

TEACHING VOCABULARY BY USING CIRCLE GAMES

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Abstract

This paper aims to discuss how to teach vocabulary using the Circle Games. Circle game method is one effective strategy in teaching vocabulary because it is easily done by the teacher in teaching vocabulary. In the method of the circle game, teachers must implement procedures ranging from pre-teaching, whilst teaching, to post teaching. the teacher should introduce the words which will be played in the circle game. The teacher ask the students to find the meaning of words wich are played during the game. After that, the teacher ask the students about what is to be played in the game. To solve the problem teacher and student discuss about the words that is difficult for the student to understand and the teacher give solution. So, the circle game is one of effective way in teaching English vocabulary. By using this circle game, students get a different more relaxed in learning vocabulary.

Keywords: Application, Method, Cirele Game

INTRODUCTION

In this chapter one, the writer introduces background of the problem, purpose of writing the paper, and organization of the paper.

1.1 Background of The Problem

In the globalization era, English is important since it functions as a tool of communication. By using English, people

can express their idea, needs, and desires. We can't imagine what will happen to human's life if they do not have language as a means for communication. In order to be able to communicate in English, for example people should have enough vocabularies.

Vocabulary is a basic element in learning English. Mastering vocabulary affects the four language skills, namely

listening, speaking, reading and writing. By mastering vocabulary, the students can express what they want. Having vocabularies In listening, they understand about the news or the texts. Beside that, if the students have enough vocabularies, they can write everything they want to write.

Lack of vocabulary of the students can also be seen in reading comprehension class. When the teacher asks the students to tell something in the text or express it orally, they cannot do it. They look confused and feel afraid. The writer thinks that the difficult material given produces the problem. In addition, the method used so far does not attract students to be more active. It tends to get vocabulary in a short time, but they will try to release themselves from the “chain” for long term. In other words, the students are uninterested and unmotivated.

Based on the problem above, the teacher should try to use media, to make students could be interested and motivated

to acquire vocabulary. There are some media that can be used, such as pictures, games, real things, etc. Among them, game is the helpful means to finds solution of the problem. This game is used as media to guide the student to master and memorize their vocabulary. Northon (1998) says that English teacher should use media especially games in teaching beside to establish more encouragement to the students. It is also to help them gain the specific instructional objectives depend on if the students understanding of the idea presented in the classroom. By using the game, the teacher can make teaching learning process run well as learning process will be more effective and efficient. So, it is very important for teacher to use game in teaching especially in teaching vocabulary. In this paper, the writer is interested to describe the use Circle Game in teaching vocabularies.

Budden (2000) says that Circle Games are any games or activity that involves the whole class sitting in a circle.

This game is able to acquire new words, develop their vocabulary mastery and remember vocabulary from their memory. Because of that, the writer intends to treat Circle Games to enrich student's vocabulary mastery and increase student's motivations.

1.2 Purpose of Writing the Paper

This paper is aimed at describing about teaching vocabulary by using Circle Games. Besides that, this paper is written to fulfill one on the requirements to complete the writer's study at English Department of the Faculty of Teacher Training and Education of Bung Hatta University.

1.3 Organization of the Paper

This paper consists of four chapter. Chapter 1 (introduction) consist of background of the problem, purpose of writing the paper, organization of the paper. Chapter II consists of purpose of teaching vocabulary, how to obtain vocabulary, what should be taught in

vocabulary, method of teaching vocabulary, Circle Games, concept of Circle Games, principle of Circle Games, and advantages of using Circle Games. Chapter III consists of preparation, application consisting of pre-teaching activities, whilst-teaching activities, post-teaching activities and evaluation. Chapter IV is about conclusions and suggestions.

REVIEW OF RELATED LITERATURES

2.1 Vocabulary

Vocabulary is a basic element of learning English. This is an important factor in listening, speaking, reading, and writing. According to Jian (2005) the field in which vocabulary is commonly used are as follow:

1. All the words of the language.
2. The number of words that an individual can understand and use whether in speaking or write.

3. The words said to be representative of a subject or occupation.
4. List of words to serve a specific purpose.

Therefore, vocabulary is basic element of learning English and informant factor in listening, speaking, reading, and writing.

2.1.1 Purpose of Teaching Vocabulary

Vocabulary development is an important outgrowth of literature and grammar study research indicator that vocabulary knowledge increases when new words are encountered repeatedly in contact through reading and listening and are linked to student's prior knowledge. According to Tisdal (2001), purposes of teaching vocabulary in school or school are students have:

1. Ability to use the language as vehicle for learning and self expression.
2. Ability to use language as a tool for the personal growth, social, interaction, and for developing relationship within the international community comprehend more clearly aspect of their own culture and those of other culture by expressing the independence of human beings through a variety of words.
3. Ability to explore the many facets of the language through the use of media and information technology.
4. Ability to develop the skill involved in speaking, listening, reading, writing, and viewing in a variety of context.
5. Ability to respond appropriately to a variety of texts.
6. Ability to read widely to promote a lifelong interest in language and literature.
7. Ability to develop a critical and creative approach to studying and analyzing literature.
8. Ability to develop language skills through interdisciplinary work.

9. Ability to consider the role of literature both culturally and historically reflects on the learning process in various ways and at various stages.
10. Ability to empathize with real people and fictions characters and when appropriate.

The goal of learning vocabulary is the students have knowledge about words. Tisdal (2001) gives more details the aims of vocabulary teaching, which are:

1. To make students understands and comment on the language, content, structure, meaning and significance of both familiar and previously in seen pieces of writing.
2. To make students demonstrate a critical awareness of a range of written and visual texts.
3. To make students use language to narrate, describe, analyze, argue, persuade.
4. To make students inform, entertain, and express feeling.
5. To make students compare texts and connects them to show similarities or differences across genres.
6. To make students express an informed personal response to literally and non-literary text and demonstrate the ability to approach works independently.
7. To make students understands connotation within language in order to interpret the author or speaker's intention.
8. To make students express their ideas with clarity and coherence in both oral and written communication.
9. To make students structure ideas and argument, both orally and in writing, in a logical way, and support them with relevant examples.
10. To make students distinguish the main.

11. To make students use correct grammar with appropriate and varied sentence structure.

12. To make students show awareness of the need for an affective choice of diction and syntax suited to the audience in both oral and written communication.

In concluding, the goals of teaching vocabulary are the students have knowledge about words and to make students understands and comment on the English language. And to stimulate the students to speak in English language.

2.1.2 How to Build Vocabulary

In order that one can have a lot of vocabularies, he or she should know how to built it. Related to this, O'Connor (2005) gives several steps to bulid vocabulary teaching are as follow:

1. Being Aware of Words

Reading may not be enough to learn new words. When we read a novel, for instance, there is

usually a strong urge to get on with the story and skip over unfamiliar or perhaps vaguely know words. But while it is obvious when a word is totally unknown to us we have to be especially aware of words that seem familiar but whose precise meaning we may not really know.

2. Reading

When we become aware of words, because that is how we will find most of the words we should be learning. It is also the best way to check on words that have already been learned. When we come across a word, we have recently studied and understand it, that process we learned it meanings.

3. Using dictionary

Most people know to use a dictionary to look up a word's meaning. Here are some pointers

on how to do this as a part of a vocabulary building program:

a. Dictionary

Keep it where we usually do your reading home. We are more likely to use it if we not have to get it from another room. At work there may be good dictionary available, most people do not have a big, unabridged, dictionary, however, one of the collegiate dictionaries would be fine to start with.

b. Circle the words

After we done this for a while, our eyes will naturally move to the words that have been circled whenever we flip through the dictionary, this will give a quick from a review.

c. Read entire entry for the word

Words can have more than one meaning, and the meaning we need for the word

we are looking up may not be first one given in our dictionary.

Even if it is, the other meaning of the words will help you understand the different ways the words is used. Also the word's history, usually given near the beginning of the entry can often gibe a fascinating picture of the way the words has develop it is current meaning.

This will add to the pleasure of learning the words as well as help us remember it.

4. Studying and reviewing regularly

Once we have begin looking up words and you know with ones to study, vocabulary building is simply a matter of reviewing the words regularly until you fix them in your memory. Setting aside a specific amount of time each day for vocabulary study best does this. During that time we can look up new words we have

noted during the day review old words we are in the process of learning, set a goal for the number of words we would like to learn and by what date, and arrange our schedule accordingly fifteen minutes a day will bring better result than half an hour once a week or so.

However, if half an hour a week is all the time we have to spare, start with that. We may find more time later on, and we will be moving in the right direction. In order to review words effectively, all the information on a word should be kept in one place in a note book, for example, or on an index card, indexes card are convenient, because the words can be placed in alphabetical order, which makes them easy to find when reviewing, and the card can be carried around with us, so we can study them anywhere. We should

try to be systematic about studying, so that we are sure to review each word at least once every couple of weeks. Do not try throwing cards away, though you can get a great feeling of accomplishment by looking at the growing stack of words we have learned and by occasionally glancing at an old card and thinking.

We can say that vocabulary building includes being aware of words, much reading and use of a dictionary to look up a word's meaning and the last reviewing the words regularly until you fix them in your memory.

2.1.3 What Should Be Taught In Vocabulary?

O'Connor (2005) gives statements, to build a good vocabulary teaching, generally there are some items that should be marked as a guidance point. The items are stated as follows:

1. Words

It is possibly including its branches noun, verb, adjective, adverb etc. it is better if we discuss noun with picture.

2. Meaning

Reading some articles about student's interest perhaps can increase student's new vocabulary. It will be better to discuss new words with sentence practice.

3. Sentence practice

Students will know the meaning of each new words if they do a sentence practice. It is will also make teacher's duty become easier.

4. Dictionary

Teacher should also introduce students to look up dictionary, because it will help. In short, we can infer that we have to teach the students about words and the meaning of words then discussing new words with

sentence practice. We can also introduce students to look up dictionary in vocabulary class.

2.1.4 Method In Teaching Vocabulary

When students do not understand an author's vocabulary, they cannot fully understand the text, good vocabulary instruction emphasize useful (words that student see frequently) important word (key words that help students understand the text) and difficult words (idiomatic words, words with more then one meaning etc). According to Norton (1998), in providing vocabulary instruction teachers can help students by:

1. Activating their prior knowledge
2. Defining words in multiple context
3. Helping them see context clues
4. Helping them understand the structure of words (example prefixes, root, and suffixes)
5. Encouraging deep processing student's need to intergrades new words into their working vocabulary.

6. Teaching them how to use dictionary and showing them the range of formation it provides.
7. Giving them multiple exposure.
8. Focusing on small number of important words, ideally the words should be related, so that the depth of concept development can be increased.
3. Students should also be engaged in active learning of vocabulary through relevant and active.
4. Dictionary work that isolated word relationship and students competition on skill-and drill practice task should be minimized.
5. Words should be thought in related sets when possible. Word relationship can be established during vocabulary instruction with semantic maps and semantic feature analysis. Semantic mapping involves establishing relationship among new and old words. A knowledge of word root and stems can help students see relationship between related words and increase words mastery.

Expert found several methods for teaching English. All of those methods are for reaching our purpose in English class, which is the students have a fully understanding about English. Another method is according to Jian (2005) that can support the above one, the method can be stated as follow:

1. Vocabulary instruction should be continuous and purposeful.
2. Student should spend considerable time reading a variety of texts, both silently and aloud. Students should be thought strategies for learning word meaning independently as they read.
6. If a commercial vocabulary program is used (not the preferred method) the program should present words in the context of a literary passage in semantically

related cluster within a given topic, rather than by random list.

We can list the method of teaching vocabulary namely is vocabulary instructions teachers. Vocabulary instruction teacher are for reaching our purpose in English class, which is the students have a fully understanding about English, vocabulary instructions also should be continuous and purpose full.

2.2 Circle Games

Circle Games are any games or activity that involve the whole class. Many at the games recycle vocabulary and involve an element of fun. It can be used in young learner and adult class. This game was invented by some language teaching expert, one of experts is Budden (2004); she is now a British counselor in Spain. The Circle Games is derived from children's party games.

2.2.1 Concept Of Circle Games

The communicative approach encourages teachers to use a lot of pair of work and therefore increase 'students

talking time'. For a group to gel and for a good group dynamic to prevail there are times when the class should work together as a whole. Circle Game are good opportunity to bring the group together. Teacher tends to use them to start and end the class. They can use as warmers at the beginning of a class or as a 'filter' at the end (Budden: 2004)

According to Budden (2004), several of the activities such as Chain Drawing and Consequences (created by Budden in 2004) are the great for when you have to do a last minute substitutions class for a colleague. Very little material is required; they're suitable for a level a lot of language can be generated.

Circle Games can be incorporated into the regular routine of a young learner class. If the students are introduced to the ideas of working in a whole group from the beginning of a course it is easier to establish the rules and acceptable behavior for this type of activity. They should be seen by the students as a normal part of the

class and clear parameters should be sets as to what is and isn't acceptable behavior when participating in Circle Games. If the teacher never used any Circle Games but wants to start, set up the class before the students arrive and begin the class with one of the simple activities. It makes a nice change and it also gives you an opportunity to greet each student on arrival and do the register. Speak to your young learners about the importance of listening to fellow students respecting each other talking time and turns. To calm lively students and focus "if you are ready to start the activity, touch your nose", "if you are ready to start the game, point the door". When the students get to know the routine and the activities you can nominate one of them to start the games and lead it.

2.2.2 Advantages of Using Circle Games

Budden (2004) stated that Circle Games have been shown to have advantages and effectiveness in learning vocabulary. First, Circle Games bring any relaxation and fun for the students, this

help them learn and retain new words more easily. Second, Circle Games usually involve friendly competition and they keep learned interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real word context into the classroom, and enhance students use of English in a flexible communicative way. Therefore, the role of Circle Games in teaching and learning vocabulary cannot be denied. However in order to achieve the most from vocabulary games, the number of students, proficiency level, cultural context, timing, learning, topic, and the classroom setting are factors that should be taken into account.

The above opinion is supported by Kim (1995). He states that there are many advantages of using Circle Games in the classroom:

1. Circle Games are welcome break from the usual routine of the language class.

2. They are motivating and challenging.
3. Learning language require a great deal of effort. Circle Games help students to make and sustain the effort of learning.
4. Circle Games provide language practice in the various skills speaking, writing, listening and reading.
5. They create a meaning full, context for language use.

Another method is according to Jing (2000) that can support the above one, as follows:

1. Circle Games are fun and children like to play them. Trough Circle Games children experiment, discover, and interact with their environment.
2. Circle Games add variation to a lesson and increase motivation by providing a possible incentive to use the target language. For many children between four and twelve

years old, especially the youngest, language learning will not be the key motivation factors. Circle Games can provide this life.

3. The Circle Games context makes the foreign language immediately useful to the children. It brings the target language to life.
4. The Circle Games make the reasons for speaking plausible even to reluctant children.
5. Through playing Circle Games, students can learn English the way children learn their mother tongue without being aware their studying, this without stress they can learn a lot.
6. Even shy students can participate positively.

In this chapter we can conclude that vocabulary is a basic element of learning English and important factor in four English language skills. We can also find the goals of teaching vocabulary, the method of teaching vocabulary, and

several instructions to build students vocabularies. One of them is by using Circle Games. The advantages of using Circle Games is bring any relaxation and fun for the students, thus help them learn and retain new words more easily. With having vocabulary we are motivate to speak and more understanding about English language.

PROCEDURE OF TEACHING VOCABULARY BY USING CIRCLE GAMES

This chapter describes the procedure of using circle games to teach vocabulary. The procedure is divided into three phases: preparation, application, and evaluation.

In the application, there are Pre-teaching activities, Whilst-teaching activities, and Post-teaching activities. Pre-teaching activities is the first activity that should be applied in teaching, especially in this teaching vocabulary. It cans enhance students concentration. In whilst-teaching

activities the teacher may ask the students to do some activities. In this section, all of the students do the assignments from the teacher. The teacher instructs and ask them to do some activities. In Post-teaching activities the teacher gives a chance for the students to ask some questions. Teacher and students discuss about the words that are difficult. In the following paragraphs the writer describes the procedures in details.

3.1 Preparation

1. The teacher selects words that are relevant to the theme of the lesson (if we discuss about sports, the words that related to sport are: *jump, run, throw, swim, etc*)
2. Teacher should know the meaning of those words and how to apply it in the sentence (*e.g: jump- Toni jumps in to the swimming pool*).
3. The teacher should have listen the words + before class begins.

3.2 Application

3.2.1 Pre-teaching Activities

1. Greeting. When the teacher enters the classroom, it is important for his/her to greet his/her students.

Example: *good morning students, how are you today? I hope you are in good condition. OK, today we will play a game. This game is called circle game. Do you want to know this game? let's play it.*

2. Teacher introduces the theme of the lesson to the students and also introduces them to some words related to the theme.

Example: *OK, students/ everybody, there are many kinds of games that we can see, I am sure that you have played some of the games, and today we are going to play different games, this game is in English and we will play it with a word.*

3. Teacher asks the students to change their chairs to form a circle. Students

can be divided into several groups.

So there might be more than two groups in the class.

4. Teacher explains the rules of the games. Teacher explains to the students its rule to make them understand and to make them do not find any difficulties while they are playing the game.
5. Teacher limited the time; it might be 15 minutes for each session.

3.2.2 Whilst-teaching Activities

There are several games in whilst-teaching activities. Teacher can choose one of them that the teacher thinks that game can interest to the students and increase their vocabulary.

1. Chain Drawing
 - a. Teacher gives each student a piece of paper and some colored pencils. Tell them that you are going to play some music, and you want them to

- draw whatever comes into their heads.
- b. As music as playing, all students should be drawing.
 - c. After 2- or 30 seconds, stop the music.
 - d. Teacher plays the music again, and the students continue to draw, the person next to them had started.
 - e. Teacher stops the music again, the picture should continue until the end of the song.
 - f. When the song finished, each student will have a picture that several students contributed to.
 - g. Then it's up to you what to do with the picture, (the picture can be used to describe to the group, to write a story, about, or to pretend they were a dream the students had last night, and the rest of the class analyses the meaning of the dream).
 - h. Use different types of music to get different types of pictures.
 - i. If teaching want to 'force' the pictures towards a topic you are studying, ask some questions about the topic first and get students into thinking about them. Beware with teenagers this activity can be quite an eye-opener, as it tends to reveal what is going on their mind!
- ## 2. One Words Stories
- a. Each student adds words to create a group story.
 - b. The teacher can begin by saying the first word in a circle each student adds the next word, without repeating what has come beforehand.
 - c. Good starting words are 'suddenly' or 'yesterday' to force the story into the past tense
 - d. It is great of highlighting words collections and practicing word

order. The story can develop in any number of ways. Some group may need the teacher to provide punctuation and decide that the sentence should end and a new one should begin.

3. Change Places if.....

This is an activity with students in a close circle, with the teacher in the middle to begin the game.

- a. There should always be one less chair than participation.
- b. Depending on what you want to receive the teacher says 'Change places if..... you is wearing trainers'.
- c. All students who are wearing trainers must stand up, and move to another chair and the teacher should sit one of the recently vacated seats.
- d. The person left without a seat stays in the middle and gives the next command 'Change

places if you.... Like pizza' and so it goes on.

Young learners can get very excited, so be careful to incorporate this activity in the class at an appropriate time. It is a definitely a 'warmer' as opposed to a 'cooler' and may be better at the end of the class.

4. Picture Consequences

- a. Each student needs a piece of paper and pencil.
- b. Make sure students have their paper in portrait (not landscape) and ask students to draw a hat at the top in the middle. When they have finished they should draw two short lines to show where the head begins and then fold over the paper leaving only the two short lines showing.
- c. Students then pass the folded to their right and the teacher instructs them to draw a face and neck.

- d. Students fold, leaving the two lines of the neck peeping out from the fold, instruct to draw the body, to the waist. Fold and pass as before.
- e. Then they draw to the knees, then fold and pass, then to the feet. It's important to tell students not to cheat and peep at the folded part of the body. That will spoil the fun!
- f. Students then unfold the paper and reveal the misfit type character they created between them.
- g. Use the picture to practice describing peoples, revise clothes vocabulary or to create role-plays.

3.2.3 Post-Teaching Activities

This is the last activity done by the teacher after the class finished the game.

1. Teacher and students discuss about the words that is difficult for the

students to describe. The aim of this activity is to solve the problem and give solution or answer for the difficult words that four by the students and to get an objective of the study.

2. Teacher gives chance for the students to ask some question.
3. Teacher asks students to make another example about words that related to the games.

3.3 Evaluation

By the end of the class, teacher should know about how far English vocabularies are acceptable by students through the games. In evaluation students ability about the new words, teacher can do as below:

1. Asks the students to find the meaning of words, which are played during the game listen on the board.
2. Asks them to create simple sentence using those words.

3. Asks the students to create their own story to see how far the students can use the words.

understand and use whether in speaking or writing.

3. Be able to list of words to serve a specific purpose.

LESSON PLAN

Lesson :English language
 Time allocation :1 x 25 menit
 Language Skill : Vocabulary
 Topic of the lesson : Teaching vocabulary by using circle game

A. Standard Competence

Vocabulary

Understanding and comment on the language, content, structure, meaning and significance of both familiar and previously in seen pieces of writing.

B. Competence achievement indicators

1. Understand all words of the language
2. Be able to identify the number of words that an individual can

C. Learning Objectives

At the end of the lesson

1. The students ability to respond appropriately to a variety of texts.
2. The students are able to make inform, entertain, and express feeling.
3. The students are able to develop the skill involved in listening, speaking, reading, writing, and viewing in a variety of context.
4. The students are able to create a new dialogue.

D. Teaching Media

Power point

E. Steps in learning activities

1. Pre teaching activities
 - a. Greet the students
 - b. Introducing the theme of the lesson to the students and also

- introduces them to some words related to the theme
- c. Asking the students to change their chair be the circle
- d. Explains the rules of the game
- 2. Whilst teaching activities
 - a. Chain drawing
 - b. One words stories
 - c. Change places if.....
 - d. Picture consequences
- 3. Post teaching activities
 - a. Teacher and students discuss about the words that is difficult for the students to describe.
 - b. Teacher gives chance for the students to ask some question.
 - c. Teacher ask students to make another example about words that related to the games.

F. Evaluation

- 1. Ask the students to find the meaning of words, which are played during the game listen on the board.

- 2. Ask them to create simple sentence using the words.
- 3. Ask the students to create their own story to see how far the students can use the words.

CONCLUSION AND SUGGESTION

4.1 Conclusion

As the worlds march forward, human comes to the realization about communication. We have to communicate with other all the time even more frequently than before, because we have daily routine. In teaching and learning of English, there are two parties involved, the teacher and the students. The teacher employs his/her teaching strategies. The students employ their learning strategies. The teaching strategies belong entirely too the teacher while the learning strategies belong to the students and to the teacher.

Teaching vocabulary means:

- 1. To makes the learners able to use the language as vehicle for learning and self expression.

2. The learners can use it as a tool for the personal growth (social, interaction, and for developing relationship within the international community)
3. The learners can explore the many facets of language through the use of media and information technology.
4. The learners can develop the skill involved in speaking, listening, reading, writing, and viewing in variety of context.

Circle Games is one of strategies in teaching English. By using Circle Games, students can have different way in learning English. By using this game, English is no longer hard thing to do, because we can change it into fun., or in the other word, its fun while we are learning English vocabulary.

4.2 Suggestions

1. Circle Games are excited way to learn English, the students will having fun. Before starting the

Games, teacher should have well preparation to lead the class.

2. Before the beginning of every Game, the students should be introduced about purpose and details of the Games. The way to play it, rules, and devices, needed for it.
3. Teacher should explain every new word in the circle games, complete with its meaning, and its application in the sentence.
4. Students should be taught to create sentences based on their own experiment using the new words that are found in circle games.
5. Teacher should gives homework to the students after all games.

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