



**WABHS**

English as an  
Additional  
Language

# EAL

## Department Parent Information



# EAL TEAM

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The Staff of the High School EAL Department are:



**Bob Blanch** High School Head of Department and High School EAL Department Teacher

*Grade 10 MYP HEAP, Grade 9 In Class Support, Grade 9 MYP English Language Acquisition*

*[bblanch@wab.edu](mailto:bblanch@wab.edu)*

This year teach Grade 10 HEAP and Grade 9 English Language Acquisition. I am beginning my 24 year at WAB. I am an Australian who has not lived in my country of origin for 34 years. Before coming to China, I worked in a variety of schools in Australia and first began teaching English to non-native speakers of English at the International School of Amsterdam. In my free time I love to swim, practice yoga read and travel this planet. I strongly feel than an essential part of learning is enjoyment and laughter.



**Laura Esteban** High School EAL Department Teacher

*Grade 9 MYP HEAP, Grade 9 MYP English Language and Literature, Grade 12 Diploma Language Acquisition English B (HL), Academic Reading and Writing Grade 11/12*

*[laura\\_esteban@wab.edu](mailto:laura_esteban@wab.edu)*

This is my second year at WAB, and my 6th in China. I come from Barcelona, Spain, and I started learning English in Middle School when I attended an International school. I have worked at international schools for over 20 years in The US, South America, Asia and Europe and along the way I have built a very international family. My passions are traveling and reading, which is why I teach English around the globe!



**Helen Avetisyan** High School EAL Department Teacher

*Grade Grade 10 MYP English Language Acquisition, Grade 10 In Class Support, Grade 11 & 12 Diploma School Supported Self-Taught*

[helen\\_avetisyan@wab.edu](mailto:helen_avetisyan@wab.edu)

I am an English Language Acquisition teacher with 20 years' experience of teaching English in various settings. I have called China and WAB home for 5 years now and I am really grateful to teach at such an amazing school. I believe WAB provides an excellent opportunity for students to develop academically, physically and socially and makes every child feel special! Outside the classroom, I supervise the Migrant School project which helps me bond with students and local families. I am originally from Armenia and I am passionate about discovering new cultures, languages, and places, which I love to experience through my work and travel. I hope that I am able to pass on and share this enthusiasm in the classroom with our internationally minded students.



**Don McMahan** High School EAL Department Teacher

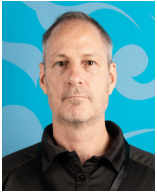
*Grade 11 English B (HL), In Class Support Grade 11, School-wide Student Support Services Coordinator.*

[don\\_mcmahan@wab.edu](mailto:don_mcmahan@wab.edu)

I originally came from the United States to International teaching in 2001 as an EAL teacher. Since then I have taught EAL, PYP Grade 5, as well as MYP Individuals and Societies and English. For the past nine years I have worked as a Learning Support teacher across the IB Middle Years Programme and the IB Diploma Programme. I enjoy new challenges - and I especially enjoy helping students achieve rapid progress with their English language development, and supporting them with their other academic subjects. I am currently teaching IB English B HL.

# EAL TEAM

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**John Hughes** High School EAL Department Teacher  
Grade 9 MYP English Language Acquisition  
[john\\_hughes@wab.edu](mailto:john_hughes@wab.edu)

This is my 20th year teaching, and 10th in China. I first taught English working with non-native speakers of English at sister schools, Foothill and DeAnza Colleges in Silicon Valley. My time is also devoted to teaching football players of all levels, keeping fit by biking, golfing, swimming, etc, and traveling in Asia, the western US, and UK visiting with extended family. In my view, English language acquisition generates confidence above any other element, as confident, excited students make progress with delight.



**Emily Wang** High School EAL and Learning Support  
Departments Teacher Teaching Assistant  
Teaching Assistant EAL/Learning support  
[xi\\_wang@wab.edu](mailto:xi_wang@wab.edu)

Everyone knows me as a staff member of the Green Sky Library in the High School but now this is my first year working in EAL and Learning Support departments. I also support the Gr11 Math Studies class, supporting certain students. I am very patient and love working with our High School students.

## PHILOSOPHY

The philosophy of the EAL (English as an Additional Language) Department is to provide a supportive, stimulating, and creative environment where non-native English speaking students can acquire English language skills in order to function well within the English medium classroom and the wider school community.

The EAL Department's philosophy is based on an awareness of the whole person and therefore recognizes the importance of the student's mother tongue and culture, the natural variations in the rate of language acquisition among students, and the fact that learning a language is closely linked with a student's own cognitive development.

The EAL Department believes that students learn academic English best when they are integrated into the academic program of the school.

## AIMS

- To provide students with the opportunity to develop the four English language skills (listening, speaking, reading and writing) needed for authentic communication in both academic and social settings in the school and community.
- To provide a positive, non-threatening and congenial environment that supports a love of learning and encourages rapid language acquisition.
- To foster and support the students' cultures and mother-tongue languages amongst the school body, staff and parent communities.
- To nurture an appreciation of language as a vehicle for learning, allowing for group discussions, brainstorming and critical thinking to occur between peers and teachers.
- To assist students with the content-based curriculum either in class, outside of class time or in an Academic Reading and Writing class
- To collaborate with the mainstream teachers to ensure integration of the EAL student in activities and study.

# PROGRAMS

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The High School EAL Department provides the following SUPPORT programs for High School students: HEAP (Humanities English for Academic Purposes), ICLS (In-Class Language Support), Academic Reading and Writing and Individual Support

## **HUMANITIES ENGLISH FOR ACADEMIC PURPOSES PROGRAM (HEAP)**

- Parallels Grade 9 and 10 Individuals & Societies course - generally the same topics and objectives
- Focus on language acquisition
- Skills and study techniques for full participation in WAB curricula
- Criteria based assessment- Use the MYP Individuals & Societies Criteria to assess student work
- Exited to Mainstream Individuals & Societies course

### **HEAP Topics Grade 9**

- Tourism
- China
- Human Rights

### **HEAP Topics Grade 10**

- Culture & Beliefs
- Global Inequality
- Conflict & Cooperation

### **HEAP Assessment**

- Structured writing
- Making oral presentations
- Document analysis
- Interpreting data

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- Research skills
  - Referencing skills
  - Inquiry based
  - Academic English language skills

## **HEAP teachers use MYP Individuals and Societies Criteria**

- Criterion A: Knowing and Understanding
- Criterion B: Investigating
- Criterion C: Communicating
- Criterion D: Thinking Critically

## **IN-CLASS LANGUAGE SUPPORT (ICLS)**

- Supports students involved in EAL programs
- Assists specialist teachers in mainstream classrooms with instruction and strategies associated with language learning
- Grade 9 to 10, with primary focus on Science, Design Technology and Information Communication Technology
- Grade 11 and 12 support in subjects with a high number of Phase 4 and 5 students
- Where appropriate provide one-on-one support

## **ACADEMIC READING AND WRITING**

- If scheduling allows this is a required course for Grade 11 students involved in Diploma Language Acquisition English B (HL)
- Develops language skills for academic learning
- Provides students with support in completing course work

# PROGRAMS

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## INDIVIDUAL SUPPORT

- Available to all non-native speakers Grade 9 - 12 during Babble (Language homework support Mondays and Thursdays after school)
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The EAL Department also delivers the MYP English Language Acquisition and Diploma Language Acquisition English B.

## MYP ENGLISH LANGUAGE ACQUISITION (ELA)

### The MYP English Language Acquisition (ELA) program aims to:

- Gain competence in a language other than mother tongue
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Become equipped with a skills base to facilitate further language learning

### ELA Topics Grade 9

- Reading Autobiography
- Short Stories
- Novel Studies
- Romeo and Juliet

### ELA Topics Grade 10

- Descriptive Writing
- Lord of The Flies
- Kite Runner
- Macbeth

### Tasks in English Language Acquisition

- Listens to and comment on the main points and details in announcements, news reports, talk shows, advertisements, or films
- Gives presentations and answers questions from an audience
- Interprets images
- Reads and discusses a wide range of text
- Writes reports, reviews, cause - effect essay, expository essay, newspaper article, formal letters, journals, and short narratives



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## The MYP English Language Acquisition Assessment

MYP Criteria is based on the four language skills:

- **Criterion A:** Comprehending spoken and visual text
- **Criterion B:** Comprehending written and visual text
- **Criterion C:** Communicating in response to spoken and/or written and/or visual text
- **Criterion D:** Using language in spoken and/or written form

## DIPLOMA LANGUAGE ACQUISITION ENGLISH B

**Diploma Language Acquisition English B (Higher Level) program aims to:**

- Develop students' intercultural understanding
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students' awareness of the role of language in relation to other areas of knowledge
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

# DIPLOMA ENGLISH B (HL) PROGRAM OUTLINE

*WAB only offers HL in this subject.*

In this **TWO YEAR** program students are exposed to the following **CORE units**:

- Communication and Media
- Global Issues
- Social Relationships

As well as **TWO** of the following **OPTIONS**:

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and Technology

In addition, students will study **TWO** pieces of literature.

# DIPLOMA ENGLISH B 11/12

## ASSESSMENT OUTLINE



Assessment Component	Weighting
<p><b>External Assessment</b></p> <p><b>Paper 1 (1 hour 30 minutes): Receptive Skills</b> Text-handling exercises on five written texts, based on the core.</p> <p><b>Paper 2 (1 hour 30 minutes): Written Productive Skills</b> Two compulsory writing exercises.</p> <ul style="list-style-type: none"> <li>• <b>Section A:</b> One task of 250-400 words, based on the options, to be selected from a choice of five.</li> <li>• <b>Section B:</b> Response of 150-250 words to a stimulus text, based on the core.</li> </ul> <p><b>Written Assignment: Receptive and Written Productive Skills</b> Creative writing of 500-600 words plus a 150-word rationale, based on one of the literary texts read.</p>	<p><b>70%</b></p> <p><b>25%</b></p> <p><b>25%</b></p> <p><b>20%</b></p>
<p><b>Internal Assessment</b> Internally assessed by the teacher and externally moderated by the IB.</p> <p><b>Individual Oral (8-10 Minutes)</b> Based on the options: 15 minutes preparation time and a 10-minute (maximum) presentation and discussion with the teacher.</p> <p><b>Interactive Oral Activity</b> Based on the Core: Three classroom activities assessed by the teacher.</p>	<p><b>30%</b></p> <p><b>20%</b></p> <p><b>10%</b></p>

# COMMUNICATION WITH PARENTS

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## Student Achievement Report Card

- **February 1 (Grade 9-11)** First semester reports go live online on Power School
- **March 1 (Grade 12)** Mock Exams reports go live online on Power School
- **June 12 (Grade 9-11)** Second semester reports go live online on Power School

## Others

- **February 12-19** Grade 12 Mock Exams
- **May 3** Start of IB Exams
- **May 28** Grade 11 Exams begins
- **May 29** Grade 9 Exams begins
- **Power School** - Online reporting- each family has access to this using a password
- **Standbench** - Overviews of all WAB programs. This can be found on: <https://curriculum.wab.edu/>
- **Moodle** - student teacher learning platform - to store resources. This will be used in the case of school closure. Many teachers write the homework for their particular subject on Moodle. Parents can ask their son or daughter to share the Moodle pages from their different courses with them.
- **Email Communications** - Refer to profiles of teachers for personal emails.
- **Tutors** - please insist on having tutors contact the EAL staff.

## Meeting With Parents

### Parent Student Teacher Conferences

- **November 1 and 2, 2018**
- **March 7 and 8, 2019**

# ADDITIONAL LANGUAGE PROGRAM



Parents do not pay for these additional language program classes.

## French Phase 1 & 2

**Veronique Hochart**

[veronique\\_hochart@wab.edu](mailto:veronique_hochart@wab.edu)

Middle School Room 5206

**Phase 1: Mondays** 12:10-12:50pm

**Thursdays** 3:30-5:35pm

**Phase 2: Mondays** 3:30-5:35pm

**Thursdays** 12:10-12:50pm

## French Phase 3 & up

**Annette Meier**

[ameier@wab.edu](mailto:ameier@wab.edu)

Middle School 5206

**Mondays** 3:30-5:35pm High School  
7203

**Thursdays** 12:10-12:45pm

## Spanish Phase 1

**Camille Sebban**

[csebban@wab.edu](mailto:csebban@wab.edu)

Middle School Room 5202

**Mondays** 3:30-5:35pm

**Thursdays** 12:10-12:50pm

## Spanish Phase 2

**Belinda Brown**

[belinda\\_brown@wab.edu](mailto:belinda_brown@wab.edu)

Middle School Room 5203

**Mondays** 3:30-5:35pm

**Thursdays** 12:10-12:50pm

## Spanish Phase 3 & 4

**Amparo Sanchis Silvestre**

[amparo\\_silvestre@wab.edu](mailto:amparo_silvestre@wab.edu)

Middle School Room 5205

**Mondays** 3:30-5:35pm

**Thursdays** 12:10-12:50pm

## Chinese Phase 1 & Pre Phase 2

**Ning Wang**

[ning\\_wang@wab.edu](mailto:ning_wang@wab.edu)

Middle School Room 5211

**Mondays** 3:30-5:35pm

**Thursdays** 12:10-12:50pm

## Chinese Phase 2 & 3

**Mary Lu**

[mary\\_lu@wab.edu](mailto:mary_lu@wab.edu)

Middle School Room 5207

**Mondays** 3:30-5:35pm

**Thursdays** 12:10-12:50pm

## Chinese Language and Acquisition Phase 4 & 5

**Lynn Xing**

[lynn\\_xing@wab.edu](mailto:lynn_xing@wab.edu)

Middle School Room 5210

**Mondays** 3:30-5:35pm

**Thursdays** 12:10-12:50pm

# HOW CAN YOU HELP

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## **DO:**

- Make your son/daughter as secure as possible about being educated in a language other than their primary language.
- Help your son/daughter find a “buddy” of the same language at the beginning of the school year.
- Encourage development of your language in a natural way. Keep speaking your native language at home.
- Keep reading materials in your language, such as magazines and books, around the house.
- Take an active role and speak to your son/daughter often about school.
- Help your son/daughter to use their bilingual dictionary and make sure they understand the benefits of using one in class.
- Expose your son/daughter to English-language resources. For example, let them watch English news on TV (CCTV News channel or CNN, SKY, BBC) or English-speaking TV programs. Going to The Bookworm and Page One in San Li Tun, could also be beneficial to high school students.

## **DON'T:**

- Let your son/daughter stay up too late on school days. Make sure he or she gets a good night's sleep.
- Stop speaking your native language. It is essential to continue educating your son/daughter in your native language.
- Put unnecessary pressure on your son/daughter. Remember, a language takes a long time to learn, and self-confidence is crucial for learning.





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