

The Effect of Traditional Game to Improve Students' Vocabulary Mastery among Junior High School

 <https://doi.org/10.31004/jele.v10i5.1408>

*Hadania, Yulianah Sain, Rahmat Nasrullah, Tri Indah Rusli^{abcd} 

¹²³⁴Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Kendari, Indonesia.

Corresponding Author: hadania@umkendari.ac.id

ABSTRACT

This study aims to investigate the effect of using the traditional game Lengko-lengko on improving the vocabulary mastery of seventh-grade students at SMP Negeri 20 Kendari. The research employed a pre-experimental design with a one-group pre-test and post-test design. The sample consisted of 30 students selected through purposive sampling. The research instrument was a multiple-choice vocabulary test comprising 10 items administered in both pre-test and post-test. Data were analysed using normality test and paired sample t-test. The results revealed a significant difference between the pre-test and post-test scores ($t = -5.054, p < 0.05$). Therefore, it can be concluded that the traditional game Lengko-lengko has a positive and significant effect on enhancing students' English vocabulary mastery. These findings support previous studies that highlight the importance of innovative and culturally relevant learning strategies in fostering students' motivation and learning outcomes.

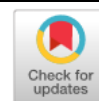
Keywords: *Traditional Game, Lengko-lengko, Vocabulary Mastery*

Article History:

Received 22nd August 2025

Accepted 16th September 2025

Published 18th September 2025



INTRODUCTION

Vocabulary is a major component in mastering English. Without adequate vocabulary mastery, students will find it difficult to understand texts, construct sentences, and express ideas orally and in writing. Nation (2001) emphasizes that vocabulary is essential in all language skills. In addition, vocabulary itself is generally defined as a collection of words that a person knows and uses in communication. Thornbury (2002) emphasizes that vocabulary mastery is not only limited to knowing the meaning of words, but also being able to use them appropriately in various contexts. Similarly, Richards (2000) explains that vocabulary mastery includes knowledge of word form, meaning, grammatical behaviour, collocation, as well as its pragmatic use. Thus, students' success in learning English is largely determined by their vocabulary mastery. Therefore, the strategies used to teach vocabulary greatly affect students' ability to develop their English competence. However, in practice, vocabulary learning in many schools, including junior high schools, is still dominated by conventional methods such as memorization and written exercises. This approach often fails to engage students actively and meaningfully, resulting in shallow vocabulary acquisition and weak long-term memory (Thornbury, 2002; Webb & Nation 2017). Kamil & Hiebert (2005) also added that boring and unpleasant vocabulary learning will decrease students' engagement in the learning process.

The initial observation at SMP Negeri 20 Kendari supports these findings. Based on an interview with one of the English teachers, it was found that students were directly confronted with textbooks containing dialogs in English without any prior understanding of basic vocabulary. The teacher said, "Students do not know what the verb form is like, even nouns they cannot distinguish." This condition shows that students do not have an adequate

vocabulary foundation to understand the material being taught, making it difficult for them to follow the learning effectively.

As an alternative, a traditional game-based approach can be an innovative solution in vocabulary learning. In relation to learning media, traditional games are one of the cultural heritages that can be integrated into the classroom. In general, traditional games are defined as cultural products passed down from generation to generation that serve not only as entertainment, but also as a means of education, fostering cooperation, motor skills, and creativity (Wright, Betteridge, & Buckby, 2006). One game that has great potential to be applied in this context is Lengko-lengko, a traditional game originating from Buton, Southeast Sulawesi. The game is played by shaking a snail in a coconut shell. Usually played in groups, the game trains patience, accuracy and social interaction. The game involves physical movement, cooperation, and certain rules that can be creatively linked to the vocabulary theme being studied. By utilizing the Lengko-lengko game as a learning medium, students are not only invited to play, but also learn through direct experience that is fun and meaningful. According to Wright, Betteridge & Buckby (2006), games in language learning can increase motivation and help students remember vocabulary more effectively. In addition, traditional games such as Lengko-lengko have high local cultural values, so they can create a more relevant and familiar learning atmosphere for students. By combining local cultural elements and interactive approaches, English learning is expected to be more interesting, effective and contextualized.

Several recent studies have shown the importance of integrating engaging, contextualized and culturally relevant learning strategies to improve students' vocabulary retention in English as a foreign language (EFL) learning. First, the study by Ilma Raihana & Neni Nurkhamida (2022) aims to find out how local culture-based materials are implemented in the classroom as well as the effect of implementing local culture-based materials in improving students' vocabulary retention in rural coastal areas of Riau. This research was conducted using the Classroom Action Research (PTK) method that utilizes four stages according to the Kemmis and McTaggart model which includes planning, action, observation, and reflection. The results showed that the application of local culture-based materials successfully improved students' vocabulary retention, as seen from all subjects scores reaching the minimum criteria standard of 80 in the final post-test compared to the pre-test, where many students had not reached the minimum standard. This study also found that the application of local culture-based materials had a positive impact on students' behavior in class. It fostered students' enthusiasm in learning, increased vocabulary learning motivation, and improved students' engagement during learning activities.

Second, research by Anastasia Imelda Sayd & Hamzah Nazarudin (2022). This study is a classroom action research that aims to improve the quality of the learning process by motivating students, creating a more enjoyable learning environment, and improving English vocabulary acquisition through the Game-Based Learning approach. The research design was based on the model developed by Kemmis and McTaggart (1998), and was implemented in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. The results showed that before using this method, students vocabulary mastery was very low. In cycle 1, after using the game method in vocabulary learning, the results of each indicator improved significantly. The percentage of students who passed the first test rose to 56% and continued to increase to 88% in cycle 2. Therefore, it can be concluded that Game-Based Learning method can improve the quality of vocabulary learning process and students' vocabulary mastery.

Third, the research by Rosdiani, Sudarkam R. Mertosono, & Emiwati (2022) aims to determine the effectiveness of using Instagram captions in improving the vocabulary mastery of 8th grade students of SMPN 4 Tanantovea Donggala, Central Sulawesi. This study used a quasi-experimental design. The results showed that there was a significant difference between students' vocabulary mastery before and after the intervention. With $p = 0.05$ and $df = 42$, it was found that the calculated value of 9.53 was higher than the critical value of 1.683. This means

that the research hypothesis is accepted. In other words, the use of Instagram captions can improve the vocabulary mastery of 8th grade students of SMPN 4 Tanantovea Donggala.

Based on a review of several recent studies, it appears that various innovative strategies, such as the use of local culture-based teaching materials, game-based learning, and social media, have proven effective in improving students' vocabulary acquisition in English as a foreign language (EFL) learning. These studies emphasize the importance of contextual and interactive approaches in vocabulary learning. However, no study has specifically explored the use of traditional games rooted in local cultural heritage as a medium for vocabulary learning, particularly in the context of Southeast Sulawesi. Although game-based learning has been widely researched, traditional games that involve physical activity, local cultural identity, and cooperation between students such as the game *Lengko-lengko* are still minimally discussed empirically.

From a theoretical perspective, the use of traditional games is in line with constructivism theory and vocabulary acquisition principles that emphasize the importance of contextual, engaging and meaningful language use. However, the existing literature does not sufficiently discuss how traditional games such as *Lengko-lengko* can be systematically implemented in classroom learning to improve students' vocabulary retention and learning motivation. From a theoretical perspective, the use of traditional games is in line with constructivism theory and vocabulary acquisition principles that emphasize the importance of contextual, engaging and meaningful language use. However, the existing literature does not sufficiently discuss how traditional games such as *Lengko-lengko* can be systematically implemented in classroom learning to improve students' vocabulary retention and learning motivation. Therefore, this study aims to fill the gap by examining the effect of using the traditional game *Lengko-lengko* as a learning medium in improving students' vocabulary acquisition at SMPN 20 Kendari.

Based on the previous gap analysis, this research is directed to answer the question: "Does the use of the traditional game *Lengko-lengko* have an effect in improving students' vocabulary mastery at the junior high school level?" The purpose of this study is to determine the effect of the application of *Lengko-lengko* game on improving students' vocabulary mastery. The novelty of this study lies in the integration of Southeast Sulawesi traditional games as a medium for learning English vocabulary. An approach that has never been empirically explored in either the EFL literature or the practice of teaching in junior high school classrooms in Indonesia.

METHOD

This study utilized a quantitative pre-experimental design with a one-group pre-test and post-test model. This design involves measuring the dependent variable before and after treatment in one group without a control group. The aim is to find out whether the treatment given has a measurable effect. According to Sugiyono (2017) pre-experimental designs are used when researchers want to measure the impact of a treatment but cannot make random assignments to subjects or include a control group. The treatment in this study is the use of the traditional game *Lengko-lengko* as a medium to improve students' vocabulary mastery.

Respondents

Population and Sample

The population in this study were seventh grade students of SMP Negeri 20 Kendari. The sample was determined using purposive sampling, which is the selection of participants based on certain criteria relevant to the research. Creswell (2012) stated that purposive sampling is applied when the researcher intentionally chooses individuals who are most knowledgeable or experienced with the phenomenon under study. The selected class was class VII E consisting of 30 students with relatively low vocabulary mastery and low participation in English learning. The selection of class VII E was based on the recommendation of the English teacher as well as the results of the initial observation which showed that the class had low vocabulary skills.

Instruments



The instrument used was a vocabulary test consisting of 10 multiple choice items to assess students' vocabulary mastery. According to Brown (2004), the multiple-choice format is efficient for measuring language components such as vocabulary because it provides objective assessment and can cover a wide range of material quickly.

Procedures

The data collection procedure consisted of three stages:

Pre-Test

The pre-test was conducted before the treatment was given with the aim of finding out the students' initial understanding of vocabulary. This test used 10 multiple-choice questions covering vocabulary from About Me and Culinary and Me. The results of this pre-test became the basis to determine the extent of students' vocabulary ability before the treatment was carried out.

Treatment

The treatment was conducted in six meetings. In the first meeting, the researcher gave the pre-test to the students. Then, in the next four meetings (2nd-5th meetings), the researcher gave the treatment in the form of vocabulary learning integrated with the traditional game Lengko-lengko. In the treatment class, the researcher delivered materials in accordance with the school curriculum using the English for Nusantara book. The materials included two main topics, namely About Me (self-introduction) and Culinary and Me (focusing on My Favourite Food unit). The learning process was carried out by students playing the game Lengko-lengko which was adapted to include English vocabulary according to the material.

On the 5th meeting, students were given a re-evaluation of the lessons learned to strengthen their understanding before the post-test was given.

Post-Test

The post-test was administered at the last meeting (6th meeting) after all treatments were given. The purpose was to find out whether there was an increase in students' vocabulary skills after learning by using the Lengko-lengko game. The post-test questions had the same type as the pre-test, namely 10 multiple choice questions, but the content or items were different. Thus, the post-test results can be compared with the pre-test results to see the improvement of students' vocabulary skills.

Data analysis

The data analysis technique used in this research is statistical analysis with the help of SPSS (Statistical Product and Service Solutions) application. SPSS was chosen because it can facilitate the processing and analysis of quantitative research data.

Data processing was carried out based on categories in accordance with the research objectives, namely to determine the difference in students' vocabulary skills before and after being treated with traditional Lengko-lengko games. The analysis steps taken are as follows:

A descriptive statistical analysis was employed to examine the mean, standard deviation, as well as the minimum and maximum values of students' pre-test and post-test scores in order to provide an overview of their performance distribution.

Normality Test, to ensure that the pre-test and post-test data are normally distributed so that they can be analysis using parametric tests.

The paired sample t-test was employed to examine whether a significant difference existed between the pre-test and post-test results. According to Ary, Jacobs, and Sorensen (2010), inferential statistical tests, such as the t-test, are essential for identifying the effect of a treatment on the outcome variable in research.

FINDINGS AND DISCUSSION

Findings

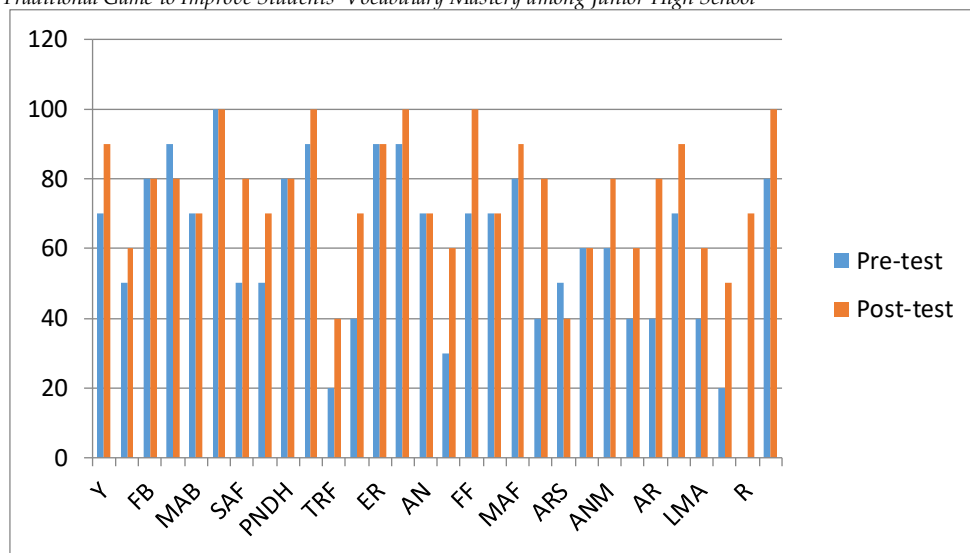
After conducting research with experimental methods in the specified class through the administration of pre-test and post-test, the data obtained were statistically analyzed to determine the average test scores before and after treatment. This analysis aims to see if there

is a significant difference after the treatment is given. The results of the study are presented in the following table:

Table 1. Pre-test and Post-test score in class VII E

NO.		SCORES	
Initial		PRE-TEST	POST-TEST
1.	Y	70	90
2.	AS	50	60
3.	FB	80	80
4.	MRF	90	80
5.	MAB	70	70
6.	SW	100	100
7.	SAF	50	80
8.	AA	50	70
9.	PNDH	80	80
10.	AZP	90	100
11.	TRF	20	40
12.	MR	40	70
13.	ER	90	90
14.	SFW	90	100
15.	AN	70	70
16.	ZS	30	60
17.	FF	70	100
18.	MAL	70	70
19.	MAF	80	90
20.	NA	40	80
21.	ARS	50	40
22.	AA	60	60
23.	ANM	60	80
24.	RFS	40	60
25.	AR	40	80
26.	DA	70	90
27.	LMA	40	60
28.	NKPS	20	50
29.	R	0	70
30.	HF	80	100

Based on Table 1 above, it can be seen that the pre-test and post-test scores of students in class VII E experienced significant changes after being given treatment through the traditional game Lengko-lengko. At the pre-test stage, students' scores still varied with a value range of 0 to 100. Most students scored below 70, indicating limited vocabulary comprehension before the treatment. After the treatment for six meetings, there was an increase in post-test scores for almost all students. For example, students with the initials R who scored 0 in the pre-test, increased to 70 in the post-test. Similarly, the student with the initials TRF, who initially obtained a score of 20, improved to 40 in the post-test. Several students demonstrated a considerable increase, such as NA, whose score rose from 40 to 80, and FF, who progressed from 70 to 100. However, some students showed no change, including FB and PNDH, who consistently scored 80, and MAB, who remained at 70. Notably, one student, ARS, experienced a decline, with a score decreasing from 50 in the pre-test to 40 in the post-test.



Graphic1. The Comparison of Students Score in Pre-test and Post-test

Overall, the comparison graph of pre-test and post-test scores (Graphic 1) shows an upward trend in scores after treatment. This shows that the use of the traditional game Lengko-lengko in vocabulary learning contributed positively to the improvement of students' vocabulary comprehension, although the improvement varied in each individual.

Table 2. Descriptive Statistics
Descriptive

		Statistic	Std. Error
PRE_TEST	Mean	59.67	4.485
	95% Confidence Interval for Mean		
	Lower Bound	50.49	
	Upper Bound	68.84	
	5% Trimmed Mean	60.56	
	Median	65.00	
	Variance	603.333	
	Std. Deviation	24.563	
	Minimum	0	
	Maximum	100	
	Range	100	
	Interquartile Range	40	
	Skewness	-.467	.427
	Kurtosis	-.311	.833
POST_TEST	Mean	75.67	3.132
	95% Confidence Interval for Mean		
	Lower Bound	69.26	
	Upper Bound	82.07	
	5% Trimmed Mean	76.30	
	Median	80.00	
	Variance	294.368	
	Std. Deviation	17.157	
	Minimum	40	
	Maximum	100	
	Range	60	
	Interquartile Range	30	
	Skewness	-.319	.427
	Kurtosis	-.448	.833

Based on the results of descriptive statistical analysis shown in Table 2, it is known that the average value (mean) of students' pre-test scores is 59.67 with a standard deviation of 24.563. The median pre-test score was 65.00, while the minimum score obtained by students was 0 and the maximum score was 100, with a score range of 100. This shows that students' vocabulary ability before treatment still varies greatly, from very low to very high. Meanwhile, the mean of the post-test score increased to 75.67 with a standard deviation of 17.157. The median post-test score was 80.00, the minimum score was 40, and the maximum score was 100, with a score range of 60. This data shows that after treatment with the traditional game Lengko-lengko, the average vocabulary ability of students has increased significantly, with a more even distribution of scores compared to the pre-test results. When viewed from the

skewness and kurtosis values, both pre-test (-0.467 and 0.311) and post-test (-0.319 and -0.448) data show a relatively normal distribution, because the values are close to 0. This indicates that the data is suitable for analysis using parametric tests, such as paired sample t-test.

Normality Test

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<i>Pre test</i>	0.163	30	0.041	0.956	30	0.246
<i>Post test</i>	0.133	30	0.185	0.938	30	0.079

Based on the normality test results presented in Table 3 using the Kolmogorov-Smirnov and Shapiro-Wilk tests, it is found that for the pre-test data, the Kolmogorov-Smirnov significance value is 0.041 ($p < 0.05$) which indicates that the data is not normally distributed. However, in the Shapiro-Wilk test, the significance value is 0.246 ($p > 0.05$), so the data can be categorized as normally distributed. Meanwhile, for post-test data, the Kolmogorov-Smirnov significance value is 0.185 ($p > 0.05$) and the Shapiro-Wilk significance value is 0.079 ($p > 0.05$). Both results indicate that the post-test data is normally distributed. By considering the results of both tests, especially Shapiro-Wilk which is more appropriate for small samples ($n < 50$), it can be concluded that both pre-test and post-test data are normally distributed. Therefore, further analysis can use parametric tests, namely paired sample t-test.

Paired Sample T-Test

Table 4. Paired Sample T-Test

Paired Samples Statistics								
		Mean	N	Std. Deviation		Std. Error Mean		
Pair 1	PRE_TEST	59.67	30	24.563		4.485		
	POST_TEST	75.67	30	17.157		3.132		
Paired Samples Correlations								
		N		Correlation		Sig.		
Pair 1	PRE_TEST & POST_TEST		30	.708		.000		
Paired Samples Test								
Paired Differences								
95% Confidence Interval								
of the Difference								
Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1 PRE_TEST - POST_TEST	-16.000	17.340	3.166	-22.475	-9.525	-5.054	29	.000

Based on the results of the Paired Sample T-Test analysis presented in Table 4, it is known that the pre-test mean score is 59.67 with a standard deviation of 24.563, while the post-test mean score is 75.67 with a standard deviation of 17.157. This shows an increase in scores after being given treatment. The Paired Samples Correlations results show that there is a strong correlation between the pre-test and post-test scores with a correlation value of 0.708 and a significance of 0.000 ($p < 0.05$), which means there is a significant relationship between the two. Furthermore, in the Paired Samples Test section, a mean difference of -16.000 was obtained with a standard error of the mean of 3.166. The 95% confidence interval for the mean difference is in the range of -22.475 to -9.525. The t value obtained is -5.054 with degrees of freedom (df) = 29 and a significance value (2-tailed) of 0.000 ($p < 0.05$). Thus, it can be concluded that there is a statistically significant difference between the pre-test and post-test results. This shows that the use of the traditional game Lengko-lengko has a positive effect in improving the vocabulary mastery of seventh grade students of SMP Negeri 20 Kendari.

Discussion

The findings of this study show that the traditional game Lengko-lengko has a significant positive effect on improving students' vocabulary mastery. Descriptive statistics showed that students' average score increased from 59.67 in the pre-test to 75.67 in the post-test, with an average difference of 16 points. The paired sample t-test also confirmed that the difference was statistically significant ($t = -5.054$, $p < 0.05$), meaning that the use of the Lengko-lengko game proved effective in improving students' vocabulary acquisition. This result is in line with previous research which emphasizes that interactive and fun learning activities can

promote better language learning outcomes by increasing students' motivation and participation (Ary, Jacobs, & Sorensen, 2010; Nation, 2001).

In addition, the findings of this study are consistent with several recent studies that highlight the importance of integrating innovative, contextual, and culturally relevant learning strategies in English vocabulary learning. For example, research by Raihana & Nurkhamida (2022) showed that the application of local culture-based materials in coastal areas of Riau significantly improved students' vocabulary retention. The study found that learning that linked local cultural elements not only improved vocabulary acquisition, but also fostered students' enthusiasm and active participation. This is in line with this study, because Lengko-lengko game, which is a traditional game, also contains cultural values that can create a familiar learning atmosphere and motivate students.

Similarly, research conducted by Sayd & Nazarudin (2022) reported that the use of Game-Based Learning approach significantly improved vocabulary acquisition and the quality of classroom interaction. Their results showed that student achievement increased from 56% in the first cycle to 88% in the second cycle, illustrating the motivational and pedagogical benefits of using games in English language learning. The findings of this study are in line with that, as the Lengko-lengko game serves as a game-based learning media that not only improves vocabulary acquisition, but also fosters students' motivation and engagement during the learning process.

In addition, a study by Rosdiani, Mertosono, & Emiwati (2022) It also demonstrated the effectiveness of social media in enhancing vocabulary acquisition, as evidenced by the significant improvement achieved through the use of Instagram captions. Although the study emphasized the role of modern digital media, this study shows that traditional games rooted in local culture can also provide similar results. Both findings confirm that interactive and contextually meaningful learning activities whether through traditional games or social media - can lead to positive and significant improvements in English vocabulary learning.

Overall, the results of this study indicate that the use of the traditional game Lengko-lengko is in line with recent literature trends that encourage the use of innovative, contextual, and student-centered vocabulary learning approaches (Raihana & Nurkhamida, 2022; Sayd & Nazarudin, 2022; Rosdiani et al., 2022). This study contributes to the growing empirical evidence that when English vocabulary learning is fun, culturally relevant and participatory, students not only achieve higher test scores but also experience increased motivation, retention and engagement in the learning process.

CONCLUSIONS

Based on the results of the study, it can be concluded that the use of the traditional game Lengko-lengko is effective in improving the mastery of English vocabulary of seventh grade students of SMP Negeri 20 Kendari. This can be seen from the increase in students' average score from 59.67 in the pre-test to 75.67 in the post-test, with an average difference of 16 points. The paired sample t-test results showed a statistically significant difference ($t = -5.054$, $p < 0.05$), which means that the traditional game Lengko-lengko has a real influence on students' vocabulary acquisition. In addition, this study also proved that the integration of traditional games into learning can increase students' motivation, participation, and active involvement. Thus, the Lengko-lengko game does not only function as an entertainment medium, but also as a contextualized, fun, and culturally relevant learning strategy. Therefore, English teachers are advised to utilize traditional games as an alternative learning strategy to create a more interesting classroom atmosphere and improve students learning outcomes.

ACKNOWLEDGEMENTS

The author would like to express gratitude to Allah SWT for His blessings and grace, which enabled the completion of this article. To the family and colleagues for their continuous support, and to the Rector of University of Muhammadiyah Kendari along with the supervisors, Dr. Yulianah Sain, S.S., M.Hum, Sir Rahmat Nasrullah, S.Pd., M.Hum and mam

Tri Indah Rusli, S.Pd., M.Pd for their valuable guidance and contributions throughout the research and writing process.

REFERENCES

- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.). Wadsworth, Cengage Learning.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Ilma, R., & Nurkhamida, N. (2022). The implementation of local culture-based materials to improve students' vocabulary retention in rural coastal areas of Riau. *Journal of English Language Teaching and Education*, 3(2), 45–56.
- Kamil, M. L., & Hiebert, E. H. (2005). Teaching and learning vocabulary: Perspectives and persistent issues. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 1–23). Lawrence Erlbaum Associates.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Richards, J. C. (2000). *Curriculum development in language teaching*. Cambridge University Press.
- Rosdiani, R., Mertosono, S. R., & Emiwati, E. (2022). The effectiveness of using Instagram captions to improve students' vocabulary mastery. *Journal of Language and Literature Education*, 4(1), 15–25.
- Rusli, T. I., Sain, Y., & Rohmiati, H. (2020). *Permainan tradisional Bumi Anoa (Sulawesi Tenggara)*. Deepublish (CV Budi Utama).
- Sayd, A. I., & Nazarudin, H. (2022). Improving English vocabulary acquisition through game-based learning: A classroom action research. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(2), 321–336.
- Sugiyono. (2017). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Thornbury, S. (2002). *How to teach vocabulary*. Pearson Education.
- Webb, S., & Nation, I. S. P. (2017). *How vocabulary is learned*. Oxford University Press.
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning* (3rd ed.). Cambridge University Press.