games in foreign language lessons improves speaking and communication skills and that the educational games which are used in foreign language classes should be suitable to the level of the students, yet teachers have different ideas on the point that the use of games in foreign language lessons makes classroom management difficult. In parallel to these results, in the study conducted by Batdı and Semerci (2012) whose aim is to examine teachers' view on the use of educational games in foreign language teaching, it was stated that the use of educational games in foreign language teaching creates an atmosphere that supports interaction and communication. In addition, the results which are obtained and says teacher have different assessments regarding the use of games to make classroom management difficult are in parallel with the results of the research conducted by Aune (2019) in which the pre-service teachers expressed negative but generally positive view that computer games will distract students in foreign language teaching.

Suggestions: In line with the results obtained in the study; foreign language teachers are recommended to use games as much as possible in the teaching process. Researchers are recommended to apply similar research to different study groups such as students and parents. In addition, considering the opposite thought obtained; It is also recommended to carry out research on whether the use of games in foreign language lessons makes classroom management difficult, if so, what can be the reasons behind it and what can be the solution.

References

Akın, A. (2016). *Yabancı dil öğretiminde yaratıcı drama yöntemi kullanımının lise 12. sınıf öğrencilerinin eleştirel, yansıtıcı düşünme becerilerine ve öğrencilerin yabancı dil öğrenme tutumlarına etkisi* [Yüksek Lisans Tezi]. Adnan Menderes Üniversitesi/Sosyal Bilimler Enstitüsü, Aydın.

Ataseven, F. (1988). Değişen sınıf içi öğretim ortamları ve şarkılarının yabancı dil öğretiminde araç olarak kullanılması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 3*(3), ss.189-198.

Aune, M. (2019). *Pre-Service Teachers' views on the use of computer games in the EFL classroom*. Doktora Tezi: NTNU.

Atılır, I., & Su-Bergil, A. (2020). Reflections of english language teachers about the effect of using songs on pronunciation. fire: *Futuristic Implementations of Research in Education, 1*(2), ss.64-77.

Aydın, T. (2014). Dil öğretimi ve oyun -çoklu zekâ teorisi işığında-. *Dinbilimleri Akademik Araştırma Dergisi*, *14* (1) , ss.71-83.

Batdı, V. & Semerci, Ç. (2012). Şarkıların yabancı dil becerilerini geliştirmedeki etkililiğine

ilişkin öğrenci görüşleri. *Journal of Research in Education and Teaching, 1*(4), ss.126-133.

Bekdaş, M. (2018). Yabancı dil öğretiminde oyunların konuşma becerisine etkisi. *Türkiye Bilimsel Araştırmalar Dergisi, 2*(1), ss.18-26.

Can, E. & Can, C. I. (2014). Türkiye'de ikinci yabancı dil öğretiminde karşılaşılan sorunlar. *Trakya Üniversitesi Eğitim Fakültesi Dergisi, 4*(2),ss.43-63.

Christensen, L. B., Johnson, R. B. & Turner, L. A. (2020). *Araştırma yöntemleri: Desen ve analiz.* Anı Yayıncılık.

Çakır, A. (2017). Türkiye'de yök öncesi ve sonrası yabancı dil eğitimi. *Journal of Language Research (JLR), 1*(1), ss.1-18.

Çelik, S. & Işık, A. (2019). İlkokullarda yabancı dil öğretimi ile ilgili öğretmen görüşleri. *Manisa Celal Bayar Üniversitesi Eğitim Fakültesi Dergisi, 7* (1) , ss.1-11.

Demircioğlu, Ş. & İspir, O. A. (2016). İngilizce sözcük gruplarının öğretilmesinde yaratıcı drama yönteminin etkisi. *Yaratıcı Drama Dergisi, 11*(1), 105-116.

Demirel, Ö. (2014). *Yabancı dil öğretimi dil pasaportu, dil biyografisi, dil dosyası* (8. Baskı). Pegem Akademi.

Demirpolat, B. C. (2015). *Türkiye'nin yabancı dil öğretimiyle imtihanı: sorunlar ve çözüm önerileri*.SETA.http://file.setav.org/Files/Pdf/20150707131308_131_yabancidil_web.pdf Erişim Tarihi:08.11.2020.

Doğan, C. & Balbay, S. (2018). *Drama ve İngilizce öğretimi. H. Yılmaz, E. Yücel ve S. Durak Üğüten, (Ed.). Yabancı dil öğretimine genel bir bakış*. (ss. 33-43). Çizgi Kitabevi.

Engin, A. O., Seven, M. A.& Turhan, V. N. (2004). Oyunların öğrenmedeki yeri ve önemi. *Atatürk Üniversitesi Sosyal bilimler Enstitüsü Dergisi, 4*(2), 109-120.

Er, A. (2010). Çocuklara yabancı dil öğretiminde sınıf içi etkinlik olarak oyun kullanımı. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi, 0* (17) , 301-310.

Gedik, S. (2020). Masalların eğitimsel işlevleri. *Sosyal Bilimler ve Eğitim Dergisi, 3* (1) , 356-367.

Gömleksiz, M. N. (2005). Oyun ile ingilizce öğretiminin uygulanması ve öğrenci başarısına etkisi (elazığ özel bilgem ilköğretim okulu örneği). *Manas Sosyal Bilimler Dergisi, 14*, 179-195.

Gülsoy, T. & Uçgun, D. (2013). 6.sınıf öğrencilerinin kelime haznesinin geliştirilmesinde eğitsel oyunların etkisinin incelenmesi. *International Periodical For The Languages, Literature and History of Turkish or Turkic, 8*(13), 943-952.

Gündoğdu, M. (2005). Avrupa birliği yolunda türkiye'nin yabancı dil politikası. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi, 2*(29), 120 – 127.

Gürel, N . (2019). Türkçenin yabancı dil olarak öğretiminde bir materyal çalışması: temalara uygun şarkılar oluşturma. *Uluslararası Bilimsel Araştırmalar Dergisi (IBAD) , 4* (2) , 305-321

Hazar, Z. & Altun, M. (2018). Eğitsel oyunlara yönelik öğretmen görüşleri ve yeterliliklerinin incelenmesi. *CBÜ Beden Eğitimi ve Spor Bilimleri Dergisi, 13* (1), 52-72.

Hisar, Ş. G. (2006). *4. ve 5. Sınıf İngilizce derslerinde kullanılabilecek etkili öğretim yöntemleri üzerine deneysel bir çalışma* [Yüksek lisans tezi]. Süleyman Demirel Üniversitesi.

Işık, A. (2008). Yabancı dil eğitimimizdeki yanlışlar nereden kaynaklanıyor? *Journal of Language and Linguistic Studies, 4*(2), 15-25.

Işık, İ. (2016). *İlkokul 3. sınıf öğrencilerine eğitsel oyunlar ile İngilizce kelime öğretiminin akademik başarıya etkisi* [Yüksek lisans tezi]. Bartın Üniversitesi, Bartın.

Karatay, H. (2007). Dil edinimi ve ve değer öğretmen sürecinde masalın önemi ve işlevi. *Türk Eğitim Bilimleri Dergisi, 5*(3), 463-475.

Koçyiğit, S., Tuğluk, M. N. & Kök, M. (2007). Çocuğun gelişim sürecinde eğitsel bir etkinlik olarak oyun. *Kazım Karabekir Eğitim Fakültesi Dergisi,* (16), 324-342.

Kömür, Ş., Saraç, G., & Şeker, H. (2005). Teaching English through songs. *Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (İLKE), 1*(15), 109-120.

Kuşçu, E. (2017). Yabancı dil öğretimi/öğreniminde görsel ve işitsel araçları kullanmanın önemi. *Akademik Sosyal Araştırmalar Dergisi*, *5*(43), 213-224.

Masal. Web: https://tr.wikipedia.org/wiki/Masal adresinden 19.11.2020 tarihinde alınmıştır.

Memiş, M. R. & Erdem, M. D. (2013). Yabancı dil öğretiminde kullanılan yöntemler, kullanım özellikleri ve eleştiriler. *Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic, 8*(9), 297-318.

Maxwell, J. A. (1997). *Designing a qualitative study. in l. bickman ve d. j. rog (eds.), handbook of applied social research methods* (pp. 69-100). Sage.

Özbal, B. (2009). *İlköğretim okullarındaki yabancı dil öğretiminde eğitsel oyunların yeri ve önemi* [Yüksek Lisans Tezi]. Selçuk Üniversitesi, Konya.

Özer, B. & Korkmaz, C. (2016). Yabancı dil öğretiminde öğrenci başarısını etkileyen unsurlar. *Ekev Akademi Dergisi,67*, (59-84).

Sarıçoban, A., & Metin, E. (2000). Songs, verse and games for teaching grammar. *The Internet TESL Journal, 6*(10), 1-7.

Şahin, K. (2008). *Türkiye'de yabancı dil öğretimi, sorunlar ve çözüm yolları.* X. Ulusal Öğretmenim Sempozyumu'nda sunulan bildiri, İstanbul.

Seçkin, H. (2011). İlköğretim 4. sınıf İngilizce dersi öğretim programına ilişkin öğretmen görüşleri. *Uluslararası İnsan Bilimleri Dergisi,8*(2), 550-577.

Selvi, K. (1999). Yaratıcı drama yönteminin eğitimde kullanılması. *M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi, 11,* 301-308.

Şevik, M. (2011). Teacher views about using songs in teaching English to young learners. *Educational Research and Review, 6*(21), 1027-1035.

Soyer, S. (2016). Yabancı dil öğretim yöntemi olarak yaratıcı drama ve etkileri. *Uluslararası*

Güncel Eğitim Araştırmaları Dergisi, 2 (1) , 157-163.

Temiz, E. (2011). Çocukların müziksel ses özelliklerine uygun şarkı söyleyebilme becerilerine işitme kaybı değişkeninin etkisi. *İnönü Üniversitesi Sanat ve Tasarım Dergisi, 1*(1), 67-75.

Tok, H. & Arıbaş, S. (2008). Avrupa birliğine uyum sürecinde yabancı dil öğretimi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi, 9* (15) , 205-227.

Tosuncuoğlu, İ. (2013). İngilizce kelimelerin oyunlarla öğretilmesi. *Tarih Kültür ve Sanat Araştırmaları Dergisi, 2*(4), 140-146.

Üzer, M. (2015). *Yabancı dil olarak Almanca dersinde masalların kullanımı* [Yüksek Lisans Tezi]. Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü. Bursa.

Yaman, İ. (2018). Türkiye'de İngilizce öğrenmek: Zorluklar ve fırsatlar. *Rumeli Dil ve Edebiyat Araştırmaları Dergisi, (11),* 161-175.

Yıldırım, B., (2015). *Eğitsel oyun ve dönüt-düzeltmenin öğrenme düzeyi ve kalıcılığa etkisi.* Yüksek lisans tezi. Necmettin Erbakan Üniversitesi, Konya.

Yıldırım, A., Şimşek, H. (2003). S*osyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayınları.

Yin, R. (1984). *Case study research: design and methods.* (3. Basım). Sage Publications.

Yuliana, Y. (2004). Teaching english to young learners through English. *k@ta lama, 5*(1), 84-90.

Yükseköğretim Kurumlarında Yabancı Dil Öğretimi ve Yabancı Dille Öğretim Yapılmasında Uyulacak Esaslara İlişkin Yönetmelik (2016). Resmi Gazete Tarihi:23 Mart 2016. Resmi Gazete 23 Mart 2016. Resmi Gazete Sayısı:29662, https://wwwiresmigazete.gov.tr/eskiler/2016/03/20160323-6.htm,web adresinden 08.11.2020 tarihinde erişilmiştir.

Extended Abstract

Since the rapid changes in the world started from the 1990's, international cooperation and relations have become more intense; information exchange and interaction on the basis of country, society and individual continues to increase (Gündoğdu, 2005). Recently, the communication and interaction of individuals and societies are increasing and therefore especially in our country teaching English as a foreign language is gaining more importance because it has became the common language in the world. So many methods are being used and researched on foreign language teaching. Particularly in order to create motivation for further teaching. The target of foreign language teaching in our country is to enable Turkish citizens to use a common language effectively to make Communication with citizens of other countries and to facilitate the advancement of our country in political, scientific, military, economic and social fields (Tok & Arıbaş, 2008).

The aim of this study is to determine teachers' views related to the use of games as a course teaching tool in foreign language teaching. The target population of this research is a total of 1650 foreign language teachers working in the province of Van and the study group consists of 13 (7 female, 6 male) foreign language teachers who voluntarily participated in the study. The research is a qualitative research. As a data collection tool, a semi-

structured interview form was used which consists of 5 questions that was developed by the researcher and tested for validity and reliability according to expert opinions.

The following sub-goals were sought to achieve the aim of this study. 1- Does the use of tongue twister and songs in foreign language classes make the lesson fun and effective? 2-- Is it more effective to teach only grammar rules in foreign language lessons? 3-- Is it more effective to teach only grammar rules in foreign language lessons? 4- Do games in foreign language lessons make classroom management difficult? 5- Should we believe that educational games which are appropriate to the student's level are very important in foreign language lessons?

In this study, qualitative research method has been used. Qualitative research is a research approach based on collecting qualitative data such as words, images, pictures. The determined situation in this study is the opinions of teachers about the use of game as teaching tools in foreign language teaching. Questions about the above sub-goals were asked to the teachers and the findings are as stated below:

As a reason to the situation that usage of games in foreign language lessons improves students' speaking and communication skills; P1 and P10 showed that they are a rehearsal of real life by presenting examples from daily life, P2, P4 and P8 said that students have to talk in games, K6 and K9 said that students socialize in games, K3 said that games sometimes strengthen the bond between students and sometimes increase competition, and K9 said that they increase the self-confidence. Looking at the participants' view in general, all of the participants have agreed that games in foreign language lessons improve both speaking skills and communication skills of students. In addition, students' acquiring permanent learning as they socialize in foreign language classes is an issue underlined by most of the participants.According to the findings obtained by examining the views about the effectiveness of the use of games in foreign language lessons on speaking and communication skills, it was concluded that all of the participants have thought that this way of teaching will positively affect students' speaking and communication skills. Also according to the findings that were obtained by examining the view about the use of songs and tongue twisters in foreign language lessons to make the lesson fun and effective, it was concluded that all of the participants think that this way of teaching makes the lesson fun and effective. As a suggestion, researchers are recommended to apply a similar research to different study groups such as students and parents. In addition, considering the opposite thought obtained; It is also recommended to carry out a research on whether the use of games in foreign language lessons makes classroom management difficult, if so, what can be the reasons behind it and what can be the solution.