

**PRELIM 3**

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**Honduras HELTA-TESOL  
(Honduran English  
Language Teachers  
Association)**

with

**Speak Up London**

August 2024

## Project background

Partnership overview		
<b>Partners</b>	<b>ETA partner</b>	Honduran English Language Teachers Association (HELTA-TESOL)
	<b>UKI partner</b>	Speak Up London
<b>User Profile</b>	<b>Context overview</b>	Primary (Grades 1-9) and secondary (Grades 10-12) schools. Learner levels: A1-B2 Teacher levels: B2
	<b>Learner age group(s)</b>	7-18
	<b>Curriculum overview</b>	20-year old curriculum currently used. Teachers provide their own resources. No coursebooks. Limited technology
<b>Teacher support resource package</b>	<b>Resource format and organisation</b>	25 topics/lessons per level, each lesson 1.5- to 2-hours long. Two levels: A1/A2 and B1/B2. Each level has two progress tests (Lessons 13 and 27). Teachers' notes accompany lessons. Teacher guides on skills/systems lessons, methodology and resources
	<b>Resource content</b>	<ul style="list-style-type: none"> <li>• Ready-to-go worksheets</li> <li>• Teachers' notes</li> <li>• Teacher guides</li> </ul>
	<b>Resource sustainability</b>	Online/downloadable worksheets Teacher guides for CPD
<b>Dissemination</b>	<b>Methods</b>	Piloting via email and Speak Up Learn Dash system; final distribution of finished product via Google, uploaded to the Honduran government website
	<b>Timeframe</b>	Needs analysis – February 2023 Initial consultation with teachers re. resources required - April 2023 Piloting materials – July-August 2023 Final distribution of finished product – February 2024 Resources uploaded to government website – May 2024 HELTA-TESOL to conduct dissemination workshops and provide feedback to UKI partner – June 2024

		Electronic feedback forms to monitor use and evaluate resources to be completed over the remaining academic year. Data will be collated, analysed and sent to ETA partner – June, August and October 2024.
	<b>Number of teachers reached</b>	30

## Description of the partners

Founded in 2014, the **Honduran English Language Teachers Association (HELTA-TESOL)** is a non-profit association promoting the professional development of English language teachers in the public education sector through conferences, academic support and the forging of relationships between English teachers worldwide.

**Speak Up London** is an English language school based in London and online. With around 25 in-school and seven online teachers, Speak Up London delivers a variety of general English, exam and ESP courses year-round. PRELIM 3 course management was assigned to Kat Jeffries, Centre Manager, who collaborated with five experienced trainers to develop the materials.

## Key features of the context and resource design rationale

Thirty English language teachers expressed interest in the project (22 secondary school teachers, 14 primary and four pre-primary). Nineteen teachers completed the needs analysis which was used to inform the initial resource package offered (12 working in secondary schools, four in primary and three in both).

Learners are aged 7-18 and generally come from low socio-economic backgrounds. Teaching contexts include inner-city districts, rural areas surrounding cities and agricultural areas. Pupils sit at individual desks, with class sizes ranging from 20-40 pupils. Technology is limited. Any materials need to be accessible online but downloadable. The learners will need English once they leave school and are interested in social media and learning about other countries/cultures.

While most teachers have a degree in English and a formal teaching qualification, their self-assessed level of English averaged at B2 level, with many expressing concern about their own level of knowledge. Many teachers are delivering English lessons alongside their own primary subject (often Spanish) and have limited training in the methodology for teaching English as a foreign language. Preparation time is on average one-hour/lesson, with learners receiving 2- to 3-hours per week of English teaching. Teacher observations take place annually but focus more on documentation than methodology.

The existing English language curriculum is 20 years old but is due to be revised, with Speak Up London's resource package possibly serving as a foundation for this. Since 92% of the teaching budget is spent on salaries, coursebooks are rare and most teachers create their own materials. The lack of English language teaching materials was a concern for most teachers. The needs analysis and initial consultation with the teachers also revealed that they were keen to have more

ideas for practice and communicative activities. Teachers welcomed the provision of formal assessment at all levels.

## Outline of the teacher support resource package and rationale

Based on the needs analysis, it was decided that Speak Up London would provide a bank of ready-to-go lessons (with teachers' notes) on a range of topics with a cultural focus at B1 level. In addition, Speak Up London would produce some teacher guides providing information on how skills/systems lessons should be structured, ideas for practice activities for varying contexts, and a list of useful websites for resources.

An initial consultation was conducted with the participating teachers in April 2023, which included a sample of materials and the proposed framework of lessons. Feedback from 14 teachers revealed the need for some worksheets to introduce A1/A2 grammatical and lexical items.

Our revised provision includes two sets of 25 lessons at A1/A2 and B1/B2 level. Each (1.5- to 2-hour) lesson includes extension activities which can be used in class or omitted, as necessary, and cater for mixed ability and different class sizes. Homework regularly includes a writing task and/or other tasks that can be used as material for the subsequent lesson.

Each lesson introduces new topic-related vocabulary plus a reading or listening task to contextualize a corresponding grammatical item. Practice activities move from controlled to freer practice, with a strong emphasis on communication. Lessons have been designed to become increasingly difficult as the course progresses and for B1/B2 level, the later topics have a more vocational focus, requested by HELTA-TESOL.

Comprehensive mid- and end-of-course progress tests have been included for teachers, as requested, to be able to measure learning. These can be done in one sitting or broken down for more regular checks.

The image displays three sample lesson worksheets from the 'Speak Up London' resource package, all titled 'BU202 Lesson 1 - Food and dietary choices'.

- Worksheet 1 (Page 1):** Features a 'Food and dietary choices' section with a 'Warm-up' task. It includes a grid of 12 food images (a, l, m, n, o, p, q, r, s, t, u, v) and a 'Vocabulary 1' section with a matching exercise between adjectives and food items.
- Worksheet 2 (Page 2):** Contains a 'Listening 1' section with a photo of three people talking and a transcription exercise. It also includes a 'Vocabulary 2' section with a matching exercise between dietary conditions and food items.
- Worksheet 3 (Page 3):** Features a 'Vocabulary 2' section with a matching exercise between dietary conditions and food items. It also includes a 'Listening 2' section with a photo of a person and a transcription exercise.

The figure displays six pages of a lesson plan for 'Health Horizons' focusing on food and dietary choices. The pages are organized as follows:

- Page 1:** Listening 2. Includes a radio script about 'Health Horizons' and a table for prediction and interview questions. The table has columns for 'Prediction' and 'Interviews' and rows for various topics like 'Following diets on social media', 'My parents' cooking influences me', 'Cooking is my hobby and I love trying new cuisines/dishes', 'Saving money influences my food decisions', 'I have a lot of allergies, so I have to be careful', 'Making eco-friendly choices influences me', 'I want to be healthier', 'The pace of my lifestyle influences me', 'Going to restaurants regularly changes my food preferences', and 'I'm really into sport and food plays a role in my performance'.
- Page 2:** Grammar – present simple v. present continuous (a review). Includes exercises for completing statements and a table for verb conjugation.
- Page 3:** Extension activity – a debate! 'Vegetarian is the best option for the environment.' Includes instructions for a group debate and a table for arguments.
- Page 4:** Homework. Includes a reading comprehension task about a vegan restaurant and a table for self-assessment.
- Page 5:** Self-assessment. Includes a table for self-assessment and a table for peer assessment.
- Page 6:** Self-assessment. Includes a table for self-assessment and a table for peer assessment.

Figure 1: Example of a B1-B2 level lesson

## Project findings

### Working in partnership

Speak Up London found the collaboration with HELTA-TESOL extremely informative in deepening our understanding of the circumstances in which the English language is taught in different parts of the world. Our ETA partners were helpful in engaging English teachers throughout Honduras in this project and directing us to provide resources which would be valuable in differing contexts.

After an initial video meeting, the majority of correspondence was undertaken via e-mail as this was deemed more effective in lieu of the seven-hour time difference.

Establishing the date for dissemination was slightly challenging due to differences in the structure of the academic year of both countries. The majority of materials were written by the end of

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November which coincided with the Honduran summer holiday. As a result, dissemination was put back to March 2024 when the teachers were back at school.

Correspondence with participating teachers was undertaken via email, Google and Monday.com forms.

## Designing the teacher support resources

The resources were designed not only to provide teachers with ready-to-go materials, but also to share knowledge on English language teaching methodology with those delivering the courses. There is currently no budget for continued professional development in Honduras, and the teacher guides have been developed to help English language teachers enhance their skill set.

With a team of five creating the materials, it was important that everyone followed a similar format. A 'content creation' document and templates were drawn up which helped to standardise lesson stages and content. All lessons written were reviewed by a senior teacher, and revised as necessary. Zoom video calls and WhatsApp messages were used as the primary mode of communication between contributors. These were found to be very effective, saving a lot of time and mitigating the potential for misunderstanding inherent in emailing.

Content writers learnt a lot about Honduran culture and tried to incorporate this into the lesson content as well as looking at the international picture. It was interesting to be involved in more extensive syllabus writing; to think about how lessons build on previous lessons. We also had to think creatively about how a lesson's activities could be used for a small class but at the same time be modifiable for a larger class.

Content writers learnt to use quickly developing AI-generated resources (text and audio) as a basis for creating topic-specific materials but also how to screen them for level-suitability, authenticity, and adapt them to be context specific.

*'I learnt how to use new technologies and tools which I will be able to use in my own teaching and will help me improve my lessons.'*

*'Receiving feedback and adapting the lessons accordingly, not only gave me a different perspective, but also enhanced my attention to detail.'*

## Disseminating the teacher support resources

Sample materials and the trialling period garnered a lot of interest in 2023. Following a needs analysis completed by 19 teachers in February 2023, a context setting questionnaire was circulated in April 2023 and received a similarly positive response rate. At the same time, we asked teachers to provide feedback on some initial sample material and our proposed framework, enabling us to remodel our provision to meet HELTA-TESOL's needs more comprehensively. Another 14 teachers trialled the finalised materials in July/August 2023, completing informative lesson feedback forms that confirmed we were on the right track.

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*'The warm-up in which students had to order the images in the order they do them every day. Some students said they had breakfast before a shower, so they discussed or argued everybody defending their points of view.'*

*'I just wanted to say that my students and I really enjoyed the role-playing activity we did recently ... It was a lot of fun and a refreshing way for students to practise their language skills. The use of pictures and the interactive nature of the activity made it engaging and enjoyable. Looking forward to more activities like this!'*

*'The homework because, I found this activity particularly enjoyable because it allowed us to explore cultural diversity through something as universal and personal as food. It sparked engaging discussions...'*

## Monitoring and evaluating resource use

Due to a number of challenges concerning final dissemination, HELTA-TESOL plan to upload the materials directly onto the government website in May 2024. They will be carrying out the dissemination process in June 2024 and will feedback to Speak Up London. In addition to this, Speak Up London plan to send a link to an online feedback form that teachers can complete and the results of this will be collated every two months until 31 October 2024. Data obtained from the feedback forms will be collated, analysed and sent to the ETA in June, August and October 2024.


## Project outcomes

Fewer than expected English language teachers in Honduras engaged in this project. Many answered the needs analysis/initial consultation in Spanish which may suggest that they are either not confident in their own level of English to participate in such a project or simply do not have time. Contact was made regularly with the teachers via email but did not receive the response rates expected. Due to time differences, email was the preferred communication channel but on reflection, this may have led to disengagement due to the lack of interpersonal relationship development. If conducting a similar project in the future, it would be advisable to set up a WhatsApp group with the teachers and schedule regular Zoom meetings with them to forge the relationship between the UKI and ETA partners and increase engagement and accountability.

In terms of dissemination, if feedback on individual resources is required, a good idea would be to include a QR code on the Teachers' Notes that links directly to a feedback form in order to ease the process. This is possible using the programme Monday.

While dissemination has yet to take place at the time of report writing, responses received from trialling were overwhelmingly positive:

*'Your implementation of the hobby description activity is both engaging and effective. The structured format, along with the inclusion of pictures, has prompted students to express their interests creatively. This activity encourages peer interaction, language practice, and showcases your commitment to an inclusive learning environment. Well done!'*



*'I like the fact that the audios had British accent instead of American English, so my students had the opportunity to be exposed to it.'*

*'It has very interesting activities and the topic about fashion is very well detail and also the part about tattoos is very interesting, my students really love the activity and get well involve on it...'*