

THE EFFECT OF GAME-LIKE TASKS ON CHILDREN'S VOCABULARY
ACQUISITION

Max Fernando Gallardo and Wilson Tovar

Submitted to the school of human sciences
in partial Fulfillment of the requirement
for the degree of B.A in teaching
at the Department of linguistics and languages
University of Nariño
September, 2006

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Resumen

Cuando se aprende una lengua extranjera pueden surgir muchos problemas entre ellos se puede mencionar la falta de participación espontánea por parte de los alumnos; así como también la apatía de los estudiantes hacia el aprendizaje del inglés; Especialmente cuando los estudiantes son tímidos y no tienen suficiente vocabulario para expresar sus ideas. Esta investigación pretende analizar el impacto que tienen los juegos como tareas en el aprendizaje del inglés.

Para desarrollar esta investigación se utilizó un diseño experimental. Esto se llevó a cabo con un grupo de estudiantes de la Institución Educativa San Juan Bosco de tercero de primaria a los cuales se les aplicó, un pre-test un tratamiento y un post-test. Como resultado del Pre-test se observó un nivel no satisfactorio en el conocimiento del vocabulario del Inglés. Después de aplicado el tratamiento se obtuvo como resultado del post-test un mejor desarrollo en cuanto a la competencia en la adquisición de vocabulario de Inglés.

Abstract

When teaching and learning English as a foreign language there might be many problems, but one that may be likely to be encountered in EFL classrooms is the apathy of students and the lack of spontaneous participation in language classes, especially in situations when they were shy or when they did not have enough vocabulary to express their ideas. This paper intended to analyze the impact of implementing game-like tasks on the vocabulary acquisition of L2.

For developing this research an experimental design has been chosen. It was carried out with the participation of one group to which a pre pre-test a treatment and a post-test will be applied. The pre test results showed a low level regarding to vocabulary acquisition. Once the treatment was applied the post-test results showed a better outcome on vocabulary acquisition.

The population chosen to carry out this research is a group of students currently enrolled in the Institución Educativa Municipal San Juan Bosco. The subjects chosen are in third grade. More specifically the study contained in this paper will focus on the students who attend morning sessions at this school.

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction to the problem

As Gunter and Benson (1999) explain, games-like tasks may be one of the best ways to teach foreign languages to children since when they play they develop their physical, psychological, and intellectual skills. Through games-like tasks children experiment and interact with their environment. In this way playing a game brings the target language to life.

Thus, game-like tasks as Ur (1996) calls them are not only an amusing way to teach but also a way to obtain tools in order to profit from children's disposition. Teaching a foreign language can be effectively supported by means of game-like tasks for different reasons. Preventing children on losing focus in the class or that they become inattentive is one of these reasons to use this game like tasks.

In this research vocabulary was the main focus since it is one of the skills that can be improved through the use of game-like tasks. The idea that children focus on the language rather than on the accuracy can help improve the proficiency of the learners in all areas, the vocabulary to be taught was easy to choose, measure and assess and the results were observable. This paper was structured basically in three chapters.

The first one contains the problem statement, a research question, a hypothesis, a justification, and the objectives. The second chapter was the literature review, a relevant part because it provided the framework of the knowledge to carry on the research; then game-like tasks were applied appropriately. Moreover, this paper had a methodology that implied the way that was developed, some important parts were: materials and instruments, pilot study, procedure, variables and data analysis. Finally, the paper contains the final study with its corresponding steps.

Problem statement

When teaching and learning English as a foreign language there might be many problems, but one that may be likely to be encountered in EFL classrooms is the apathy of students and the lack of spontaneous participation in language classes, especially in situations when they were shy or when they did not have enough vocabulary to express their ideas. This paper intended to analyze the impact of implementing game-like tasks on the vocabulary acquisition of L2.

Research question

What is the effect of using game-like tasks in EFL classes with students who have a low proficiency in the foreign language, and more specifically, what is the effect of those tasks in the learners' vocabulary?

Justification

This research may provide teachers and students information about how games contribute to improving the learning environment. As Hadfield (1987) claims "games are an activity with rules, a goal and an element of fun" (p.78). Game like tasks help introduce variety to the process of teaching and for this reasons it provides positive conditions for learning, besides game-like tasks may increase participation when children are shy.

While a game is been applied the child immediately creates a world in which the rules of it activates the target language and in this way game-like tasks are tools to teach children vocabulary because they learn in an appropriate way which belongs to their world (Gunter and Bendson, 1999). The purpose of this paper is mainly to analyze the incidence of a series of game-like tasks in the learners' vocabulary acquisition in an EFL setting.

Krashen (1982) claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for

acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Hypothesis

The hypothesis that will be used for the development of this paper is that the use of game-like tasks will have a positive impact in the vocabulary acquisition of learners and they will help improve vocabulary learning on children.

Objectives

General objectives

The general objective of this study is to analyze the effects of a certain type of activities in the learning process of a group of children at the San Bosco elementary school and the incidence of those techniques in their interlanguage focusing on vocabulary.

Specific Objectives

To provide students with game-like activities which intend to improve the conditions for vocabulary learning in the L2 class.

To create a different learning setting for learners in which they can use the language in a less structured way.

To enhance students' interest in English learning through the use of a set of techniques designed to match the syllabus and the students' level of proficiency.

Assumptions

The assumptions that were present in this research can be summarized as follows:

Through game-like tasks vocabulary can be learned in a more effective way.

Game-like tasks as resources to teach vocabulary to students can avoid wariness in teaching a foreign language.

Game-like tasks can provide an environment suitable for interaction in the L2.

Limitations

The main limitations for the development of this paper can be described in this way:

First, most students of first level at San Juan Bosco high school have some problems with language proficiency and the instruction process can be affected by this. Another element that can be problematic is the fact that games are not a method, but a material, a technique or a strategy and there are not any steps to follow. Thus, they may require a great amount of support to bring about learning.

CHAPTER 2: LITERATURE REVIEW

What are games?

A game is an activity with some rules developed by persons in order to amuse themselves. According to Hadfield (1987): "Game like tasks are activities with rules a goal and element of fun" (p. 89). Ketel (1981) advises that "Game like tasks can improve the learning of words because this activity is ideal as a way of practicing vocabulary which has already been presented to students". Then, game like task as activities can give students a new opportunity to learn vocabulary. Using Game like task teachers can improve listening skills when recognizing vocabulary, as Littlewood (1981) says: "The listening skill is very important to obtain a good vocabulary because many learners spent a lot of time identify it " In this way, Game like tasks are aids to learn vocabulary" (p. 167).

This element is part of the learning process of a second language because it is necessary in order to use it in simple and complex structures as well as in writing paragraphs.

Vocabulary

Vocabulary is a part of language learning as claims Howirtz (1988): He found that a substantial number of the ESL students completing her questionnaire (ranging between 25% and 39 per cent) either agreed or strongly agreed that the most important part of learning a L2 is learning vocabulary.

There is a lot of vocabulary research that is still to be done; this impression in categorizing is not desirable, but, Howirtz (1988. pp. 16 - 22), points out, strategy research is in its infancy and so categories are still fluid and open to debate. It can be said that picture imagery strategy has shown its importance in teaching vocabulary in English; pictures have been shown to be useful if learners focus on them, Levin (1983) and Paivio (1983).

Schmitt (2002) states: that; Meara (1995) found that one group of non native speakers enrolled in a British university (presuming a reasonable large amount of native speaker interaction) average vocabulary gains of 1,325 words per six months, compared to an average 275 word gain previously in their home countries; this fact can show the effectiveness of the vocabulary strategies mentioned above.

How to teach vocabulary as second language

There is a paramount importance in teaching second language vocabulary, as Sökmen (2000) states: As we enter the 21st century, acquisition of vocabulary has assumed a more important role, and as some would argue, the central role in learning a second language (Lewis, 1993) with this shift in emphasis, the classroom teacher is faced with the challenge of how best to help students store and retrieve words in target language. Most L2 practitioners today have been trained in teacher education programs or modeled by textbook writers to understand the terminology and teach the systematization of grammar. However our understanding of the relationship between words, even the met language to discuss those concepts, is decidedly lacking (Manguerra 1993).

Learning vocabulary by guessing the context is not always a proof that it is stored in a long-term memory to be used in future situations; Sökmen (2000) argues that guessing from the context does not necessarily result in long-term retention. Even if a student is exposed to a word “pregnant” in contexts, those rich with clues, acquisition does not automatically result the first time. Of an increasing number of studies pointing in that direction, there are noted here. Parry’s (1993) longitudinal study of a university level of ESL student’s progress reading in English shows that this student could guess the correct meaning while working through a text but not when tested later.

It has become more apparent that what it takes to guess the meaning of an unfamiliar word is not necessarily what it takes to store it in one’s memory, perhaps because the most immediate need-comprehension-has been met.

Contextual guessing may be especially helpful to students with higher proficiency (Chern, 1993) in the combination with explicit instruction (Stahl and Banks, 1986); or when learning highly complex words (Sherfer, 1985).

The pendulum has swung from direct teaching of vocabulary (GTM) to incidental (Communicative Approach) and now, laudably, back to the middle: Explicit learning.

Giving freedom to students to choose vocabulary improve students motivation in order to do tasks in the classroom, of course this freedom should be guided by the teacher. Because of motivation affects

intention to learn and, consequently attention to commit something to memory (Baddley, 1990), letting students to chose the words they want to learn is another option (Haggard, 1982). Haggard's (1982) vocabulary Self-collection Strategy is effective because words chosen for class work and vocabulary journals come from students' lives and content area classes and they recognize the importance of learning those words. Whether they are self-selected words, difficult words, or high frequency words, the point is to work consciously on the development of large corpus of automatic word knowledge.

As a student meets the word through variety of activities and in different contexts, a more accurate understanding of its meaning and use will develop. Various studies create a range of 5 – 16 encounters with a word in order for a student to truly accurate it (Nation, 1990).

The renewed importance of vocabulary instruction will continue to interest and be a fertile area for the efforts of second language researchers, material writers and instructors.

More research on the effectiveness of methods of vocabulary instruction is necessary. Technological advances and the use of media will improve the vocabulary of foreign language learning as well as its retention on students' memory. In this way students will have a more accurate communicative competence.

Generalities about game-like tasks

According to Bause (1969) game-like tasks have been a main part of human life, because they provide a good environment to learn. Due to the great pedagogical worth of game-like tasks they have been an indispensable tool.

It is necessary to consider that every game is wonderful due to its variety and its permanent action in which the students are involved.

Most of game-like tasks have a competition characteristic; for this reason, they encourage the children to participate. Game-like tasks may be developed in simple conditions, this permits an easy learning. Games like tasks are appropriate to facilitate a good teacher-students relationship.

According to Makarenko, game-like tasks have the following phases:

- First phase: It is related with the child game by him/her self it could be with a toy or without it.

This phase has four years of duration.

-Second phase: In this phase we have the construction game-like tasks, the imagination game-like tasks and the simple motion game-like tasks. This phase is related to the kindergarten; where children are able to share with others.

-Third phase: It begins at primary school, where social rules are present in game-like tasks. It is necessary to take into account that those kinds of rules are done by children. In this phase we have: child songs and social game-like tasks, where learning is present. These kind of game-like tasks are able to develop the children behavior.

Game-like tasks have an important characteristic; they can be learned quickly with some explanations and they can be represented according to the needs.

Game-like tasks through history

According to Dobbler (1969), the origin of game and its development were related to cultural and social relation. Games let see history and the life of a town. Games have existed through the history representing a main part of people's life. Every town has its own games with similar essence, especially in childish games. Through games we can know: social, cultural, historical and religious aspects.

Games have been a tool to transmit humanity legacy. In Germany, games had an important level, because they could teach and diffuse: courage, worth and power. In the middle age games had a feudal development, as they taught children their daily labors.

In the XVII century games had a fall due to the war of 30th years, the economical crisis, the diseases, and the epidemics. But the main factor to this fall was the clergy. These persons considered games as an immoral activity.

The genial pedagogue Frobel (1782/1859) was a great pioneer not only in producing games to teach, but also to demand the introducing of games in daily elementary school activities. Sehenkendorffen (1981) created "The childish and popular central games committee".

How to present game-like tasks in class

First of all it is necessary to say that the teacher should choose the game according to his or her pedagogical purpose. The fact that games are a fun activity does not mean that they are disconnected from the curriculum or the syllabus the teacher is using.

In order to present game-like tasks in class the teacher should take into account the following aspects according to Bauzer (1979):

1. The classroom size.
2. The students' number.
3. The time determined by the class
4. The classes' interest
5. The students' ability and experience
6. The group's sex and age composition.
7. Warm up activities
8. It is important to foresee the possibility to move the desks.

It is necessary to know that every game can be adapted according to the conditions that it is developed. Don't forget to obtain game benefit; everybody has to play.

Try to know the students' possibilities and limitations in order to place each student where she or he had the best opportunity to play.

Game-like tasks in general and language learning

An easy learning is very important to get the most advantages without boring the students, as Wald (1984) affirms: "In the present time a good learning is a goal in learning process" (p. 306). Consequently, the teacher plays an important role in the class success; this can be done using different game-like tasks to avoid students' weariness.

It is known that mother-tongue learning has a direct contact with the native speakers, it means that children; first of all, develop a listening process, after this period, they begin to produce words. It is

necessary to take into account what Burroughs (1983) says: "The use of direct movement in language classes has been shown to be effective in teaching a variety of grammatical structures and vocabulary to the students" (p.245).

It is known that vocabulary teaching is hard work not only for the teacher, but also for the students, because they must make an effort to understand and to repeat exactly, as Wright, (1994); Betteridge (1994) and Buckby (1994) says: "Game-like tasks can help to encourage many learners to sustain their interest and work". Game-like tasks are a good way of learning because students can participate. When children play, they learn many things because game-like tasks provide them, with new individual and social experiences. They can develop their senses by sharing with the other children because they are involved in their fantastic world; as Turner (1978) affirms: "A child that plays is a child that learns something" (p.578).

Game-like tasks for children

game-like tasks are a valuable element for having success in life, as Turner (1978) mentions: "game-like tasks are vital for a normal children development, because they learn by means of game-like tasks when children play they learn because they are involved in a personal way. Consequently, they acquire a valuable Knowledge obtained by their own experiences" (p.275)

Game-like tasks and children learning

Children can develop Many abilities by means of game-like tasks Turner (1978) affirms: "Game is an expression way. By means of game-like tasks children can discharge their tensions and be able to explore their own world, getting new ideas and developing their essential abilities" (p.349).

Game-like tasks are an important part in children life because they provide them with an opportunity for exploring and learning as Turner (1978) advises: "We could not prevent the child play to avoid some problem, because he is able to manage all kind of situation. The child can select the appropriate game according to his abilities. The child can solve every problem presented during the game" (p267).

By means of game-like tasks the child can get an increasing life appreciation because he or she gets his or her own knowledge and he learns to know by himself or herself, as Turner (1978) says: "We should permit that the child plays whatever he or she likes because by means of game-like tasks he or she discovers his or her world and learns to solve any problem with original ideas. The child has many abilities that could be profited in a maximum by means of game, as Turner (1979) says: "The child improves his or her knowledge exploring many things in an active way manipulating, touching, tasting, looking, listening and imitating. The child curiosity makes he or she has great interest by everything" (p.342).

Game-like tasks are very important to the child because they represent a wonderful part of his or her life. He or she gets in game-like tasks whatever he or she wants as Vakandler (1978) says: "Game-like tasks a serious business to the child because they have specific purposes; one of them is to improve his or her mental and physical development. Through game-like tasks children taste the world and learn about it" (p.456). game-like tasks permit that children feel them more self confident, like home; as Vaklandes (1978) says: "game-like tasks are not a frivolous activity like adults think; on the contrary, they are a vital function for children in which they can be creative and can assimilate whatever they experiment" (p. 689).

Generalities on how children learn languages

According to Skinner (1957) the language is acquired in the same way that behavior; every verbal conduct is explained by Skinner's theory (stimulation response). Verbal answers are given by stimulations. When a child about one to three years of age is learning his or her mother tongue, grammar structures, syntax and morphology are not taken into account. It is only necessary a speaker- listener relationship; the first one produces sounds (words) and the second the answers. The first sound the baby produces is due to internal need stimulus like: hunger, cold, pain, and heat and so on.

Piaget (1926) suggested that language is subordinated by the mind. First, babies do different imitations, then, he or she acquires the language; for this reason, it is not possible to explain the mind by means of the language.

For Chomsky (1957), babies have an innate ability to acquire the language. Language is acquired because babies are constantly involved by using it like a social communication way. According to Lenneberg (1975) Language is subordinated by the knowledge because people adapt themselves to the language.

Halliday on the other hand states that sociolinguistic factors are indispensable for language acquisition. Children language is developed in a social environment after having developed their innate functions.

Steps in Language Acquisition

Prelinguistics.

It takes place from six months of age, based in babble, characterized by the combination of a variety of sounds; it is believed that this step goes since the babble is an activity, which is a symptom of the beginning of language, or training for later articulations.

Llorach (1972) says: "Language acquisition is preceded by semiotic or paralinguistic stages in which takes place the exteriorization and the development of the listening skill. This is considered a "ludic" exercise" (p. 345).

Linguistics.

According to Jackson, (1792) it is from tenth month of age, preceded by presemiotic stages, it is characterized by the systematic use of the phonologic system sound that is exposed, this is unchangeable by the structural rules.

The child sinks in a sign logical world where he or she is involved. From eleven to eighteen months of age the issues consist of an only sound, increasing gradually.

In the middle of the second year he or she combines two elements and before three years old he or she combines short phrases emitting some words, his or her progress occurs till five years of age just before going to elementary school.

CHAPTER 3: METHODOLOGY

For developing this research an experimental design has been chosen. It will be carried out with the participation of one group to which a pre pre-test a treatment and a post-test will be applied. An analysis comparing the results followed.

The methodology can be summarized in the following experimental design:

T1 X T2

Population

The population chosen to carry out this research is a group of students currently enrolled in the Institución Educativa Municipal San Juan Bosco. The subjects chosen are in third grade. More specifically the study contained in this paper will focus on the students who attend morning sessions at this school.

Sample

Since the population was too large, and some problems may appear, especially, due to time limitations, a sample of the population had to be chosen for this research. The treatment was applied to thirty students at elementary level in the institution mentioned above. The reason for selecting this number of students was that the activities that were applied in this study require working in groups and for game-like activities it is always better to have a good number of students.

Materials

The materials used in this paper will be varied since the topics to be undertaken are game-like tasks. These game-like tasks require the use of different materials such as realia, worksheets, toys, and other aids according to the task being applied. The tasks will be part of different teaching units and one game-like task will be applied in each unit so that they are not disconnected from the objectives of the syllabus.

Instruments

Due to the importance of gathering sufficient information to determine the effect of the game-like tasks in learning, different assessment tasks will be the basis for analyzing the students' reaction to the techniques being incorporated in the EFL classes.

First the pre-test was applied, then the treatment was performed and monitored through the close observation of children's behaviour. Finally, the post-test was applied to get additional information and to be able to compare the results obtained by students before and after the treatment regarding vocabulary acquisition.

Procedure

The game-like tasks were planned keeping in mind that every activity that was carried out in the classroom must have a learning purpose and that it is integrated both to the lesson plan and to the syllabus used in the course. The procedure of the classes where the treatment was applied can be explained as follows: First the teacher explained the way the game worked and the rules for participating in it as many times as necessary to ensure understanding. As soon as students understood, the teacher started implementing the task. Once learners developed the task another task was carried out as reinforcement which consisted of a series of questions for example is this my head? (A student was pointing at his or her head). After the other student answer yes, it is. Or no, it is not. After developing the reinforcement task an eliciting task was carried out to assess the effectiveness of the game like tasks.

Variables

Independent Variables

In this paper, it was considered that the independent variable is the games used to provide L2 vocabulary instruction to children.

Dependent Variables

The dependent variable according to the purpose of this study was the effect that games could have in the students' L2 vocabulary acquisition.

Data analysis

In order to analyze the information collected through the classes taught a statistic analysis was carried out. With this analysis a comparison of the performance of learners could be made evident and conclusions about the level of the students could be stated.

Pilot study

The study was carried out with eight children at Agustin Nieto Caballero elementary located at Fatima neighbourhood. The average age of the children participating in the pilot study was eight years old.

Development of pilot study

A group of ten students were chosen at Agustin Nieto Caballero elementary school to administer the pre-test, treatment and post-test. (See chapter four).

Pre-test

Once the instrument was tried in the pilot study, the pre-test was applied. The pre-test consisted on using pictures with which the researchers asked three kinds of questions. It is important to say that students did not have any knowledge of English; the questions were explained by the teacher in the students' mother tongue (See Appendix 1).

The pre-test demonstrated that students did not have any previous knowledge of English as it was assumed before applying the pre-test.

Treatment

Knowing that the students did not have any background in the L2, the treatment was designed and applied keeping in mind that since the proficiency of learners is very low, the L2 could not be used at all times. A simple description of the games was presented as it is explained below. It is necessary to take into account that vocabulary related to body parts was emphasized. Because of this, most of the games were about this topic. The presentation of the games proceeded like this:

1. BE READY: This was applied in an oral form. The students learned body parts directly. It means the teacher says out loud each body part.

2. SIMON SAYS: It is played in an oral form. The aim of this game was to develop listening and to help learners in remembering body parts.

It is necessary to say this game was adapted according to the aims of pilot study.

3. LITTLE BOAT: The game was played orally, participation was general. In this game students learned in a direct way vocabulary from classroom.

4. THE BOTTLE: This game was played orally, in this game is pretended that students remember some vocabulary already learned. Participation was general.

5. THIS IS MY FOOT: This game is played in an oral way to practice body parts. This game made possible familiarization with body parts vocabulary.

6. THE NOSE: With this game it was intended to reinforce the knowledge about body parts. It was played in an oral way. And all students played at the same time.

Post-test

After carrying out the six planned game-like activities, a post-test was applied in order to verify the effectiveness of these activities. In order to have consistency, the post-test was administered in the same way as the pre-test. It was observed that the results were different from the initial results in the pre-test.

CHAPTER 4: RESULTS

In spite of the lack of participation at the beginning classes the game used (BE READY) aroused the interest of the students. At the first classes, certain difficulties were evident. Some changes were noticed with respect to positive attitudes toward the classes because games were new for them. Students' participation was also positive thus classes became more active.

There were four or five class sessions one hour each before the English class, thus students were tired. Despite this situation, students participated in the tasks. The oldest student at the beginning did not want to participate because he was shy, maybe due to his age; later observing the others he agreed to participate and he did it actively.

Some students wanted to translate the words. It was explained that the most important was that they have to learn by observing what the teacher did; after this recommendation was made they translate less. In order to avoid translation and to increase attention, the teacher decided to use Total Physical Response.

When they were asked to play, students were excited, but it was necessary to correct some mistakes as follows: a) Some students wanted to translate the words and b) sometimes students did not understand the right meaning of the word. At last, the experience was good because students participation was improved through the use of the game-like tasks.

To explain these in a better way see table analysis 1 and 2 in the pilot study section.

Table 1

Pilot study pre-test results

	N° ESTUDIANTES	POINTS								TOTAL
		1	2	3	4	5	6	7	8	
I	1	0	0	0	0	0	0	0	0	0
	2	1	0	1	1	0	1	1	1	6
	3	1	1	0	0	0	1	1	0	4
	4	0	0	0	1	0	0	0	0	1
II	A	0	0	1	0	0	0	1	1	3
	B	0	0	0	0	1	1	0	0	2
	C	1	0	1	0	0	1	0	0	3
	D	0	0	0	0	0	0	1	1	2
III	A	0	0	0	0	0	0	0	0	0
	B	0	0	0	0	0	0	0	0	0
	C	0	0	0	0	0	0	0	0	0
	D	0	0	0	0	0	0	0	0	0
	TOTAL	3	1	3	2	1	4	3	4	21

In this pre-test it is seen that the 21.88% of the questions were answered in a correct way, and the 78.12% of the question were answered incorrectly. This permits to conclude that the students level is low.

Table 2.

Pre-test table results pilot study

		Nº ESTUDIANTES								
POINTS		1	2	3	4	5	6	7	8	TOTAL
I	1	1	0	1	1	1	1	0	1	6
	2	1	1	0	1	1	1	1	0	6
	3	1	0	1	1	1	1	1	0	6
	4	1	1	1	1	1	1	1	0	7
II	A	1	1	1	1	0	1	1	1	7
	B	1	1	1	1	1	1	0	1	7
	C	1	1	1	1	1	1	1	1	8
	D	0	1	1	1	1	1	1	1	7
III	A	1	1	1	1	1	1	1	1	8
	B	1	1	1	0	0	1	1	0	5
	C	0	0	1	0	1	0	1	1	4
	D	0	1	1	0	0	0	1	1	4
TOTAL		9	9	11	9	9	10	10	8	75

In this table it is seen that the 78.1 % of the questions were answered in a correct way, and the 31.9 % of the questions were answered in correct way. This results permitted conclude that the students improved their knowledge.

The game-like were adapted to the level of students and the aim required. The nine games worked were:

1. I SPY: This game-like task was done in an oral form. The participation level was general.

With this students were encouraged to remember the vocabulary already learned.

2. Memory game: This one was done in both oral and written form. Real objects must be taken in the classroom. This game-like task permits to remember with facility names of the objects.

3. Betty's cat: This game-like task was done in an oral form. The participation level is general. In this one each letter of the alphabet can be used twice or more according to the number of students.

4. Word building: This game-like task was done in a written form. The aim of it was to improve students' vocabulary acquisition. This game-like task can be played in both individually or by groups.

5. The comb: This game-like task was done in a written form, but can be done in an oral form too. With this tool students improve their vocabulary and learn to write them correctly.

6. Crossword: This game-like task should be done individually or in pairs. This one was done in a written form. Using this tool student can practice and also remember vocabulary already learned.

7. The classroom in letters: This game is played in groups of no more than five students. This game permits to revise the name of the things in the classroom. This game is played in a written form.

8. Let's open a shop: This game-like task was done in both oral and written form. With this one, students practiced the name of some objects. Students were divided in two groups of no more than four students each one.

9. Odd man out: Using this game-like task students remember vocabulary already learned. This one was done both individually and by groups. It was done in oral and in written form according to the needs of the students.

The games applied were adapted according to the level of students and also to their needs. There was a high level of motivation this noticed through the participation of all the students.

The principal objective was to help the students understand the game-like task in an easy way. This permitted to remain on the attention of students.

The statistical analysis of the pre-test was applied to 5th grade students at AGUSTIN NIETO

CABALLERO School. The results of the pre-test are given below (see table 3):

Table 3.

Statistical analysis

STUDENTS	POINTS
1	6
2	5
3	5
4	5
5	4
6	4
7	4
8	3
9	3
10	3
11	3
12	3
13	3
14	3
15	3
16	2
17	2
18	2
19	2
20	2
21	2
22	2
23	2
24	2
25	2
26	1
27	1
28	1
29	0
30	0

NOTE: Points are arranged in rank order.

Table 4

Frequency distribution

POINTS (X)	FREQUÉNCY (F)
6	1
5	3
4	3
3	8
2	10
1	3
0	2
30	

Now it is constructed a frequency polygon from the data presented in the frequency distribution (See graphic number 1).

Measures of central tendency

Three measures of central tendency are presented in this paper (Mode, median and Mean).

Mode

As it is known the mode is defined as the score (points in this case) that is the most repeated in a frequency distribution. In this paper the mode for the pre-test 2. (It continues the table of the mode).

Table 5

Mode table

<i>POINTS (X)</i>	<i>FREQUENCY (F)</i>
<i>6</i>	<i>1</i>
<i>5</i>	<i>3</i>
<i>4</i>	<i>3</i>
<i>3</i>	<i>8</i>
<i>2</i>	<i>10 Mode</i>
<i>1</i>	<i>3</i>
<i>0</i>	<i>2</i>

Table 6

Distribution

POINTS (X)	FREQUÉNCY (F)
6	1
5	3
4	3
3	8
2	10
1	3
0	2
30	

Now it is constructed a frequency polygon from the data presented in the frequency distribution (See graphic number 1).

Tabla 7

Mode table

P01NTS (X)	FREQUENCY (F)
6	1
5	3
4	3
3	8
2	10 Mode
1	3
0	2

In table 8 it is seen, that the median is 3 (points) because fifteen students are above this number and fifteen are below it.

Table 8

Median Table

POINTS (X)	FREQUENCY (F)
6	1
5	3
4	3
->3	8
2	10
1	3
0	2
30	

This definition is presented by the formula: $M = \sum X \cdot F_1 / N$.

Table 9

Results of the application of the formula

x	F	X . F
6	1	6
5	3	15
4	3	12
3	8	24
2	10	20
1	3	3
0	2	0
	30	80

NOTE: $M = \sum X \cdot F_1 / N$ $M = 80 / 30$ $M = 2.66$

As a result of the application of the formula, the average was obtained in the pre-test.

Statistical analysis of the post - test

The main resource of evaluation that was applied was the post- test.

7	11
8	11
9	10
10	10
11	10
12	10
13	10
STUDENT	POINTS
14	10
25	10
36	10
47	10
48	10
49	10

20	10	Tabla 10
21	10	
22	10	Ranking
23	9	
24	9	
25	9	
26	9	
27	9	
28	9	
29	9	
30	9	

Points are arranged in a rank order.

Table 11

Frequency distribution

POINTS (X)	FREQUENCY (F)
12	5
11	3
10	14
9	8
30	

A frequency polygon was constructed from the data presented in the frequency distribution. These are the results of the post-test. This allowed the researchers to compare the results (See graphic number 2).

Table 12

Post-test mode

POINTS (X)	FREQUENCY
12	5
11	3
	30

Median

In table 7 the median is 10, this is the number in which 50 percent of the cases are below and 50 percent are above it.

Table 13

Median

POINTS (X)	FREQUENCY
12	5
11	3
-10	14 Mode
9	8
30	

Tabla 14

Mean

X	F	X . F
12	5	60
11	3	33
10 9	14 8	140 72
	30	305

Nota: $M = \frac{\sum X \cdot F}{N} = \frac{305}{30} = 10.16$

As a result of the formula it was obtained a mean of 10.16.

Graphic representation of the results

Now, the students' achievements will be represented through a frequency polygon graphic. These figures are about the pre-test and post-test of the final study.

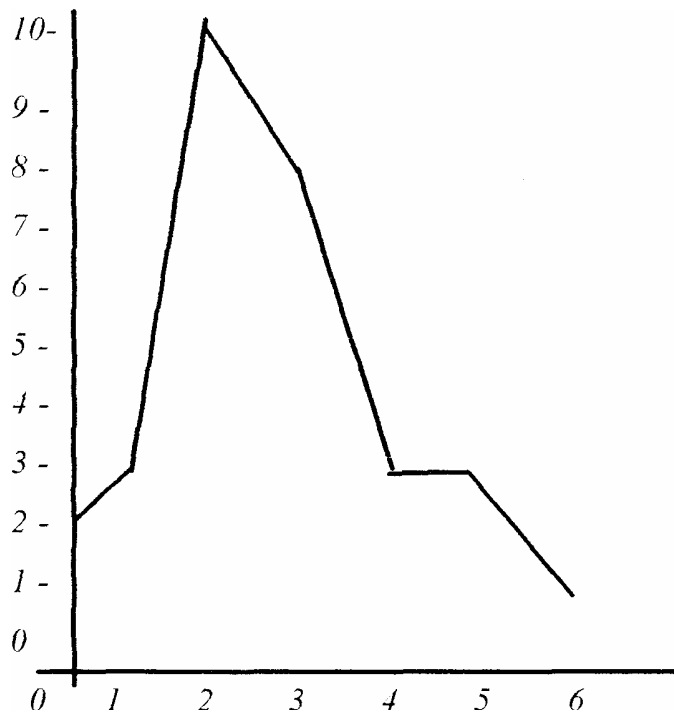


Figure 1. Pre-test frequency polygon graphic

This figure shows the students behavior in the pre-test, the lowest score is 0, obtained by 2 students. And the highest score is 6 obtained by 1 student. The score with highest frequency is two (2) obtained by 10 students. And the score with lowest frequency is 6 obtained by 1 student.

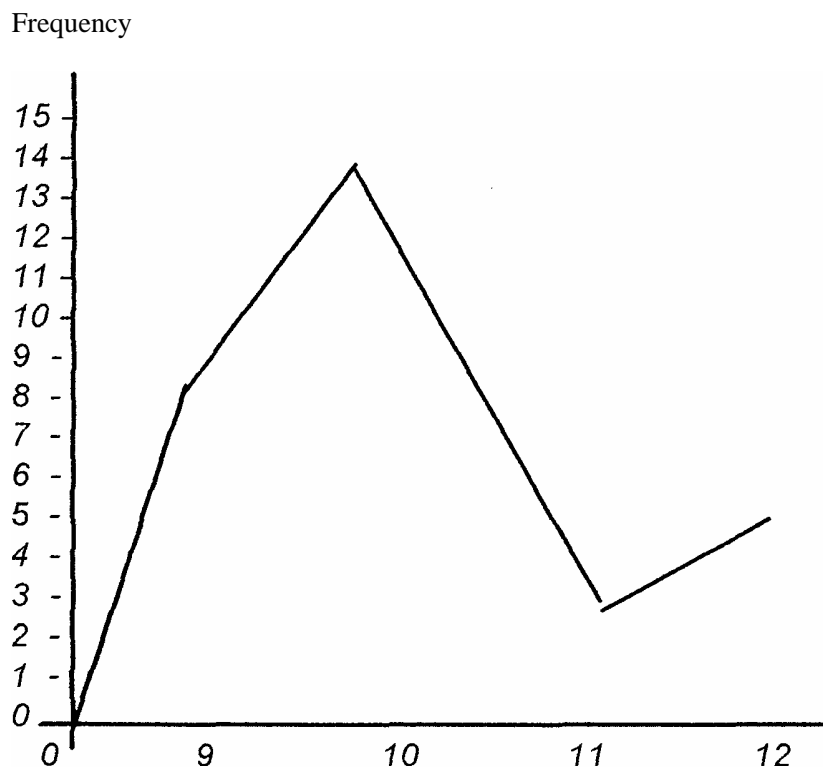


Figure 2. Post-test frequency polygon graphic.

This figure shows the students behavior in the post-test .The lowest score is 9 (nine) obtained by 8 (eight) students. And the highest score is 12 (twelve), obtained by 5 (five) students. The score with the highest frequency is 10 (ten) obtained by 14 (fourteen) students. And the score with lowest frequency is 11 (eleven), obtained by 3 (three) students.

POST-TEST TABLE RESULTS
FINAL STUDY
TABLE 1

STUDENTS POINTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL		
1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	23		
2	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	26		
3	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28		
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	28		
a	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	26		
b	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	26		
c	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	29		
d	0	1	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24		
a	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	21		
b	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	0	0	1	1	1	23		
c	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26		
d	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	25		
TOTAL	9	11	12	10	10	9	10	10	9	12	10	12	10	10	10	9	10	9	10	9	10	9	10	12	10	11	9	11	10	9	10	12	305

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After finishing this study, it was observed that most of the objectives stated at the beginning were satisfactorily accomplished. One of them is the increased motivation of students. This may be due because of the use of different game-like tasks which were suitable for children and encouraged students to participate in classes more than they might have if the class had been conducted using traditional approaches and techniques.

Game-like tasks were chosen according to the students' needs, those ones improved personal relationships among students. This should be relevant because game-like tasks may not be appropriate for all audiences and it can have a negative influence on the results of the game. Ultimately, the result should be that learners use the L2, but if the task is not well planned, games may end up being just fun activities that lack a role in language acquisition.

The game-like tasks that were used in English classes, permitted students to learn vocabulary in a relaxed environment. This aspect was noticed through students' motivation and increased involvement in the class. Lowering our students' affective filter is something that we should always be aware of, especially those of us who will be teaching to young children and children. In order for someone to learn, the conditions have to be favorable, otherwise it does not matter if the teacher has a good language proficiency or if the learners are willing to learn, the process may not be successful.

Game-like tasks contributed to change the management of the class. These permitted to remain on the attention of students and also their participation. During the treatment, students participated actively in all game-like tasks. This helped students to increase a positive attitude towards English learning. Game-like tasks may be successful strategies to avoid weariness on students and also to obtain an active participation.

Nowadays the use of games like tasks is not taken into account in the process language acquisition. If the results are compared; it is observed that there was a great variation rate between the results of the pre-test and post-test. This concludes that games like tasks may be appropriate strategies in the fields of language acquisition.

The use of game like tasks made students more active and their attention was more natural. Using game like tasks students may arouse self confidence. This can be noticed by the analysis of pre-test and post-test results regarding to students participation.

It was noticed that Grammar Translation Method is still used. Because students translate the words instead of acquire them from the context. Some changes were noticed with respect to positive attitudes toward the classes because game- like tasks were new for them. Positive attitudes were noticed through activeness that was improved through the use of game-like tasks, regarding students' participation.

Game like tasks may arouse motivation. This could be noticed when students continued playing on break time using L2. There was a positive attitude change regarding students' behaviour when using game like task.

Total Physical Response may be a part when developing game like tasks as well as a specialized room is important when applying game like task; a normal class room is not enough regarding size. It can be said that timing might be relevant when planning and developing game like task; a 50 minutes period class is not enough to succeed when using this tool.

Recommendations

Games like tasks are a factor in the process of learning a foreign language; consequently, English teachers should use them as a tool in their daily classes. Games like tasks should be carefully planned before presenting to the students, in order to avoid some failures also games like tasks should be adequate to the students' level and also their needs to obtain a better outcome.

Teachers should be able to change the direction of the game-like tasks according to different situations that could be presented in each class. Game like tasks should be included at least once per unit.

The implemented syllabus with games like tasks should be flexible, regarding the needs and the students' proficiency, according to this research this kind of syllabus was the more efficient to accomplish the communicative objectives proposed in this study. Game like task should be planned in advance in order to obtain outcome, if these ones are not planned with a teaching objective it could be seen as a waste of time.

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APPENDIXES

APPENDIX 1



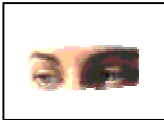




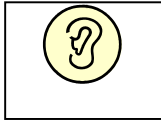
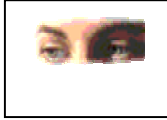





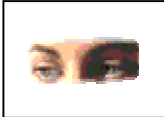

1. PRE-TEST OF THE PILOT STUDY AT "AGUSTIN NIETO CABALLERO"

ELEMENTARY SCHOOL


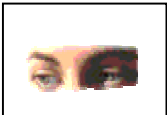


NAME _____ DATE _____ LEVEL _____

SCORE _____

1. Listen to the teacher and choose the correct option.

	A	B	C	D
1				
2				
3				
4				

2. Here you have some pictures. The teacher is going to pronounce a word to each picture. You should write if it is true (T) or false (F)

A	B	C	D
			

III. The teacher is going to say a word in English. You should do the pictures that you think is convenient according to your knowledge.

A.

B.

C.



Appendix 2

Treatment of the pilot study

GAME NUMBER BE READY

AIM: To practice listening comprehension, (human body parts)

LANGUAGE REQUIRED: None

PREPARATION: None

AUDIENCE: Third grade

LEVEL: BEGINNERS

PROCEDURE: students should stand up and make a semicircle. The teacher gives the following directions with rhythmical slaps.

1. Be ready
2. Pay attention
3. We must learn
4. Body parts
5. For example
6. My head.

Then, he or she continues saying some human body parts indicating each one, always clapping and keeping the rhythm with slaps. When students had learned the parts and, if the teacher considers it necessary, he or she begins the game again in order to practice the vocabulary they already learned.

GAME NUMBER 2: SIMON SAYS

AIM: To practice listening comprehension. To remember the parts of the human body' learned in the last class.

AUDIENCE: THIRD GRADERS

LEVEL: BEGINNERS

DESCRIPTION: Students should stand up in their places, the teacher plays the role of Simon who gives the orders e.g.: Simon says touch your head. The students should do the action immediately. The students who make mistakes are taken out the game. The student who stays until the final will be the winner and will play the role of Simon.

This game was adapted in order for the students to remember the parts of the human body they had already learned.

GAME NUMBER 3: THE LITTLE BOAT

AIM: To improve vocabulary, reaction speed, attention and word fluency.

PREPARATION: A big handkerchief with a knot in one of its corners to represent a little boat is needed.

AUDIENCE: THIRD GRADERS

LEVEL: BEGINNERS

DESCRIPTION: Students are disposed in a circle, one of them has the handkerchief then the team arranges what the little boat is going to load: flowers, birds, fruits and so forth.

To start, the handkerchief is thrown to any classmate, saying "A little boat is going to be loaded of..." the other student takes the handkerchief and completes the phrase, by saying "roses", for example (if that the arranged was flowers) once done this, he or she throws the handkerchief to another student repeating the same phrase. The students' selection must complete the phrase with the other flower name, "violets" for example and like this, so on.

The student who makes a mistake or delays in answering is taken out of the game.

GAME NUMBER 4: THE BOTTLE

AIM: To acquire the vocabulary that corresponds to the parts of the human body to practice listening comprehension.

AUDIENCE: BEGINNERS

LEVEL: THIRD GRADERS

PREPARATION: The group should be divided in no more than eight students per team. Each team must get an empty bottle.

Each team must make a circle, then the students have to sit down on the floor. One of them puts the empty bottle on the center of the circle and makes rotate it. the students that is pointed by the bottle has to say a part of the human body, but he she doesn't have to repeat the words that have been said before.

The game continues every students have participated. Who repeats the same word is taken out of the game.

GAME NUMBER 5: THIS IS MY FOOT

AIM: To practice the pairs of the body.

AUDIENCE: BEGINNERS

LEVEL: THIRD GRADERS

PROCEDURE: The students should sit down in a circle. One of them goes to another player and points lo a part of his own body, and says, " this is my...". The player selected should say the name of the body part pointed before the student, who started the game says" my foot". If the player selected until she or he can continue the game. If she or he losses, he she should leave the game.

GAME NUMBER 6: THE NOSE

AIM: To learn parts of the human body, fluency and easiness of recognition them.

AUDIENCE: BEGINNERS

LEVEL: THIRD GRADERS

PROCEDURE: With this game, students may learn human body vocabulary. The teacher with a finger points repeatedly on his/her nose saying " the nose, the nose..." when the teacher considers it convenient he or she says another human body part for example, the head at the same time he or she must point another part, for example a shoulder the students have to point the right part, like in this case, they should point their head. The students that mistake the indicated part have to leave the game.

APPENDIX 3

POST-TEST OF THE PILOT STUDY








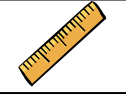








INSTITUCION EDUCATIVA MUNICIPAL SAN BOSCO" ELEMENTARY

SCHOOL


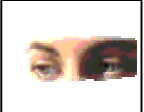


NAME _____ DATE _____

LEVEL _____ SCORE _____

1 Listen to the teacher and chose the correct option

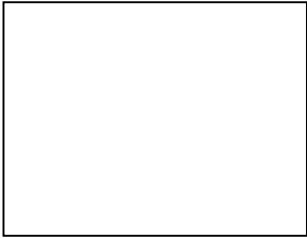
	A	B	C	D
1				
2				
3				
4				

2. Here you have some pictures. The teacher is going to pronounce a word to each picture. You should write is (T) or false (F).

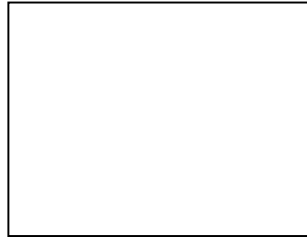
A	B	C	D
			

III. The teacher is going to say a word in English. You should do the picture that you think is convenient according to your knowledge.

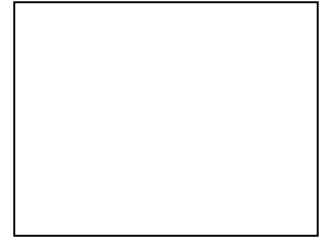
A.



B.



C.



APPENDIX 4








PRE-TEST OF THE FINAL STUDY

"AGUSTIN NIETO CABALLERO"

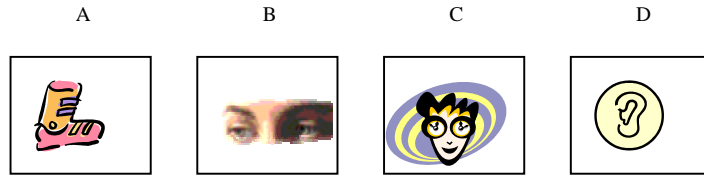
LEVEL _____ NAME _____

DATE _____ SCORE _____

1. Listening carefully the word the teacher says and make a circle in the letter that you think is correct.


	A	B	C	D
1				
2				
3				
4				

II. Here you have some pictures. The teacher is going to pronounce a word to each picture. You should write is true(T) or false(F).



III. The teacher is going to say a word in English you should to the picture you think is convenient according to your knowledge.

A. B. C.



APPENDIX 5

TECHNIQUES OF THE FINAL STUDY

GAME NUMUER 1: SPY

AIM: To practice the names of objects in and around the classroom, or on pictures.

LANGUAGE REQUIRED: The alphabet should be well known; nouns; the phrases "yes, it is" and "no, it isn't".

GAME

When children play this game they say: "I spy with my little eye, something, beginning with (for example D). The others try to guess what is it?

Is it a desk? No, it isn't

Is it a dress? No, it isn't

Is it a door? Yes, it is.

The person who guesses correctly then "spies" the next thing. This must be something that he or she can see from where he or she is sitting.

Instead of using the classroom and the things that can be seen outside the window, pictures can be used. In this way you can practice words from a certain area, for instance, the garden, a street in town, or a grocery store. Words from a textbook can be practiced if there are good illustrations.

COMMENTS: Instead of "I spy, with my little eye" it is possible to use the easier phrase, " I can see something beginning with..." or "I spy something beginning with..."

GAME NUMBER 2: MEMORY GAME

AIM: To practice nouns.

LANGUAGE REQUIRED: Some knowledge of names of objects that can be found in the classroom and of prepositions of place.

GAME

Let the students look at a number of objects. Fifteen or twenty objects are about the right number. The objects can be real ones, drawings on the blackboard, or pictures on the flannel-board.

After one minute, the objects are taken away or covered. The students try to remember all the objects. They say what they can remember or they can make a written list.

COMMENTS: If you use real objects on a desk, you must remember that not all students will be able to see clearly. Let the class come to the front in groups, one group at a time, and then go back to their desks to write their lists.

GAME NUMBER 3: BETTY'S CAT

AIM: To practice adjectives.

GAME

This game can be played in two teams or in pairs. It consists of finding an adjective to describe Betty's cat. The first adjective must begin with "A", the second with "B", the third with "C", and so on. Either a student uses the next consecutive letter when his turn comes or each letter may be used twice.

Examples:

Betty's cat is an African cat.

Betty's cat is a beautiful cat.

Betty's cat is a crazy cat

It is a good idea to let each team choose the first adjective alternately.

COMMENTS: It is probably best to leave out X and Z and perhaps one or two other Letters.

GAME NUMBER 4: WORD BUILDING

AIM: To practice the spelling of known words.

GAME

Choose a fairly long word, VOCABULARY, for example. The students have to make a written list of as many words as they can using only the letters of this word among the words you can make from VOCABULARY are, for example:

CAR, ROB, RAY, RUB, RUBY, LAY. LABOR, LOCAL, BAR, BAY etc...

Three or four minutes is enough time. Let the students work in their own group or in other group.

Scoring: Let one student write his list in the board (If working in group, other may add words he has not thought of). One point is awarded for every word correctly spelled, but only one point to other student (or group) that has those words, two points to the students (or group) that has only one with that word, award three points.

COMMENT: While points are being awarded, check that the students know the meaning and pronunciation of the words.

GAME NUMBER 5 THE COMB

AIM: To practice spelling and to revise words.

LANGUAGE REQUIRED: Words must be chosen within student's vocabulary.

GAME

This is not so much a crossword as a "comb". Divide the class up into two or three teams. Then Write a on word on the board two or three lines, once for each team, spacing the letters more widely than usual. For example:

H O L Y D A Y

H O L Y D A Y

The first member of the team runs up and fills in, downwards, a word that starts with one of the letters in "HOLYDAY". Then number two comes up, then number three, and

so on. They each write one word For example, after number four in each team has been up, the board might look like this:

H O L I DAY

A P O

P E U

P N

HOLIDAY

N

L

Y

Score one point for each letter in each correctly spelled word Give an extra three or five points to the first team to complete their "comb" to make sure that they do not spend too much time on it. If they often try to copy each other's "Combs".

GAME NUMUER 6 CROSSWORD

ATM: To practice the meaning and spelling, of words from the vocabulary students have to learn.

Game

To help fix the spelling of the words let the students make crosswords, then given list. They may work individually or in pairs and should use squared paper or paper stenciled with I on squares is the best. Thus the following List:

Garden

Street

Watch

Shed

Ladder

Carry

Windows-cleaner

Wait

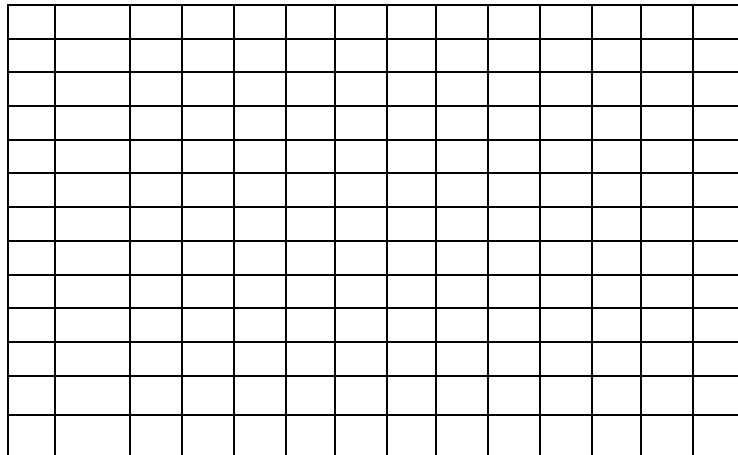
Woman

Wonder

Against

Climb

Might result in this crossword:



When the students have got as many words as they can into the crossword, they
Number the words and write the translation beside the crossword.

The winner is the students with the most words correctly written in a crossword.

GAME NUMBER7. THE CLASSROOM IN LETTERS

AIM: To revise the English alphabet and the names of things in the classroom.

LANGUAGE REQUIRED: Nouns (the names of things in the classroom) and the Alphabet.

GAME

The students work in groups of not more than five. Each group tries to write down an "alphabet" of things in the classroom. They begin with "A" and go on to "B", "C", etc. miss out difficult letters like "Q", "X" and "Z". Example:

Atlas

Blackboard

Curtains

Desks

Score one point for each correct word. If the students write more than one word for each letter, and you have suggested that they do this, score one point for the first word and half a point for each of the others.

COMMENT: if you want to stress spelling. Score one point for an intelligible word and an extra point for the correct spelling.

GAME NUMBER 8. LET'S OPEN A SHOP

AIM: To practice the names of articles and commodities that can be bought in different shops.

LANGUAGE REQUIRED: The names of shops and items that can be bought in them.

PREPARATION: Cards with the names of shops and articles that can be bought in them.

GAME

Prepare some pieces of paper with the name of a shop in each one.

Grocer, green, grocery, butcher, baker, florist.

Each one has the items that can be bought in the shop, e.g.

Grocer

Coffee

Tea

Sugar

Butter

Florist

Flowers

Tulips

Roses

Divide the class into teams. Each team has given a card with the name of a shop on it. The smaller cards are hidden around the room. The students search for the correct items for their team's shop. There should be a time limit in the search.

Points are awarded for each correct item, and some points are taken off when cards are taken to the wrong shop. If it is preferred, the cards need not be hidden. Students select the items they need.

COMMENTS: As a follow-up to this game, groups can use the cards as the basis of a situational conversation involving shopping. After some time the students might discuss what they want to buy.

A "shopping conversation" could be written on the blackboard to guide the students.

For example:

1: Yes, sir

2: A pound of butter, please

1: Here you are. Anything else

2: A pound of sugar, please

1: Anything else?

2: No thank you. How much is that?

1: Two dollars please Thank you. Good bye.

2: Good bye

GAME NUMBER 9. ODD MAN OUT.

AIM: To recognize common factors in a group of words and to pick words out

GAME

The teacher writes the list on the board. The students should be able to pick out their irrelevant word and say why it is the odd man out.

Example: hat, scarf, cat coat, tie.

In this list the odd man is cat because it is an animal and the others words are cloths.

The group of words can be made harder or easier depending on the standard of the class.

APPENDIX 6

POST -TEST OF THE FINAL STUDY






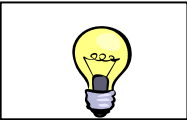




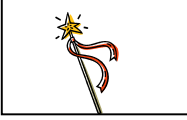





"INSTITUCION EDUCATIVA MUNICIPAL SAN JUAN BOSCO"

NAME _____

LEVEL _____

DATE _____ SCORE _____

I. Listening carefully the word the teacher says and make a circle in the letter that you think is correct.

	A	B	C	D
1				
2				
3				
4				

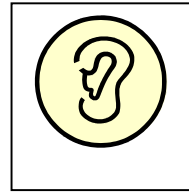
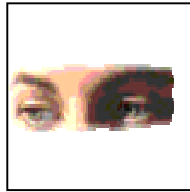
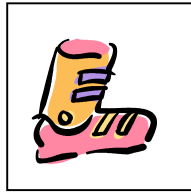
II. Here you have some pictures. The teacher is going to pronounce a word to each picture. You should write is true (T) or false (F).

A

B

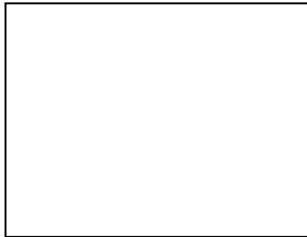
C

D

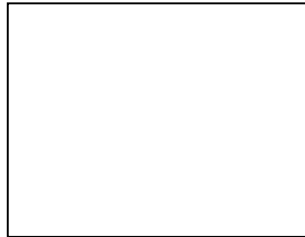


III. The Teacher is going to say a word in English you should do The picture you think is convenient according to your knowledge.

A.



B.



C.

