



THE ROLE OF USING GAMES IN ELT: TEENAGERS

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ABSTRACT

The scope of this study is the role of using games with teenagers in English language teaching. This study examines the advantages and the disadvantages of using games in language teaching. This study has two participants. One of the participants is male and the other one is female; therefore, it was a qualitative study. In order to gather valid information pilot lessons were applied throughout the five weeks. The participants were interviewed at the end of the five weeks. The main aim of this research is evaluating the effectiveness of using games in language teaching especially with the teenagers, whose language proficiency level is beginner. The study results have shown that using Jenga game with teenagers increased the learners' motivation, self-confidence and developed learners' communicative and vocabulary skills through collaborative and supportive environment, which led changes in students personality in a positive way.

Keywords: Games, teenagers' motivation, Jenga

INTRODUCTION

There is no doubt that language is the source of communication. If only English is taken into consideration, it can be seen that it is one of the most common ways for people to get in touch on the international level. As English has an international standard it became the lingua franca global language of today's world. That is to say, it became very important part of the people's lives. In other words, as English is used for not only educational purposes but also business, political and social purposes, it became a contact language all over the world. As it was stated above English has an impact also on education beside other fields; therefore, throughout the history new language teaching methods have been developed or proposed by the prominent scholars in order to provide better understanding of how language is used within educational and its social context. It is important to be equipped with the knowledge of how language is used in certain contexts because in today's world English is used more for communicative purposes as it is the most widely used language all over the world. As a result of this development and need for communication with others to be part of the world, language teaching methods have changed from rule-based, which do not give adequate insight about the authenticity of the language, to communicative approach, which provides discourse and genuine use of the language. Some methods have been used until the new ones were born; some of them have been replaced by the recent ones and the some of them becoming more popular as a result of the demand like communicative language teaching approach. Considering these reasons, this study aims to discover the role of using games, which are educational tools, with teenagers in English language teaching. It was aimed to examine how games are effective or ineffective to provide learners high motivation to learn a new language especially to learn English. Therefore, the scope of this lesson remains limited with English Language Teaching field as the study conducted with the intention to show how much new educational tools like "game" used with teenager in ELT provided meaningful language input for the users of the target language.

Review of the Literature

On one hand there are teachers support the use of games in English language teaching, but; on the other hand, there are teachers who see games as a waste of time. It can be said to some extend that

there is an importance of using games in language teaching because playing a game already exists in human nature. The more people get older the more they hide their childish sides because of biases of others towards them although they still want to be at those ages; in contrast, children learn through playing games because this is the easiest way for them to imagine and contact with the objects and the world around them so whenever a game is established in language classes, the students' motivation is believed to increase based on the common sense. However, this situation can change from context to context, from students to students, who have different learning styles, from teachers to teacher and finally from materials to materials, which either maybe interesting or boring. Based on this, it will be beneficial to first know the definition of *game*. In Prodromou's study (as quoted in Palánová, 2010, p.8), "What is a game? One working definition is that of an enjoyable activity involving an objective that is achieved by following certain rules, usually in competition with one or more other people." In other words, games establish an entertaining and challenging atmosphere in which a task has certain boundaries that the opponents should follow. Another definition that adds richness to this study was proposed by Wang (2010), as it was stated above the new methods developed and put the importance of communication as the primary goal of language learning especially in Communicative Language Teaching. The communicative skills of the learners are aimed to be improved by providing learners meaningful and variable input as much as it is possible by engaging them with an activity, which gives them opportunity to use the target language. In that sense this techniques give students the freedom to use their own communicative skills, which shows that they are active during the learning process while exploring the meanings. Considering these factors, it can be said based on the source that some of the effective means of teaching English in CLT (Communicative Language Teaching) are "song", "role playing", "dramas", and "games". Shortly, according to Wang (2010), it can be stated that games are one of the influential tools that establish a learning environment in which the learners are expected to fulfill the tasks that leads them to both be exposed by the meaningful input and given opportunity to develop their productive skill which is communicative skill. Furthermore, it can be observed that the use of game has impact on the learners' self-realization like "self-confidence"; consequently, this results in changes in terms of the potential of the students (Fuscuard, 2001 as cited in Boyle, 2011, p.3). For instance, there are not only successful learners but also unsuccessful learners in a class; as a result, the difference between these learners decreases. Lastly, the definition, which will be a kind of recap of all above was proposed by Collins Cobuild, (1987:598, as cited in Sánchez, Morfín and Campos, 2007) game is defined as a kind of task that embeds integrated skills in with source of knowledge or chance factors that players should obey some rules that are settled so that they can compete with each other to reach to the end point. Taken all these factors above can be evidence that the use of game has big role in education especially for the English language teaching, which opened new ways of seeing teaching more than grammar teaching. Although these definitions can give you partly insight about how much the use of game can be effective or not in ELT, these are still not enough for you to reach a comprehensive conclusion about this study; therefore, you need to know what type of games are used for which purposes because this analysis will help you gain more insight about this study and its scope.

Teaching is a process in which teachers need to be reflective and adopt an eclectic way of teaching by which they use mixture of methods instead of relying only on one method, which may be monotonous after a while and inhibit learning. Similarly, games are seen as educational tools since they provide opportunities for teachers to change the methodology in order to break the monotony of the lesson and bring some fun during the teaching and the learning process with different kinds of implementations. This dynamic phenomenon brings many numerous means of establishing games. As a result of this dynamic interplay, game categories have been identified for different traits of instruction. According to a study which brings up the term called "four dimensional framework" stated by Freitas (Learning in Immersive Worlds, 2006) that is: "... picks out four generic principles: context, mode of representation, pedagogic approach used and the specific about the learners...". It is obvious that it is not only enough to focus on the game itself, it is necessary to consider in which context the game is used in what ways with whom because there are many parameters within this interplay. Based on Freitas's four dimensional frameworks stated above, there are different categories of games that are used as educational tools, which are taken from this book below are:

- "Educational games
- Online games

- Serious games
- Simulations”

As the scope of this study focuses on the educational side of the adapted material, which was Jenga game, only serious games and educational games were taken into consideration during the whole study. In order not to lead misunderstandings, it is important to be aware of the distinctions between these two terms. The first one called educational games refer to “rule-based play” (Wittgenstein, 1958 as cited in Freitas (Learning in Immersive Worlds, 2006). In addition to this, the second one called serious games refer to games “...in which the primary goal is education rather than entertainment” (Michael and Chen, 2006 as cited in Freitas (Learning in Immersive Worlds, 2006). Both of these terms will be discussed with examples in the following pages. However, these two types are not the only one that applicable to this research the others are:

- “Structure games
- Vocabulary games
- Number games” (StojkoviĤ and JerotijeviĤ, 2011).

Each of them focuses on different types of areas of language. For example, Structure games mainly focuses on grammar sentences called syntax especially for communicative purposes. When it comes to the vocabulary games they are mostly related with the words whereas number games are related with digits. In addition to these above, these categories can be multiplied by the contribution of the scholar called Brno as below:

- “Cooperative games
- Communication games
- Competitive games
- Code-control games” (Musilová, 2010, p.17)

Of course each of the category has importance on their own; nonetheless, the two called cooperative and communication games are more important for the purpose of this study because one of them, which is called cooperative games, looks the point of developing tie or relation between the students or groups of students whereas the latter one looks the perspective of transferring knowledge through the use of the language. These two are important because the organization of the game that was used during the pilot lessons was based on these two as well as the others that were mentioned above. After all details were given about the definition of game and its types it is equally necessary to touch upon the learning styles differences because each student is regarded as a unique person who has unique ability of learning a language. Considering the use of game, it can be said that not all game types fit into different learning styles; therefore, it is important to reach an understanding of each learner may have different abilities at once but they are the master of the dominant ability of learning, which is considered during the teaching and learning process. A valued saying can summarize what was stated above. Murray, H.A. & Kluckhohn, 1953 (as quoted in Musilová, 2010, p.15) states that “Every man is in certain respects (a) like all other men, (b) like some other men, (c) like no other man”. We as humans may look like similar in some traits but not all people are same all the time, we as humans have different characteristics, personalities, behaviors, emotions, thoughts, feelings and also learning skills; that’s why we are not identically same. We resemble to each other to some extent but this is not valid for all the time, we may be totally different from each other as well. These differences could bring up individual differences; therefore, learning styles exist in this multi-dimensional phenomenon. Considering the 21st century games have become more crucial units of teaching due to their harmonizing different styles of learning in an analytical setting, which requires students to use their decision making skills (Squire, 2006, as cited in McClarty et al., 2012). According to the definition proposed by Keefe 1979 (as quoted in Šabatová., 2008, p.18) learning styles described as "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment." It can be inferred from these statements that learning style is one of the important traits beside the cognition, affection and physiological traits that each of them has influence on how students see the world around them, how they show presence in getting into touch with others and giving feedbacks in return to these interactions in the learning environment. Throughout the history new learning styles were discovered as a result of longitudinal studies. Now, there are eight types of learning styles that were suggested by Howard H. Gardner; however, only two out of eight will be analyzed in this study as the participants’

learning style mostly fit into tactile (Kinesthetic) and Visual, which will be exemplified in the following pages. In order to make it clear, it is essential to know why learning styles were given place in this study. The reason is that each individual has different kinds of learning aptitudes. For example, some learners learn the given input visually, auditory, verbally or physically whereas others learn vice versa (Franzoni, A. L., & Assar, S. 2009). Although these factors have taken into consideration or it is expected so but in reality they may not be regarded as important when selecting a teaching material. The fact that the course-books are produced generally in a standardized way suggesting that each learner will be on the same page and they will provide equal education to all learners in a class regardless of their proficiency level but when it comes to pragmatic use they do not suit well students' schemata, cultural setting or even students' determined learning abilities. It could also be said that learners differ and the educators should be aware of these differences and modify the lesson with its method and materials according to these differences by using guidance like course books but not as the only source or authority because the students are a mix of strong, weak, reluctant or willing to learn or motivated and the unmotivated ones with different learning skills like some of the students may learn better with listening a song as they have auditory skill whereas some may learn better by visualization. If the case was different; that is to say, if teaching materials produced or the way teachers adopted the teaching styles were student-centered, which provides opportunity to meet each individuals' needs the outcome would be more effective. In other words, the learning could become more comprehensive and easy to internalize, which sounds more authentic way of learning a language (Rose, 1998, as cited in Franzoni, A. L., & Assar, S. (2009). Having considered these, the teaching method that was based more on the course-books, which is called traditional teaching and its supplementary materials pretend to offer students advantage of gaining benefit from the learning process, but the real conditions are different because these materials are still not reaching all the students in the class, the process itself in a way ignores some of the students that do not match with the materials (Rose, 1998, as cited in Franzoni, A. L., & Assar, S. (2009). Looking from the general perspective by including these above, it can be said that the material that was used during the five week pilot lessons was prepared according to the purpose of the lessons and the students' characteristics consist of personality, learning styles, attention span and proficiency level. The results will be discussed later in this study. Having considered all these factors above it is reasonable to look at the importance of using games with teenagers in English language teaching, which has both the advantages and disadvantages of using games as instructional tools in language teaching that were proposed by many scholars. Some of the major reasons why there are advantages of using games as educational tools will be discussed in the following paragraphs.

According to McCallum (as quoted in Yolageldili, G., & Arıkan, A., 2011), "games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques". By considering these sentences, it can be said in another way that if games are used in an organized way, they can be one of the effective tools to increase the students' motivation level by catching their attention. In addition to this advantage, according to Crookal (1990, as cited in Yolageldili, G., & Arıkan, A., 2011) games are seen as important factors to lessen the anxiety level during the language learning process that the learners feel. As the language learning process involves both learning and making mistakes since it is because of the nature of the learning, the learners may feel under pressure to use the target language properly and they may become more hesitant because of the fear of making mistakes and judged by their teachers due to their mistakes. These feelings may become positive feelings with the help of games that helps learners to improve self-confidence. From a general perspective, the reasons can be summarized simply as games enhance learners' motivation and lessen the anxiety level of the students; therefore, using games provides advantages to teachers that they can benefit from. To exemplify the advantages more, Lee, 1995 (as cited in Stojkoviĥ, K., M. & Jerotijeviĥ, M., D., (2011), stated that "games may represent a break from the usual routine, but they can also be highly motivating and challenging. Furthermore, games are a successful encouragement for students to interact, communicate and sustain the effort of learning and they provide a meaningful context for language use, generate fluency, lower anxiety and introduce fun and relaxation." Based on these statements above, it can be said that games regarded as a stimuli that trigger students' curiosity, enthusiasm and humor during the learning process similarly games do not provide opportunity only for students but teachers as they bring a different atmosphere in the class by enhancing the relationships between students and the students and the teacher with authentic use of

language and setting. Like above, the other advantage of using game as educational tool with teenagers, which was retrieved from an internet source, is that games used as language teaching tool embed “verbal and analytical elements”, which regardless of the gender and the age of the students can succeed at. To put it differently, considering the learning process, there may be distinctions between female and male students, which were not the aim of this study, like male students are more extroverted and talkative comparing female, who may be introverted and hesitant during the learning process. The use of game in this case let both gender to use their “strategic thinking”, which is inevitable to keep teenagers silent at the end of the lesson since they have readiness and desire to show themselves to others; therefore, either they do mistakes or not, that will not be problem for them at that ages. Considering all these have shown the impact of game on the teenagers during the learning English. Making errors either in written or spoken language is a factor for most of the learners who hesitate to use language during the learning process despite using games can provide regular praxis, which decreases the possibility of the negative outcome, which is mostly correlated with setback. Conversely, being unsuccessful is seen as complementary unit of the learning experience (Gee, 2009; et al, as cited in McClarty et al., 2012). On the contrary, being unsuccessful may affect the learners positively as they develop a kind of intrinsic motivation on their own to overcome their failure next time. As has been shown, being successful may not always dependent on the use of materials in the lesson but it may be directly related with the students’ motivation levels. Therefore, the two types of motivation called intrinsic and extrinsic motivation were taken into consideration during the analysis of the students responds. As far as the advantages of implementing game into ELT were concerned, from now on, the other side of the coin, which brings up drawbacks, will be discussed in the following paragraphs.

On one hand using games as instructional tools has some advantages; on the other hand, there are some disadvantages of using games based on the researches conducted throughout the years, which should not be ignored and will be discussed later. However, some teachers think that using games in English language teaching may not be appropriate because of several reasons, which I am going to touch upon some of them in the following paragraph.

According to an empirical study conducted by Niñ and Leskovac during the 2010/2011 school year in one of the Primary Schools in Southern Serbia’s, some drawbacks and obstacles were diagnosed about the usage of games in EFL classrooms. Those drawbacks are as below:

“1) discipline issues, learners may get excessively noisy.

2) Staying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning.

3) If games are already familiar or boring, students might not get equally involved.

4) Some learners, especially teenagers, may find games unnecessary and childish.” (StojkoviĤ, K., M. & JerotijeviĤ, M., D., 2011). Based on these results above it can be said that establishing games during the language teaching requires well-organized, systematic ways and multiple perspectives that do not lead any lack of necessary components of teaching such as *disciplinary* components, which sustain the harmony in the classroom, the components fit for the *purpose* like the aim/objectives of the lesson, instructions that shape the route of the lesson, the other crucial aspect of teaching is related with the *motivational factors* and as the last trait is related with the *students’ age characteristics* and profile as these were well exemplified in the study.

METHODOLOGY

This study was designed with an aim to explore the role of using game called Jenga with teenagers in ELT in English classes. Therefore, the nature of this study will be descriptive. As the nature of the study is qualitative there were limited number of cases; therefore, the flow of this study goes from the general point to more detailed and narrowed points. The qualitative studies require more detail especially when the participant's point of view is given priority; therefore, qualitative study is different from quantitative study in terms of the former one seeks more "actor's perspective view" whereas the latter one mostly depends on the "remote", "inferential" and "empirical" way of approaching a phenomenon, (Silverman, 2005, p.10). In order to gather reliable and valid data the used model was naturally occurring context like audio recording and transcripts (Silverman, 2005, p.102).

Two high-school students voluntarily participated in this research. The selection of the participants was done randomly. The participants were given the Anglia placement test and Learning style test. However, since the nature of this paper is not quantitative, the Anglia Placement Test will not be given and explained in this research the only test will be discussed in the discussion part is the Learning Style Test. The Anglia test was conducted in order to define clearly the proficiency level of the students, which is also important for the scope of the lesson as material was adapted according to them although the test results will not be analyzed. The participants' age is around 18; therefore, they were called as teenagers throughout the study. The participants were the good representative of their gender; one of the participants was male (boy) and the other one was female (girl). They were high-school students and their proficiency level is between beginner and elementary. They were not potentially elementary level learners; therefore, they were beginner level learners according to the results of the Anglia Placement Test. Their learning styles slightly varied because the learners mostly fit into the categories called respectively: Tactile, Visual and Auditory. Their learning styles were very important for the purpose of the study because it was believed that using Jenga game (Physical and Mental game) would provide opportunity to be active in the learning process by using their motor, mental and visual skills.

A questionnaire was prepared by the research conductor and it was used during the interview. The questionnaire consisted of five questions and leading questions therefore it is semi-structured one. The participants were informed about the aim of taking part in this questionnaire. Each participant was interviewed for one hour and their responses were recorded and the whole interview was transcribed. The other instrument was used in order to clarify the difference in students' learning style was the Learning Style Inventory Test, which highlighted the dominant learning intelligence of the participants. The participants were informed about the aim of taking part in this questionnaire and taken permission from each of them beforehand.

DISCUSSION AND DATA ANALYSIS

The learners ended the five week lessons with positive notes. However, this study did not focus only on the positive sides in order to sustain the reliability and the validity of this study but it also focused on the negative and inefficient sides, which may be developed and which will be further highlight for the continuation of this study. It would be a nice starter to start the discussion with a nice ancient proverb which was taken from China "Teach me and I will forget. Show me and I may remember. Involve me and I'll understand..." (as cited in Banfield, J., & Wilkerson, B., 2014, p.2), which underlined the importance of experiential learning, which is important in education. Both of the learners put the importance that they have learned English by exploring the meanings through playing jenga with the interaction they had with each other. This idea can be understood from the sentences of boy and girl, which will be displayed respectively as below:

T: Okay, if you consider these above, do you think that it was a competitive atmosphere or in contrast to it, it was a collaborative atmosphere?

B: I think both of them. On the one hand there was a collaboration; on the other hand there was a competition because we played a game has an aim, which was not to fall down the jenga tower.

On the one hand, we were trying to figure out who was going to fall it down; on the other hand, we were learning unconsciously (T-himmm).

T: Yes it can be understood from these that although we have finished learning you can still remember. Eemmm, have you found any opportunity to use the knowledge you have learned in your own daily life, did jenga provide this chance/opportunity?

G: Yes it did. I can use that knowledge. As I was talking without knowing the rules, there was a habit of me like using (T-wrong rules) wrong rules and I have learned now that I can make sentence by using appropriate verbs.

By looking at those utterances taken from two different interviews, it can be stated that both of the learners stated that they learned something during this process either unconsciously or consciously. Although the boy stated that both collaborative and competitive atmosphere helped him to involve him more in this learning process and learn something while living it the girl said that she realized how much her habits have changed especially when making sentences and using appropriate words that give the meaning. These points are directly related with the involvement and experiential learning as Dr. David Kolb stated that learners knowledge is shaped during the learning process like “thoughts are formed” then “re-formed through experience”, “thus creating new knowledge and deeper understanding” (as cited in Banfield, J., & Wilkerson, B., 2014, p.2). Similarly, according to the idea of de Jong van Joolingen (1998, as cited in McClarty et al., 2012) if the zone of proximal development of the learners are aided or increased by means of guiding, helping or even games this can lead learners face with difficulties but at the same time the more they face challenges and problem the better they become successful solving problems on their own and finding a way out and that is called learning by discovering. Likewise, both of the learners (boy&girl) put the focus on communicative, entertaining and fun side of the lesson, which were found important even in the literature. If we go back and search about the first language acquisition, we can come across with the idea that playing plays an important role socially, mentally, psychically, during childhood when learning a language because playing a game was seen a voluntary act which motivates the agents intrinsically and increases the level of self-efficacy of the learners, which is also another important drive during the learning process; therefore, it is accepted as the universal mode of learning, which is still debatable though. Those knowledge have remained valid up today. The same idea still exists and game is seen as self-rewarding and motivating act in today’s educational theories. For example the boy asked question like “How did Jenga or the use of game help you during the language learning process? If so how did it help? If no, why not? Can you explain these by giving examples?” and he explained it as below:

T: I got it, I see. Okay, (nodding & smiling). Okay, let’s move on the third question. How did jenga or the use of game help you during the language learning process? If so how did it help? If no, why not? Can you explain these by giving examples?

B: Yes I can explain. It helped errrr, I elaborated on my existing knowledge, I have learned those I don’t know. I remembered those which I learned in the past. Moreover, while we were playing jenga, we communicated. We didn’t need to write the dialogues on a piece of paper. Errr, we did with each other err with my friend. Errr my friend asked me some parts of the dialogue and I asked her and we both answered orally because we didn’t need a feel to write them down. Err I think, it’s good and entertaining in deed. My suggestion is everybody should do this because it should be used in every lesson. As it is attractive and attention grabbing. It increases the demand of learning more.

T: It increases and it becomes more effective in terms of motivation you say?

B: Yes, I mean, I don’t regard this thing as natural or it was unfamiliar to me at first because I didn’t think that we will learn something but after I came to lectures, it has changed very much and it became a different kind of fun in the course. Fun and lesson.

Equally the girl responded the same question as follows:

T: Alright, how did the use of Jenga help you in ELT? If so, how? If it didn’t help, what can be the reasons of this?

G: It actually helped err it improved my speaking. For example, I confuse usually some numbers but when I pulled out a block on which the numbers were written, provided me opportunity not to confuse the numbers any more with this experience.

G: I have never had a chance to try such thing because the teacher followed the traditional way of teaching in which she used books and handouts. That's why the jenga game sounded different and interesting for me this experience was so attractive and good.

Based on these theories and ideas above in can be inferred that the learners of all ages especially children and teenagers like games because they provide sufficient feeling of motivation, self-efficacy, fun, challenge, collaboration, scaffold and so and so forth. According to the findings of a research done by Birova*, I., Y., in 2013, it was declared that it isn't so much matter of the age of the learners as the learners may vary in terms of how they regard the use of game in learning process; some of them may be more willing whereas some of them may be more reluctant. However, the point is that how appropriately the game is established in a way that the learners can find themselves suitable roles. Therefore, Birova* added that it would be better and beneficially if the game is played with two or three groups of participants as this application decrease the level of anxious of some learners. Here the learners stated that they learned with fun, which was the totally opposite of the way they gone through called traditional way of teaching and learning process in which the learners were provided paper based activities, in which the learners mostly use their analytical thinking ability. However, Jenga provided the learners enough opportunity to use both mental skills like thinking, making decisions and analyzing whilst they were using their body to walk around the tower to choose one block which increased their involvement in the lesson intrinsically, which was unusual for them. Even more importantly, intrinsic motivation is more important than the extrinsic motivation based on Vernon (2006, as cited in Musilová, I., Bc., 2010). What he said was although the young learners as my participants do not find any meaning to learn language units as grammar; they do not want to put effort during the learning process. They have not reached an understanding why learning grammar is important because of the lack of enough internal force or encourager. In that case the intrinsic motivation provides enough trigger intrinsically; thus, they will be open for gathering information if also game is appropriate and good enough by considering all these factors. What the participants said was supporting those ideas above as below:

T: Thank you (smiling). Okay, was your material appropriate to your age characteristics? When you think yourselves, did you feel childish or emm, was it appropriate for your existing skills? Can you criticize honestly those points?

B: Yes, I can criticize this point. Personally, the material was appropriate to my level because there was a thinking there. We were making decision about which one we should pull out. If it was given to a child, he/she will push the one he/she found, but here, we established a kind of strategy between us. (T-hum hum) errr, we did predictions about which block we could pull out, or on which block we could put them on. We played a kind of strategic game in the lesson. I can give an example like chess, (T-hu huh) Chess is also a strategic game. (T-huh huhh, nodding) ermm, It was like we were creating a or changing our strategy like we do when playing chess. Eemm...

G: My first impression about the game was it was so entertaining. (T-hum hum) I am thinking that there is no specific age or age limitation for this game.

T: If we think it generally by considering your age, you say that you didn't find this game childish right?

G: Yes.

T: Do you think this game is played with all ages like kindergarten students?

G: No, I don't think it is practical with that age.

T: Why do you think so.?

G: They don't know how to play it, and it will take too long to teach them how to play it.

T: It can take longer, however, as you have said, it can be played with you as teenagers, or adults.

Both of the participants did not find the Jenga childish. For example, the boy said that the game was not childish and it was appropriate to his age while the girl said that there is no specific age and age limitation

for this game although she defended the idea on the other hand that if this game is played with kindergarten learners, it will not be as efficient and practical as it would be by believing that the learners at those ages are not successful and ready enough to think critically and make decisions in a short time period as they did during the five week courses. Afterwards, according to the book called “*Moving Learning Games Forward: obstacles opportunities and openness*”, 2009, it was emphasized that games should provide challenges, which requires players effort whilst the challenges offer them to use their own way of experiencing newly presented structures and knowledge by using their cognition and self-actualization while playing games with given rules, forms and functions. Hence, this leads to learned language which provides them awareness about how they use language. This can be exemplified with the sentence of the participants that fit into these sayings.

B: It was one of the rare moment that I did revision and it was very good thing for me. I realized my mistakes. I think that the teacher was really good. She helped us a lot. She presented the topics which were interesting. She helped us while we were ordering the blocks by showing the steps or rules of the game. She organized the blocks in a way that we will be already lead to some certain blocks that are the topic of the day.

T: you mean that, the game was planned in a way that the organization was good and helpful for you that led you to understand it. Am I right?

T: What are the major advantages that you see in the use of jenga in ELT?

G: There were advantages because, my grammar use awareness increased. I have learned the misconceptions in my own sentences and I have learned how to fix them. I have learned when and how should I use the new words that I have learned.

Both of the learners have reached a kind of comprehension and awareness on how they used English before and have things have changed with the help of Jenga. Both of the learners stated that they realized how those grammar structures they learned have specific meanings in different context by using those they newly learned or existing knowledge in different context like some of the time they became a hotel receptionist and customer, some of the time found themselves introducing themselves to each other, some of the times found themselves a taxi driver and customer and so on. The topics were designed according to specific topics and the material provided them enough practice of these specific context that required them to use specific functions and meanings; therefore, both of the participants became aware of how meanings and forms changes according to context they are in.

CONCLUSION

Jenga being a serious and educational game was used during English teaching with teenagers with an aim of giving insight about how much it plays role during a foreign language teaching process especially with teenagers. After five week pilot lessons some major characteristics came out. Although there were some disadvantages sides, which weren't denied and referred in this study, the advantages sides primarily emphasized in this study by believing that they contribute to the continuation of this study a lot. Both of the participants reached a consensus that using Jenga game enhanced their vocabulary knowledge by providing them meaningful context in which they find roles to act out. Moreover, they added that this game did not sound like a traditional way of teaching rather it was like a communication based way of learning atmosphere where they used their speaking skill rather than writing abilities. Furthermore, the game was seen as encourager and ice breaker because both of the learners were hesitant while learning English as they were afraid of being laughed because of their mistakes; however, they said that learning through a game which both they loved and interesting provided them a kind of encouragement by helping the learners to hinder their negative emotions like fear, hesitations, anxiety by offering them a flexible and warm environment. In addition to, the adapted game Jenga was prepared according to the participants' age, personality and learning style preferences to provide learners more involvement; therefore, both of the learners put emphasis on the fact that the game didn't sound childish for them; it was interesting with its tasks and the way it was presented and played with its ruled, which were discussed in the previous parts. When it comes to the learners personality one of the learners was more hyperactive than the other one, who was the boy was more active than the girl, which is an expected behavior of that age and gender.

However, the girl overcome her hesitation and involved more to the lessons later. It can be said in short that the girl was more introverted than the boy, but both of the learners were on the same page as long as the lesson was processed. It is worth to touch upon the learners learning styles because a learning style test was given to them to know which learner fits into which type of learning; as a result, it was revealed that both of the learners' learning styles weren't totally different from each other. They have in common for exam both of the learners fit into visual and kinesthetic more than aural style; therefore, it wasn't difficult to process the lesson as the material was adapted according to these characteristics. Consequently, it can be said that the learners gain more self-confidence by developing their own self-awareness on how they use language and how they improved with that game. There is another factor which is essential to write about the learners' motivation is an important derives for them especially during the English learning process. Thus, although both of the intrinsic and extrinsic motivations are important, it was seen that learners' intrinsic motivation was developed more than extrinsic because the game grabbed their attention and it increased their curiosity and desire to learn a language in an entertaining way with its both collaboration and competitive atmosphere, which also affected their extrinsic motivation in a positive way. By looking all these factors so far it can be said that the role of game like Jenga in teaching English language cannot be denied but it is still debatable whether the long term usage of game provide more advantages than disadvantages.

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