Teaching Proverbs to Bilingual Turkish Students in Germany through Gamification: Okey Game with Words

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Abstract: Turkish immigrants who have settled in Germany since 1960 have faced some problems. One of these problems is encountered in the field of education. It has been observed that Turkish children living in Germany with their families gradually distance themselves from Turkish language after a certain period of time. This has become a significant issue for Turkish-German bilingual children. The problem addressed in this study is the slow progress in learning Turkish language due to the scarcity of Turkish language materials for Turkish students. In line with this problem, the aim of the study is to investigate the effect of gamification on the learning of proverbs by Turkish students attending Turkish language classes in the Ennepe Ruhr region of North Rhine-Westphalia state in Germany. For this purpose, a material for the game of "Okey" with words related to proverbs was developed to contribute to the learning of proverbs by students. A case study design, which is one of the qualitative research designs, was used in the research. The game of Okey, which is frequently played by the Turkish/German community to have a good time with family members, relatives, and friends, was selected as the material. The words of pre-determined proverbs were written separately on the tiles used in the Okey game. Students were asked to complete these proverbs while playing Okey. Thus, the aim was to help students grasp the proverbs more quickly and retain them in their memories for a longer period of time using gamification techniques in Turkish language classes. As a result of the activities carried out in line with these objectives, the success of students in learning proverbs increased by over 50%. It was determined that the teaching of proverbs through the game of Okey was a successful gamification activity.

Keywords: *Germany, proverbs, bilingualism, material development, Okey game, gamification, Turkish*

Introduction

Throughout history, people around the world have had to migrate for various reasons. When looking at Turkey's migration history, the first destination that comes to mind is Germany (Kula, 1992). In 1960, a labor demand arose in Germany. Thereupon, the Turks immigrated to Germany for this job opportunity. Initially seen as temporary migration, this situation eventually became settled as workers brought their families with them (Berger & Mohr, 2011). According to Berger and Mohr (2011), the types of jobs that guest workers performed in Germany varied generationally. For example, the first generation consisted of lower-skilled workers, while in later generations, with an increase in the number of individuals who learned the local language, there was an increase in skilled jobs. According to the findings obtained in 2021, there are 1 million 316 thousand Turks living in Germany (Şengül & Toygar, 2021).

Because students initially have difficulty learning German, later on, they are unable to master both languages due to the prevalence of speaking German in the area they live in and the frequent tendency of families to speak German. According to Adıgüzel (2011), people's bilingualism with limited proficiency has a negative impact on them psychologically. Individuals tend to fall behind others in both school and work life. Therefore, individuals need to

have a strong command of their native language and feel comfortable while learning a second language in order to overcome these negative effects.

From the 1960s until today, Turks who have settled in Germany have faced certain problems. One of these problems is encountered in the field of education. In children who live with their families in Germany, it has been observed that they distance themselves from Turkish after a certain period of time.

As a result of the problems experienced in Germany, Turkey has taken action and provided Turkish language education opportunities for the children of Turkish immigrants. However, these teaching activities have led to the emergence of a shortage of materials used in the lessons. Güzel and Barın (2014) argue that the lack of resources and materials in teaching, especially in language teaching, has a significant negative impact on students' learning of the target language. Selecting materials suitable for students' age and language level will make teaching effective. The teacher needs to use different methods and materials to teach Turkish to their students in their class within the means available to them. For this, materials that attract students' interest should be chosen. Students should learn while having fun and not lose their focus. Otherwise, boring and ordinary lessons do not attract students' attention and cause learning to slow down.

Problem Status

The problem statement of this study is the slow progress of Turkish students in Turkish language classes due to the lack of Turkish learning materials. In line with this problem, the main question to be investigated is whether gamification can be used to facilitate the learning of Turkish proverbs in Turkish language classes for Turkish students in the Ennepe Ruhr Region of North Rhine-Westphalia, Germany. In order to address this problem, research questions are formulated to add depth to the research.
Research questions;

1. What is the level of impact of bilingualism on native language acquisition?
2. What are the typological characteristics of the German-Turkish languages?
3. What is the role of gamification in language teaching and learning?
4. Can the Okey game with the gamification method make it easier for the students to learn proverbs?

Purpose and Significance

The aim of this study is to determine the effect of gamification on the learning of Turkish proverbs by Turkish students participating in Turkish language classes in the Ennepe-Ruhr region of North Rhine-Westphalia, Germany. Additionally, the goal is to contribute to the students' learning of proverbs with the Okey game material developed using the learned words. According to the transfer of Güzel and Barın (2014), the selection of materials used in class is important for effective and long-term learning in students. Güzel and Barın also emphasized that the materials used in classes are undoubtedly a part of foreign language teaching for students.

When a comparison is made between the generations living in Germany, it can be seen that the connection with Turkish language weakened after the first and second generations. Therefore, material selection is crucial to increase the learning efficiency of Turkish students in their native language classes. With the gamification technique, students follow the lessons with more interest and do not get bored with the classes.

Conceptual Framework

What is Bilingualism?

When looking at the literature, bilingualism or, in other words, the ability to speak two languages has been defined by numerous individuals for many years. According to Bloomfield (1970), it is the ability to speak both languages at a native level. Cummins (1981) defines bilingualism as the ability to use and understand two languages effectively. "Bilingualism can be defined as individuals acquiring more than one language for different reasons and under different conditions or learning two languages at a native level" (Aksan, 2007:26).

In addition to these definitions, Yıldız (2012) argues that growing up in an environment where both languages are used from birth is necessary for bilingualism. According to the data of the European Centre for Modern Languages, more than 50% of the world's population is bilingual or multilingual (Bican, 2019).

According to some views, bilingualism benefits individuals' language learning and development (Cummins, 2001). "Individuals who constantly use their mother tongue outside the official language before or during their school years and cannot achieve balanced bilingualism encounter some difficulties both in school environments and in many environments where the official language is spoken" (Kalı, Özkaya and Coşkun, 2021:197).

Especially the parents of bilingual children play an active role in their children's education process. Children feel pressure as two different languages are spoken in the family and social environment, they live in. Children are not proficient enough in both languages and they mix the characteristics of the two languages in terms of words and structures. As a result, these bilingual children cannot communicate effectively. "Bilingualism is also defined as an individual's acquisition and use of multiple languages for different reasons and under different conditions, or acquiring both languages at a similar level" (Oruç, 2016:45).

When a historical analysis is conducted, it is seen that in the 1960s, due to the gap in the workforce, there was a labor migration from Turkey to Europe, especially to Germany. The generations born in Germany with the workers who brought their families along exhibit a bilingual example. Sometimes, children struggle and have difficulties with this bilingualism. They use German in their education and social life, while using a mixture of Turkish and German within their families.

This leads to these children being unable to effectively use both languages. The aim is to support the Turkish language skills of these bilingual children through Turkish language classes. Despite having different structural and

typological features, these students unconsciously mix and use German and Turkish languages while speaking. At this stage, it is necessary to re-teach the structure and features of both languages to the students and ensure that they speak without unconsciously mixing words and rules from both languages.

Typological Characteristics of German and Turkish Languages

The first typological grouping is based on Schlegel's work "Über die Sprach und Weisheit der Indier" in 1808. With this work, Schlegel aimed to find grammatical similarities of languages belonging to the Indo-European language family by comparing them with Sanskrit. During this study, he divided all languages into two groups: inflected (uninflected) languages and agglutinative (inflected) languages. However, after this grouping, Wilhelm added the isolating language group to them in 1838 (see Figure 1).

Figure 1

Grouping of Languages (Wilhelm, 1838)
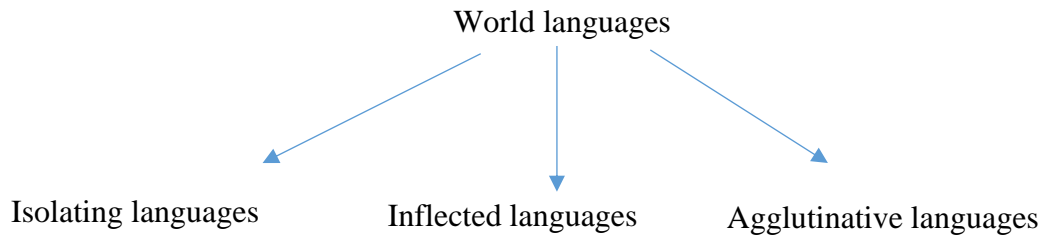
As seen in Figure 1, the typology of languages has been studied since history and those with common features have been classified into a group. Table 1 below shows the classification of languages according to their structures by Greenberg (1963). In Table 1, in addition to Wilhelm (1838), inflectional languages are also classified in a separate group according to their structures. As seen in the diagram, these groups are isolating, inflectional, and agglutinative languages.

As seen in Table 1, languages are divided into four groups according to their structures. In isolating language groups, word order and position within the sentence are more important in terms of meaning and function, rather than affixes. Examples of these languages include Chinese and Vietnamese. When looking at agglutinative languages, it can be seen that each suffix has a separate function. Examples of these languages are Turkish, Finnish, and Japanese. In the inflectional language group, Latin and German are included. In this class, there are three different cases of taking prefixes, inner and outer, and last. In the final group of inflectional languages, roots are also changing. Examples of these languages include Arabic and Hebrew.

For example, "Helft-e". However, the fact that the plural form of the word "mutter" is "mütter" due to the transformation of the letter "-u" to "-ü" within the word, suggests the view that German is an inflectional language.

The structural features of German and Turkish are also included in the study. There have been debates about which language group German belongs to from the past to the present. One of these views belongs to Wurzel (1996). According to him, contemporary German includes the features of isolating, agglutinative, inflectional, and fusional language groups. Wurzel (1996) gave the following reason for being in different groups: The fact that plural suffixes generally take the form of final suffixes such as -e, -n, -er, -s indicates that German belongs to the inflectional language group.

Table 1

Classification of Languages According to Their Structures (Greenberg, 1963)

Language Structure	Character	Belonging Languages
Isolating	In such languages, the meaning and function of words change based on their position within the sentence and the words that come before or after them, without undergoing any affixation or grammatical changes.	Chinese, Vietnamese
Agglutinative	In this language group, each affix has a function. They are attached to the root of the word they are added to and can make additions such as negativity, possession, and tense.	Turkish, Finnish, Japanese
Inflectional	Languages belonging to this language group add affixes to words in three different ways: prefix, infix, and suffix. Additionally, in the affixes added to this group, there are changes in the vowel letters rather than the consonants in the word.	Latin, German
Inner Inflectional	The roots of the languages included in this section also undergo changes. Therefore, it becomes difficult to distinguish the affixes that are brought together with the root.	Arabic, Hebrew

Turkish belongs to the agglutinative language group. In this group of languages, the roots of words are fixed and do not change (root + derivation suffix + inflectional suffix). "In agglutinative languages, affixes or morphemes with various functions such as ability, co-occurrence, negativity, tense, and person are attached to an unchanging root, and these affixes tightly fuse together in a way that their attachment points are not clearly distinguishable" (Aksan, 1990:106). For example, "bas-tır-ıl-dı". As seen in this example, Turkish has a rich morphological structure. Each suffix has a specific function. "It has been observed that the number of derivation suffixes alone in Turkish exceeds 100. Although no comparative count has been made, we believe that it would be difficult to find such a number of units with multiple functions in another language. The illuminating fact about the expressive power of Turkish arises from the fact that each of these units can perform multiple functions" (Aksan, 1999:28-29).

When the word order of Turkish and German sentences is examined, a difference is seen. Turkish has a structure of S+O+V (Subject-Object-Verb) while in German it is S+V+O (Subject-Verb-Object) (Greenberg, 1963). However, Sezer (1980) states that the positions of words in Turkish sentences can be changed, meaning that it has flexibility.

"Ayşe bardağı kırdı." (S+O+V) / "Ayşe kırdı bardağı." (S+V+O) / "Bardağı Ayşe kırdı." (O+S+V) / "Bardağı kırdı Ayşe." (O+V+S) / "Kırdı bardağı Ayşe." (V+O+S) / "Kırdı Ayşe bardağı." (V+S+O).

According to Johansan (2007), the reason for these different usages is due to the syntactic function of Turkish. This function is derivation and dependency. With this dependency feature, relationships are established within and between sentences.

Figure 2

Turkish and German letter comparison (Johansan, 2007).

	Turksih	German
Letter system	Latin	Latin
Number of letters	29	26
Vowel	8	5
Consonant letter	21	21
Letter-sound identity	There is	None
Different letters	ç, ğ, ı, ş	x, q, w, β, ä
Multi-letter sound	None	sch, tsch, ei, eu, ie, ai
Long reading in vowels	None	There is
Vowel harmony	There is	None

According to Figure 2, the Latin alphabet is used in both Turkish and German. While Turkish has 29 letters, German has 26 letters. The vowel and consonant status of these letters varies between the two languages. Looking at the German and Turkish languages in terms of different letters, in German there are also the letters q, w, and x, while in Turkish there are different letters than in German, such as ç, ğ, i, and ş. In addition, German has a plural sound form. Moreover, in German, there are elongated pronunciations in some vowels, while in Turkish, there is vowel harmony, which is not present in German.

Mother Tongue Turkish Lesson and Course Material Development

Mother tongue lessons are an important issue addressed under the education policy for every country in the world. This is because it is crucial for the formation and establishment of national identity, personal development, and citizenship awareness in citizens. Therefore, mother tongue lessons always maintain their relevance. "Mother tongue

is mostly defined by linguists as the first language learned in the family or community environment in which a person is born and raised. It is always emphasized that the mother tongue is not learned but acquired or gained, since it is the first language encountered during a person's childhood" (Vardar, 1988:20).

From the beginning of humanity until today, it has realized itself in three points; interpretation, understanding, and learning. In these stages, mother tongue education in schools has a significant impact on students' cognitive development. "The Turkish language course and its curriculum stand out at this point as a mother tongue course. The teaching tools and materials used in Turkish language courses are also of great importance" (Sinan, 2006:5). Therefore, the methods and materials to be used in teaching Turkish language as a mother tongue course should be carefully selected for students.

Students should be supported in learning their mother tongue and their participation in the class should be ensured. Cabı (2013) has stated that teaching materials support students' development in terms of sensory, psychomotor, and cognitive aspects. Moreover, they emphasized that they would provide students with a different perspective and be effective in making abstract concepts taught in the class more tangible. Students will be able to easily perceive complex concepts and create multiple learning opportunities. As seen in Cabı's (2013) explanation, the materials and methods used in the class have a direct impact on children's learning.

Since the initial arrival of guest workers in Germany, who later brought their families with them, they settled down in 1973. This led to the need for children to learn their mother tongue. "Looking at the historical course of Turkish teaching in Germany, it can be seen that it developed parallel to the arrival of Turks in Germany. In addition, it can be said that the majority of the first and subsequent generations who came to Germany only learned German enough to meet their needs, but the third and fourth generations learned German well and gradually drifted away from Turkish" (Bican, 2019).

In Germany, after the third and fourth generations, Turkish language lessons have been offered in three different types. The first one is regular classes where Turkish and German students study together, the second one is foreign classes exclusively for foreign students, and the third one is preparatory classes. These preparatory classes include foreigners, including Turks who do not speak German (Güney, 2015). However, later on, in addition to these class arrangements, Turkish language lessons have also been started to be offered for Turkish students as their mother tongue.

In these classes, the aim is to improve the Turkish language skills of Turkish children who mix German and Turkish in their speech. Negative language transfers are sometimes included in the lessons, which is actually one of the most prominent features of these bilingual students. Interference between languages has been studied by many linguists. "Although the syntactic, grammatical, and other structures of different languages are different, there are some

cognitive and linguistic features underlying all languages. These features are transferred from one language to another" (Cummins, 2007:49).

Today, many methods are used in language teaching. One of these is gamification, which is the effort to teach language through games. When the importance of gamification in language teaching is examined, it is seen that it is quite effective in 21st century children. Researchers have classified generations in certain classifications. "One of the classifications accepted according to birth years is as follows: Baby Boomers (1946-1964), Generation X (1965-1980), Generation Y (1981-1999), and Generation Z (2000-2021)" (Strauss, 2005: 290). Generation Z children are quite capable and are introduced to games at a much earlier age. "The use of game design elements in non-game contexts" (Deterding, Sicart, Nacke, O'Hara & Dixon, 2011: 387). Thus, learning is supported by games. Therefore, using the gamification method, especially in mother tongue lessons, will contribute to the subject being permanent and understandable. According to Yalın (2010), information stored in short-term memory disappears after 15-20 seconds. However, with different methods and repetitions, information learned can be transferred from short-term memory to long-term memory. Duman (2013) argues that the most important factor affecting students' learning is materials. Students can record the information they learn with visual and listening materials in their long-term memory more permanently.

For these reasons, attention should be paid to stages such as appropriate compilation and presentation of both gamification and materials, especially in language teaching. Because every material prepared may not be suitable for students' learning stages and levels. Using material just for the sake of using it in lessons is definitely not correct. Yalın (2010) listed the benefits and necessities of materials as follows:

- Supports multi-learning.
- Individual needs of students are met.
- Attractive.
- Facilitates easy recall.
- Saves time.
- It ensures that the observation is made safely.
- Ensures consistent content.
- Facilitates and increases understanding of lesson content.

Method

The Model and Design of the Research

The qualitative research method was followed in the study. "Qualitative research can be defined as a process that aims to reveal facts and events in a realistic and comprehensive way in their natural environment, using qualitative data collection methods such as observation, interview, and document analysis" (Yıldırım & Şimşek, 2008: 39). The design of the study is a case study. According to Subaşı and Okumuş (2007), a case study is a research method that examines a current situation or event in detail, collects data systematically, and investigates what actually happened. The design of the research is a case study to observe the effect of gamification on bilingual Turkish students' learning of proverbs in their mother tongue lessons.

Populatin and Sample

The population of the research includes Turkish students who take mother tongue lessons in Germany. However, due to the difficulty of reaching this number of students, the sample group was determined as a narrower group. The sample group of the study consists of 68 Turkish students attending the Turkish Language Course in Ennepe Ruhr Region of North Rhine-Westphalia State in Germany.

The purposive sampling method was preferred when determining the sample. "Purposive sampling is a non-probability and non-random sampling approach. Purposive sampling allows for in-depth research by selecting information-rich situations depending on the purpose of the study." (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2008: 78). Information regarding the children included in the study is presented in Table 2.

Table 2

Personal Information Regarding the Sample Group

		f	%
Place of birth	Türkiye	-	-
	Germany	68	%100
Gender	Female	36	%53
	Male	32	%47
Class	5-6-7	45	%66,1
	8-9-10	23	%33,9
Language best spoken/understood	Turkish	11	%16,1
	German	57	%83,9

When Table 2 is examined, it can be seen that all of the students included in the study were born in Germany. Thirty-six of the students are female (53%) and 32 are male (47%). Forty-five participants are in 5-6-7th grades; the remaining 23 students are in 8-9-10th grades. The language that the students speak or understand best is German, with a rate of 83.9%.

Data Collection Tools

In order to collect data for the study, the Okey game, which is frequently played by Turkish and German people to spend time with family members, relatives, and friends, was chosen as the material. The words of predetermined proverbs were written separately on the tiles used in the Okey game. The students were asked to complete these proverbs while playing the game. Thus, it is aimed to make students understand and remember proverbs faster by using the gamification technique in Turkish language classes. The proportional distribution of activities that are effective in remembering information in human memory is as follows: reading 10%, hearing 20%, visuality 30%, visuality and hearing 50%, speaking 70%, doing and speaking 90% (Yalın, 2010). Considering these ratios, activities that involve doing and speaking will be more permanent. Therefore, this tool has been developed in this way.

The words of 13 predetermined proverbs used in the Okey game were written separately on the tiles. The proverbs used in the study are given in Table 3.

Table 3

Proverbs Used in Research

1.	Komşu komşunun külüne muhtaçtır (no one is rich enough to do without his neighbour).	8.	Denize düşen yılana sarılır (A drowning man will clutch at a straw).
2.	Eski düşman dost olmaz (once a friend always a friend).	9.	Ateş düştüğü yeri yakar (An ember burns where it falls).
3.	Söz gümüşse sükut altındır (Speech is silver, silence is golden).	10.	Ağaç yaş iken eğilir (As the twig is bent, so grows the tree).
4.	İyilik eden iyilik bulur (Love breeds love meaning).	11.	Son pişmanlık fayda etmez (There's no point crying over spilt milk).
5.	Mum dibine ışık vermez (the beacon does not shine on its own base meaning).	12.	Gülme komşuna gelir başına (He who laughs (gloats) at other people's misfortunes may one day meet (suffer) the same fate).

6. Bugünün işini yarına bırakma (Never put off till tomorrow what you can do today).	13. Ayağını yorganına göre uzat (cut your coat according to your cloth).
7. Öfkeyle kalkan zararla oturur (He who gets up in anger, sits down with a loss).	

The Okey game designed for teaching proverbs with the developed words is designed as follows;

- There are 13 proverbs consisting of 4 words each.
- Thirteen proverbs of 4 words were written on separate tiles (52 tiles are used for 13 proverbs).
- Each proverb's words are written twice.
- 52+52=104 tiles are used for proverbs.
- Two tiles were used as jokers (to replace all necessary words).
- A total of 106 tiles were used.

Data Collection and Analysis

The data in the research were collected during the Turkish language lesson in North Rhine-Westphalia state, Ennepe Ruhr Region, Germany. Sixty-eight students were divided into 17 groups of 4 and played the game. In the first and second trials of the game, two lesson hours of 45 minutes were given. The data were obtained through 90-minute games in total. The students start the Okey game with tiles, each of which has a word from one of the 13 proverbs written on it. The students are expected to complete the proverbs with the words on the tiles. The first who complete proverb wins. The rules and content of the game are given in the findings section. The collected data were analyzed and interpreted using content analysis. "The process of content analysis is to bring together similar data within certain themes and convey them to the reader by interpreting them" (Yıldırım & Şimşek, 2005: 21). The purpose of content analysis is to provide guidance for future research and to identify general trends (Ültay, Akyurt, & Ültay, 2021).

Findings and Comments

An Okey game was developed to teach Turkish proverbs to Turkish students during the Turkish language class in the Ennepe Ruhr region of North Rhine-Westphalia, Germany. This game, developed with words specific to the proverbs, is slightly different in terms of purpose and mechanics from the traditional Okey game.

The different and similar aspects of the Okey game with the words developed to teach the proverbs with the Okey game.

Differences;
- The tiles are held horizontally, not vertically, in order to write the words comfortably on the tiles (see Figures 4 and 5).
- The tiles used as 2 jokers can be used instead of all words instead of numbers (see Figure 6).

- Each word tile has 2 pieces, not 4.
- The goal in Okey game is to arrange tiles of the same color in a sequence or to make a group of tiles with the same number but different colors. In the developed game, the goal is to complete the words of proverbs by putting together tiles with their corresponding words (see Figures 3 and 4).
- In Okey game, a group is formed with at least 3 tiles. In this game, however, a group is formed with 4-word proverbs (see Figures 3 and 4). In the Okey game, the player who completes 14 tiles with the correct arrangement makes Okey. Here, the person who completes two proverbs makes Okey.

Similarities;

- At the beginning of the game, one player is given fifteen tiles and the other three players are given fourteen tiles each. The player with fifteen tiles starts the game and discards the extra tile to the player next to them.
- Oyuncular her bir döngüde masadan veya dizili haldeki taşlardan bir adet taş alarak ve ıstakasından bir adet taş atarak Okey yapmak için çalışırlar.
- Players try to make a winning move in each round by taking one tile from the table or the arranged tiles and discarding one tile from their rack in the game of Okey.
- In each turn, players try to make Okey by taking one tile from the table or the arranged tiles and discarding one tile from their rack.
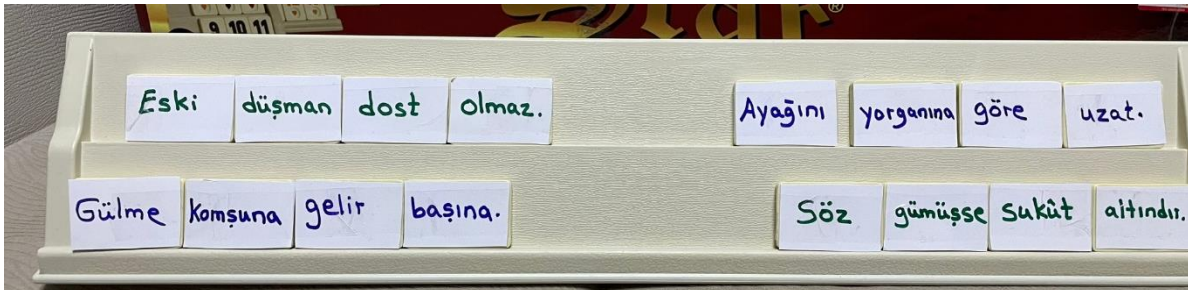
Figure 3
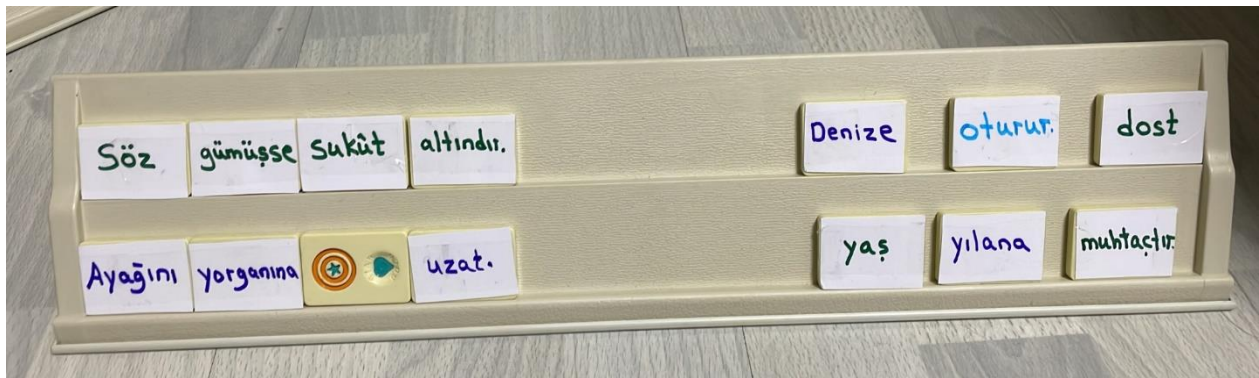
Okey Game

Figure 4

Okey Game with Words

Figure 5

All Proverbs Written on the Okey Game with Words

Figure 6

Joker Who Replaces All tiles

Results of playing the Okey game with words for the first time with students

In the Turkish language lesson, the words of 13 proverbs were first written and then played for Turkish students. The students played in rounds of 4 people, creating a total of 17 rounds. The winner of the game is the one who completes 2 proverbs. In addition, there are 2 joker tiles in the game that can be used in place of any word. The results of this game are shown in Table 4.

Table 4

Results Obtained as a result of Playing the Okey Game for the First Time with Developed Words

	F	%
Completing one proverb	27	%39
Completing two proverbs	5	%7

As seen in Table 4, those who completed 1 proverb make up 39% of 68 students, while the rate of those who completed 2 proverbs is 7%. The reason for these low rates is that the words of the 13 proverbs are different from each other and written on the tiles once. If the words on the next tile do not belong to the proverb they are trying to complete, the students wait for the appropriate word for a while. (See Figure 7 and 8). Since the words are only written once, it has been observed by the observer that it reduces the probability of the word coming to the student, leading to distraction, low motivation, and feelings of boredom in students. It has been realized that the intended goal cannot be achieved with the game developed in this way. Therefore, the observer had to make some changes here.

Figure 7

Incomplete Proverbs (Example 1)
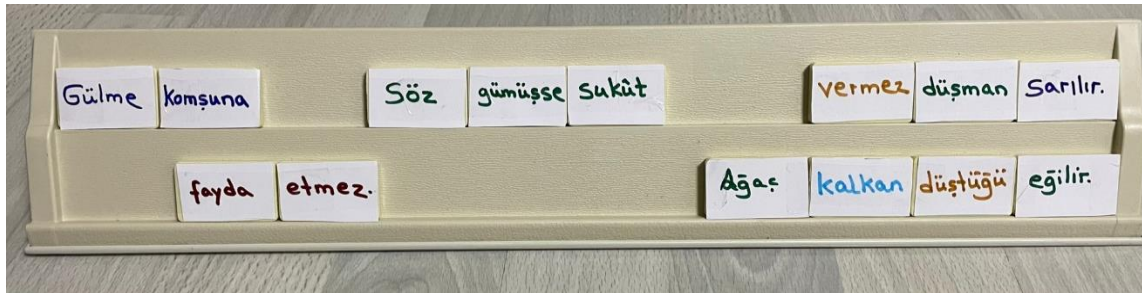
Figure 8

Incomplete Proverbs (Example 2)

Results of playing the Okey game with words for the second time with students

In order to facilitate the teaching and learning of proverbs in Turkish language classes, an attempt was made to use words developed for this purpose in the first stage of the Okey game, but the desired outcome was not achieved. Therefore, each word of the 13 proverbs determined by the instructor was written on the tiles twice. This increased the probability of the tiles appearing while students played the game. The results obtained are given in Table 5.

Table 5

Results Obtained as a Result of Playing the Okey Game with Words for the Second Time

	F	%
Completing one proverb	38	%55
Completing two proverbs	17	%25

As seen in Table 5, those who completed one proverb constituted 55% of 68 students, while the rate of those who completed two proverbs is 25. Since the game was played with 4 people and the rule of the game was to find two proverbs, in total, one person in each of the 17 groups found 2 proverbs and won the game (see Figures 10 and 11). By writing each word twice, students played this game without getting distracted, bored, and in a fun and motivated way. Because the winners in these games have been the students. As the results obtained were above 50%, it can be said that the goal aimed with the Okey game with words was achieved.

Figure 9

Completed Proverbs (Example 1)
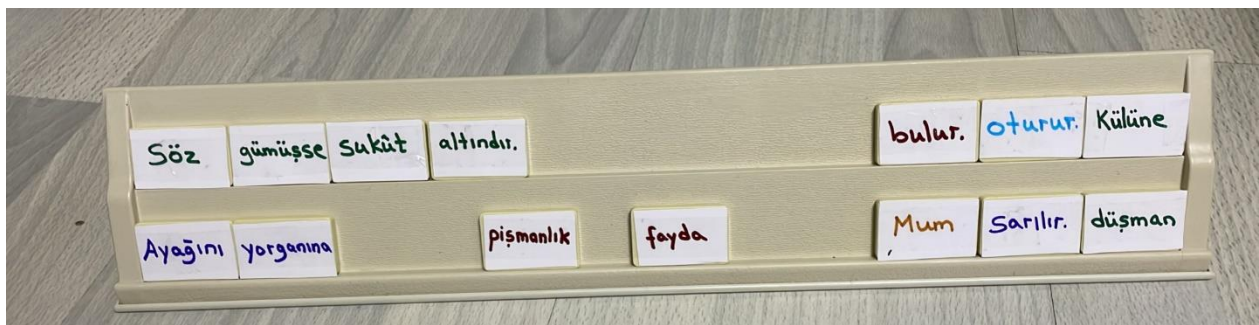
Figure 10

Completed Proverbs (Example 2)

Figure 11

Completed Proverbs (Example 3)

Conclusion and Recommendations

"When we look at the importance of gamification in language teaching, it is undoubtedly seen to be quite effective in 21st century children. Taking this into account, a game was developed inspired by the popular game Okey, which students also enjoy playing in their daily lives, by the Turkish language teacher in the Ennepe Ruhr region of North Rhine-Westphalia in Germany to be used in class. 68 students were included in the study."

Unlike the well-known Okey, the arrangement of the tiles, their number, and the rules for winning the game are different in the Okey game developed with the created words. After explaining these differences to the students, the words of 13 predetermined proverbs were written on the tiles once each by the instructor. As a result, 1 proverb was completed by 39% of the 68 students, while the rate of those who completed two proverbs was 7%. However, it was determined that the low number was due to the low probability of the words coming up and the students' lack of concentration. Therefore, a new method was developed by the observer, and each word of the 13 proverbs was written on the tiles twice, and the same game was played again with the children. As a result, those who completed one proverb

constituted 55% of the 68 students, while the rate of those who completed two proverbs was 25%. Thanks to this developed game, a fun and different way of teaching proverbs has been opened.

With this material development and application process, it has been seen that the Okey game with the developed words has a great effect on the students in the language lesson. Looking at the literature in the field, one of the results of gamification and material development on students' academic performance is the study titled "Developing 3D Digital Games and Gamified Applications for Foreign Language Teaching" by Alyaz and Akyıldız (2018). The aim of this study is to teach teachers how to develop games in language classes. In this research, it was concluded that teachers do not have enough knowledge about gamification. The authors argue that developing this knowledge will have a positive effect on language classes.

Another study in this field is Fırat's (2007) research titled "The Use of Games in Language Teaching". In this study, Fırat (2007) observed that students were able to remember newly learned words more easily with the help of games and that the class transitioned from a stagnant atmosphere to a fun one.

Suggestions

- Each instructor can customize the Okey game and proverbs developed with the specific vocabulary to their target audience.
- In this study, the students competed individually, but they can also play this game in groups and help each other in areas they are missing.
- If the target audience is in a country other than Germany, the game material to be used as a tool in the game can be changed.
- With this game, new arrangements can be made for teaching different structures in Turkish, just as teaching proverbs is done. Especially in terms of teaching the tenses in Turkish, this game can be used as a different teaching method for sentence formation exercises.
- This game can be easily used in the field of teaching Turkish as a foreign language.

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