



Mayfield

ESOL Handbook





Welcome



2018-19 has been a very successful year in the ESOL Department. We have taught 62 students in Years 7 to 13, from Spain, Mexico, Japan, Thailand, Russia, Germany, Hong Kong, China and Poland. As a Cambridge Examination Centre, we have successfully prepared girls for and run PET, FCE and CAE. Sixty percent of our CAE entrants achieved an A or B grade this year. At the same time, our Year 13s all achieved good IELTS scores, the highest being Band 8, and have as always, secured places on challenging courses in top universities. This year, Ruby, who achieved an A grade in her CAE in Year 11, is planning to take up a place at Jesus College, Oxford, to read Mathematics.

We introduced lots of new events this year to facilitate integration and promote internationalism within School, including the ESOL

Dinner and the International Fair, both of which were hugely successful. As far as possible, we ask the girls themselves to take the initiative and organise activities and so our Year 12 students ran the International Fair and cooked traditional dishes from their home countries for guests at the International Lunch. The Year 13s organised the Chinese New Year Dinner and our first ever ESOL Ambassador, Jimena, oversaw the whole social programme. Yoyo has now taken over and we are starting to plan for next year when we are expecting to welcome 30 new girls having said goodbye to our Year 13 leavers and the girls who came to spend one year with us. We will start the new academic year with the ESOL Dinner, where we get all the old and new girls together, talk about different aspects of school life, play some games and do a fun quiz about the UK.

ESOL is a pastoral hub as well as a centre of academic excellence and we see both roles as equally important. We are very proud of our achievements this year and excited about the year to come.

I hope you enjoy our first ESOL Handbook, the girls have written most of the articles to give you an insight into Mayfield life.

Mrs Kasia Kilvington
Head of ESOL



Meet the ESOL teachers



Meet The ESOL Teachers

Mrs Kasia Kilvington

Mrs Kilvington has been at Mayfield for seven years and teaching for more than twenty. She studied History at Oxford University and later did a Diploma in Teaching English to Adults, and a Masters degree in Global Development Management. She has taught in Poland, Colombia and the UK, and also been a Senior Editor at Oxford University Press, publishing ELT materials for Secondary schools in Latin America, North Africa and the Middle East. She has also worked as the International Training Manager for the RSPCA, managing projects around the world, particularly in Asia. At Mayfield she is also the Scholarships and Gifted and Talented Coordinator, the Model United Nations Advisor, and Year 9 Tutor. She leads the overseas Actions Not Words volunteering trip with Year 12, which this year went to Thailand. She loves spending time with her pets, reading, walking, going to the cinema and travelling.

Mrs Caroline Gibson

Mrs Gibson joined Mayfield this year from Buckswood School, near Hastings. She did a degree in European Studies at Hull University and holds a Certificate in Teaching English to Adults. She has had a varied career in Marketing and the Wine industry. In addition to being a full time ESOL teacher, she is also the Modern Foreign Languages Coordinator at Mayfield and will next year be Senior Tutor for Year 10. She loves all sports, in particular tennis, and in July she can be found on the grass tennis courts at Wimbledon umpiring. She also enjoys spending time at home with her two children, gardening and walking, and this year has started to learn how to play Bridge.

Mrs Anna Maimi

Mrs Maimi has been at Mayfield for seven years and teaches Spanish as well as ESOL. She studied English Literature, Spanish and Philosophy at Durham University and has Qualified Teacher Status. In addition to her teaching responsibilities she is also Senior Tutor for Year 10 and has experience of working in the boarding houses. She has taught at other schools in the UK and also overseas in Italy, Costa Rica and Guatemala. She has experience of teaching French at Key Stage 3 level and has also been an examination marker for Spanish GCSE. She has worked as a Translations Project Manager and coordinated large translations projects. Mrs Maimi is a trustee of a charity in Ghana and has led a 3-week volunteering trip there and organised fundraising. She is still passionately involved in working with the Charity. She loves spending time with her young son Isaac and other family, music, cooking, entertaining, doing yoga and meditation.

Miss Melanie Whittle



Miss Whittle is joining Mayfield in September 2019. She studied English and German at Oxford Brookes University and did a Masters degree in European Studies at the University of Exeter, and a Post-Graduate Certificate of Education at the University of Bath. She also has a Diploma in Teaching English to Adults. She has taught in the UK and in Austria. Miss Whittle has also volunteered with Mercy in Action in the Philippines, helping street children, and Youth with A Mission in Costa Rica, as well as helping the elderly in her local area in the UK. She has a wide variety of interests including hiking, history and culture, and travelling. She loves learning languages and is currently learning Spanish.

My life at Mayfield

A dream year

Ever since I was a little girl I dreamt about coming to England for a year. My parents and siblings had done it, so now it was my turn.

I remember the day my parents dropped me off. I really regretted my decision to come to England as I had never spent more than a couple of weeks away from home and I was about to spend a year without my family. However, that quickly changed. After the first few weeks I had already made some friends and started to feel at home, although I still struggled with communicating in English I felt deeply supported by the ESOL staff and my classmates. This made me feel understood and made coping with being so far away from home much easier. The range of activities Mayfield offers also made it easier for me to enjoy my time here.

I have always loved nature and being outdoors, so living in a school in the countryside made me really happy. I also realised that many of the activities I could do at Mayfield I couldn't do in Mexico and so I had to take advantage of that and do as many activities as possible. One of the clubs I joined was Farm Club. In this wonderful club you get to spend time with the animals by doing things like feeding the alpacas and sheep, collecting eggs and during the summer, you even get the chance to collect fruit and vegetables from the school garden. During the winter, I signed up for Cookery Club and I absolutely loved it. It's a great way to have fun as well as relax with friends.

My year at Mayfield taught me to be more independent and to solve problems on my own. I also learned about individuality. Being in a multicultural environment teaches you about everyone's different beliefs, traditions and backgrounds. This opened my eyes to the world. It made me more open-minded and it inspired my desire to travel and learn.

Mayfield has played a huge role in my education. It has helped shape me into the person I am today and I will always treasure my time spent here, as well as my friends, who in such a short time, have become so special to me. I am beyond grateful for the opportunity I had to come to Mayfield.

Sofia Berron

What the ESOL girls say...

'Friendly members of staff and students immediately made me feel welcome and created a second home for me.'

'Of course I sometimes feel homesick, but whenever that happens I can talk to my friends, who are always there to cheer me up.'

'Several times a year I have been invited back to English girls houses for sleepovers and have met their families and pets. It was very interesting to compare cultures.'

'In ESOL they also explain why it is important to try not to speak in our own language. People in the group will feel left out and they don't know if we are talking about them or not.'

'The best thing is that at the end of the year you can invite other girls to your house in Spain.'



My Life At Mayfield

My journey so far



Have you ever wondered what it is like to come to a boarding school in England at the age of 11 all the way from Russia? Well I guess that story is about me.

When I came to Mayfield, I was very scared because I knew no one here. I only knew a few words in English and had a very poor knowledge of grammar. I still remember the moment my mum gave me a final wave with tears on her face, which made me want to go back to her, but I told myself that if I didn't stay in the boarding house, then I would have a weak personality in the future. Later on, I was very homesick. The most painful time was the first week but my housemistress had her ways to calm me down and make me feel happy once again.

My first year was the hardest of all despite the fact I was only in Year 7. I really had to strengthen my English and

luckily, I got help from the ESOL department. As I was a keen reader in my own language, I decided to read in English, and I loved it. Because of reading, my English level improved significantly, which made me more self-confident in my studies.

Although, I have never been a fan of sport, I got interested in horse riding, and I was taught by amazing instructors, which has helped me improve my riding skills a lot in the last 4 years. Riding at Mayfield led me to buy a horse called Veola, and also this year I was given a great opportunity to train with a new pony, Bobby, who had just come back to work after 3 years. Riding at Mayfield taught me patience, gave me a completely new understanding of horses and made me want to ride even more in order to improve my technique and become a strong rider.

I have grown up since joining Mayfield, and I'm happy that I chose this school, because it has helped me to adapt to the culture and become more intelligent. I'm very thankful to my parents for the opportunity to be able to go to this school, and many thanks to Mayfield for educating me and for making me happy here.

Sabina Gyulyumova

Being the only Japanese girl in the year group



Are you concerned about being the only person from your country at Mayfield? I can tell you that there is absolutely no need to worry about that.

I have been the only Japanese girl in our year group ever since I came to Mayfield. I was not at all fluent in English when I started, taking literally five minutes to say one sentence and people barely understood me. However, my friends never criticised me or gave up on correcting my English and this will surely be the same for you at Mayfield as well. It took me two months to build up some fluency and I could only do this so quickly because I couldn't speak Japanese to anyone else. There are a lot of difficulties not having anyone from the same country, but it is great to be the only one as well.

After two months, everyone around me was really amazed by the progress I had made. That still happens today. You don't even notice how much you have improved, so it feels great!

I think I learned quickly because I was asked lots of things about Japan.

The questions included:

- Where is Japan?
- Do you eat sushi every day?
- Do you have special beds for earthquakes?

You are interesting to others because the stereotype they have is probably quite different to the reality you know. We definitely don't eat sushi everyday. You tell them the truth and represent your country. Apart from talking about your country, you can also share food from home with your friends. I always share Japanese food like rice crackers and rice cakes which my friends love.

While they find life in your country interesting, you might find your school life in the UK strange. Well, share your thoughts with them. That also provides you with opportunities to talk to your friends.

Things that surprised me at Mayfield were:

- that students change classrooms rather than teachers
- that in English there are not formal ways of talking to teachers/adults
- that English people only use umbrellas if it's really raining heavily and not for the sun

You will probably find so many things unique in your British school life, which is a good thing. However, it may not be nice if you show your culture shock too much. It is also important to respect British culture, which you have chosen to be surrounded by, and try to participate in it. I don't think I've brought much to Mayfield in terms of being Japanese because it's always been my aim to fully integrate and for teachers not to even realise that I am different. I believe this is one of the ways in which you can both stand out as a representative of your country and participate in the Mayfield community.

Mayfield is an amazing place to become fluent in English and share your culture. There is no need to worry about language barriers or making friends. I hope girls from a range of countries feel more encouraged to come and study in Mayfield, widening the cultures shared in the community.

Bringing traditional Chinese music to Mayfield

Guzheng is a traditional Chinese instrument that was invented in 5 - 3BC (Zhan dynasty), about 2,500 years ago. It has 21 strings in total and is 1.6m long. Originally, the music pieces played on it were usually slow and relaxing, however, in recent years faster pieces using new, different techniques have been produced. Most modern players need to tape plastic nails onto 4 fingers on each hand, in order to strike the notes faster and more powerfully. The little finger does not need to have a plastic nail because sometimes there are notes that need to be struck tenderly in order to imitate the style they used to play guzheng in the past. What I really like about playing it is the sudden turning point, where the music changes from fast and strong notes to slow and tender ones.

I have been learning the guzheng since I was eight years old but stopped when I was 12 due to the amount of study I had in my old school in China. After I came to Mayfield, I finally had the opportunity to start playing it again. I brought my instrument here by checking it into oversized luggage with layers of wrapping. Fortunately, it arrived completely undamaged. My instrument caught the eye of many of the music teachers as soon as I carried it into the music block, and I was very happy to see so much interest in such a traditional Chinese instrument. The first time that I played my instrument in front of people was on the day of the International Fair. All the ESOL girls in Year 12 had organised interesting activities from their own country and for me it was a great opportunity to present traditional Chinese music to other girls at Mayfield. Then, not very long after, I was invited to play at a Tea Time Concert. I played a contemporary music piece called, *The Battle of Typhoon*. It was a very nervous moment for me but after I finished, everyone commented on the unique sound and they were all fascinated about every aspect of my instrument.

I really appreciate the opportunity to introduce some Chinese culture to Mayfield and I am glad to see that everyone is interested in it. Although it is important for overseas girls to integrate into life in the UK, it is great being at a school where everybody's culture is celebrated. Chinese culture is also celebrated at the Chinese New Year's Dinner and the Year 12 International Lunch, as well as the International Fair. Every week, we have a lunch menu from a particular country and the boarding houses organise international evenings as well. Girls are strongly encouraged to read in their own language as well as in English and to share their traditions with others. The School organises volunteering opportunities in the UK and also overseas, and girls have the opportunity to learn more about other countries through Model United Nations. So I think we can confidently say that Mayfield celebrates diversity and multiculturalism.



Life as a boarder

A boarding overview

Having been at Mayfield since Year 9, I have had the chance to board in three different boarding houses: St Gabriel's, St Michael's and St Dunstan's House. The fact that I've boarded in all 3 houses has really enabled me to realise how good boarding is when it comes to helping us become more independent, not only with our studies but also with everyday chores such as how to make our beds in the mornings or doing our own laundry. The boarding houses are arranged by different year groups:

Leeds House – Years 7 and 8

St Gabriel's House – Years 9,10 and 11

St Michael's House – Years 9,10 and 11

St Dunstan's House – Years 12 and 13

As we go through the years and different boarding houses during our time in Mayfield, we gain more freedom as we get older. Another aspect of our boarding life that changes as we get older are the different activities available for boarders on Saturday afternoons. In Lower and Middle school, most activities are crafts or sports such as jewellery making or badminton. However, in the Sixth form activities focus more on relaxation, such as yoga or Zumba. What I really appreciate is the fact that all these activities are chosen by us and the variety is also age appropriate. We are also lucky to have an annual Thorpe Park or Chessington trip at the end of the academic year and also have several cinema trips throughout the year, which are great fun.

Aude Coulibaly

'The house mistress and the boarding staff are very supportive!'

'The boarding activities available most weekends are a very good way of relaxing after a long week of lessons; the food is also delicious!'



Life as a boarder

Home from Home

Living at Mayfield makes me feel at home. I've only lived with people who have the same nationality as me before, so when I first came I was very nervous and worried. However, I found there's nothing to worry about. Everyone here is easy going and now I've got my own friendship group with girls of different nationalities. We help each other in the boarding house and the boarders all have a really close relationship with each other. The teachers who work in the boarding house always keep an eye on us, and whenever I'm upset or unwell, I can always find someone to talk to as everyone here is just so nice - the whole house is like a big family.

From Monday to Thursday, we have a regular daily routine. We wake up at 7, eat breakfast with friends, go to school and come back to study after supper. Every day is very busy, which is probably the reason why I've got no time to miss my family. At weekends, we get to do activities on Saturday like cooking or sport and we go to Mass every Sunday. Any time left is our own free time. My favourite day is Friday because I get a whole evening to relax, hang out with my friends and do whatever I want.

In my opinion, living as a boarder here is a way to prove to my parents that I'm an independent child and that I enjoy my life at Mayfield.

Dora Guo

'Boarding has really helped me grow by teaching me how to become independent while getting my work done and having fun!'



Eating our way to better English and integration



What better way to start a new year than with a special dinner to bring together the whole ESOL community, old girls and new? Food is an incredibly important part of life at Mayfield, so in the second week of September we had our first ESOL Dinner. It went really well, helping to bond girls and teachers, and build confidence in the early days of the first term. The ESOL Department is different from every other department in the school because we play a very particular role in the pastoral care of our pupils and their integration into the school. We work very closely with the boarding houses and the wider school to ensure that ESOL students are both happy and fulfilling their academic potential.

Before dinner, we started off by doing a big 'find someone who...' icebreaker, which got girls from Year 7 chatting to girls in Year 13 and indeed across all year groups, nationalities and language abilities. The ESOL staff talked about the examination results from the previous year and highlighted the emphasis on reading for pleasure this year and also the importance of speaking English at all times. Girls had to run around and organise themselves by country of origin and competitive house. They had an opportunity to see what house events were happening that term, to discuss what different activities were and what they might enjoy doing. New girls had a chance to ask older girls questions that they might be shy to ask their form tutors or the English girls.

Dinner itself was a traditional meal of pie and mash followed by chocolate mousse, and during dinner each table formed a group and attempted a quiz about the UK. Another very important function of ESOL is to educate girls about British life and institutions, not just language, and we try to find fun and interesting ways of doing this. That is ultimately the aim of ESOL - to educate using interesting materials and methods while having fun at the same time.

Mrs Kilvington

The ESOL Fair

The ESOL fair was a delightful event organised for the first time ever this year. The Year 12s got together beforehand with the teachers to discuss and brainstorm a list of activities representing various countries. On the day, the ESOL boarders chose two or three activities to attend according to their preference, and spent about 40 minutes in each room in Lower School. They could also take away what they made at the end of each session. Five countries were represented:

- Poland - Easter egg painting
- China - making papier mache piggy banks to represent the Year of the Pig, Chinese calligraphy, and a Guzeng instrumental performance by Julie
- Mexico - playing Mexican Loto
- Hong Kong - playing traditional board games
- Japan - paper origami

Personally, I believe it was a great opportunity for all the Year 12 overseas girls to spend time together, not only having fun with the younger girls, but also creating unique memories. It was just a lovely event to integrate with each other as well as to build up team spirit on such a fun occasion. I was also very impressed at how everyone was open-minded and cooperative, listening to each other and being enthusiastic about taking part, which is essential to working as a group. The younger girls obviously enjoyed the activities very much from hearing their feedback. It was a great success!

Yuki Leung

Celebrating Chinese New Year

Chinese New Year is the most important traditional festival in our country, which we celebrate every year. It is usually held in February. In Hong Kong, we always have a dinner with all our family to celebrate it. This year, we didn't go back home for the holiday but we did have a special dinner here at Mayfield, which was organised by the sixth formers. The dining room was especially decorated with Chinese New Year red banners called 'Fai Chun', some fake firecrackers and red pockets with chocolate in them. We also enjoyed eating Chinese ribs, pancakes with duck and other Chinese food – it was delicious and reminded us of home. We really appreciate that the chef and kitchen staff at Mayfield cook international food and do it so well!

The Sixth formers made a video to introduce Chinese New Year and the atmosphere was amazing. The funniest thing was watching teachers trying to say Happy New Year in Cantonese! We think it made them realise how difficult it is for us having to learn and speak in English all day, every day. Guests could also find out about their astrological animal and try their hand at Chinese calligraphy. After dinner, there was a lucky draw where you could win a fluffy panda, Chinese snacks, Chinese accessories and other things - they were all adorable.

This event was unforgettable. It felt like we were actually a big family. Everyone was happy and warm just like they would be at a New Year's dinner back home. Even the girls from different countries, enjoyed the experience and learnt a lot about our culture and country. We can't wait for the next one and we are looking forward to being in Year 13 and organising it ourselves.

Alice Chan and Natalie Lai

The Year 12 International Lunch



It is often said that lunch is an important meal as it provides us with the opportunity to interact with different people, so the ESOL department decided to hold a special lunch for overseas girls in Year 12 to share their culture and cuisine with the non-ESOL girls by inviting them and staff as guests. This year, the ESOL lunch was on the 10th of November, which gave the Year 12 girls sufficient time to prepare their menu and ingredients as it was the second weekend after the October half term. Girls were divided into groups according to their nationalities and asked to produce traditional dishes to represent their countries. On the day, we arrived at the Food and Nutrition block at 9:30 and started

preparing our dishes. By 12:30, all the guests had arrived, so we started to serve the food that we had made from scratch. Before presenting our dishes to our guests, a representative from each country introduced them.

The day was very enjoyable and special. The most popular dish was the plantain chips from Ivory Coast. In addition, one of our ESOL teachers, Mrs Maimi, gave Sharen a surprise by making her a birthday cake as it was her 18th birthday and we all celebrated with her. All the girls agreed that the lunch was an unforgettable and enriching way of discovering food from other countries and also a great opportunity for the international students to gather together and further cement their friendships.

Yoyo Leung

Clubs and activities

Something for everyone



At Mayfield, there are different types of activities for students to take part in. After school clubs help students to learn things that cannot be taught in lessons and can develop their undiscovered skills and talents.

There are so many clubs that you can join. For example, if you are interested in doing sport, there is Athletics Club, Cricket Club, Netball Club, Hockey Club, swimming training and more. If you are considering taking PE for GCSE, this is a good opportunity for you. There is also Farm Club for Lower School and Middle School students. In Farm Club, you get a chance to meet and feed animals, such as, chickens, sheep, horses and alpacas. If you are keen on doing something that is artistic, you may want to do textiles. The Textiles Club can let you be creative. You are allowed to design and make your own clothes and there is always a Fashion Show at the end of the summer term. Take this precious chance if you want to develop your creativity and sewing skills. Apart from these clubs,

there is also MESSy club. Being an environmentally-friendly person is more and more important as global warming has already affected our daily life and the habitats of wildlife. In MESSy, you can support charities and develop school initiatives which benefit the environment.

Personally, I am keen on cooking and playing music. In Year 9, I joined Cookery Club, which was on Thursday A2, and the orchestra, which was on Monday A1. Cookery Club was brilliant. I had lots of fun. We made different dishes every week. For instance, we made chocolate truffles at Christmas, and we also made cookies and had a taste of British tea time. I remember that I nearly burnt my cookies, but luckily it was not too bad. Joining Cookery Club taught me team work and organisational skill. This is because we have to be well-prepared before we cook and ensure we do not miss out any steps or ingredients in the recipe. Also, we are advised to pair up with our friends in order to do the washing up. This helped me to strengthen my team work ability. If you are a boarder you can cook every Saturday morning.

As mentioned, I have also been in the school orchestra since Year 9 as I have been learning the oboe for many years. You may think that joining the orchestra is boring but that's not the case. Whenever I sit there and play my instrument with the others, I can feel a sense of harmony. Although there are not many members of the orchestra, I still like being in it. It helps you to learn to listen to each other and develop team spirit. Every term, we have a concert and you may want to play at a tea time concert too.



Overall, there are many activities at Mayfield and each of them can help you to develop and find your undiscovered talents. In my opinion, activities can help me relax and at the same time, open my horizons and help me make new friends.

Leandra Cheng

Clubs and activities

Sport at Mayfield



Mayfield has an ethos that Cornelia Connelly brought to the school - girls can do the same as boys for example, in sport. There are a large number of different sports at Mayfield, including hockey, athletics, tennis, cricket, netball and so many others that you can try, maybe for the first time.

Mayfield competes against other schools, so it's fun to travel around and see other parts of the country. Playing in teams also means that you meet and make many new friends, who may not be in your form or boarding house. It doesn't matter if we lose, the fun is in the taking part.

The best part is, that after a competition we get free biscuits and juice!

Theresa Huete

Mini Bridge Club



One of the activities that ESOL girls particularly enjoy is Mini Bridge Club run by one of the ESOL teachers – Mrs Gibson. The club's meetings take place every Tuesday afternoon, during which girls have an opportunity to learn how to play Bridge with some help from the members of Eastbourne Bridge Club another Mayfield teacher, Mr Mortimer. During lessons, girls can learn various techniques for playing bridge and master the ability to remember the cards, all of which can help them to become amazing bridge players in the future.

Julia Drabek

The Dance Show



Taking part in the Dance Show has been one of the highlights of my three years at Mayfield. It is a good opportunity to show your friends and your parents what you have achieved and also to have a chance to perform on a stage under the spotlight. In addition to the dancers on stage there are also students working backstage doing lighting, makeup, taking photographs, choreographing the dances and designing the programme, so the event is a really big performance combining the work of different students with different talents.

Every year there is a combination of classical and contemporary dance. Last year I took part

in one of the Ballet performances. It was great fun wearing different costumes and getting ready backstage.

Watching it is also a great experience. In every year's Dance Show there are students from different countries doing their traditional dances. For example, last year there was Flamenco from Spain, traditional Chinese dance and African dance.

It is always a fantastic evening and I would recommend everyone to go or to take part.

Christina Zhou

Clubs and activities

School Trips



One of the things I have enjoyed the most about this year has been the school trips. This last half term, I went to Morocco and it was a great experience that I shared with my friends. The country was so different to anywhere I had been before. We went to lots of places like the Medina quarter, a water museum, we even went to the top of the Atlas Mountains. The people were really interesting and we learned to haggle with the locals, which was very intense as they were really persistent. For example, we tried to haggle over some trousers and ended up paying a quarter of the price they originally

said! We also went to a boarding house for local girls founded by a charity in the UK. The girls were very nice and made us feel very welcome. The weather was really lovely so we also had the opportunity to get tanned, go to the pool and enjoy the sunshine.

Lola de Aldamar Aznar

MUN – Model United Nations

MUN is a student-led club at Mayfield, popular with overseas students. We attend conferences with delegates from other schools and discuss the issues of our modern world. Before each conference we need to prepare thoroughly as we represent a specific country. It really improves our general knowledge and debating skills.

This year we went to two conferences in the south east of England, representing Hungary and Ghana, which was great fun. Next year we plan to go to Poland and compete against teenagers from other countries, which is very exciting.



Martyna Zurowska and Sharen Tong

Riding at Mayfield



When my mother and I were looking for schools for me to attend in England, our main focus was to look for a school with an academically high level, which also offered opportunities to develop my riding skills. When we saw Mayfield, it was like a dream come true.

Mayfield provides an excellent horse riding training facility and it also gives you an opportunity to attend riding competitions as well. I was really excited to live this amazing riding life alongside a great school education. Mayfield's riding stables offer pupils the chance to bring their horses from home and keep them at school and also provide horses for students who do not have their own horse. I felt very lucky to be able to bring my horse, Casino, along with me from Germany to England.

My horse loved it the second he arrived at the Mayfield stables, but to be honest, every horse does. The grooms are so lovely to every single horse and take good care of them, even during the holidays for students who cannot take their horses back home with them, like me. The riding teachers at Mayfield get the best out of their girls and support them as far as possible. They also do not mind giving you a hand if you need to run off to your next lesson, after you have ridden, which is really helpful, especially during exams week.

Because you are able to attend competitions on weekends, you also get closer to other girls who love to ride. This helps you to make a different variety of friends in addition to your normal school and boarding friends, as there is quite a big range of different ages at the stables. This gave me the chance to bond with other girls and I have made a lot of friends at the stables with whom I spend most of my Sundays at competitions.

I think Mayfield gives you the perfect combination of riding and school life, which makes it possible focus on both. In addition you still have time to spend with friends who don't share your interest in horse riding.

Antonia Geissinger

Focus on reading

Life in the ESOL department wouldn't be the same without reading. We all understand that reading is a major building block of language and that as soon as a young pupil begins to read and to be engaged by the written word, then their language starts to improve dramatically. Not only does reading expand and increase vocabulary, it also allows the reader to access language that they might otherwise not encounter. Studies have conclusively shown that a child who reads for only one minute a day, over the course of a year, will encounter 8,000 new words. Yet, a child who reads for 20 minutes a day over the course of a year will encounter 1,800,000. This simple yet surprisingly revealing statistic demonstrates exactly why reading is so strongly encouraged amongst pupils in the ESOL department.

There are several strategies that have been put in place to ensure that even the most reluctant reader has the best possible opportunity to become engaged in books and in reading in general. Each class has set literature lessons where books are read and discussed and newfound vocabulary explored and practised. Each pupil is also encouraged to borrow books from the library and each girl, having completed a book, writes a book report giving their opinions and recommendations. There is also ample opportunity and encouragement for girls to read newspapers, and magazines that relate to subjects that pupils enjoy. In fact all pupils receive a daily email with a link to a newspaper for young adults called 'The Day.'

The ESOL department fully supports and encourages reading since we sincerely believe that it is not only the key to successful language acquisition but also the key to a plethora of skills that are vital to the future success and happiness of the pupils. Reading not only benefits academic performance but also personal well-being.



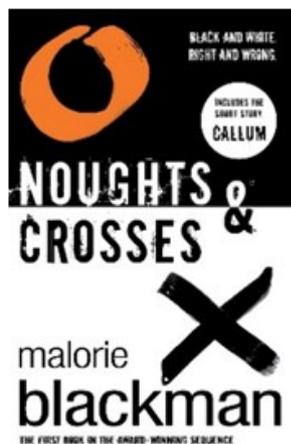
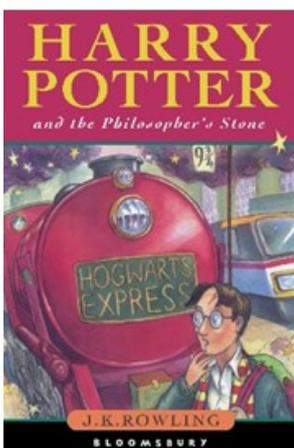
Star readers for 2018 - 2019:



Lower school - Janice Cheng

Middle School – Angelina Zhang

Sixth Form – Julia Drabek



ESOL exams and leavers 2018 - 2019

How Cambridge ESOL exams are helpful

Mayfield provides a range of Cambridge examination courses, ranging from PET to CAE. Personally I found studying for these exams extremely helpful, not only to get a useful English certificate in order to get into university in the UK, but also to prepare me better for living in an English-speaking environment in the future.

I have been studying in the ESOL department since Year 10 and have taken FCE and CAE. I really enjoy lessons and my English has improved so much. In academic terms, these exams have prepared me in quite a few aspects. When studying for the Use of English part of the exams, I noticed a big improvement in my vocabulary and grammar. Meanwhile, the reading and writing training supports my academic learning in essay-based subjects. As we always have speaking practice in the form of group discussion, I am more willing to contribute in my other lessons. I am also able to express my opinion clearly which is a huge encouragement for a non-native speaker.

Although preparing for the Cambridge exams supports me academically, the more significant influence is on my life in an English-speaking environment. I have learnt many phrasal verbs and collocations which makes my English more natural. This is important in terms of working or studying with native speakers in the future. In Cambridge exams we are also trained to master various forms of writing. We are taught how to write not only essays, but also formal letters, proposals, reviews and emails, which actually prepares us for different situations in real life. The reading part of the exam is the one which most people find difficult, however it really helps with comprehending heavy text. I believe this will play a vital role in more in-depth study at university.

The importance of doing Cambridge exams can never be stressed enough. Obviously, the qualifications obtained from the course are helpful, but more importantly, preparing for these exams makes non-native speakers' life much easier in an English-speaking environment.

Georgiana Zhang

Well done to all our leavers – we'll miss you!

Who	What	Where
Marika Aoki	Art Foundation	Ravensbourne
Himari Arai	Art Foundation	Ravensbourne
Angel Chen	Education Studies	University College London (UCL)
Jimena Gonzalez	Management (Marketing)	Manchester University (or Tecnologico de Monterrey)
Katie Leung	International Management	Manchester University
Sherry Qian	Chemistry	Imperial College London
Teresa Quirante	Administration and Direction of Companies	IE University, Madrid
Ruby Shen	Mathematics	Jesus College, Oxford University
Lydia Wang	Mathematics and Statistical Science	University College London (UCL)

What do you need to know about ESOL?

What does ESOL stand for?

ESOL means English as a Second or Other Language. It is different from EFL (English as a Foreign Language) in that we teach it for academic purposes and view it as a Modern Foreign Language option, like French or Spanish. At Mayfield we place a strong emphasis on developing reading and writing skills.

People sometimes think that ESOL is the same as mainstream English but easier. It is not. It is a completely different subject.

Can I choose whether to do ESOL or mainstream English?

Your level of English will be assessed when you apply to the school and unless you have a near native speaker level of English, you are likely to be in ESOL rather than mainstream English. For girls that start in Year 7, there is the possibility of going mainstream in Year 9 depending upon their progress, which would normally mean achieving an A grade in FCE. However, girls generally prefer to stay in ESOL and focus on their language skills as mainstream English is highly focused on the study of literature. It is not possible to move into mainstream English in Year 10 once students have started the GCSE curriculum. Any decision to move to mainstream English from ESOL or vice versa is made in collaboration between the ESOL and English Departments, and the Director of Studies, not by the pupils themselves.

Where do ESOL lessons take place?

The ESOL Department at Mayfield is located in its very own building, which has three classrooms. It is a very peaceful environment away from the rest of the school and virtually all ESOL teaching takes place here.

What happens when I arrive?

Mrs Kilvington, the Head of ESOL, will be at school on the Sunday that you arrive to welcome you and answer any questions that you have about learning English. During your first week you will be tested and then put into a class according to your ability with other girls from your year group. Within the first two weeks of term, we have a dinner for all the ESOL girls to welcome new starters.

How many lessons will I have?

ESOL pupils in Years 7 to 11 receive four to five hours of tuition a week in small ability groups of generally no more than eight pupils. Three or four of these are language-based lessons followed by one lesson of literature. Year 12 receive up to five hours of English tuition each week rising to six hours in Year 13. All the lessons take place during the school day in normal curriculum time.

How is ESOL taught?

All teaching is done in English, using a communicative method underpinned by the teaching of formal grammar. There is an emphasis on reading and writing to support academic skills in other subjects and every class is customised to the needs and interests of the particular girls. Many classes are exam preparation classes for PET, FCE, IGCSE and CAE. Even if you are not taking an external examination, you will still be in a pre-examination class focusing on the skills needed for the Cambridge suite of exams, IELTS or IGCSE.

What do you need to know about ESOL?

What happens in Sixth Form?

In the Sixth Form girls are expected to study ESOL alongside their three or four other A levels. Sixth Form students who have obtained a Grade 6 (or higher) in GCSE or IGCSE English as a First Language or an IELTS level 7.5 overall (minimum of 6.5 in each paper) do not have to. However, the IELTS examination is only valid for two years, so if it has been taken before coming into Year 12 it must be retaken. Generally, students in the Sixth Form will study for the Cambridge Advanced Exam in Year 12 and then for the IELTS examination in February / March of Year 13. The Year 12 curriculum allows for extensive coverage of grammar structures alongside advanced reading skills and writing styles, while the intensive IELTS course in Year 13 is a fast-paced examination preparation and practice course. However, for some students entering the Sixth Form with a lower level language than anticipated, a two year IELTS examination programme would be put in place instead.

What are the aims of the Department?

The ESOL department recognises and works to meet the English language needs of the current age. We want pupils to become strong independent language learners and for each individual learner to achieve the best language she is capable of in order to meet these and to study effectively in an English environment.

What skills does ESOL teaching focus on?

The department aims to help you improve all four skills: reading, writing, listening and speaking, and to nurture an interest in language and an appreciation of its importance.

- **Reading**

We want you to be able to understand and respond with interest to an increasing variety and range of reading materials while developing specific reading techniques including skimming, scanning, reading for detail and inference. We also want you to have an appreciation of a wide range of literature including British, World and (L1) literature and to read extensively yourself.

- **Writing**

We want to help you develop an accurate, fluent style of writing, so that you can communicate information and ideas at the level required in your other subjects and in the wider world. This may range from simple factual writing to deliberate manipulation of style to suit a writer's aim.

- **Listening**

We will expose you to a variety of voices, accents, and dialects of people talking on subjects ranging from the day to day to advanced lectures.

- **Speaking**

We will enable you to communicate effectively and appropriately in spoken English, and to feel confident in doing so. This ranges from everyday communication to an ability to discuss global issues. You are required to speak English at all times during the school day, including with other speakers of your first language.

What do you need to know about ESOL?

How are ESOL students assessed?

We use a mixture of grade-based marking and comment-based marking but you will have at least one graded assessment each half term. We use the criteria used by Cambridge and IELTS to assess work. Feedback is also related to individual pupil ability, so if we feel you could be challenging yourself more, despite achieving highly, we will tell you! Equally, effort is rewarded even if you may be struggling. Language learning is a process and our feedback incorporates comment on progress over time.

You are expected to correct your work yourself and we also encourage you to correct each other's work. Correction includes trying to make work better, not just correcting mistakes, for example, by finding a better word, rephrasing a sentence or finding somewhere you could use a particular structure. Range is as important as accuracy. Feedback is provided orally as well as in written form and we have regular individual tutorials with you to discuss your progress.

Where do we do examinations?

Mayfield School has been accepted by The British Council as an official Internal Cambridge Examination Centre. This means that we are able to offer the Cambridge examinations of KET, PET, First for Schools, Cambridge Advanced and Proficiency on site. The Speaking examination element is also held on site with official Cambridge examiners coming to the school to hold the interviews. This makes the exams extremely convenient and reduces stress and anxiety. The only examination which girls must take out of school is the IELTS in Year 13, but this is organised by the school so that all the girls go together on the same day.

Do ESOL students get extra time?

All non-native speakers of English are allowed a bilingual dictionary in all examinations except those which include marks for Spelling and Grammar: Religious Studies, Geography and History). A set of appropriate dictionaries is held on site at Mayfield with the Examinations Officer for specific use in external and school examinations but you must also have your own dictionary for everyday use. You can only qualify for extra time if you have a specific need that has been identified by the Learning Support Department following a formal assessment.

What happens if I get homesick?

Moving country and studying in the UK can present challenges for overseas pupils and occasionally cause culture shock and homesickness. This can be overwhelming, especially when there is pressure on you to integrate by speaking English all the time and conforming to British and School traditions.

As a Department we try and facilitate integration by encouraging it as a two way process throughout the school. We support ESOL students in the communication of their personal cultural needs to the rest of the school, as well as helping them to assimilate into the community through a better understanding of British culture and traditions. There is an expectation that overseas students participate fully in the life of the school; not just embracing the academic education on offer, but also supporting inter-house competitions, social events, boarding trips and extra-curricular clubs.





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