



HANDS ACROSS THE WATER

About the Hands English Program



The Hands English curriculum - overview

The Hands English curriculum has been designed to provide a framework for teacher volunteers to use so that the target language and outcomes for each student can be clearly identified and monitored for progression. Mapped against the Common European Framework of Reference for Languages (CEFR), the Hands English Language curriculum has been adapted to suit the particular needs of children in HATWA homes.

The Hands English syllabus - overview

The Hands English Syllabus contains multiple resources and activities, which have been adapted, to provide relevant and creative ways to engage the HATWA children.

Creativity with English

The Hands English Program will be taught predominantly after the children have been in school all day or on weekends, so the more interactive, varied and engaging you can make the lessons, the better the outcomes.

The curriculum allows for experienced teachers to play to their strengths, incorporating art, sports, cooking, photography, music etc. wherever possible. The children respond well to a variety of lessons taught by someone who has a passionate interest.

As long as the objectives of each unit are being addressed and the students can progress through the target language, teachers are encouraged to be as creative as they can.

Lessons that worked well will be added to the curriculum for future teachers.



Course books used

The following course books have been selected according to the language levels and ages of the children at HATWA homes.

Classes	Age or school level	Language Course Book
Pre-School	2-4 years old	Magic Time (Oxford University Press)
PS 1	Primary school Years 1-3	Super Minds Starter (Cambridge University Press)
PS 2	Primary school Years 4-6	Super Minds 1 (Cambridge University Press)
HS 1	High school Years 7-9	Engage Starter (Oxford University Press)
HS 2	High school Years 10-12	Engage 1 (Oxford University Press)

It is envisaged that students will complete one course book per year. The table below represents the progression through the various language programs and language levels.

Table 2: Hands English Language Course Pathway

	2016-2017	2017-2018	2018-2019	2019-2020
High School 10-12			Engage 3	Solutions Int
		Engage 2		Engage 3
	Engage 1		Engage 2	
High School 7-9		Engage 1		
	Engage Starter			Engage 1
			Super Minds 3	
Primary School 4-6		Super Minds 2		
	Super Minds 1			Super Minds 3
			Super Minds 2	
Primary School 1-3		Super Minds 1		
	Super Minds Starter			Super Minds 1
			Super Minds Starter	
Pre-School		Magic Time 2		
	Magic Time 1			

Key: CEFR levels	Pre A1	A1	A1-A2	A2	A2-B1	B1-B2
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Testing

A written and one-on-one speaking test will be conducted at the end of each unit taught to:

- Provide an opportunity for one-on-one speaking with the students and
- Allow students to identify their strengths and weaknesses and track how their language is progressing.

Test results and reports will be documented to inform future teachers of the students' level and ensure progression from one teaching delivery to the next.



Scheduling of classes

The teaching schedule will be organised by the Hands English Co-ordinator and the key English contact person for each home. A schedule of classes, approximately 20 hours face-to-face teaching, will be given to teachers prior to arrival at the home.

Fostering an English-speaking environment

Children at the HATWA homes are very curious and welcoming and will want to get to know all about you, your family and your life. Living and participating in their daily life, sharing meals, talking and playing with the children provides great motivation for the children and staff to learn English in a meaningful and realistic way. Facilitating interactions between children and visitors, teaching staff English and working alongside the Thai staff will build their English skills.



Staff English classes at BTNC 2016.