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ABSTRACT

This study was carried out to find solutions to the problems of the method that emerged from the fact that English has a very important position in the world and the growing number of people who want to learn the English language. It also aims to draw attention to the importance of educational games in English vocabulary teaching. This qualitative research investigates into the effect of using games in teaching English vocabulary to second grade students in Turkish Republic of Northern Cyprus (TRNC) primary public schools. The working group of the research consists of English teachers working in TRNC state primary schools in the 2021-2022 academic year. A total of 25 second grade English teachers working in TRNC state primary schools participated in the study. The research used a semi-structured interview form developed by the researcher. The NVIVO 12 Plus qualitative data analysis program was used to group into categories and to encode the data. As a result of the data analysis obtained from the study, most teachers claimed that applying games had an important effect on teaching English language.

Keywords: Educational games, primary school, English, word teaching, second period

1. INTRODUCTION

While environmental conditions largely determine people's needs, changes in environmental conditions cause changes in needs. The changes occurring in the fundamental structure of contemporary life require all societies to open up to the outside world and develop inter-societal relationships at an increasing pace. It is insufficient for human beings to communicate only in their native language to open up to the outside world and improve inter-societal relationships. This creates the need for learning a foreign language, which increases in parallel with the intensification of inter-societal relationships and the development of mass communication tools. It also keeps up to date as it was in the past. In addition, knowing a foreign language is also considered one of the most important criteria of modernity. In particular, after World War II, the increasing prevalence of inter-societal relationships and cooperation has increased the importance of knowing a foreign language, and thus knowing two or more foreign languages has become a prerequisite in academic or professional life (Er, 2006).

Many developed or developing countries, realizing the necessity of knowing a foreign language, have included foreign language classes in their educational programs to teach their citizens a foreign language, starting particularly at a very young age. Abacıoğlu (2002) emphasizes the need for students to start learning a foreign language at an early age to be able to learn a foreign language and be successful. Abacıoğlu (2002) states that being able to speak a second language like a native speaker is an important factor and that a child who has not learned a language well by the age of 10-12 years cannot easily overcome language defects however much they try to learn in the future.

English is the most widely spoken language among all the languages spoken throughout the world. Therefore, in our globalizing world, English has become the most important language. People in many countries besides the United States and the United Kingdom can speak and understand English. The need to be able to speak a foreign language is increasing in these days when technological changes and developments constantly show up and surpass cultural changes. English is an important language for all types of professional development and individual goals. Approximately one billion people speak it worldwide. In addition, English is the native language of 67 countries and is spoken as a second official language in 27 countries.

Another importance of English is that many large or small companies need employees who can communicate with their partners and customers from all over the world and understand their speech. This means that they need to find employees who can speak and write English fluently.

English is also the most widely used language on the Internet. If people can understand and read English, they can easily access many resources on the Internet.

Studies show that learning a new language creates changes in the structure of the brain. It affects the parts of the brain responsible for memory, conscious thoughts, and more. In short, learning a new language strengthens the brain by improving one's way of thinking and making it more versatile (Rachelkelly, 2019).

The methods, techniques and materials used in foreign language learning play an important role in achieving the desired level of success. It is important for the classroom practices to be appropriate and be able to meet the needs of the students in terms of their knowledge level, the subject taught, their interests and expectations, which can easily lead them to success in language teaching.

One of the classroom practices that ensures active participation of the students, appeals and excites them is games. Games facilitate communication with children and help us understand their inner worlds Dönmez-Baykoç (1992). There are various studies in the literature indicating that games increase success in foreign language teaching. Aksungur (1997) found that teaching the Present Perfect Tense by use of educational games led students to more success. Studies by Uberman (1998) and Huyen and Nga (2003) showed that teaching English words with games was more effective and increased success compared to the classical method.

Foreign language education, which can provide convenience in people's lives and expand their perspectives, cannot achieve the expected success in the Turkish Republic of Northern Cyprus (TRNC), though it is emphasized. This cannot be corrected by constant changes in the education programs. One of these changes is the inclusion of foreign language classes in the program from preschool onwards (Anşin, 2006, p.10). Starting foreign language education at an early age facilitates students' learning of a foreign language. Children who start learning a foreign language at an early age feel more prepared for language learning in later years and have high motivation (Hashemi and Azizinezhad, 2011). Therefore, we need to induce students to be willing to learn a foreign language and increase their success.

TRNC was under British rule for many years, so the effects of English language can still be observed today. Therefore, families have a familiarity with and sympathy toward it.

In TRNC, families are aware of the importance of learning a foreign language at an early age. For this reason, they initiate their children's English lessons at a very young age.

Since the attention span of young children is very short, it is important to use tools and materials that attract their attention in foreign language teaching. This is because children learn much more easily when they are in enjoyable and attention-grabbing environments. Game environments are the easiest learning environments for young children. Children have fun and learn the behaviors they need to learn without even realizing it in game environments. Therefore, using games in foreign language education can both easily attract the student to the learning environment and make learning easier.

Games provide benefits to physical, psychomotor, mental and emotional development of children. They contribute to children's sense of accomplishment. They also positively affect their language development by using language to communicate with their friends and trusting themselves during games. When necessary, knowledge is given in the game, it becomes more permanent and helps increase students' success (Papatğa, 2012, p.4.5). Therefore, using game activities in teaching foreign language vocabulary enables children to communicate in the target language using English words, which contributes to their sense of accomplishment when they realize they can do it.

One of the most important strategies that support foreign language teaching is games (Mubaslat, 2012). This is because games can be used both for learning and entertainment by placing them in different parts of the learning process. It also enables the interaction of education and instruction (Meyer, 2013, 46). Therefore, the student-centered education approach arising from constructivism and fun learning environments can be used in English lessons.

Foreign language learning, which is largely based on vocabulary learning, begins with learning the building blocks of the language, which are words. Therefore, vocabulary learning is of great importance in the first stage of learning any foreign language. Recent scientific studies argue that the most important point of learning a foreign language is vocabulary (Ramos, 2015, 158). Therefore, foreign language education begins with learning words of that language.

In TRNC, where English teaching begins from preschool, the primary goal of English teachers is to attract students to the lesson and to endear the language. Students who are eager to learn a foreign language are expected to have increased interest, participation in the lesson and success. The use of games in English classes targeted towards this goal can increase student achievement even further.

2. METHOD
2.1. Design and Approach of the Study
This research has a qualitative survey design. Qualitative research is defined as a research technique that uses data collection techniques such as interviews, observations, and document analysis and includes seven main characteristics, which are sensitivity to the natural environment, holistic approach, researcher's participator role, introducing perceptions, flexibility in research design, qualitative data and inductive analysis techniques (Yıldırım and Şimşek, 2008).

2.2. Research Model

The study was conducted by using the phenomenology design, one of the qualitative research models, a case study. In case studies, the factors related to any event or situation are examined in detail. The purpose of the phenomenological model is to reveal the ideas, experiences and related meanings of the individuals participating in the study (Yıldırım and Şimşek, 2013). In the current study, the phenomenon to be examined is to reveal teachers' opinions about teaching English as a foreign language through educational games in the second grade of primary schools.

2.3. Study Group

There are 113 primary schools in six districts in the TRNC and 136 English language teachers work in these schools. The study group consists of 25 English language teachers working in primary education in the Ministry of National Education and Culture of the Northern Cyprus.

The primary schools were divided into categories according to districts, the schools from each district were considered as a cluster and the teachers were selected from the districts by random sampling. The names of the participants were not used in the research report in accordance with the principle of confidentiality. Their demographic characteristics are shown in Table 3.

Table 1: Demographic attributes of English teachers participating in the study

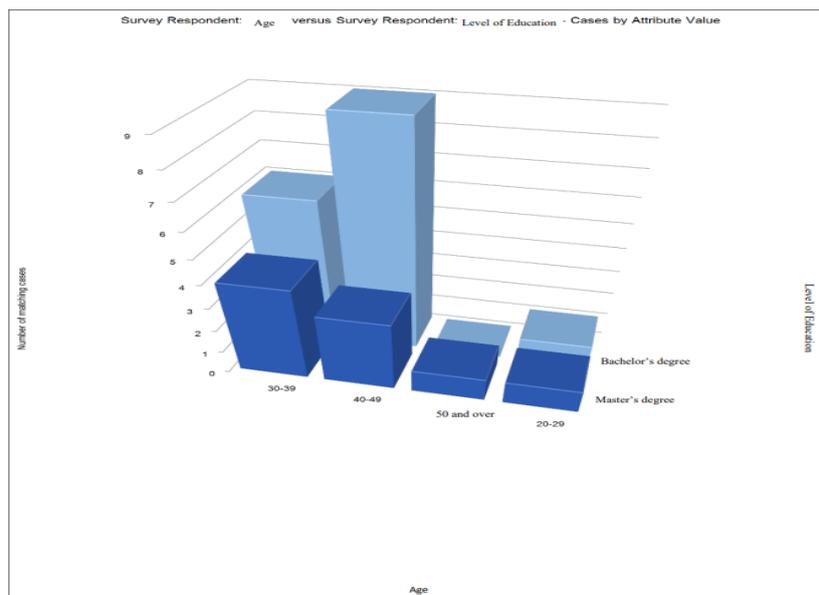|	Number	f
Sex distribution		
Female	18	72%
Male	7	28%
Age distribution		
20-29 years	2	8%
30-39 years	10	40%
40-49 years	12	48%
50 and above	1	4%
Professional seniority		
1-5 years	1	4%
5-10 years	6	24%
10 years and more	18	72%
Level of education		
Bachelor's degree	16	64%
Master's degree	9	36%

Figure 1:Comparison of Education Level with Age Distribution in Nvivo 12 Plus Data

The age distribution of the participants with a master's degree is as follows: 1 individual in the 20-29 age range, 1 individual in the 50 and over age range, 3 individuals in the 40-49 age range and 4 individuals in the 30-39 age range. For individuals with a bachelor's degree, the age distribution is as follows: 1 individual in the 20-29 age range, 9 individuals in the 40-49 age range and 6 individuals in the 30-39 age range.
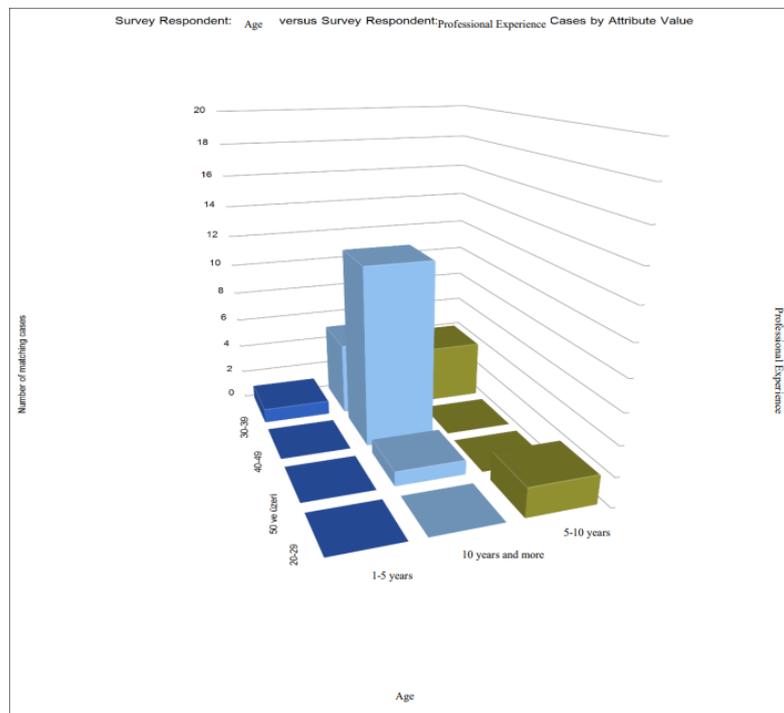

Figure 2: Comparison of age and professional experience in Nvivo 12 Plus Data

Of the participants, 1 individual in the 30-39 age range had 1-5 years of professional experience, 5 people had 10 years or more of professional experience and 4 people had 5-10 years of professional experience. In the 40-49 age range, 11 people had 10 years or more of professional experience. Of the individuals aged 50 years and more, 1 individual had 10 years or more of professional experience. All individuals in the 20-29 age range had 5-10 years of professional experience.

2.4. Data Collection Techniques

The study aimed to receive opinions of 25 primary school English teachers working in state primary schools in the TRNC about the use of games in teaching English vocabulary, which constitutes the research problem. For this purpose, a semi-structured interview form consisting of open-ended questions was developed and administered to the participants. The interview questions were determined by reviewing similar studies previously conducted in the field or other areas with a design suitable for the subject matter, importance, and purpose of this research. Semi-structured interview questions were determined for 25 primary school English teachers in the interview form.

The interview form prepared for the research consists of two parts. In the first part of the form, depending on the participants' personal information, gender, age, education level and professional seniority are included, while the second part includes questions to obtain opinions of the participants who make up the study group.

Interviews are the primary data collection tool for case studies. The aim is to determine the feelings and opinions of the participating individuals regarding the investigated subject.

In the qualitative research method section of the study, interview technique and open-ended questions were used. For this reason, a semi-structured interview form was prepared and administered to determine the participants' opinions.

According to Karataş (2019), in qualitative research, it is very important to examine the subject in depth and this is determined by the participant's role. Therefore, it is crucial for researchers to separate their own bias and interpretations from the data they obtain from participants. For this reason, researchers should not include their own comments during analysis but add them to the results and recommendations, instead. In this consideration, the data obtained from the research consists of written records obtained from interviews with the participants.

The data obtained from the participants are analyzed in detail and separated into meaningful sections. Lists are created for each section and then codes are assigned to each data obtained, allowing for easier analysis and organization.

In the pilot study, as expressed by Miles and Huberman (1994), themes as "agreement" and "disagreement" were independently compared and calculated by two independent researchers. As a result, the agreement rate was at a 95% level. Data collection phase was moved to, because as stated in the literature, there should be at least a 70% similarity, and based on this calculation, the semi-structured questions prepared by the researcher could obtain reliable results.

2.5. Data Collection

The data were collected using a semi-structured interview form. Due to the Covid-19 pandemic, the semi-structured interview questions that were planned in face-to-face model were delivered to the participants in online environment and the data were collected.

2.6. Statistical Analysis of the Data

Qualitative data analysis reveals the rich structure and complexity of social life from different perspectives. This also indicates the variety and differences in the analysis of qualitative data.

There is no single correct way to perform qualitative data analysis, nor is there a standard formula. There is only a guide, which is not definite. It is possible to obtain different analyses from the same data. At first, it may be considered a difficult process, but these concerns can be considered as the beginning of a qualitative data analysis.

Qualitative data analysis is shaped within the research. It is influenced by the researcher's perspective on the data, purpose, research questions, and the data collected. The analysis process is comprehensive and systematic that includes organizing the data obtained, bringing the data together meaningfully in line with the purpose of the research, creating a general structure or framework, highlighting the important points, and presenting them to the reader in a meaningful way.

After the study data were collected, content analysis was performed to identify common themes by defining, encoding and categorizing the data (Patton, 2002). Then, two experts were asked to review the survey questions to determine if they were clear and relevant to the research topic. The two experts agreed at a rate of 90%. After the validity of the questionnaire items was determined, the data collection phase was initiated. All data collected was subjected to content analysis.

The similarities and differences of the responses given by the participants are obtained through analysis. The categories for the obtained concepts are limited and analyzed accordingly (Didiş, Özcan, and Abak, 2008). Then, coding is made to the findings, which helps to analyze the data.

In this research, the NVIVO 12 Plus qualitative data analysis program was used for grouping the data into categories and coding them. The NVIVO 12 Plus software enables easy coding of very comprehensive content and complex information can be easily organized, allowing researchers to gain insight into all data. This software provided a great convenience in finding common expressions among all answers to the same question. The data were digitized and interpreted and qualitative data were quantified. The data went through a certain process of observation, interviews, document review and conversion into numbers. According to Yıldırım and Şimşek (2013), data in qualitative research can also be reduced to a certain level of numbers, as in quantitative research types. When digitizing data, very simple percentage calculations and frequency analysis are used. This method increases the reliability of qualitative data, reduces bias and allows for the comparison of data (Yıldırım and Şimşek, 2011). In this study, qualitative data were quantified using the NVIVO 12 Plus qualitative data analysis software and statistical calculations.
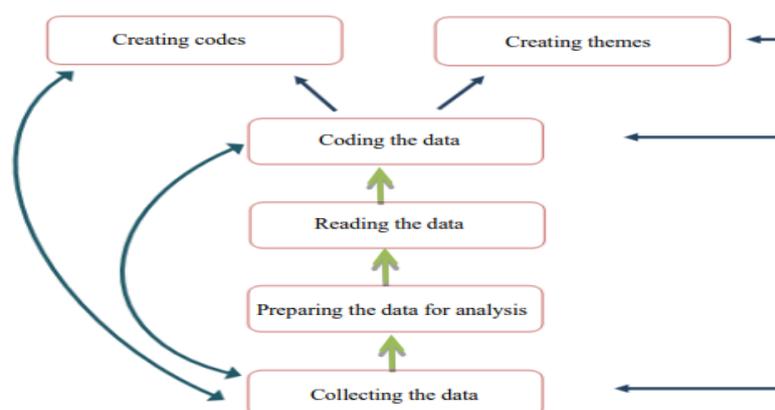
Phases of Qualitative Data Analysis

Figure 3:Phases of Qualitative Data Analysis (Creswell, 2005, p.231)

To analyze and interpret qualitative data, a researcher must first understand the data. However, this understanding must be defined in mind first. The first step in data analysis in qualitative research is to investigate what the data is. This includes creating a general understanding of the data, taking brief notes on ideas, thinking about organizing the data and determining whether data collection is needed.

2.7. Validity and Reliability

Validity and reliability in qualitative research refer to the accuracy of research results and the researcher's ability to interpret the case studied in an unbiased manner (Yıldırım and Şimşek, 2008).

To ensure internal validity in data analysis, the researchers critically examined the data to verify the results, and the data and analysis were reviewed and feedback was obtained from the experts.

Internal reliability (consistency) is ensured by obtaining data in a consistent and similar manner, coding the data in a balanced and consistent manner, and establishing a relationship between the data and the results.

External validity (confirmability) is ensured by comparing the judgments, interpretations, and recommendations reached in the research by an external expert with the raw data.

In the reliability calculation stage of the analysis after data collection, a computer-assisted analysis method was preferred due to the need for a large data set, comfortable computer use, suitable data sources and the need to closely monitor the data. The reliability was calculated using the percentage of agreement between the researcher and the coder and Cohen's Kappa coefficient, with the help of the Coding Comparison Query feature available in the NVivo 12 Plus software.

In the application phase, the data were transferred to the NVivo 12 Plus Qualitative Data Analysis software, and a second coder carried out the transfer process of categories, subcategories, and codes created by the researcher using the "user profiles" feature of the software.

3. FINDINGS
3.1. Findings for the Objectives and Sub-Objectives of the Study
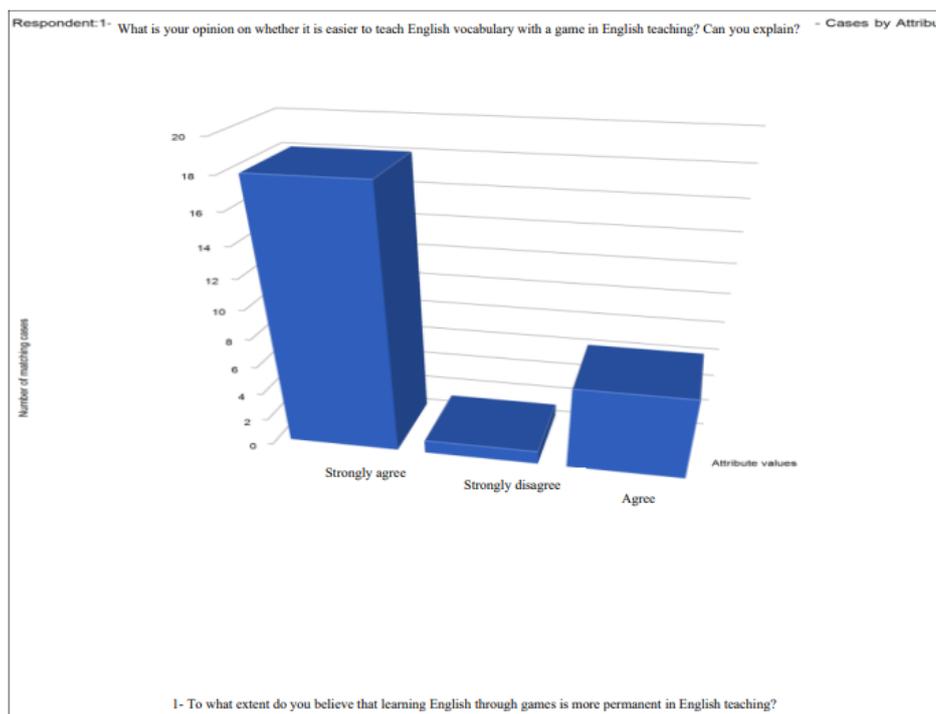

Figure 4: The Theme and Subthemes of Nvivo 12 Plus Data of "What is your opinion on whether it is easier to teach English vocabulary with a game in English teaching? Can you explain?"

As seen in Figure 4, in the theme "What is your opinion on whether it is easier to teach English vocabulary with a game in English teaching? Can you explain?", the number of teachers who totally agree with the idea that teaching English vocabulary through games is very permanent is 17, and the number of teachers who agree with the idea that teaching English vocabulary through games is permanent is 7. The number of teachers expressing the idea that teaching English vocabulary through games is not more permanent is 1. This shows that a very high number of teachers believe that teaching English vocabulary through games is permanent.
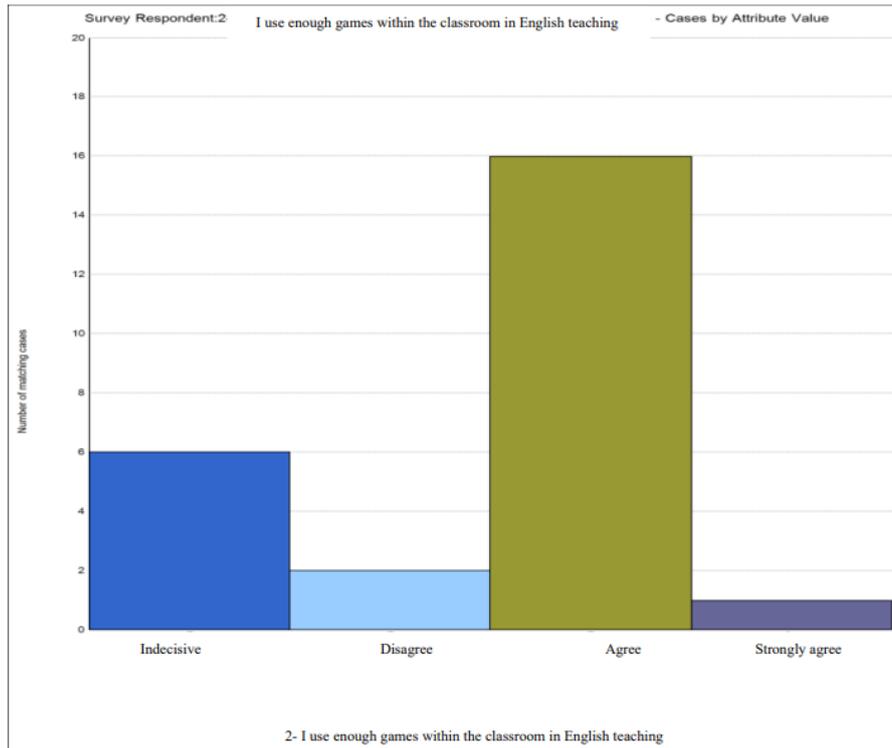
Figure 5: The Theme and Subthemes of Nvivo 12 Plus Data of "What are your thoughts on the necessity of using games in English language teaching in the classroom?"

As seen in Figure 5, according to the teachers' opinions about the theme "What are your thoughts on the necessity of using games in English language teaching in the classroom?", 6 participants were indecisive due to their inadequate ideas about using games in the classroom, 2 participants definitely did not use games in the classroom, 16 participants expressed that games should be used in the classroom and 1 participant stated that it was very useful. While 17 participants thought that it was very useful, 2 participants argued that it was not useful. Of the participants, 6 were indecisive, so they needed to be educated on the usefulness of games in the classroom through in-service training.
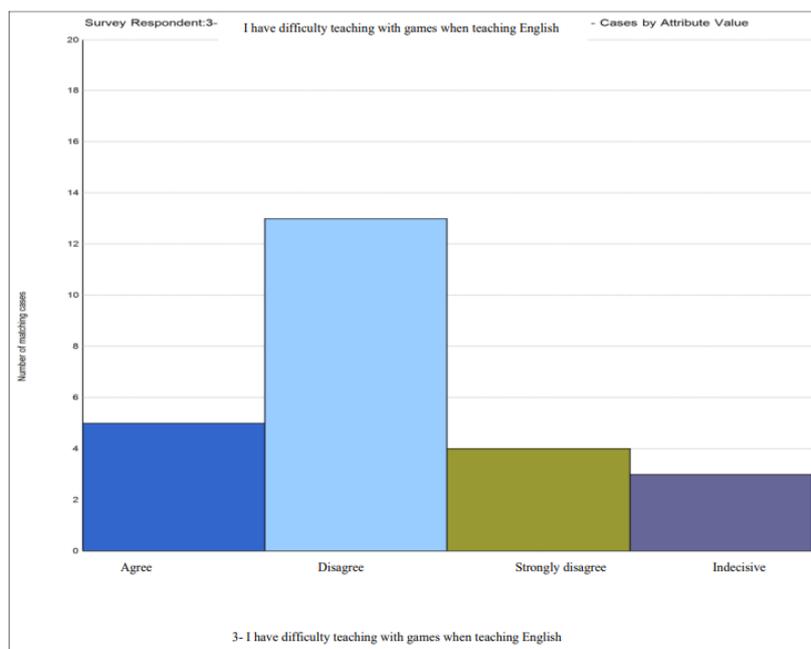
Figure 6: The Theme and Subthemes of Nvivo 12 Plus Data of "What are the challenging points you face when teaching English through games?"

As seen in Figure 6, in the theme "What are the challenging points you face when teaching English through games?" when asked about teaching English through games, 13 participants stated that they did not face any difficulties, 4 participants did not face any difficulty at all, 5 participants faced difficulties playing games in the classroom, and 3 participants occasionally faced difficulties. Based on this data, many participants do not face difficulties while playing games in the classroom.
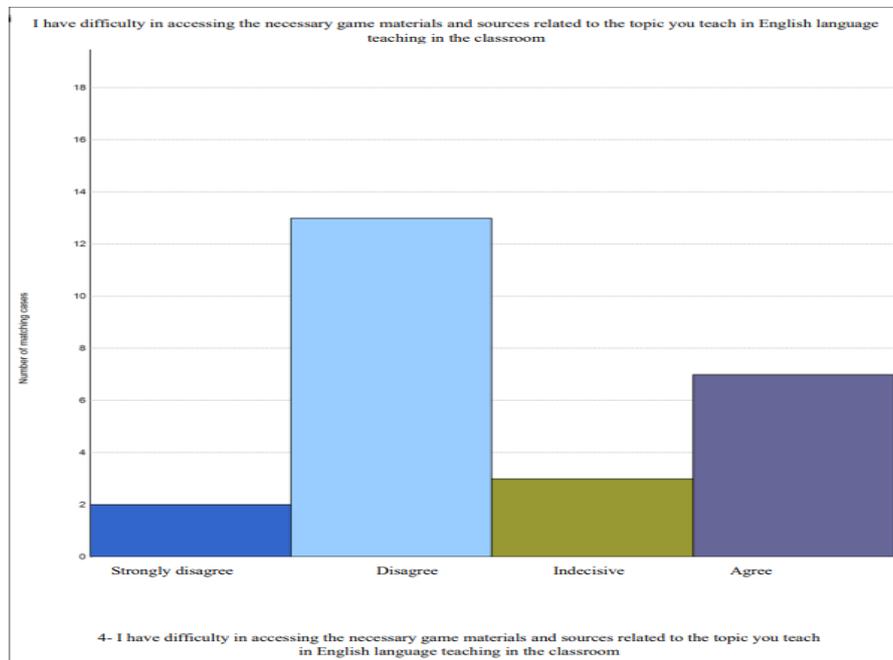

Figure 7: The Theme and Subthemes of Nvivo 12 Plus Data of "What difficulties do you face in accessing the necessary game materials and sources related to the topic you teach in English language teaching in the classroom?"

As seen in Figure 7, in the theme "What difficulties do you face in accessing the necessary game materials and sources related to the topic you teach in English language teaching in the classroom?" 14 participants stated that they did not have difficulty finding materials, and 2 participants stated that they did not have any difficulty at all. Two participants were indecisive about whether they could find materials or not. Five stated that they had difficulty finding materials and 2 stated that they had difficulty finding materials due to various reasons. The majority of the participants did not have difficulty finding materials and easily obtained them.
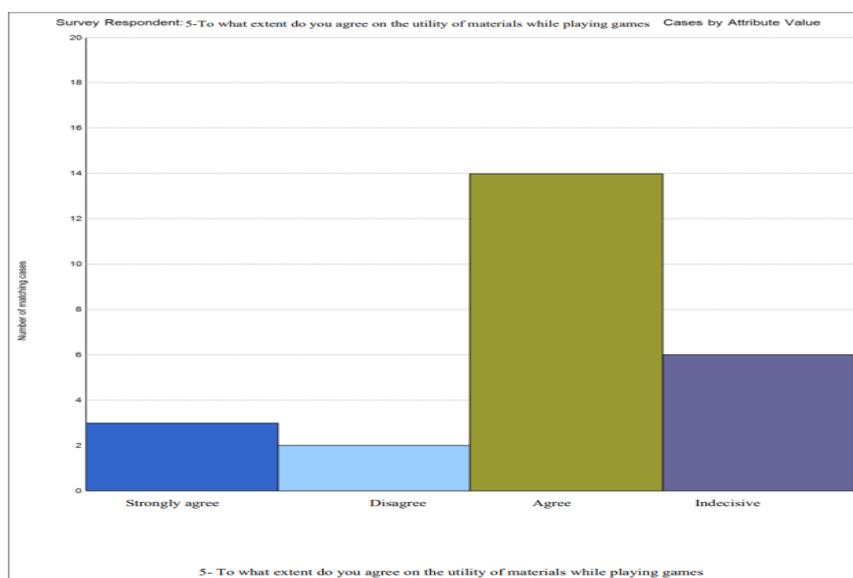

Figure 8: The Theme and Sub Themes of Nvivo 12 Plus Data of "What do you think about the utility of materials while playing games?"

As seen in Figure 8, regarding the theme "What do you think about the utility of materials while playing games?" in teaching English through games, 14 participants expressed that the materials were available and 3 stated that the materials were available in every aspect. Six participants were indecisive about the availability of materials. Two participants stated that the materials were not available and they had difficulty using materials during game activities. Based on these results, the majority of participants were able to use game materials adequately in teaching English through games.
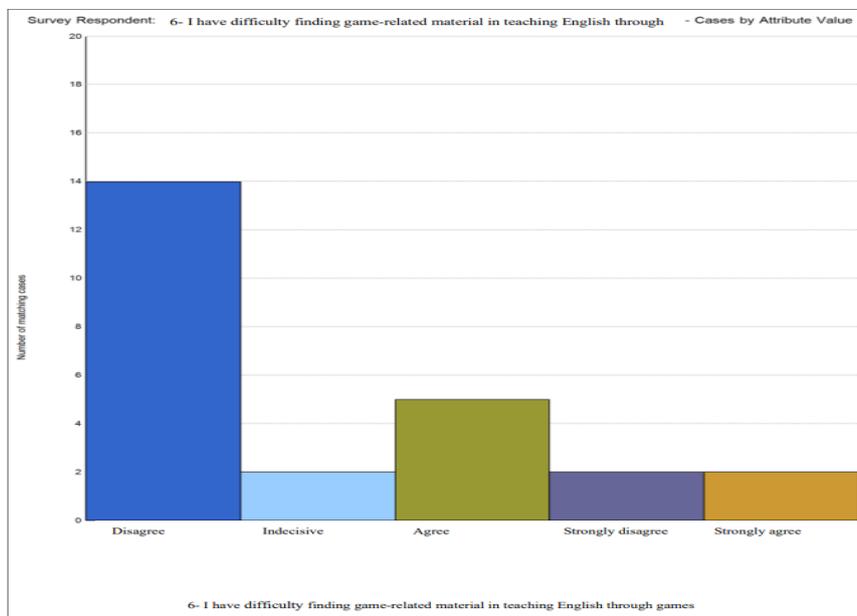
Figure 9: The Theme and Sub Themes of Nvivo 12 Plus Data of "What difficulties do you have finding game-related material in teaching English through games?"

As seen in Figure 9, in the theme "What difficulties do you have finding game-related material in teaching English through games?", 14 participants stated that they did not have difficulty finding materials and 2 participants did not have any difficulty at all. Two participants were indecisive about whether they could find materials or not. Five participants stated that they had difficulty finding materials and 2 participants had difficulty finding materials due to various reasons. The majority of the participants did not have difficulty finding materials and easily obtained them.
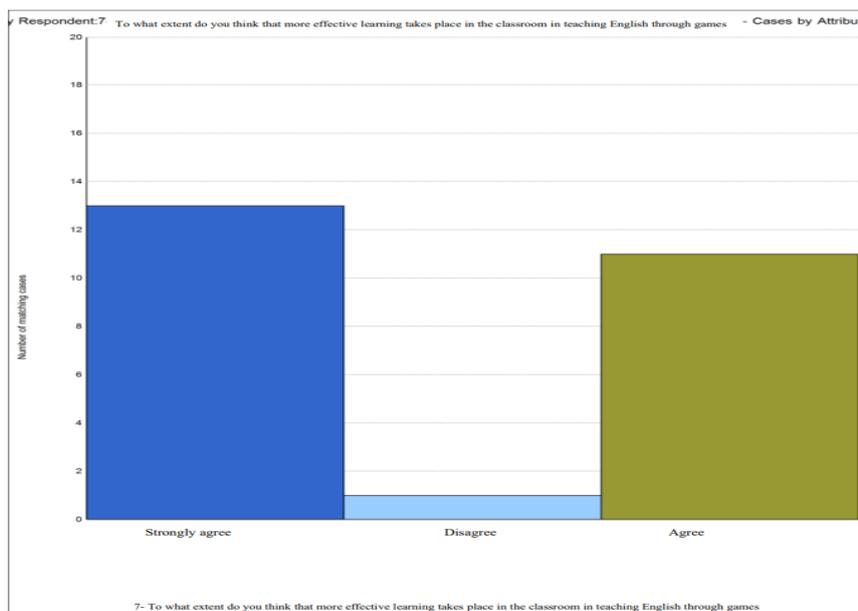

Figure 10: The Theme and Sub Themes of Nvivo 12 Plus Data of "Do you think that more effective learning takes place in the classroom in teaching English through games? Why?"

According to Figure 10, in the theme of "Do you think that more effective learning takes place in the classroom in teaching English through games? Why?", asked for the effectiveness of learning through games in the classroom, 13 participants believed that permanent and effective learning can be achieved through games and 11 participants agreed that effective learning might occur through games. One participant expressed that effective learning cannot be achieved through games. The majority of the participants agreed that permanent and effective learning can be achieved through games.
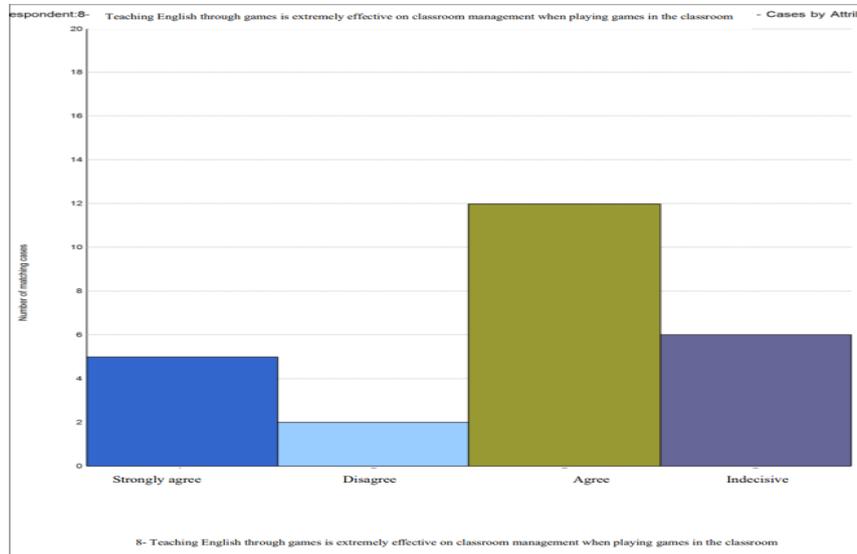
Figure 11: The Theme and Sub Themes of Nvivo 12 Plus Data of "What do you think about the effect of games in the classroom on classroom management in teaching English?"

According to the teachers' opinions in Figure 11 regarding "What do you think about the effect of games in the classroom on classroom management in teaching English?", 12 participants expressed a positive view, stating that games have a positive contribution to classroom management and 5 participants thought that games have a very positive contribution. Six participants were indecisive and 2 participants thought that the effect of games on classroom management is negative. This shows that games have a positive effect on classroom management.
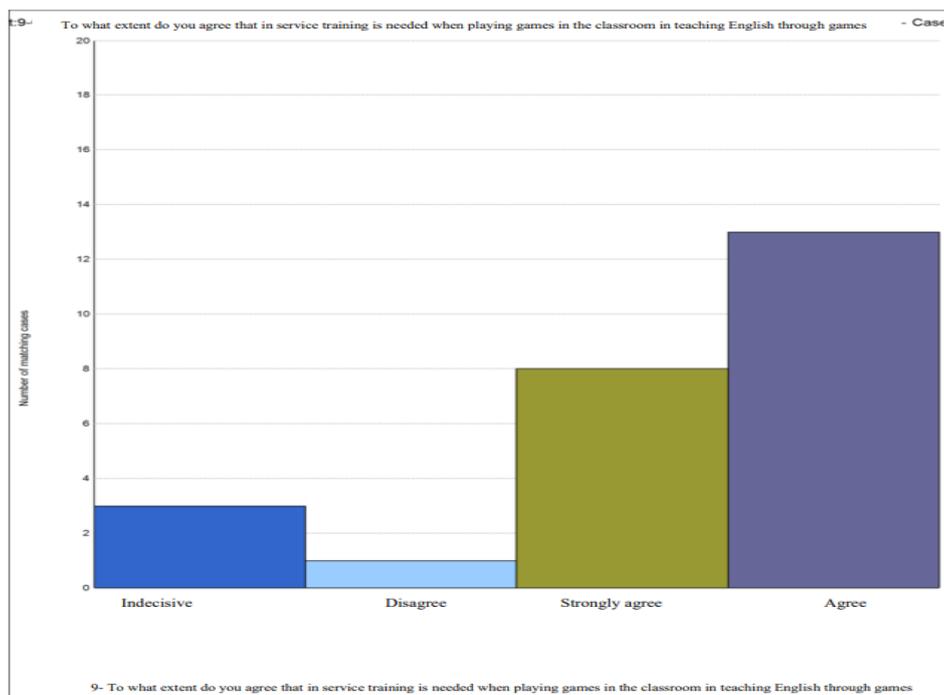
Figure 12: The Theme and Sub Themes of Nvivo 12 Plus Data of "What can be done for teachers to improve themselves in teaching English through games?"

According to the opinions of the teachers in Figure 12, regarding the question "What can be done for teachers to improve themselves in teaching English through games?", 13 participants were willing to improve themselves and 8 were definitely capable of doing everything to improve themselves. Three participants were indecisive about this and 1 participant did not feel the need to improve but considered himself sufficient.
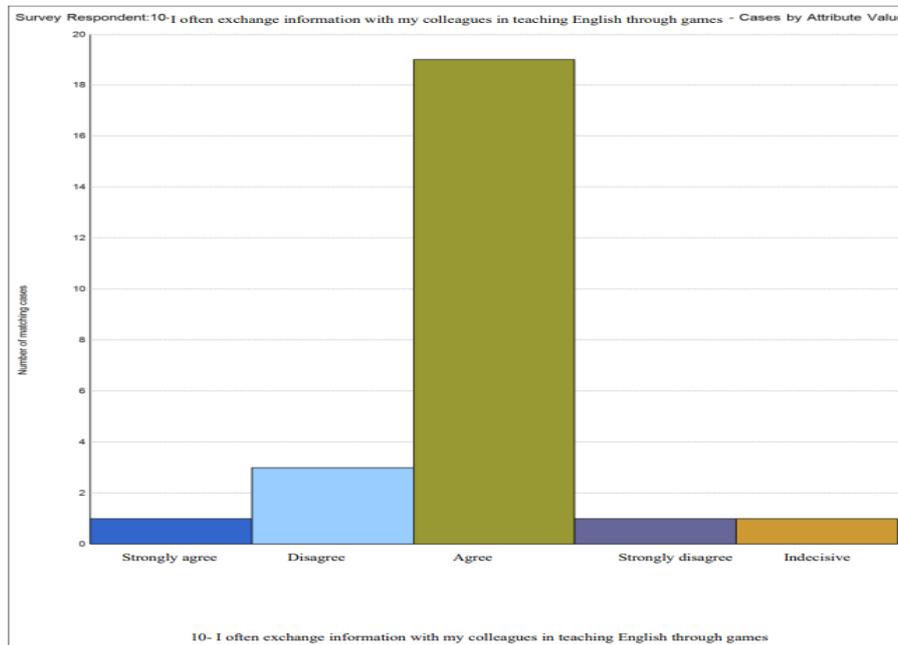

Figure 13: The Theme and Sub Themes of Nvivo 12 Plus Data of "What kind of information do you exchange with your colleagues in teaching English through games?"

According to teachers' opinions in Figure 13 about "What kind of information do you exchange with your colleagues in teaching English through games?", 19 teachers shared their knowledge with their colleagues and 1 was very happy to do so. One participant did not share his knowledge with colleagues and one was in dilemma whether to share or not. As a result, the vast majority of the participants shared their knowledge about games with their colleagues, believing that knowledge grows as it is shared.

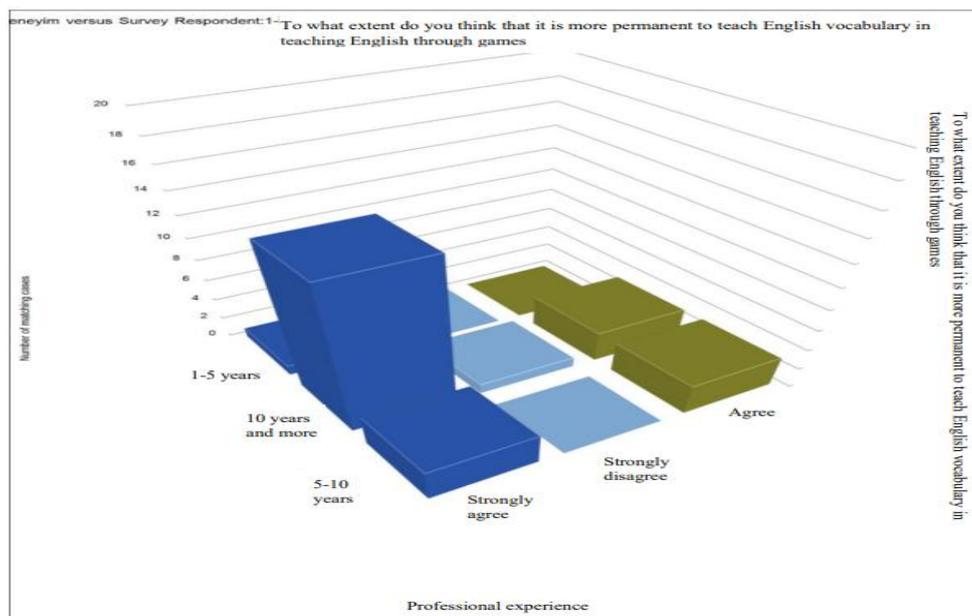**3.2. Comparison of Research Findings in Terms of Professional Experience**

Figure 14: Nvivo 12 Plus Data of the Comparison of Research Question 1 and Professional Experience

According to the question asked about whether teaching English vocabulary through games ensures a permanent change in English language teaching, 9 out of 10 individuals with professional experience of 10 years or more believe that it leads to a very permanent change in learning, 1 individual believes that it does not lead to any permanent change and 2 individuals believe that there is permanent learning in students. Among the participants with professional experience of 5-10 years, 2 individuals believe that teaching English words through games leads to a very permanent learning and 2 individuals believe that there is permanent learning. Among teachers with 1-5 years of professional experience, 1 believes that there is a very permanent learning. The majority of teachers participating in the study believe that teaching English words through games leads to a very permanent learning.
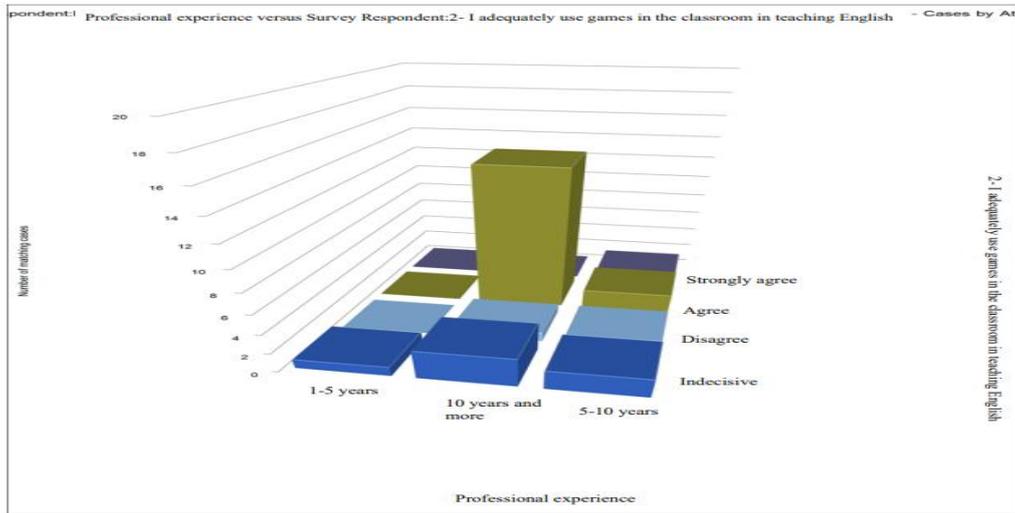

Figure 15: Nvivo 12 Plus Data of the Comparison of Research Question 2 and Professional Experience

According to the question of whether teaching English vocabulary through games causes a permanent change, 9 out of 10 individuals with professional experience of 10 years or more believe that it leads to a very permanent change in learning, 1 individual believes it does not cause any permanent change and 2 individuals believe it leads to permanent change in students. Among participants with professional experience of 5-10 years, 2 individuals believe that teaching English words through games leads to a very permanent change in learning and 2 individuals believe it leads to a permanent change. Among teachers with 1-5 years of professional experience, 1 believes that a very permanent change occurs in learning. The majority of them have the perception that teaching English words through games leads to a very permanent change in learning.
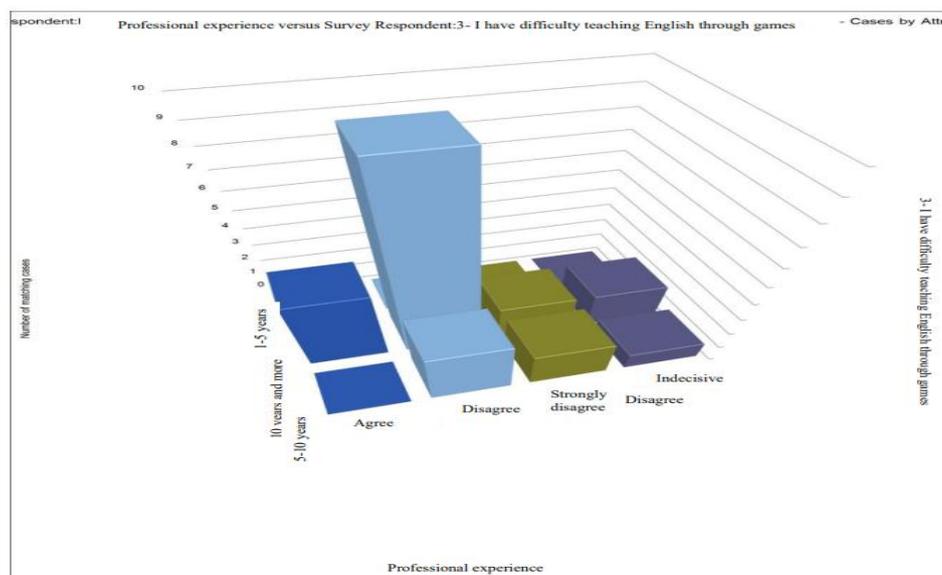

Figure 16: Nvivo 12 Plus Data of the Comparison of Research Question 3 and Professional Experience

According to the responses of the participants with professional experience of 10 years or more, 9 did not have difficulty teaching English through games, while 4 experienced some difficulties, 2 did not experience any difficulty and 2 occasionally faced difficulties. Among participants with professional experience of 5-10 years, 3 did not have difficulties, 2 did not have any difficulty at all, and 1 occasionally had difficulty teaching English through games. Among participants with 1-5 years of professional experience, 1 had difficulty playing games in the classroom. As the professional experience increased, playing games in the classroom became easier and individuals with higher professional experience did not have difficulty playing games in the classroom.
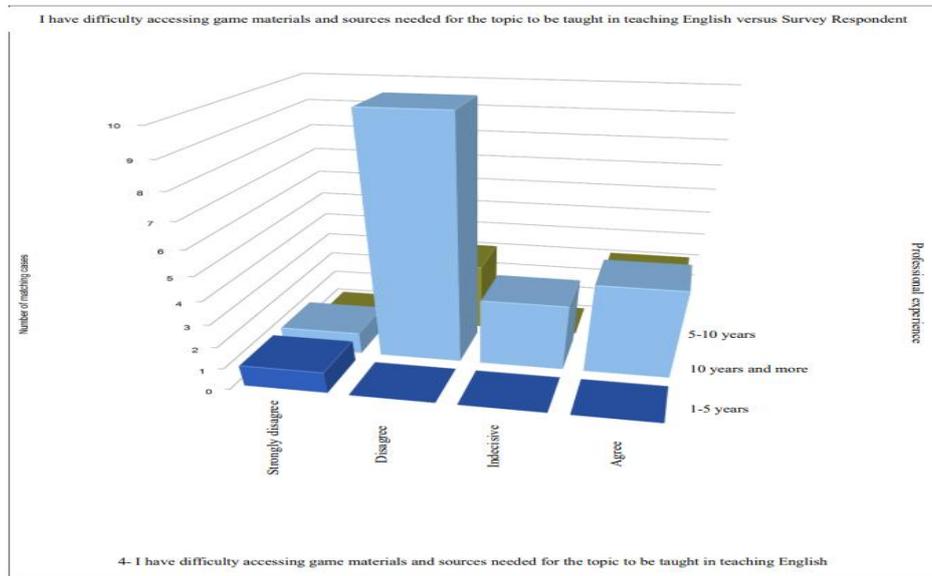

Figure 17: Nvivo 12 Plus Data of the Comparison of Research Question 4 and Professional Experience

According to the statement of teachers with professional experience of 10 years or more, 10 did not encounter any difficulties in accessing the materials used in the classroom and sources of these materials, 1 did not experience any difficulty at all, 3 individuals occasionally experienced difficulties but were able to overcome them at times and 5 faced difficulties. Among teachers with 1-5 years of professional experience, 1 did not face any difficulties. Among individuals with professional experience of 5-10 years, 3 did not face any difficulties, while 3 had difficulties. In general, the teachers did not have difficulties accessing the materials used in the classroom and sources of these materials.
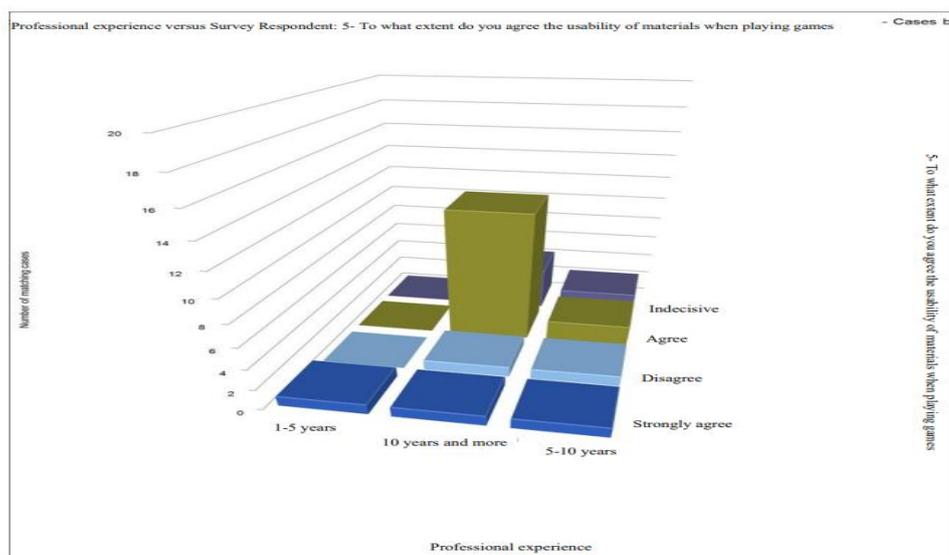

Figure 18: Nvivo 12 Plus Data of the Comparison of Research Question 5 and Professional Experience

According to the statement regarding the usability of the materials used during games, among the participants with professional experience of 10 years or more, 12 individuals found the materials easy to use, 4 had difficulties occasionally, 2 had difficulties and 2 used them in all circumstances. From the individuals with professional experience of 5-10 years, 2 individuals found the materials easy to use, 2 had difficulties occasionally, 1 had difficulties using them, and 1 used them in all circumstances. From the individuals with 1-5 years of professional experience, 1 used the materials without any problems. The majority of the participants were able to use the materials sufficiently during games in teaching English.
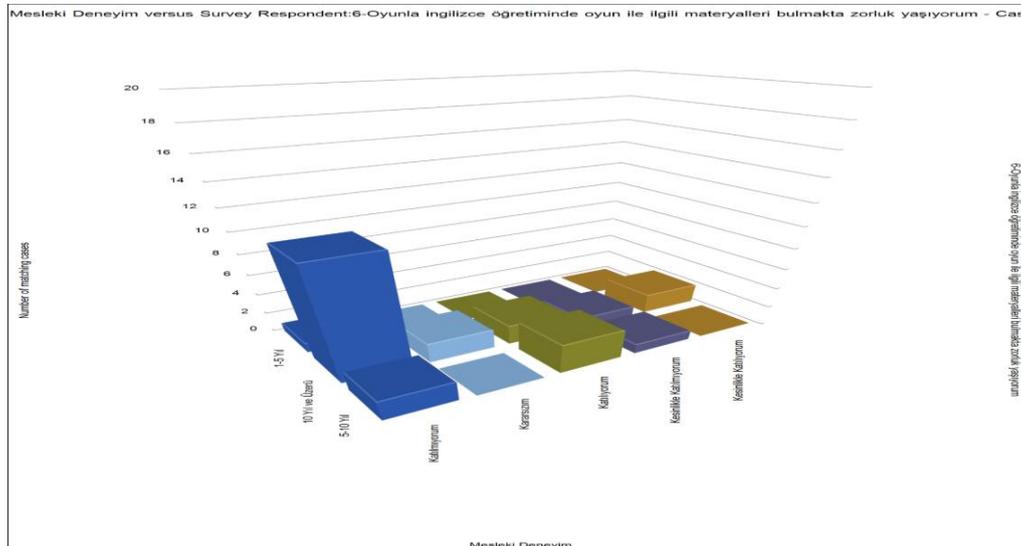

Figure 19: Nvivo 12 Plus Data of the Comparison of Research Question 6 and Professional Experience

There are necessary materials to play some games, which should be provided. The participants of the study were asked about the types and levels of difficulties they faced when obtaining these materials. Among individuals with professional experience of 10 years or more, 11 stated that they did not have difficulty obtaining materials and could easily access them, while 2 had difficulty obtaining materials for some games and 3 experienced difficulties obtaining materials. Among individuals with professional experience of 5-10 years, 5 did not experience any difficulty obtaining materials, while 1 had difficulties due to various reasons. Individuals with 1-5 years of professional experience did not experience any difficulties accessing materials. The majority of participants were able to easily access materials.
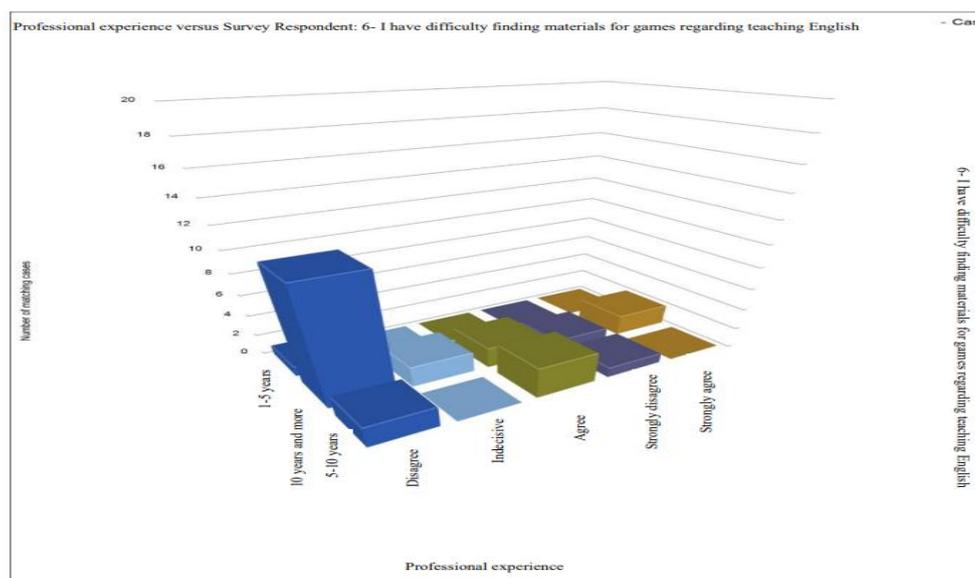

Figure 20: Nvivo 12 Plus Data of the Comparison of Research Question 7 and Professional Experience

According to the question posed to the participants regarding the effectiveness of learning through games in students, 17 individuals with professional experience of 10 years or more believed that permanent and effective learning can be achieved through games, while 1 believed that the level of learning cannot change with games. Among individuals with professional experience of 5-10 years, 6 individuals had a perception of permanent and effective learning. Among individuals with 1-5 years of professional experience, 1 had a perception that there certainly is permanent and effective learning through games. Overall, the participants had a positive perception of the beneficial effect of games on permanent and effective learning.
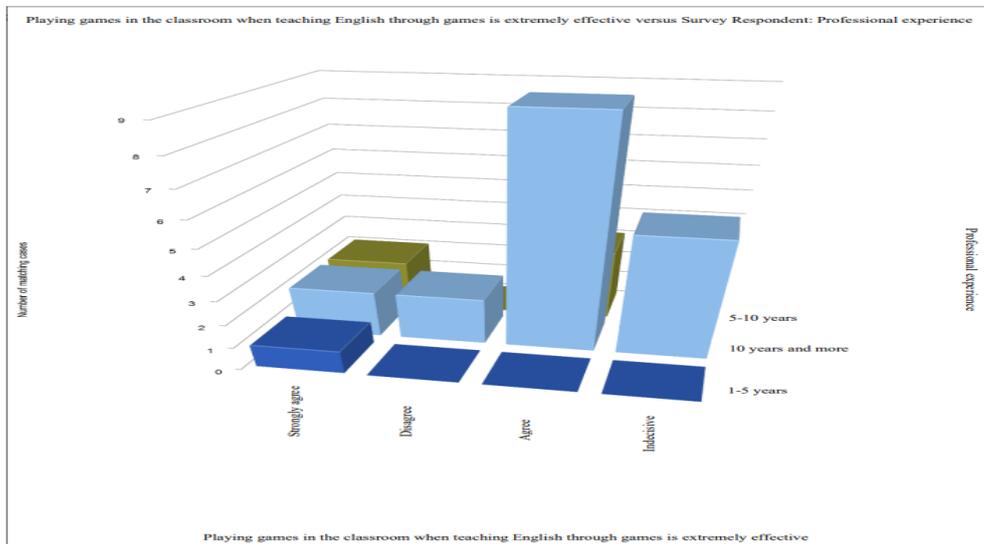

Figure 21: Nvivo 12 Plus Data of the Comparison of Research Question 8 and Professional Experience

Regarding the effect of games on classroom management among the teachers with professional experience of 10 years or more, 9 stated that games were effective in classroom management, 5 expressed that they did not see any effect of games, 2 said that it had no effect and 2 stated that games were very effective. Among the teachers with professional experience of 5-10 years, 3 individuals believed that games were effective in classroom management and 2 stated that games were definitely very effective. From the teachers with 1-5 years of professional experience, 1 had a perception that games were definitely very effective in classroom management. Overall, the teachers have perceptions that games are effective in classroom management.
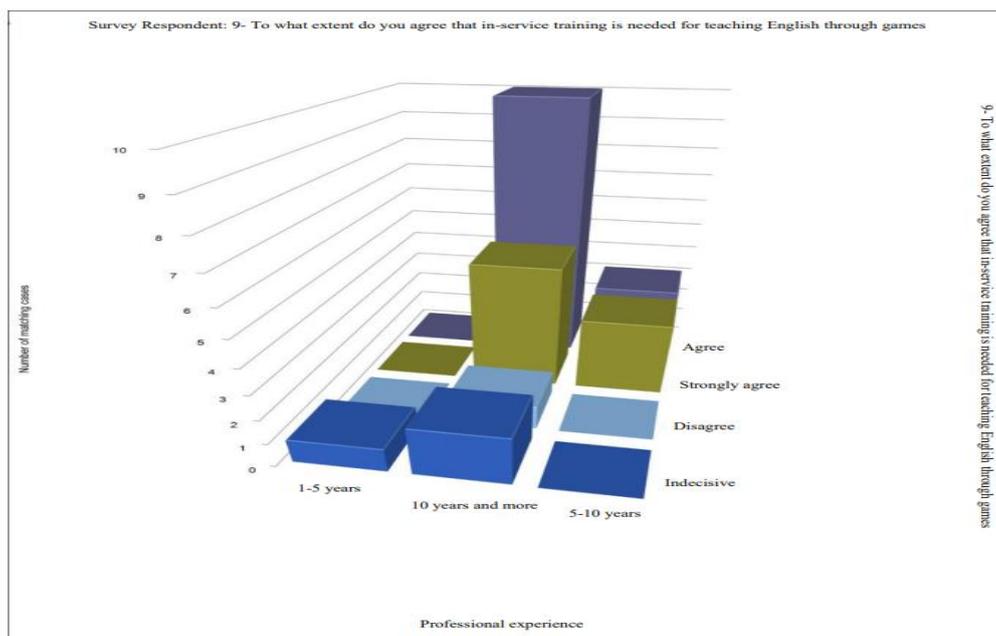

Figure 22: Nvivo 12 Plus Data of the Comparison of Research Question 9 and Professional Experience

The participants were asked the question "To what extent do you agree that in-service training is needed for teaching English through games?" The graph shows their responses according to their professional experience. One participant with 1-5 years of professional experience responded as indecisive. From the participants with 5-10 years of professional experience, 3 strongly agreed and 3 participants agreed. From the participants with 10 years and more of professional experience, 10 participants agreed, 4 participants strongly agreed, 2 participants were indecisive, and 1 participant disagreed. Based on the qualitative analysis of the obtained data, the participants had a positive perception of the need for in-service training related to teaching English through games.
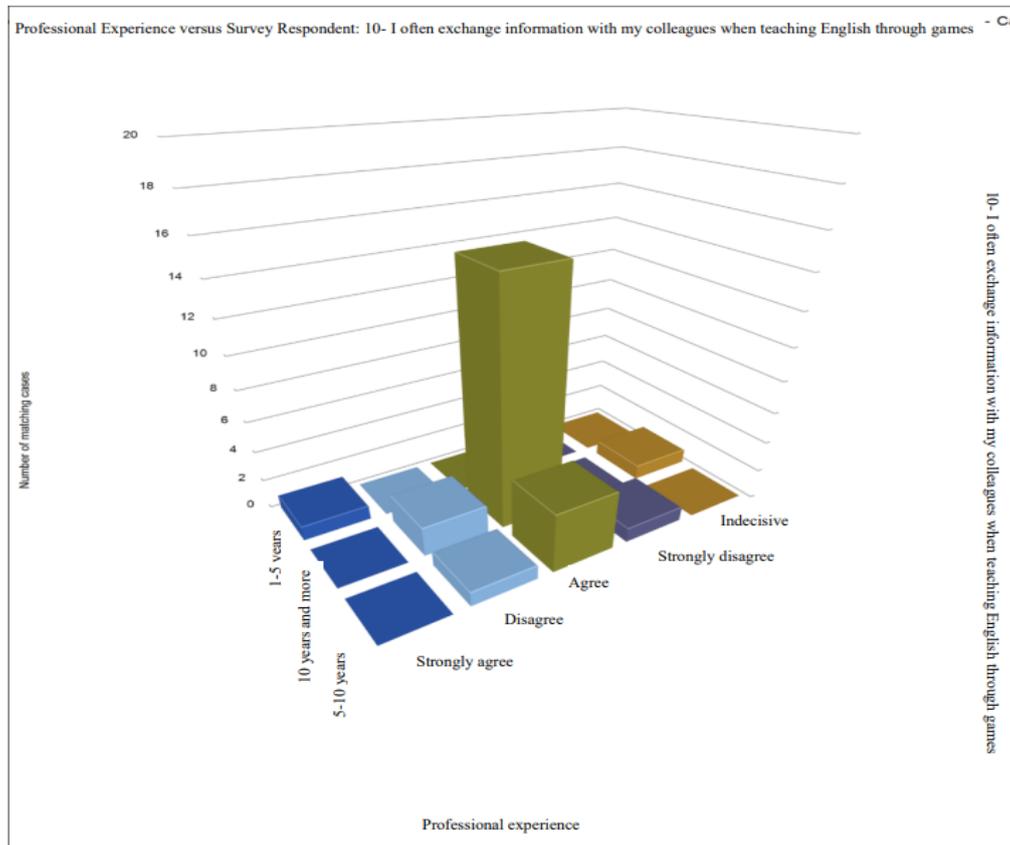

Figure 23: Nvivo 12 Plus Data of the Comparison of Research Question 10 and Professional Experience

Regarding the exchange of information with colleagues on teaching English through games, a question was posed to the participants to determine the level of engagement. Among individuals with professional experience of 10 years or more, 14 reported engagement in information exchange with their colleagues, 2 reported that they were not engaged and 1 reported occasionally engagement in information exchange with colleagues. From the participants who had 5-10 years of professional experience, 1 was not in contact with the colleagues, 4 individuals exchanged information with their colleagues and 1 individual did not exchange information and was against it. From the participants with 1-5 years of professional experience, 1 stated that he was in contact with the colleagues in all circumstances and that it was essential. Overall, the teachers exchange information with their colleagues.

4. CONCLUSION AND RECOMMENDATIONS
4.1. Findings
The study results showed that the majority of the participants were female. This finding corresponds with the data that the number of female teachers in primary schools is higher than that of male teachers.
According to the age and professional experience data of the participants, the majority of English teachers working in primary schools in the TRNC have at least 10 years of experience. Therefore, the majority of them are experienced teachers in teaching English.
A high number of the teachers reported that playing games during English vocabulary teaching leads to permanent learning for students. Teachers expressed opinions that education practices through games, which

address to the inner world of children, are more adopted by them. This fact has been proven by child psychology research.

Teachers in educational game preparation and application fields have stated that they experience difficulties playing, preparing and getting prepared for games in the classroom. However, they have also found positive results when implementing games in their classrooms. As a result, teachers who believe that learning outcomes can be achieved through games should not only focus on preparing and implementing educational games related to vocabulary teaching, but also working on the preparation and implementation of educational games for teaching English in general.

Regarding classroom management, teachers have stated that playing educational games in the classroom has positive effects on classroom management. As a result, reaching children's inner worlds leads to a more permanent and effective learning.

The inherent nature of educational games, which require a specific learning outcome and their complexity in design, leads to a negative perception among educators in the design of educational games. In addition, the necessity for the rules and instructions of the games played in the classroom to have a simple language and potential negative consequences that children may experience in their perception of these games are also considered as disadvantages of educational games. However, as a result of the perceptions and observations of teachers indicating that educational games lead to permanent learning, there is a need for in-service training related to the preparation and implementation of these games and they are willing to participate in these training programs.

The teachers stated that they were in consultation with their colleagues regarding games for English teaching. There is awareness among teachers about this and they try to help each other to access resources and information about games. This shows the necessity for teachers' awareness of the benefits of games related to vocabulary teaching and supporting them through studies in this field. The second grade English language teachers share a common belief that games, including vocabulary teaching, can make it easier for students to acquire any type of learning outcome.

The present study, focusing on English vocabulary teaching with games, has concluded that game activities make English lessons more enjoyable, increase the students' interest in learning English and ensure permanent and effective learning.

4.2. Suggestions

Inexperienced novice teachers can choose advisors who have more seniority and experience among teachers from their own or the nearest school. In this way, they can be paired with experienced teachers who can guide and share their knowledge with them. Learning to teach seminars and courses can be organized. Also, in-service courses can be organized for teachers on how to teach games. A quantitative and experimental research using a pre- and post-test control group can be conducted to examine the effect of games on English vocabulary teaching for elementary second semester students.

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