



TEACHING VOCABULARY THROUGH BINGO GAME

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ABSTRACT

The objectives of the study are to describe the use of bingo games in teaching English Vocabulary, and the differences between before and after the implementation of teaching English Vocabulary through the Bingo Game. The method used to conduct the research was Classroom Action Research which was implemented through; plan, action, observation, and reflection. The result of the study was analyzed and described that there were some significant differences between before and after the implementation of teaching English Vocabulary through Bingo Game because the pre-test was 5.2 and the post-test was 7.5. The differences between pre-and post-test scores were calculated through the t-test score was 19.4 which was greater than the score of t-table was 2.043. The level of significance is 0.05 with the degree of freedom (df) = $n-1=30-1=29$ that could meet the t-table was 2.043. So, it is indicated that the Bingo game is considered an innovative strategy to teach English vocabulary. The English teachers and students were suggested to teach English vocabulary as a Foreign language through Bingo is very helpful for learners to memorize the vocabulary very fast. This strategy could make students more enjoyable and make it easy to memorize vocabulary.

INTRODUCTION

English language vocabulary is taught and learned to foreign learners through the proper way of teaching vocabulary skills to properly memorize the meaning of a

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message from speakers to listeners with native and non-native English speakers. The English language has an important role because it is one of the international languages that may become the lingua franca to unify people from various of types backgrounds of language, culture, and lifestyle around the world.

Most people worldwide communicate with each other in English to establish bilateral, regional, and multilateral relationships among the countries in terms of socioeconomy, culture, technology of education, politics, etc.

In addition, the English language plays an important role in developing knowledge of the scientific and technological because it is widely used in the world. This foreign language is being taught in every public and private school from pre-secondary level up to university. In teaching and learning English vocabulary, the students should have a certain amount of vocabulary to use in communication so they can understand the language it is an instrument to get to know the wideness of science and technology.

However, if the English language is spoken or written well, we should know as much vocabulary to support the English language skills; (reading, listening, speaking, and writing). Without vocabulary no meaning can be conveyed from speakers to the listeners and every expression of language is considered sound without meaning. As Wilkins & Lewis (2000:111) stated the Vocabulary of a language is just like bricks for constructing a high building which means language is made up of words. So, vocabulary is vital to constructing sentence patterns' structure. "If without grammar very little can be conveyed but without vocabulary, nothing can be conveyed".

This is why, teachers must find the proper technique of teaching vocabulary because it is an important role for students in the learning process of vocabularies to dominate from the process of thinking and knowing the meaning from any local language to the target language. Every English teacher has to teach vocabulary in interesting ways and effective techniques that can affect the students and not get bored in learning vocabulary. The result of learning, the student can remember to memorize many words that they have to learn in the previous lesson.

In learning a foreign language, vocabulary plays an important role that links to the four language skills of speaking, listening, reading, and writing together. To communicate English well, students should acquire an adequate number of words and should know how to use appropriate vocabulary. The acquisition of vocabulary would help people gain, understanding, and also enhance the process of knowledge transferred meaning from one to another.

Vocabulary is one of the other sub skills grammar and pronunciation that must be taught to the students earlier than others because the meaning of a language is contained in vocabulary. So, the first thing that has to be learned by language learners in learning a language is vocabulary. In listening and reading skills, depending on how many students' vocabulary could influence their understanding of the teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they convey a message. In speaking and writing skills, students' vocabulary affects their ability to understand and comprehend a text to produce meaning. In addition, when dealing with writing, students' vocabulary also influences how they convey their thoughts to the reader. In conclusion, vocabulary plays an important role in equipping students to be able to communicate in English.

Based on the observation that has been observed by the researcher through teaching practice for one term at Escolapre-Secundaria Privada Cristal, particularly the second-grade students in the school year 2023, the researcher found some problems related to the vocabulary teaching and learning process. The traditional method is usually used by looking for difficult words and finding the meaning in the dictionary and students are supposed to memorize the words. They were too lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words was very limited. The class activities depend on senior high school textbooks so the lesson does not run effectively and often makes both students and teacher get bored with the lesson and unmotivated to learn vocabulary. In other words, the student's participation in English class was low, and based on every diagnostics test was indicated that most students lacked of vocabulary to comprehend the reading text and the meaning of English sentence pattern construction.

Based on the phenomena above, the researcher tries to find any option as an effective solution to teach vocabulary to make students remember some list of English vocabulary, the researcher found a Bingo Game as the alternative to the techniques for teaching and learning process of English vocabulary. The Bingo Game is a game for the whole class that encourages students to study and review their vocabulary words. There are some reasons, why they chose the Bingo Game as a strategy to teach vocabulary.

- 1) Firstly, the Bingo Game can be used as an interesting activity to provoke the students to engage in learning actively and to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning

process.

- 2) Second, students can learn how to work and cooperate as a group and also learn how to appreciate each other to achieve the common goal of learning.
- 3) Third, Bingo Game can create an enjoyable environment. Students can enjoy fun and joyful learning to remember new words to be able to understand the skills of listening, reading, writing, and speaking. Related to the Bingo game to remember students' vocabulary. As Richardson and Morgan, (2007, p. 334) "Bingo is one of the most popular games which adapts in learning English called Vocabulary bingo. It is an interesting strategy to help students easily memorize vocabulary.
- 4) Fourth, the Bingo Game can help the students revise their vocabulary and recall some words that had been learned previously to remember whatever happened in the game. It may help students remember the language connected with it.

Based on the problems which have been described above, the researcher decided that the effective way to teach English vocabulary is through Bingo Game as the strategy which is entitled: "Teaching Vocabulary Through Bingo Game (Classroom Action Research to Seventh-grade students at Cristal in school year 2023.)'.

LITERATURE REVIEW

Teaching Vocabulary

Vocabulary learning is at the heart of mastering a foreign language. It means vocabulary must be studied when the learners are studying a language as the following definition. The previous research was conducted by Isabel Barros about Using Bingo to Teach English Plural Nouns to second-grade students of Escola de Hospitalidade e Turismo Becora Dili, Timor Leste in the school year 2021 which was shown that the teaching and learning process of English plural nouns by using bingo games was running well and interactive smoothly between students and teachers. It was recommended by the researcher that the English teachers produce the module of English through the content of bingo games as a strategy that facilitates the lesson plan for English language teaching material.

Hornby (1974: p. 959) quoted that "vocabulary is a total number of words which (with rules for combining them) make up the language". It is also said that vocabulary is a stock of words which is a list of words, usually in alphabetical order with an explanation of their meaning's less complete than a dictionary".

The Students' ability to use vocabulary is most important for every learner who learn English skills language for listening, speaking, reading, and writing. The learners will speak fluently, accurately, and easily, because they have a lot of vocabulary. Vocabulary is one of the obvious components of language which applied linguistics.

A basic vocabulary that is a target for a language course is usually grouped or graded into a level, such as the first 500 words. Thus, a word is the smallest unit that would be expected to possess individual meaning.

Coxhead (2006) states that vocabulary is a central part of words in a language in the most important aspect of foreign language must be had by the learners. As a part of the language system, vocabulary is intimately interrelated with grammar which is commonly defined as all the words known and used by a particular person. Knowing a word, however, is not as simple as merely being able to recognize or use it. Several aspects of word knowledge are used to measure word knowledge.

From the definition above, the writer can conclude that vocabulary important aspect of making sentences and is related to four skills in language namely speaking, listening, reading, and writing. Besides, cosmopolitan vocabulary is undoubted to any language that seeks to attain international usage.

Field (1977: p. 139) mentions that active vocabulary refers to items the learner can use appropriately in speaking or writing which is called productive vocabulary, although it is more difficult to put into practice. Vocabulary can be classified into four types of function words that are: Verb, noun, adjective, and adverb. The noun is the headword of the grammatical structure which is the function name of a person, place, and thing or quality. Huzenga (2005) suggests that without vocabulary students cannot speak, read, and understand the meaning of sentences based on what people say. The adjective is used to modify a noun, an adjective, maybe a single word a phrase, or a clause. An adjective is a word that is used to explain a noun. It can be used in front of countable or uncountable nouns. An adverb is a word to explain the verb, adjective, and another adverb. In line side three function mentioned, adverb has another function that explains all the sentences.

There are two kinds of vocabulary: (1) active vocabulary means the words that the students understand and pronounce correctly and use constructively in speaking and writing, and (2) passive vocabulary means the words that the students recognize

and understand when they occur in a context, but which he cannot produce correctly himself.

Students' knowledge of words impacts their achievement in all areas of the curriculum because words are necessary for communicating the content. As classroom teachers know, students have difficulty understanding and expressing the concepts and principles of the content areas if they do not know the specialized vocabulary that represents those concepts and principles. It is nearly impossible for students to read about, talk about, write about, and understand information about volcanoes, for example, if they do not know the words magma, lava, vent, and erupt. Indeed, educational authorities advise us that "wide vocabulary and broad knowledge go together.

Learning vocabulary "difficult" words is how the meaning of a word can expand over the centuries from literal to figurative meaning, from consecrate to abstract. Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge. Nation (1990: p. 29) as follows: (1) receptive vocabulary is knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it is seen (what does it look like). (2) productive vocabulary is knowing a word involves being able to pronounce the word, how to write and spell it, how to use it in a grammatical pattern along with the word usually collocates with it.

Richard and Gennady (2002) illustrate that vocabulary is a component of language proficiency and provides much of the basics for students to speak, listen, read, and write. In other words, their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary

Second Edition (2006: p. 427) describes that vocabulary is the technical words in the vocabulary at the back of the book dictionary, glossary, lexicon, and word lists which means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, building a useful vocabulary is central to the learning of a foreign

language at the primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building. Hornby (2010) also has a similar idea that vocabulary is the total number of words in language and those words are used as a vehicle of language to express one thought. This can be concluded that vocabulary is the key to a child understanding what he/she hears and reads in school and to communicate successfully with other people. For this reason, it is very important for her to quickly build up a large store of words. Hebrat and Kamil (2005: p.3) state that vocabulary is the general words that are always used in every word, and also vocabulary is all the words that a person knows or uses. Thomas Bury (2002: 13) determines that without grammar it is few can be conveyed, without vocabulary, nothing can be conveyed. Every word must have vocabulary words because only grammar cannot be sentences and vocabulary is an aspect that the teacher must teach to the learners in teaching English as a foreign language.

Downing (2006:16) manifests that English vocabulary is classified grammatically according to terminology traditionally. Vocabulary mastery must be acquired by students in others to get other componential like listening, speaking, reading, and writing. Hatch and Brown (1995:1) say that vocabulary is a list or set of words for a particular language to be used by the speaker of the language. Vocabulary mastery plays an important role in mastering the four basic skills of English. Edward (1997: p.149) describes that vocabulary is one of the important factors in all language teaching and the students must continually learn words as they learn structure to practice the sound system "it's difficult to determine the words that students related to vocabulary such as meaning of speak, write and from, collocation, connotations. Grammatical behavior etc. Cox head (2006) stated that vocabulary is a central part of words in language. Vocabulary is the central of words because without vocabulary can't get some sentences of meaning. With vocabulary can know the meaning and can translate the words to another's language. Jackson (2000, p. 14) says that according to lexical field theory, the vocabulary of a language is essentially a dynamic and well-integrated system of leanness structure by relationship meaning.

McCarthy and O'Dell (2002) argue that the best way to your vocabulary further is to read and listen to as much English as you can. You can also useful expand your vocabulary by:

- 1) reading novels, newspapers, or magazine
- 2) exploring web site
- 3) reading things in English that are related to your job academic interest
- 4) watching TV
- 5) listen to the radio

Second Edition Oxford Dictionary (1985. P.579) cited that vocabulary is a noun the total number of words used by someone or by a particular group of people and continued with the ideas of Harper Collins (2001.p. 792) agrees that vocabulary is a word, dictionary, glossary.

Bingo Game

Richardson (2007: p.334) explains that bingo is one of the most popular games, playing the bingo games through vocabulary. Bingo also lets teachers work words in a relaxed atmosphere which is also an excellent game to play as a review. Police, (2014: p. 16) illustrates that a bingo game is a specific game of chance played with the individual card having vocabulary. Which is square wiring names of vocabulary inside the paper in which a prize is awarded based on designated vocabulary on such cards conforming to a predetermined pattern of the vocabulary. This game also has a change that has revealed vocabulary at random and players write the names of the vocabulary on the cards that have been provided.

Furthermore, Recob (2014: p.1) adds that bingo is an incredibly fun game to play in a group. It is very easy to play and it can help to rehearse anything from English language vocabulary. Bingo games can be used in post-activity to review the lesson. Bingo game in review the lesson especially vocabulary. "Reviewing vocabulary, not just one time but several is a necessary part of successfully mastering any language. This game means bingo has worked well in class, as with any activity, this game should be short and somewhat fast-paced to maintain the interest of the all group.

Bingo Games have four classifications such as; Traditional Bingo games, Task Bingo games; Talking Bingo games; and Testing Bingo games. Traditional Bingo Game, Some of the games involve more difficult variations on the standard instructions for Bingo. The Applying Bingo game in teaching vocabulary can be concluded that it can improve students' vocabulary.

METHOD

In this study, the researcher used Classroom Action Research with the grade seventh students of Escola Privadu Cristal. The writer is going to design one set of pre-and post-tests about English vocabulary by using a bingo game. This action research is aimed to contribute both to the practical concern of people in an immediate problematic situation and the further goal of social science simultaneously. (By Maclsaac, 1995).

The subject of this study was selected from one group consists 40-grade seventh students of Escola Cristal Dili in the school year 2023. The students of seventh grade at Cristal school were administered forty (40) numbers of English vocabulary pre- and post-tests before and after the implementation of teaching English Vocabulary (*foods and drinks, school facilities, office equipment, and fruits*) through bingo.

The data was collected through the cycle as the following steps of classroom action research procedures based on (Richardson 2007 p. 133). Who has developed a simple cyclical nature of the typical action research process and its cycle has four steps: ***planning, action, observation, and reflection.***

- a) **Plan:** Preparing the pre –and post-tests, materials teaching, and designing the lesson Plan as well as the list of students. Preparing teaching aids (bingo game, the lists of vocabulary; pictures of foods and drinks, school facilities and fruits caller, pens, book, marker). Preparing classroom observation sheets or rubrics for classroom action research and process observation.
- b) **Action:** The researcher administered the pre-test before the using bingo game to teach English vocabulary. Then, collect the students' worksheets to be corrected and mark the scores for each of the participants. The researcher taught the English vocabulary by using a bingo game based on the lesson plan. The researcher gave opportunities to the students to ask about some difficulties or problems that need to be clarified. Every 10 students became one group to demonstrate learning English vocabulary through a Bingo game. Then, the researcher rewarded the one who was the winner or “**bingo**”. The researcher administered the post-test to the students and the results of pre-and post-test were tabulated to compare.
- c) **Observation:** In this step, Classroom Action Research, the researcher evaluated each of the students through the classroom observation sheet. The system of

observation and note of the entire phenomena of an interview with the performance of the students feeling, thinking, and perception of something they learn in the process of teaching and learning English vocabulary through bingo.

d) Reflection: Reflection is an activity in expressing of experience which has by the teacher as self-evolution, the teacher makes an evaluation based on the observation sheet to find the weaknesses that can be refined in another cycle so that finally it can be determined how effective bingo can improve the technique of teaching vocabulary. The writer analyzes the results of the pre-test and post-test are tabulated to be compared. His evolution of the teaching-learning process during the implementation of the action by identifying the field notes that are made during the action. To conduct the evaluation, the research also gives a pre-test before the start to teach vocabulary by using bingo. It is given at the beginning of the cycle and also, and the post-test is given at the end of the action in cycle one, based on the data evaluation, the researcher can make a self-reflection during the action. The data from the test will also whether the students improved in English vocabulary and whether they felt happy and enjoyed the bingo or not.

RESULT AND DISCUSSIONS

Result

In this chapter, the writer would like to present the result of pre-and post-test of 40 numbers vocabulary in the form of multiple choice were administered to seventh-grade students at Cristal in the school year 2023,

Nu	Initial	Score of post-test
1	AM	8
2	AC	7
3	CT	8
4	MT	7
5	CD	6
6	AB	7
7	CLM	6
8	TA	8
9	TN	9
10	TBS	8
11	BC	8
12	CI	8
13	FA	7
14	GA	9

15	SI	6
16	RI	7
17	NML	8
18	LD	6
19	DU	8
20	ADR	7
21	TS	7
22	LM	9
23	TUF	8
24	LA	8
25	JKS	7
26	KMX	6
27	PRV	8
28	RS	9
29	LX	8
30	MY	7
Total scores		X ₂ = 225

Table 1: The mean score of the pre-test

$$\bar{x} = \frac{158}{30}$$

$$\bar{x} = 5.2$$

The result of the mean score on the pre-test shows that 5.2 did not achieve the passing grade but it failed based on the national standard of measurement this is why, there was an intervention through a bingo game to teach vocabulary as in the lesson plan. After teaching, the researcher administered the post-test as the table below:

Nu	Initial	score of Pre-test	score of Post-test	D	D ²
1	AM	5	8	3	9
2	AC	5	7	2	4
3	CT	6	8	2	4
4	MT	4	7	3	9
5	CD	5	6	1	1
6	AB	6	7	1	1
7	CLM	7	6	1	1
8	TA	7	8	1	1
9	TN	6	9	3	9
10	TBS	6	8	2	4
11	BC	4	8	4	16
12	CI	5	8	3	9
13	FA	4	7	3	9
14	GA	4	9	5	25
15	SI	6	6	0	0
16	RI	5	7	2	4
17	NML	5	8	3	9
18	LD	7	6	1	1
19	DU	7	8	1	1
20	ADR	6	7	1	1

21	TS	6	7	1	1
22	LM	5	9	4	16
23	TUF	4	8	4	16
24	LA	5	8	3	9
25	JKS	6	7	1	1
26	KMX	7	6	1	1
27	PRV	5	8	3	9
28	RS	5	9	4	16
29	LX	6	8	2	4
30	MY	4	7	3	9
Total cores		158	225	68	200

Table 2: The differences between the mean score of pre-and post-test scores

Apply for t-test dependent means:

$$T\text{-test} = \frac{\sum D}{\sqrt{\frac{N(\sum D^2) - (\sum D)^2}{N-1}}}$$

$$T\text{-test} = \frac{68}{\sqrt{\frac{30(200) - (68)^2}{30-1}}}$$

$$T\text{-test} = \frac{68}{\sqrt{\frac{6000 - 4624}{29}}}$$

$$\text{test} = \frac{68}{6.9}$$

$$= 9.9$$

Criteria:

- 1) $df = N - I = 30 - 1 = 29$
- 2) Level of significance: 0.05
- 3) If the score of the *t-test* is lesser the *t-table* means there is no significant difference between before and after the implementation using bingo to teach vocabulary.
- 4) If the score of the *t-test* is greater than the *t-table* means that there is some significance between before and after the implementation of using bingo to teach vocabulary.

Based on the result of the data analysis, the score of the t-test was 9.9 which is greater than the score of the t-table is 2.043. as the level of significance difference is 0.05 with the degree of freedom (df)= $n-1 = 30 - 1 = 29$ could meet the score of t-table is 2.043. Based on the result of data analysis could answer the problem that there were some significances significant differences between before and after the implementation of teaching vocabulary through bingo games. Bingo is considered an innovative method to teach vocabulary. it is said that the mean score of the pre-test was 5.2 which is lesser than the score of the post-test was 7.5. The difference score between the pre-and post-tests were compared and analyzed through a t-test was $9.9 \geq$ the t-table was 2.043. Accordingly, the bingo method is considered an innovative method because bingo games can improve vocabulary.

Discussions

Table 1 presents the result of the mean score of the pre-test, the mean of the pre-test was 5.2 which was considered a fail or it did not achieve the passing grade based on the national standard of measurement in the local school used, the reason why, the researcher intervened in the first cycle implementing teaching vocabulary by using bingo game.

Table 2 presented the mean score of the post-test, after the intervention, teaching vocabulary by using the bingo method the researcher administered the post-test, and the mean score was 7.5 because it achieved a passing grade, there was no more intervention for the next cycle.

Table 3 presented the differences in mean scores between the pre-test and post-test the difference scores were calculated with the formula of t-test through the level of significance differences = 0.5 based on the degree of freedom was 30. Therefore, the result of the t-test was 19.4 was greater than the t-table is 2.043.

Thus, it is decided to interpret that there were some significant differences between before and after the implementation teaching vocabulary through the bingo method is considered a very effective method and innovative strategy to be used by the foreign language English teachers and students to teach vocabulary in the classroom.

CONCLUSIONS

The result of the data analysis, the mean score of the pre-test was 5.2 and the mean score of the post-test was 7.5. The scores of pre-and post-test were compared and calculated through the t-test was $9.9 \geq$ than the t-table was 2.043. It was through the level of significance is 0.5 with the degree of freedom is 30 could meet 2.043. Therefore, the bingo game is a very helpful and innovative strategy to be used for teaching English vocabulary at school. Based on the conclusion, we suggest that the English teachers for grade seventh students in Cristal school are suggested to use the bingo method to teach the vocabulary to the EFL learners because it is very effective. The bingo method is a good strategy for memorizing vocabulary especially, how to use the memorized vocabulary based on the specific purpose. The seventh-grade students in Cristal are suggested to learn English vocabulary by playing bingo in groups to enrich their ability to use vocabulary together. Bingo is one of the

helpful strategies that they should use to learn English vocabulary without a teacher. This strategy was an enjoyable activity and sometimes made it easy and fun to understand how to use correctly vocabulary. The students could observe directly the bingo and retell it based on the bingo. The lecturers and students of the English Language Department are suggested to use and maintain the bingo as a good strategy to teach English Vocabulary. This helpful strategy has been proven through study as the reference for scientific research for the thesis writer in the future.

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