



# THE INTERNATIONAL SCHOOL OF KUALA LUMPUR



ELEMENTARY SCHOOL  
**ENGLISH AS  
ADDITIONAL  
LANGUAGE PROGRAM**  
TWENTY-FOUR  
TWENTY-FIVE



# The Melawati Way

PANTHERS CARE 

The Melawati Way is the Elementary School's  
code of behavior.

Take Care of  
Yourself



Take Care of  
Others



Take Care of  
This Place



The Melawati Words embody the characteristics of ISKL hopes to develop in students.

These words are:

**Cooperation, Courtesy, Empathy, Integrity, Kindness,  
Respect and Responsibility.**

An understanding of these traits supports the Melawati Way, connecting to the expectation of how we care for ourselves, others and the world around us. They are explicitly taught across the curriculum. Students are expected to demonstrate the principles of the Melawati Way in all areas of the school, during their ride to and from school on the bus, on field trips and when representing the school at events.

Taking care of yourself, Taking care of others and this place are demonstrated through a variety of activities, including service learning and sustainability practices.





## VISION

Know yourself, care for all, and create a better world.

## MISSION

We are an inclusive and dynamic community where passions, values, and competencies are cultivated to inspire learners to shape their path as global citizens.

## CORE VALUES

### *Empathy & Care*

We believe in understanding the perspectives and feelings of others.  
We recognize and support the needs of the individual and our community.

### *Collective Efficacy*

We believe that when we work together we can achieve great things.

### *High Expectation*

We believe in the potential and capacity of ourselves and others.

### *Equity & Inclusion*

We support all members of our community by providing access to what is needed to fully participate in all aspects of learning and school life.  
We embrace the diversity present in our own and each other's identities so that all community members feel they belong, are valued, and supported.

## SCHOOL-WIDE LEARNING RESULTS (SLRs)



**Think  
Creatively**



**Collaborate  
Constructively**



**Reason  
Critically**



**Learn  
Enthusiastically**



**Communicate  
Effectively**



**Live  
Ethically**

# EAL Mission Statement

The English as an Additional Language (EAL) Program at ISKL is committed to providing a developmental language education that will prepare students to function successfully in their regular classroom setting. Through this program, students identified as needing EAL support will gain access to regular classroom curriculum, including reading, writing, listening, speaking and social skills.



# EAL Program Philosophy

We will...

- Support language learning through a well-designed curriculum;
- Emphasize learning which is relevant, discovery-based and contextual;
- Promote understanding and respect for cultural and individual differences;
- Encourage students to become involved members of the ISKL community;
- Use technology to facilitate language learning;
- Share the responsibility for students' language development with parents, other teachers and the students themselves.



# EAL Beliefs

We believe that a combination of small group and in-class support will best serve our students. Our instructional delivery model depends upon close collaboration between the EAL and homeroom teachers.

We believe that language learning occurs through active engagement in school activities and social interactions. Cooperative teaching and planning between the EAL teachers and the classroom teacher are directed towards improving the EAL students participation in the classroom. We believe that the development of Cognitive Academic Language Proficiency needs to be taken into consideration when planning content instruction for students. Instruction is tailored to ensure understanding of curricula

We believe that every classroom teacher is part of a school-wide EAL program; therefore, the EAL teachers and regular classroom teachers work together as a team. As EAL teachers, we believe that our training is a valuable tool, which can be used to assist the classroom teachers with co-teaching, in-service, curriculum planning, materials exchange or other cooperative efforts. EAL teachers collaborate with classroom teachers regularly to address student needs curriculum and instructional strategies.





# Background Information on Second Language Learning

It is essential that everyone involved in supporting a child's language learning students, parents, teachers and administrators - recognize that learning another language is an individual and time-consuming process.

Learners typically acquire conversational skills related to social language more quickly than they acquire academic language skills. In fact, research has shown that it takes three to nine years to attain full academic proficiency in English. The EAL Program at ISKL focuses on building academic language skills. It is expected that students will continue to build these skills even after they have exited from the EAL program.

Success in learning a second language is influenced by a number of factors, including:

- **Motivation**  
Is learning English important to the student? Does the student put her/his best effort into studying? Does the student want to be at ISKL?
- **An Individual's First Language Background and Education**  
To what degree is the student literate in her/his first language? Is the student accustomed to rigorous coursework and homework?
- **Thinking Styles**  
Can the student use background knowledge when learning new information?  
Can the student use context clues to determine meaning?
- **Cultural Factors**  
How do the academic and social expectations at ISKL compare with those in the student's home country?

# EAL Program Description

The EAL Program is designed for students who are learning English as an additional language to their native language. The goal of the program is to provide language support to ensure each student develops English language proficiency to access the mainstream curriculum

## EAL Support

### In-Class Support

Students may receive support in the classroom from EAL teachers during the Language Arts block as well as the content areas of Social Studies, Science and Math. In addition, a student may receive small group instruction, which would target the development of specific skills or content knowledge. The classroom and EAL teachers work closely with each other to promote and assess language growth.



# Monitor

As students' language skills progress, they become more independent and require less support in the classroom. These monitored students will not receive direct language support from an EAL teacher, but their academic and language progress will be monitored by the classroom and EAL teachers throughout the year. If the need arises, a student may receive small group instruction, which would target the development of specific skills or content knowledge.

In grades 1-5, EAL support is based on the level of students' English language development.

## EAL Support



# Admissions / Placement / Exit Criteria

To provide an optimal learning environment for all students, the number of English language learners is limited in each grade level. Speaking, listening, reading and writing tests are administered upon admission and during the 2nd semester to determine and track the student's level of proficiency in English. According to the student's results, he/she will be placed in a classroom where language needs can best be met.

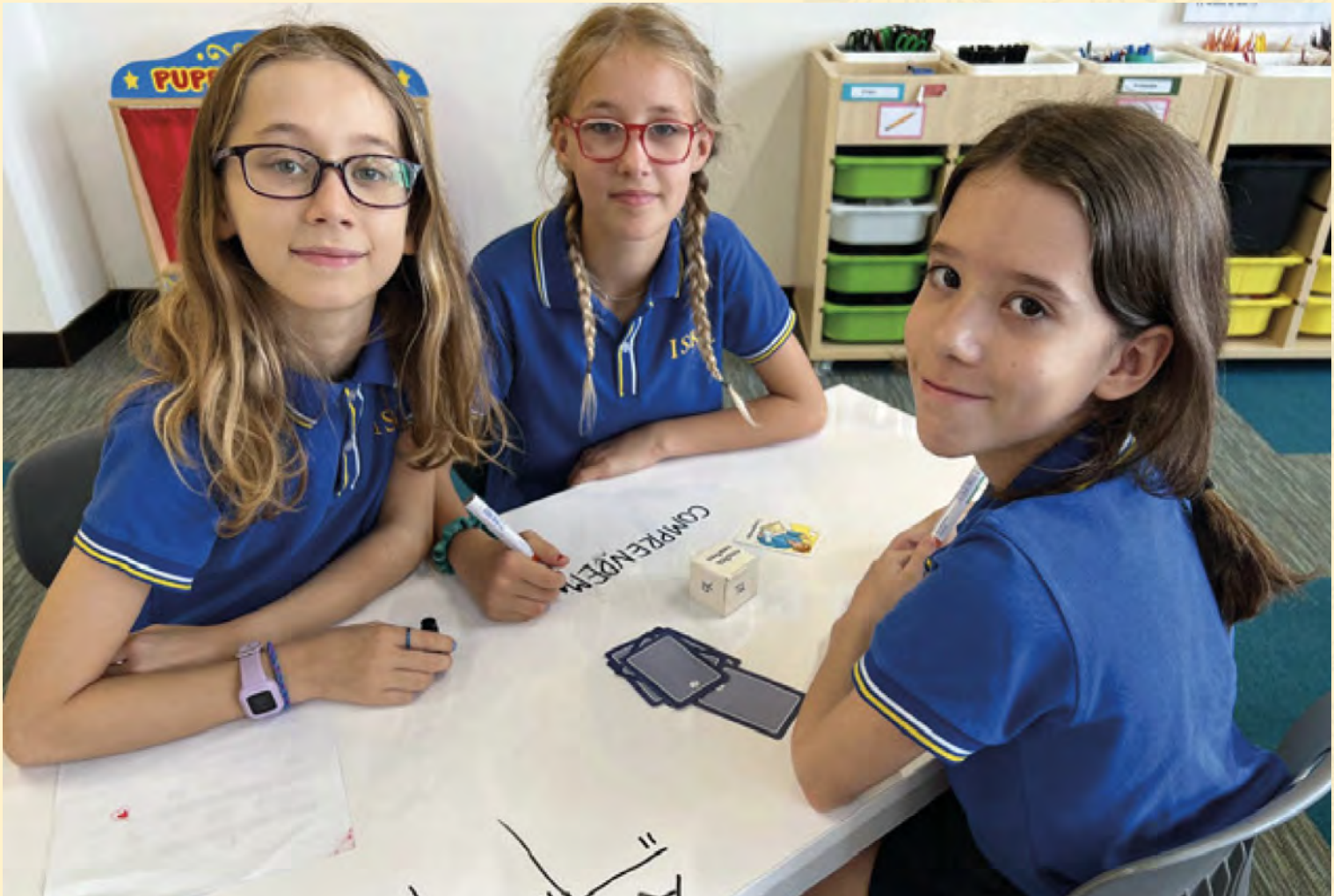
In making the decision to exit a student from the EAL Program, the following will be considered by the EAL and classroom teachers to determine whether the student demonstrates adequate English proficiency for competency within the regular classroom:

- EAL student's ability to follow along and participate in classroom lessons and activities without scaffolding and modification for language.
- EAL student's confidence and ability to work independently.
- EAL student performance and work, including report cards ,internal assessments and the EAL continuum.
- The length of time that an EAL student has been in the program may also be considered.



# Reporting Progress

Students receive progress reports at the end of each semester (twice annually). EAL teachers will collaborate with classroom teachers to report on students' progress. Parent/teacher conferences are scheduled after the first and third quarters. Additional conferences may be arranged at any point during the year. Parents and EAL teachers are encouraged to communicate any concerns or questions as they arise.



# Parent Involvement / Support

1. Maintain your child's native language at home and in after-school language programs.
2. If possible, be bilingual role models.
3. Keep multilingual materials around the house.
4. Learn to help with some second language acquisition strategies (see Suggestions for Learning English).
5. Provide "wait time" before your child answers.
6. Celebrate your child's efforts while acquiring a new language.
7. Obtain books about topics of study in your child's native language.
8. Understanding concepts and vocabulary in the native language will facilitate learning in English.
9. "Plan" your child's bilingualism. Carefully consider educational alternatives that meet your child's needs, now and in the future.
10. Plan social or weekend activities so that your child can maintain contact with English speakers.
11. Use the Elementary School's library to expand vocabulary and conceptual understanding through reading for pleasure.
12. Maintain close contact with your child's EAL teacher (phone, write a note or send an email).
13. Provide your child with opportunities to maintain English skills during extended vacations. Students who do not practice, lose confidence and fluency.
14. Access English CDs, DVDs, online resources for your child to listen to. EAL teachers can provide suggestions for appropriate resources.

# Suggestions for Improving English Proficiency

ISKL is an ideal environment for learning English because it provides immersion in an English environment, social and academic opportunities for using English and supportive, qualified faculty. Even so, we all must remember that language learning takes time!

Here are some suggestions for learning English and adjusting to ISKL:

- **Continue to use and learn in your native language**  
Your development in your first language will help you in learning other languages.
- **Read books in both language (native and English)**  
If you are a good reader in your first language, you are likely to become a good reader in other languages you study.
- **Do your homework**  
Homework is an essential part of the curriculum at ISKL and it must be done promptly and carefully. Find a consistent space to do your homework. Use an assignment notebook to help you organize your nightly homework routine.
- **Speak English as much as possible during school.**  
Make friends with students of other nationalities and practice English when speaking with them. Listen to English on TV/CDs/DVDs.
- **Be patient!**  
In addition to learning a new language, you are adjusting socially and academically to a new school and community. At times, you will likely feel frustrated. Allow yourself time to feel comfortable at ISKL.

- **Recognize that you might go through a ‘silent period’ while you are learning a new language.**

Most learners hesitate to speak in the beginning. During this time, you are listening to the sounds of the language before attempting to speak it. This period can last up to several months and it is a normal part of language learning. Sometimes you have to push yourself even if you risk being wrong. The best way to learn English is by using it.

- **Share your new ideas and experience with your family and friends.**
- **Become involved in the ISKL after school activities.**  
This is an ideal time for you to celebrate and share your culture with the ISKL community.
- **Participate in summer school at ISKL or in summer programs in English-speaking countries to help build and maintain your English over the summer.**
- **Ask your teachers for help if you do not understand something. They are there to help you!**





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