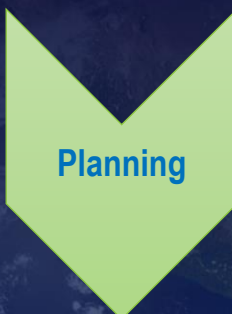


THE USE OF FOE4.0 APPS IN TEACHING SPEAKING SKILLS AND VOCABULARY AMONG FORM 4 PUPILS

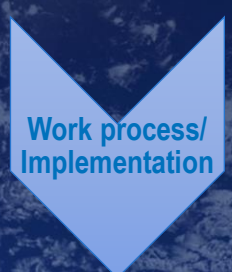
By
Vinothan Ramayah



RESEARCH PROCEDURE



- Introduction by our teacher
- Small research, writing ideas
- Monthly discussion about apps



- Designing, sketching apps and forming our own committee for apps; to divide tasks
- Teacher will assist and guide us



- able to developed a language games
- apply the apps among committee members first before passing it to our other friends in class.



00:01

LIBYA
MEXICO
MALAYSIA
LAOS
GREECE
JAPAN
BELARUS
AUSTRIA
URUGUAY

M A L A Y S I A Y
E A U S T R I A N
X B I A J D U W T
I E G A U G H A S
C L P R U L B B W
O A I R E H A C M
N R U B P E V O S
U U Z O Y C C S S
G S X S X A D E I

RESEARCH FINDINGS

Indicators	Before AR	Durina/after AR
1.The students' speaking proficiency improvement	The students' speaking proficiency was still low	The students' speaking proficiency improved.
<ul style="list-style-type: none"> the students' speaking proficiency. 	<p>students got difficulties. to arrange sentences in appropriate grammar and vocabularies</p> <p>some of the students could not focus on the lesson, they were busy with their own activities</p> <p>The students did not try to ask the teacher about their difficulties related with the material given</p> <p>more to Teacher – centered classroom</p> <p>CEFR Band descriptor more to score 3</p>	<p>The students could identify the words and grammar used and make sentences using appropriate grammar and vocabulary</p> <p>The "FOE4.0apps" made them to focus on the task. It challenged them to compete with other groups. It also made them thought creative work</p> <p>The use of FOE4.0 challenged the students to find appropriate. vocabulary and asked the teacher when they found difficult words.</p> <p>more to students-centered classroom. Students actively participated in classroom activities.</p> <p>After AR, researcher award it to band score 5</p>

