

# EVOLTS & PAWS

## ENRICHMENT OF VOCABULARY ON LONG TERM SCHEME & PARAGRAPH WRITING SCHEME



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## WHY EVOLTS AND PAWS?

- Majority of our students are unable to communicate effectively in English (verbal + written).
- Same issue brought up by English teachers and school administrators during dialogues and post mortem sessions:
  - \*\*Students have very limited vocabulary to understand texts and converse.
- Therefore, this endeavor will provide English teachers with the tools they greatly need to solve the issue, once and for all.



## IMPACT MEASUREMENT

- At the end of the programme, at least 90% of the participants will have an increase of 4% of known word families.
- A deliverable outcome is an improvement in the participants' end of year exam.
- Impact will only be measured thrice (AR2, AR3 & AR)
- HC3 (Kefahaman & Penulisan) will be used to keep track of students' progress.\*\*



## WHAT IS EVOLTS?

-“THE FRONTIER SYSTEM” : THE MOST EFFECTIVE METHOD EVER OF IMPROVING VOCABULARY

-YEAR 4, 5 & 6

- WORDS ARE DIVIDED INTO 3 ZONES



# **ZONE OF KNOWN WORDS**

**(eat, money)**

# **TWILIGHT ZONE**

**(familiar but unsure of meaning)  
(nevertheless, sophisticated)**

# **ZONE OF TOTALLY UNKNOWN WORDS**

**(unfamiliar)  
(datum, obtuse)**

-TO IMPROVE VOCABULARY, STUDENTS MUST FOCUS ON WORDS IN THE TWILIGHT ZONE.

-FAMILIAR – EASIER TO UNDERSTAND + FASTER TO REMEMBER

- THE ZONE OF KNOWN WORDS WILL GET BIGGER

- HOW TO IMPLEMENT THIS VOCABULARY BUILDING STRATEGY IN OUR ESL CLASSROOMS?



## HOW EVOLTS WILL BE CARRIED OUT

STEP	ACTION
1	<ul style="list-style-type: none"><li>i. Pre-test (my.vocabularysize.com )</li><li>ii. Record the scores using <a href="#">SISTEM EVOLTS V2.0</a></li><li>iii. <a href="#">User manual</a> will be provided.</li></ul>
2  (DURING PDP)	<ul style="list-style-type: none"><li>i. Teacher provides reading texts (past exam papers, newspapers, reader's digest, storybooks)</li><li>ii. Students select and read any text</li><li>iii. Students identify words in the twilight zone (3-5 words per day / 15-30 words per week)</li><li>iv. Students copy the complete sentence containing the chosen words.</li></ul>

STEP	ACTION
	<p>v. Students draw 3 columns in their exercise book (date/day, sentence in context, meaning). <a href="#">EXAMPLE</a></p> <p>vi. Students find the meaning of the chosen words <b>on their own</b>.</p> <p>vii. Teacher monitors students' commitment and efforts.</p> <p>viii. Teacher conducts activities to enhance the application of the newly learnt words.</p>
3	<p>i. Pre-test (my.vocabularysize.com )</p> <p>ii. Record the scores using <a href="#">SISTEM EVOLTS V2.0</a></p>



## PAWS

- A continuation of EVOLTS, **carried out at least once a month.**
- THE FOCUS IS **GRAMMAR.** (May be individual/pair/group work)
- Involves **starting lines**, **given by the teacher (based on students' interest).**
- In 5-10 minutes, students write a short paragraph (they may write anything as long as related to the starting line).
- 40 to 80 words. Length depends on students' proficiency.



- Written on a piece of paper as draft.
- Choose a strategy that does not burden teachers but is effective.
- How to highlight accuracy?
  - Students highlight + correct each error with teacher's guidance.
  - Teacher identifies 1/2 errors . Students write the specified errors on the board + discuss.
  - Use red marker to underline + correct error (if poster paper is used)
  - Explore other ways



- IN WRITING EACH PARAGRAPH, STUDENTS **MUST USE WORDS ACQUIRED FROM EVOLTS.**

- THE NUMBER OF WORDS PICKED FROM EVOLTS MUST BE NO LESS THAN 2 FOR EACH PARAGRAPH.



## REPORTING

- No need to submit any report.
- Just please update your **HC3**.
- Make sure students' work is available for inspection upon request.



There are no secrets to success. It is the result of preparation, hard work and learning from failure.

-Colin Powell



# Q & A



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