



[www.ijtes.net](http://www.ijtes.net)

## Investigation of Students' Perceptions of Traditional Game and Digital Game Concepts through Metaphors

**Muhammed Kürşat Demirgil**   
Erciyes University, Türkiye

**Mustafa Korucu**   
MoNE, Türkiye

**Ebru Ezberci Çevik**   
Erciyes University, Türkiye

### To cite this article:

Demirgil, M.K., Korucu, M., & Ezberci Çevik, E. (2025). Investigation of students' perceptions of traditional game and digital game concepts through metaphors. *International Journal of Technology in Education and Science (IJTES)*, 9(1), 142-158. <https://doi.org/10.46328/ijtes.601>

The International Journal of Technology in Education and Science (IJTES) is a peer-reviewed scholarly online journal. This article may be used for research, teaching, and private study purposes. Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material. All authors are requested to disclose any actual or potential conflict of interest including any financial, personal or other relationships with other people or organizations regarding the submitted work.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

## Investigation of Students' Perceptions of Traditional Game and Digital Game Concepts through Metaphors

Muhammed Kürşat Demirgil, Mustafa Korucu, Ebru Ezberci Çevik

### Article Info

#### Article History

Received:

5 August 2024

Accepted:

10 December 2024

#### Keywords

Traditional game

Digital game

Metaphors

### Abstract

The aim of the present study is to examine the perceptions of the 7<sup>th</sup> grade students at the level of lower secondary education regarding the concepts of traditional games and digital games through metaphors. The qualitative research method was adopted in this research study. This study also adopts the phenomenological design to explore the common meaning attributed to the concepts of traditional games and digital games by the participants. The participants of the research consist of the 115 7<sup>th</sup> grade students receiving education in two different secondary schools in Ankara, Türkiye. The data was collected through an open-ended questionnaire. The collected data were analyzed according to the method of content analysis. The results obtained from the metaphors created by seventh grade students regarding the concept of traditional games indicate that there are many codes for other and abstract concepts; It has been shown that there are more codes for digital games in addition, abstract concepts and other categories. Suggestions are presented for the use of such games in lessons and for future studies.

### Introduction

Playing games could be expressed as an innate need and ability of humans. Games are intrinsic to human nature. Considered equivalent to human history, playing games is an essential activity that is practiced and enjoyed individually or collectively anytime and anywhere, and it continues to exist at different periods of one's life in the context of education, creativity, imagination, imitation, and communication (Ayhan & Çavuş, 2014). Bilen (1989) defined the game as activities that develop the physical and mental abilities of individuals, make life enjoyable, and develop skills with artistic and aesthetic qualities. It aims to transfer traditions, customs, culture, and values to the individuals in each society (Turan et al., 2020).

Playing games allows an individual to recognize, learn, and develop both themselves and their environment. It contributes to the development of a person both individually and socially. Playing games helps a person to develop mental, physical, emotional, and social skills individually and enables a person to both recognize and surpass themselves. When playing games, individuals recognize their own identity, personality, abilities, and limits. It helps a person to learn how to accept and love themselves as they are. It also contributes to their social development. While playing games, an individual communicates, cooperates, shares, and empathizes with others,

follows the rules, takes responsibility, and explores social values. Games are the most ideal way that incorporates cultural elements and facilitates education and training for children (Çetinkaya, 2020). During games, children acquire social skills such as speaking, listening, helping, sharing, problem-solving, and interacting as well as other elements of socialization (Darwish et al., 2001; Swindells & Stagnitti, 2006).

With today's advanced technology, there are two different types of playing games: traditional games and digital games/gaming. In the context of traditional games, individuals come together and communicate, are physically and mentally active, use their imagination, and strengthen their cultural ties. According to the definition of Yatmaz et al. (2021), on the other hand, traditional games entail cooperation, require children to be completely connected with the outside world, and help children to recognize the society and the people in their surroundings, and this type of games is sometimes played outdoor and on the street depending on the season and the environment. This type of game allows individuals to create games with their available resources or with the materials they find in nature. In the context of traditional games, individuals play with simple materials such as stones, soil, sticks, rope, cloth, paper, or just with their bodies without any materials at all. According to Postman, the child plays intending to have fun by using the current place and available tools (Yengin, 2012). This type allows people to play games anytime and anywhere. In addition, people can play games at home, on the street, in the garden, at school, in the park, or any other environment. With this type of game, people exercise their minds, acquire knowledge and skills, demonstrate creativity, and learn new things, thereby using their imagination, generating new ideas, having new experiences, and testing themselves. Traditional games are based on interpersonal communication, physicality, and creativity (Yengin, 2012). Playing traditional games is an enjoyable and creative activity that is a reflection and a legacy of folk culture, teaching social values, rules, and skills. The rules of traditional games are based on values that include unwritten generic judgments such as customs and traditions (Kacar, 2020). In this way, it allows people to play games reflecting the characteristics, traditions, beliefs, customs, language, and history of their culture. These games teach individuals to respect other cultures as well as their own culture, recognize cultural differences, and see them as a treasure. Traditional children's games differ in terms of the features they contain, such as the culture of the society in which they have originated and the changes brought about by the geographical structure where they exist (Küçükibik et al., 2022). However, it has the same characteristics in terms of transferring the generic judgments of the current period to children (Sümbüllü and Altınışık, 2016). Although the structural features of traditional games and digital games are similar, there are differences in the context of the tools and equipment used, the number of people involved in the game, and the form and content of the game (Hazar, Demir, and Dalkıran, 2017:180).

The digital game is a realistic and engrossing type of game with interactive, visual, auditory, and tactile stimuli, and it is played with the possibilities offered by technology. This type of game allows people to play games with technological tools. A digital game is a set of systems with rules and objectives in which interfaces such as a monitor, mouse, keyboard, or joystick interact with computer software (Günay as cited in Kayalı, 2011). With this type of game, people play games using electronic devices such as computers, consoles, tablets, phones, smartwatches, and virtual reality glasses. Digital games allow people to participate in games interactively. When playing digital games, people control the characters in the game, interact with objects in the game, make choices in the game, and influence the outcome of the game. Digital games offer visual, auditory, and tactile stimuli to

people. In a digital game, people see, hear, and feel the graphics, sounds, music, and effects inside the game. Digital games are programmed with various technologies and provide users with user input along with a visual environment (Çetin, 2013). This type of game gives people a realistic and engrossing experience. In addition, players/gamers become different game characters such as a hero, villains, soldiers, detectives, athletes, animals, or monsters, and they experience different scenarios by using their features and abilities. With this type of game, people encounter different events and produce alternative solutions in games with various themes such as war, action, adventure, puzzle, strategy, or simulation. The digital game allows players to play in both single-player and multiplayer modes, which enables people to play games both on their own and with others. With this type of game, people have fun, learn, and develop on their own when they play individually. On the other hand, they communicate, collaborate, compete, and socialize with others when they play in multiplayer mode. The digital game allows players to have fun and learn simultaneously. Gamers identify with the characters they become in the game and start to liken themselves to game characters or liken game characters to themselves. Gamers begin to liken objects in games to real-life objects, and they also associate the virtual concepts they see in the game with real-life concepts. This behavior exemplifies the concept of metaphor.

A metaphor is the use of a concept, word, term, or phenomenon by drawing a connection with a word that has a different meaning to explain it better and more effectively (Aydın, 2004). It means replacing the meaning or essence of something with the meaning or essence of something else. Although metaphors are considered related to language and the use of language, they have more functions. Metaphors can enable people to understand nature and the environment, to make sense of objective reality, which is seen as meaningless, with certain interpretations, and to "know" by giving meaning to life and experience (Yıldırım & Şimşek, 2016). Through metaphors, abstract and vague concepts that we use or have experience within our lives are reconstructed with more meaningful, easily understandable, and concrete concepts that we use in our lives (Lakoff & Johnson, 1980).

Currently, expressions such as internet addiction, smartphone addiction, and gaming addiction are encountered more and more. In related research studies, the cause of addiction was often investigated, and appropriate solutions were tried to be produced. In the present study, it will be determined how the 7<sup>th</sup> grade students at the level of lower secondary education, who are considered to be more intertwined with games as an age group, perceive the concepts of traditional games and digital games and how they express their perception, which thereby will offer valuable input for future studies on the subject. In this context, the objective of the present study is to examine the perceptions of the 7<sup>th</sup> grade students at the level of lower secondary education regarding the concepts of traditional games and digital games through metaphors. In line with this purpose, the following research questions are aimed to be answered:

1. Which metaphors explain the perceptions of the 7<sup>th</sup> grade students about the concept of "traditional game"?
2. Which metaphors explain the perceptions of the 7<sup>th</sup> grade students about the concept of "digital game"?
3. In which conceptual categories are the metaphors developed by secondary school 7<sup>th</sup> grade students for the concept of " traditional game " gathered in terms of common features?
4. In which conceptual categories are the metaphors developed by secondary school 7<sup>th</sup> grade students for the concept of "digital game" gathered in terms of common features?

## **Method**

### **Research Design**

The qualitative research method was adopted in this research study. Qualitative research is defined as research in which methods of qualitative data collection such as interview, observation, and document analysis are used, and a qualitative process is followed to observe perceptions and events in a natural environment realistically and holistically (Yıldırım & Şimşek, 2016). The phenomenology design, one of the qualitative research designs, was used in the research. Such studies, it is aimed to combine the lived experiences of several people related to a phenomenon or concept around a common meaning (Creswell, 2013). Likewise, this study also adopts the phenomenological approach to explore the common meaning attributed to the concepts of traditional games and digital games by the participants.

### **Participants**

The purposive sampling method was used in the sample selection of the research. Purposive sampling is a suitable technique to be performed on individuals with specific, limiting, and hard-to-reach individual characteristics (Erkuş, 2013). In this regard, the participants of the research consist of the 7<sup>th</sup> grade students receiving education in two different secondary schools in Ankara, Türkiye. The participants including 115 students in total is composed of 50.4% male (n= 58) and 49.6% female (n= 57) volunteer students.

### **Data Collection**

It is acknowledged that metaphors could be used as a qualitative data collection tool to reach enriched findings (Patton, 2002; Yıldırım & Şimşek, 2016). Accordingly, the data was collected through an open-ended questionnaire in May 2023. Three experts were consulted during the process of developing the data collection questionnaire. Following the discussions with the experts, the questionnaire was prepared including statements "Digital game is like ... because ..." and "Traditional game is like ... because ...". Participants were asked to liken the concepts of "digital game" and "traditional game" to other concepts by their subjective opinions and to explain the reason for these analogies with the conjunction "because" within the framework of logic. The questionnaire was filled out by the participants in an average of 20 minutes. Each questionnaire, including the analogies and explanations given after the conjunction "because" by the participants, constitutes the data source of the research.

### **Data Analysis**

The collected data were analyzed according to the method of content analysis. The "coding" method was adopted in the data analysis to reach meaningful themes. In the present research study, two different themes were defined as "traditional game" and "digital game". Codes and categories were created following the review of similar studies in the literature (Gözler, 2018; Gözler et al., 2022; İçme and Büyük, 2021; Hazar et al., 2017). Accordingly, the metaphors created by the participants were listed one by one, and meaningless or irrelevant data were not included in the study to protect the data integrity. 150 data obtained from the participants were reduced to 115 at

this stage. All metaphors from the students and the reasons for choosing these metaphors were noted and listed in alphabetical order. The students were coded as S1, S2, S3, ... , S115 following the order in the list. By investigating the relationship between the name and reasoning of the metaphor in the above-mentioned list, similarities and differences were revealed. Then, the data obtained from the participants were categorized in terms of theme, category, and code. Ultimately, the number of metaphors created was tabulated as frequency and percentage.

### Validity and Reliability

The two most important criteria used in research studies are validity and reliability (Yıldırım & Şimşek, 2016). The reliability of the content analysis used in the analysis of qualitative data in research depends on the coding process and categories (Gökçe, 2006). After the two researchers coded the metaphors and categories separately, Miles and Huberman's (1994) formula ( $\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{disagreement}} \times 100$ ) was taken into account to ensure reliability. The percentage of agreement among researchers was calculated as .95. The purpose was to ensure the internal validity (credibility) of the research in the light of the information given to the students before the research by ensuring that the metaphors were a known technique and that equal conditions were created for all students in the researcher's target group (Merriam, 2013). In addition, in the findings section, proof of validity was guaranteed by making direct quotations from the opinions of the students. During the study, the necessary explanations were made on the metaphor questionnaire, and the students were not directed in any way. The metaphor questionnaires were filled out under the supervision of the researcher and a school teacher.

### Findings

This section contains the metaphors given as a result of the research, the distribution of the metaphors according to the categories, and the expressions of the students. Table 1 demonstrates below the metaphors developed by the students participating in the research for the concept of traditional game.

Table 1. Categories related to the Metaphors Developed by the 7<sup>th</sup> Grade Students about the Concept of Traditional Game

Categories	Metaphors	Frequency	Percentage
Entertainment	Physical education class (3), friend (2), happiness (2), full brother/sister (2), light bulb (1), coffee (1), mathematics class (1), happiness machine (1), peace (1), test book (1), book (1), toy (1), friendship (1), real fun (1), strawberry (1), door (1), amusement (1), racing (1), mischief (1), part of life (1), bell (1), drinking water (1), bicycle (1), sports equipment (1)	29	25.21
Other	Old (2), food (2), make-up (1), fruit (1), an old car (1), lake (1), pocket knife (1), Istanbul (1), torture (1), candle (1), strawberry (1), sun (1), candy (1), ball (1), chocolate (1), plum (1), mathematics class (1)	19	16.52

Categories	Metaphors	Frequency	Percentage
Abstract Concepts	Light (2), devil (2), friend (1), candy (1), dessert (1), party (1), pencil (1), band-aid (1), stream (1), garbage (1), adrenal gland (1), water (1)	14	12.17
Culture / Permanence	Fairy tale (1), future (1), educational entertainment (1), pencil (1), past (1), world classics (1), folk culture (1), culture (1), history (1), fire (1), big brother (1), house (1)	12	10.43
Boredom	Turkish class (2), book (1), ball (1), supporter of Fenerbahçe football club (1), pain (1), devil (1), friend (1), course (1), garbage (1), an old outfit (1)	11	9.56
Usefulness	Fruits-vegetables (2), heaven (1), productive time (1), medicine (1), sports (1), broccoli (1), real life (1)	8	6.95
Connection	Rope (2), rainbow (1), unity (1), socialising (1), love (1), ancient Turkish nomad group "oba" (1)	7	6.08
Diversity	Tree (2), pencil case (1), bookcase (1), forest (1), freedom (1)	6	5.21
Education	Car (1), educational item (1), book (1), teacher (1), a new life (1)	5	4.34
Addiction	Dessert (1), chocolate (1), sunflower seed (1), book (1)	4	3.48
Total		115	100

When the categories were examined, it was observed that the categories of entertainment (25.21%), other (16.52%), and abstract concepts (12.17%) stand out. The defined conceptual categories and examples of metaphors that make up these categories are presented below.

### Traditional Games as Entertainment

Under the category of entertainment, the participants produced the highest number of metaphors for the concept, with 29 metaphors and 25.21%. As can be seen in the examples given below, the students expressed that traditional games are entertaining with the metaphors they developed. Examples of answers regarding the metaphors belonging to this category are quoted below.

(S6) *Traditional game is like physical education class because it is very entertaining just like physical education class.*

(S73) *Traditional game is like strawberries because it is both enjoyable and sweet.*

(S13) *Traditional game is like a bell [which marks the end of class time] because it is fun to watch those playing outside.*

(S22) *Traditional game is like a door because it opens to the fun.*

(S101) *Traditional game is like a test book because it is entertaining.*

(S96) *Traditional game is like mathematics class because it is great and enjoyable even though it is complicated.*

### **Traditional Games as "Other" Category**

The "other" category (16.52%) includes metaphors that have not anything in common. In this category, students produced different metaphors. Examples of students' answers regarding this category are quoted below.

(S98) *Traditional game is like make-up because it makes us look beautiful.*

(S102) *Traditional game is like a pocket knife because sometimes you use it.*

(S17) *Traditional game is like torture because you need someone to play with.*

(S87) *Traditional game is like Istanbul because you will not enjoy it when you are alone, and you cannot bear it when it is crowded.*

### **Traditional Games as Abstract Concepts**

In the category of abstract concepts in the research, 12.17% of the participants likened traditional games to things that we cannot see in this world and to concepts that can be seen but are abstract. Examples of students' answers belonging to this category are quoted below.

(S61) *Traditional game is like the devil because it wastes our time and is a waste of time.*

(S106) *Traditional game is like a band-aid because it wraps us inside.*

(S42) *Traditional game is like a party because it adds pleasure to our life.*

### **Traditional Games as Culture / Permanence**

In this category, students emphasised that traditional games can be transferred from generation to generation reflecting our culture. There were also students who stated that traditional games will never disappear. Examples of answers regarding the metaphors belonging to this category are quoted below.

(S38) *Traditional game is like folk culture because it has been played from the past to the present.*

(S50) *Traditional game is like fire because it does not disappear immediately.*

(S2) *Traditional game is like fairy tale because they are Turkish games.*

(S109) *Traditional game is like educational entertainment because the lived experiences are real and memorable.*

### **Traditional Games as Boredom**

In this category, students pointed out that traditional games are boring. Examples regarding the metaphors belonging to this category are quoted below.



(S14) *Traditional game is like a Turkish course because it is rather boring.*

(D1) *Traditional game is like a supporter of Fenerbahçe football club because it is both boring and not exciting.*

### **Traditional Games as Usefulness**

In this category, students noted that traditional games benefit them. Examples of answers reflecting this situation are quoted below.

(S34) *Traditional game is like fruits and vegetables because it has benefits for our body.*

(S88) *Traditional game is like broccoli because even though it is useful and helps us to socialize, it is rarely preferred.*

(S83) *Traditional game is like medicine because it makes us feel better when we take it.*

### **Traditional Games as Connection**

In this category, students highlighted the unifying and socializing aspects of traditional games. Examples of answers regarding this category are quoted below.

(S112) *Traditional game is like a rope because if an argument breaks out and resentment occurs between friends while playing, the rope breaks, making it difficult to join back.*

(S91) *Traditional game is an ancient Turkish nomad group "oba" because you will need at least two people to play, which is similar to "oba" formed with many people.*

(S103) *Traditional game is like socializing because it is played with a group of people and strengthens their bond.*

(S3) *Traditional game is like love because it is played in the context of friendship.*

### **Traditional Games as Diversity**

In this category, students emphasized that traditional games are diverse. They drew attention to the high number of games. Examples of answers regarding this category are given below.

(S74) *Traditional game is like a forest because it contains everything in itself.*

(S7) *Traditional game is like a pencil case because there are many kinds of games in it.*

### **Traditional Games as Education**

In this category, students highlighted the educational aspect of traditional games. While some students likened traditional games to the concepts they encountered at school, other students connected it to education with out-of-school concepts. Examples of metaphors belonging to this category are quoted below.

(S110) *Traditional game is like a book because it educates people.*

(S94) *Traditional game is like a teacher because it teaches.*

(S32) *Traditional game is like a new life because it teaches you new things.*

### Traditional Games as Addiction

As for the metaphors under this category, it was noted that the students emphasized the negative aspects of traditional games. They stated that traditional games are addictive and that it is quite difficult to stop playing. Examples of answers regarding this category are quoted below.

(S84) *Traditional game is like sunflower seeds because you cannot stop while you are playing.*

(S12) *Traditional game is like chocolate because the more you play, the more you want to continue to play, so it is like wanting to eat more when you have just eaten chocolate.*

Table 2 presents below the metaphors developed by the students participating in the research for the concept of digital games.

Table 2. Categories related to the Metaphors Developed by the 7<sup>th</sup> Grade Students about the Concept of Digital Game

Categories	Metaphors	Frequency	Percentage
Addiction	Cigarettes (11), alcohol (2), chocolate (2), drugs (2), prison (2), angel (2), a bad habit (1), nerve (1), microbe (1), football (1), lock (1), chain (1), cable (1), phone (1), sword (1), snail (1), food (1), junk food (1), killing time (1), beautiful water (1)	35	30.43
Abstract concepts	Water (3), clock (3), second life (2), fantasy (2), darkness (2), time (1), angel (1), victory (1), free time (1), dream (1), switch-off button of a lamp (1), death (1), space (1), pressure (1), everything (1), diary (1), stream (1), waterfall (1), championship of Galatasaray football club (1)	26	22.60
Other	course book of the Ministry of National Education (1), mirror (1), teacher (1), book (1), knife (1), hell (1), garbage (1), trash can (1), enemy (1), paper (1), taking time for yourself (1), console (1), taking a break (1), robot (1), black cloth (1), technology (1), laziness (1), pot (1), space (1), way of life (1), match of Besiktas football club (1), mind game (1), reward (1)	23	20
Entertainment	Clown (2), mathematics class (2), brain cube (1), entertainment (1), musical instrument (1), amusement park (1), party (1), song (1), feast (1), trade (1), saviour (1), park (1), match (1), junk food (1), victory (1), unlimited time (1)	18	15.65

Categories	Metaphors	Frequency	Percentage
Food	Dessert (2), junk food (1), food (1), pepper (1), packaged food (1), hamburger (1)	7	6.08
Individual	Brother/sister (2), step brother/sister (2), full brother/sister (1), friend (1)	6	5.21
Total		115	100

When Table 2 was examined, it was found that categories of addiction (30.43%), abstract concepts (22.60%), and other (20%) stand out. The defined conceptual categories and examples of metaphors that make up these categories are presented below.

### Digital Games as Addiction

30.43% of the participants developed metaphors within the category of addiction. As seen in the examples given below, students emphasized the addictive aspect of digital games. Examples of answers regarding the metaphors belonging to this category are quoted below.

(S19) *Digital game is like a chain because it makes us addicted to the screen.*

(S10) *Digital game is like chocolate because it is addictive.*

(S32) *Digital game is like cable because it connects you to it, so it becomes addictive.*

(S84) *Digital game is like a snail because when it sticks, it does not go away.*

(S6) *Digital game is like a microbe because when it sticks to you, you cannot get rid of it.*

### Digital Games as Abstract Concepts

22.60% of the participants produced metaphors for abstract concepts. As demonstrated in the examples given below, the metaphors produced by the students explained the digital games in abstract terms with their imagination and the emotions they feel. They also expressed some abstract concepts with concrete words. Examples of answers regarding the metaphors belonging to this category are quoted below.

(S31) *Digital game is like a second life because in short, it is like virtual life.*

(S85) *Digital game is like the switch-off button of a lamp because digital games take away our light and drag us into the darkness.*

(S91) *Digital game is like a dream because, in digital games, many things happen the way we want.*

(S51) *Digital game is like time because when you play, you do not realise how fast time is passing.*

### Digital Game as "Other" Category

The other category (20%) includes uncategorised metaphors that do not have a common point. Among these metaphors, students often talked about interesting concepts. Examples of this situation are quoted below.

(S17) *Digital game is like a reward because you do not need anyone.*

(S38) *Digital game is like a way of life because people can earn money and change their lives thanks to digital games.*

(S114) *Digital game is like the course book of the Ministry of National Education because it is standard everywhere in Türkiye and in the world.*

(S101) *Digital game is like a pot because it forbids us to do something.*

### **Digital Games as Entertainment**

Students who produced metaphors in this category drew attention to the entertaining aspect of digital games. Examples of answers regarding the metaphors belonging to this category are quoted below.

(S115) *Digital game is like a clown because it entertains us.*

(S78) *Digital game is like an amusement park because it is very diverse and enjoyable.*

(S113) *Digital game is like junk food because it is harmful to health, but you enjoy playing.*

### **Digital Games as Food**

In this category, students explained digital games with metaphors of food. Examples of answers regarding the metaphors belonging to this category are presented below.

(S18) *Digital game is like dessert because when you play, you feel content.*

(S39) *Digital game is like food because if we eat the same food for a month, we get bored and do not want to eat it any more.*

### **Digital Games as Individual**

In this category, it was revealed that students internalize digital games and explain them as one of their family members or friends. Examples of answers regarding the metaphors belonging to this category are presented below.

(S44) *Digital game is like a brother/sister because I love gaming very much like I love my brother/sister.*

(S49) *Digital game is like a step brother/sister because you build a warm intimacy with people you do not know.*

(S35) *Digital game is like a friend because, in digital games, you can spend time.*

### **Discussion and Conclusion**

In this section, the findings were analyzed according to the categories, and the categories were discussed according to their similarities and differences. Considering the category of "entertainment" for both types of games, it was determined that the metaphors in this category emphasized the entertaining aspects of both types. Akandere (2013)

stated that playing allows the child to control their emotional reactions, get away from their problems, gain self-confidence, and most importantly, experience the feeling of fun and entertainment through feelings of joy and pleasure. When these two categories were compared, 29 of the participants explained traditional games with metaphors associated with entertainment, while 18 of them used such metaphors to explain their perceptions of digital games. From this point of view, it was found that traditional games are considered more entertaining than digital games. Based on the explanations of the participants, it is possible to claim that the reason for this finding is that playing games with those whom individuals know and are physically close to is more entertaining.

When the category of "addiction" was examined for both types of games, it was concluded that the games were addictive by nature. The concept of traditional games has four metaphors developed in this category, while the concept of digital games has 35 metaphors. When we examined this category for both types of games, it was found that traditional games are less addictive than digital games. Pallesen et al (2015) define video game addiction as playing computer games (digital games) excessively and obsessively despite causing social and emotional problems and the inability of the individual to control this extreme behavior. Game addiction is similar to other addictions in many aspects. In their study, Müller et al. (2014) gave examples of this similarity such as addicted individuals' sudden desire to play, restlessness, inability to control their playing behaviors, and increased tolerance in the time and frequency of playing. The situations mentioned in the relevant studies support the outcome of the current research study.

When the category of "abstract concepts" was examined for traditional games and digital games, it was noticed that some students created quite interesting metaphors. This category is important for both types of games as well as for the present research study. When we compared the concepts of traditional games and digital games based on the number of metaphors, it was noted that the concept of traditional games contains 14 metaphors, while the concept of digital games contains 26 metaphors. It is possible to claim that one of the main reasons for this finding is that digital games are in a virtual world, which is why students explain this type of game more as an abstract concept than a traditional game. On the other hand, it was concluded that the participants stated that the games provide a sense of pleasure and that not only the sense of pleasure but also other emotions are felt quite frequently in the game. Children learn many emotional reactions such as happiness, joy, pain, pity, fear, anxiety, friendship, enmity, grudge, hatred, love, being loved, trusting, dependence, independence, and separation through playing (Doğanay as cited in Pehlivan, 2012). It is possible to note that the obtained metaphors reflect this finding in this regard.

As for the "other" category for both types of games, the reason why this category was created is that metaphors could not be grouped into any category. It was determined that under this category, the participants highlighted the need for someone in traditional games and not needing anyone in digital games. When the two metaphors were compared, it was concluded that the student had difficulties in finding friends and socializing in the digitalized world. Supporting this situation, Gökel (2020) stated in his study that children have recently encountered problems such as the inability to express themselves, withdrawing, not talking much, lack of self-confidence, wanting to be alone, not participating in social activities or being unresponsive, communication problems, aggression, loss of concentration, shyness, restlessness, poor performance (in lessons and mobility),

getting bored quickly in social environments, eye disorders, spending most of the time with technological tools, joint disorders (finger, wrist, elbow, neck, and shoulder), deterioration in the back, waist, bone, muscle structure and fatigue, irritability, aggressiveness, lying, lack of attention, and sleep problems. It is an interesting finding that one of the participants under the same category likened digital games to a way of life and stated that digital gaming has become a business sector. Digital games are ahead of traditional games in this respect. Students consider turning digital games into a profession to earn money as a career plan. However, this situation is not valid for traditional games.

Whereas some categories are the same in the metaphors produced for the concepts of traditional game and digital game, some categories differ. The main reason for this difference is that while some aspects of the two types of games are quite similar, they differ from each other in certain aspects. The categories that are different are the categories of "food", "individual", "culture / permanence", "boredom", "usefulness", "connection", "diversity", and "education". While the categories of "food" and "individual" belong to the concept of digital game, the categories of "culture / permanence", "boredom", "usefulness", "connection", "diversity", and "education" are the ones belonging to the concept of traditional game.

Among the findings reached regarding the category of "food", it was determined that the participants emphasized the harmful aspect of digital games. In parallel, as a conclusion of the study by Griffiths and Meredith (2009), it was stated that digital games proved to have many physiological effects on children. These physiological effects generally cause problems such as carpal tunnel syndrome, dry eyes, headache, backache, irregular eating habits, disruption of personal care and hygiene, and sleep disturbance (Hazar et al., 2017). Considering the category of "individual" specified only for the concept of digital games, the students compared the games to real-life individuals. The reason for this behavior is supported by Pehlivan's study (2012), arguing that children can observe and experience the emotional relationships and reactions of individuals who play more than one role in society, such as mother and child, father and child, teacher and child, mother and father, and that children reveal a mother's emotional relationship with her child in the same way as they observe in their own family. In addition, Pehlivan (2012) touched upon sibling love, and the present study similarly demonstrated comparisons between children's love towards their siblings to their interest in playing games. When this finding was elaborated, it was possible to conclude that digital games are loved much. On the other hand, it can also be claimed that this situation might turn out to be harmful in the future. On the contrary, in the category of "culture / permanence", students highlighted traditional games by expressing that traditional games are permanent, reflect the cultures they belong to, and hold national values. This finding revealed the opinion of students that traditional games reflect the culture and are permanent. Özbakır (2009) expressed this argument as the games were preserved directly by those who played them and transferred to future generations. When the category of "connection" was examined, it was possible to claim that the participants emphasized that traditional games strengthen the bonds between people. On the contrary, the concept of digital games does not have such a category because they are played virtually, which means there is no face-to-face communication.

Considering the category of "boredom", which is only included in the concept of traditional game, it was emphasized that traditional games are more boring than digital games. When the tables were examined, it was

determined that there were no participants who indicated digital games as boring. Based on this finding, it can be concluded that the participants found traditional games more boring than digital games. Similarly, when examining the category of "usefulness", which is only included in the category of traditional games, it can be claimed that the students see traditional games as more harmless than digital games. However, when we reviewed the metaphors, they showed that traditional games are less preferred. The most important reason for this finding is the decrease in the places where traditional games are played. Participants need a suitable place to play traditional games; therefore, they do not prefer this type of game due to reasons such as unsafe streets and the increase in the number of buildings. Researchers also note that in the past, children played in open playgrounds, parks, and streets in interaction with each other; however, nowadays these playgrounds have disappeared, and even the traditional concept of playing has begun to disappear from the minds, which causes, on the contrary, children continue to play at homes, internet cafés, and such artificial playgrounds (Horzum, Ayas and Çakır-Balta, 2008; Kıran, 2011; Kaya, 2013).

When the category of "diversity" was examined, it was interestingly concluded that although there were many digital games, the participants used metaphors indicating that they found more diversity in traditional games. In parallel to the category of "diversity", the category of "education" was only present among the categories of the traditional game. It is an irrefutable fact that games educate children. Children learn to explore the environment, socialize, and explore through games. Many studies support the direct proportion between the playing experience and the development of a child's cognitive abilities (Hazar et al., 2017).

The data obtained as a result of the analyses prove that many of the used metaphors are parallel to the definitions of traditional games and digital games in the literature. It was determined that the frequency of playing traditional games is decreasing while the interest in these games is gradually disappearing. The main reason for this decrease is that children cannot find a place to play traditional games, which therefore causing that digital games are more preferred. Students are willing to continue playing traditional games; however, they find it very difficult. On the other hand, it was pointed out that students used positive words to define traditional games, showing that they considered them more useful. Digital games, on the other hand, were found to be more enjoyable, but harmful and addictive. Another interesting observation was regarding the variety of games. On the category of "diversity", students created more metaphors for the concept of traditional games, whereas no one mentioned this aspect of the concept of digital games. It is also an important and striking finding that children consider and internalise digital games as a part of their family.

In conclusion, both traditional games and digital games are explained with similar metaphors at certain points, demonstrating that both types of games are structurally similar to each other. On the other hand, the metaphors found among the comparisons for traditional games are more positive than those for digital games. The main reason for this finding could be explained as the fact that traditional games are less addictive than digital games. Emphasizing the harmful and negative aspects of digital games more, students also confirmed the scientific explanations on this issue. The present research study provides an idea about what kind of measures could be taken against the negative aspects of digital games, which have become increasingly common nowadays.

## Recommendations

In line with the findings reached, the following recommendations are presented.

- In similar studies to be conducted in the future, the use of qualitative data such as observation and interviews, in addition to determining metaphors, could provide a more in-depth analysis.
- A comparative study could be implemented by determining the perceptions of students at different levels about traditional and digital games.
- It was revealed that at present, children are more inclined to digital games. In this regard, efforts could be made to popularize traditional games. For this purpose, children could be offered more opportunities to play games.
- Seminars on children's playing orientations could be organized for families and teachers. The implementation of scientific research studies and practices on this subject could also help in eliminating the problems that may arise (for example, digital addiction).

## References

- Akandere, M. (2013). *Eğitici okul oyunları (4th Edition)*. Ankara: Nobel.
- Aksoy, A.B. & Dere Çiftçi, H. (2014). *Erken çocukluk döneminde oyun*. Ankara: Pagem Yayıncılık.
- Aydın, İ. H. (2006). Bir felsefî metafor “yolda olmak”. [A Philosophic Methaphor “To be on the Way”]. *Dinbilimleri Akademik Araştırma Dergisi*, 6(1), 9-22.
- Ayhan, B., & Çavuş, S. (2014). Computer Game Addiction: A Field Study On Adolescents, 12. International Symposium Communication in the Millennium. 15-18 June, Eskişehir, ss. 197- 208.
- Bilen, M. (1989) Plandan uygulamaya öğretim. Ankara: Sistem Ofset.
- Çetin, E. (2013). *Tanımlar ve temel kavramlar, Eğitsel dijital oyunlar*. Ocak, M.A. (Ed.), Ankara: Pegem Akademi.
- Çetinkaya, Büşra (2020). “Altay Köyü’nde Yaşayan Kazak Türklerinin Oynadıkları Geleneksel Oyunlar”. [Traditional Games Played By Kazakh Turks Living İn Altay Village]. *Uluslararası Türk Dünyası Araştırmaları Dergisi*, (3/4), 8-22
- Darwish, D., Esquivel, G.B., Houtz, J.C., Alfonso, V.C. 2001. Play and social skills in maltreated and non-maltreated preschoolers during peer interactions. *Child Abuse and Neglect*, 25: 13-31.
- Erkuş, A. (2013). *Davranış Bilimleri İçin Bilimsel Araştırma Süreci*. Ankara: Seçkin
- Gökçe, O. (2006). *İçerik analizi kurumsal ve pratik bilgiler*. Ankara: Siyasal Kitabevi
- Gökel, Ö. (2020). Teknoloji Bağımlılığının Çeşitli Yaş Gruplarındaki Çocuklara Etkileri Hakkındaki Ebeveyn Görüşleri. [Parental Opinions on the Effects of Technology Addiction on Children of Various Age Groups]. *Kıbrıs Türk Psikiyatri ve Psikoloji Dergisi*, 2(1): 41-47 doi:10.35365/ctjpp.20.2.6
- Gözler, A. (2018). Türkçe Öğretmeni Adaylarının Türk Eğitim Sistemi Algıları: Bir Metafor Çalışması. [Turkish Teacher Candidates' Perceptions of Turkish Education System: A Metaphor Study]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 19(2), 1341-1356.
- Gözler, A., Turan , M. B., Kenan, K. O. Ç., & Usuflu, O. (2022). Metaphoric Perceptions Of Teachers Towards The “Vocational Working Activities” Concept. *Akdeniz Spor Bilimleri Dergisi*, 5(3), 614-635.



- Griffiths, M. D. & Meredith, A. (2009). *Videogame Addiction and its Treatment*. Journal Contemp Psychother, 9(39), 247-253.
- Hazar, Z., Tekkurşun, D. G., & Dalkıran, H. (2017). Ortaokul öğrencilerinin geleneksel oyun ve dijital oyun algılarının incelenmesi: Karşılaştırmalı metafor çalışması. [Investigation Of The Traditional Game And Digital Games Perceptions Of Middle School Students: Comparative Metafor Study]. *Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi*, 15(4), 179-190.
- Horzum, M. B., Ayas, T. & Çakırbalta, Ö. (2008). Çocuklar için bilgisayar oyun bağımlılığı ölçeği. [Computer game addiction scale for children]. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 3(30), 76-88.
- Kacar, D. (2020). Geleneksel çocuk oyunlarının internet bağımlılığı, sosyal beceri ve stres düzeyine etkisi. [The effect of traditional children's games on internet addiction, social skills and stress level]. Yayınlanmamış Yüksek Lisans Tezi, Gazi Üniversitesi, Sağlık Bilimleri Enstitüsü, Ankara.
- Kaya, B.A. (2013). *Çevrimiçi oyun bağımlılığı ölçeğinin geliştirilmesi*. [Development of an online game addiction scale]. Yüksek Lisans Tezi, Gaziosmanpaşa Üniversitesi Eğitim Bilimleri Enstitüsü, Tokat.
- Kayalı, U. (2011). *Bilgisayar oyunları ile çocuk ve ergenlerdeki psikopatoloji arasındaki ilişkinin araştırılması*. [Investigating the relationship between computer games and psychopathology in children and adolescents] Uzmanlık Tezi, İstanbul Üniversitesi Cerrah Paşa Tıp Fakültesi Çocuk Ruh Sağlığı ve Hastalıkları Anabilim Dalı, İstanbul.
- Kıran, Ö. (2011). *Şiddet içeren bilgisayar oyunlarının ortaöğretim gençliği üzerindeki etkileri*. [The effects of violent computer games on secondary school youth]. Yüksek Lisans Tezi, Ondokuzmayıs Üniversitesi Sosyal Bilimler Enstitüsü, Samsun.
- Küçükbiş, H. F., Özkurt, B., Sirkeci, H. & Öztürk, O. (2022). Geleneksel Oyun Ve Geleneksel Çocuk Oyunlarının Eğitim-Öğretim Programlarındaki Yeri. [The Place of Traditional Play and Traditional Children's Games in Education Programs]. *Elektronik Sosyal Bilimler Dergisi*, 21 (83), 1422-1436. DOI: 10.17755/esosder.972845
- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago and London. University of Chicago Press.
- Merriam, S. B. (2013). Nitel araştırma desen ve uygulama için bir rehber (translated by Turan, S.). Ankara: Nobel Yayıncılık (Original article, 2009)
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Müller, K., W., Janikian, M., Dreier, M., Wölfling, K., Beutel, M., E., Tzavara, C., Richardson, C. & Tsitsika, A. (2014). *Regular gaming behavior and internet gaming disorder in European adolescents: results from a cross-national representative survey of prevalence, predictors and psychopathological correlates*. Eur Child Adolesc Psychiatry, 24(3), 565–574.
- Özbakır, İ. (2009). *Geleneksel Türk çocuk oyunlarında fonksiyonel oyuncu “ebe”*. [„It“, Functional Player In The Traditional Turkish Children's Games ]. Uluslararası Sosyal Araştırmalar Dergisi-The Journal of International Social Research, 2(6), 75-86.
- Pallesen, S., Lørvik, I.M., Bu, E.H. & Molde, H. (2015). *An exploratory study investigating the effects of a treatment manual for video game addiction*. Psychological Reports: Mental & Physical Health, 117(2), 490-495.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. California: Sage Publication.
- Pehlivan, H. (2012). *Oyun ve öğrenme*. Ankara: Anı Yayıncılık.


- Silman, F., & Şimşek, H. (2006). *Türkiye ve Amerika Birleşik Devletleri Okulları ve Merkezi Eğitim Kurumlarına Mecazlar Yoluyla Bir Bakış. [A Metaphorical Overview of Schools and Centralized Educational Institutions in Turkey and the United States]*. Eğitim Araştırmaları, (23), 177-187
- Sümbüllü, Y. Z. & Altınışik, M. E. (2016). Geleneksel çocuk oyunlarının değerler eğitimi açısından önemi. [The importance of traditional children's games in terms of values education]. Erzurum Teknik Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 1(2), 73-85.
- Swindells, D. & Stagnitti, K. (2006). Pretend play and parents' view of social competence: The construct validity of the child-initiated pretend play. Australian Occupational Therapy Journal, 53, 314-324.
- Tuğba, İ., & Büyük, U. (2021). Uzaktan Eğitim Sürecine Farklı Bir Bakış: Öğrencilerin Metaforik Algılarının Belirlenmesi. [The Distance Education Process With a Different View: Determining The Metaphoric Perceptions Of Students]. PEARSON JOURNAL, 6(14), 1-14.
- Turan, B. N., Gözler, A., Turan, M., İncetürkmen, M., & Meydani, A. (2020). Geleneksel çocuk oyunlarına yönelik öğretmen görüşleri. [Teacher views on traditional children's games]. Gaziantep Üniversitesi Spor Bilimleri Dergisi, 5(3), 231-241.
- Yatmaz, A. K., Gökçe, N., Yasin, Ç. O. K., Erdoğan, B. M., & Avaroğlu, N. (2021). Geleneksel oyunların 3-6 yaş çocukların sosyal-duygusal gelişimleri üzerindeki etkisi. [The effect of traditional games on the social-emotional development of 3–6-year-old children]. Eğitim ve Yeni Yaklaşımlar Dergisi, 4(1), 28-39.
- Yengin, D. (2012). *Dijital oyunlarda şiddet. (1st Edition)*. İstanbul: Beta.
- Yıldırım, A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayıncılık.

---

#### Author Information

---

**Muhammed Kürşat Demirgil**


 <https://orcid.org/0009-0000-2569-5978>

Erciyes University

Türkiye

Contact e-mail: [urkedavsan@gmail.com](mailto:urkedavsan@gmail.com)


**Mustafa Korucu**

 <https://orcid.org/0009-0004-6939-2476>

MoNE

Türkiye

**Ebru Ezberci Çevik**

 <https://orcid.org/0000-0003-4219-3296>

Erciyes University

Türkiye