

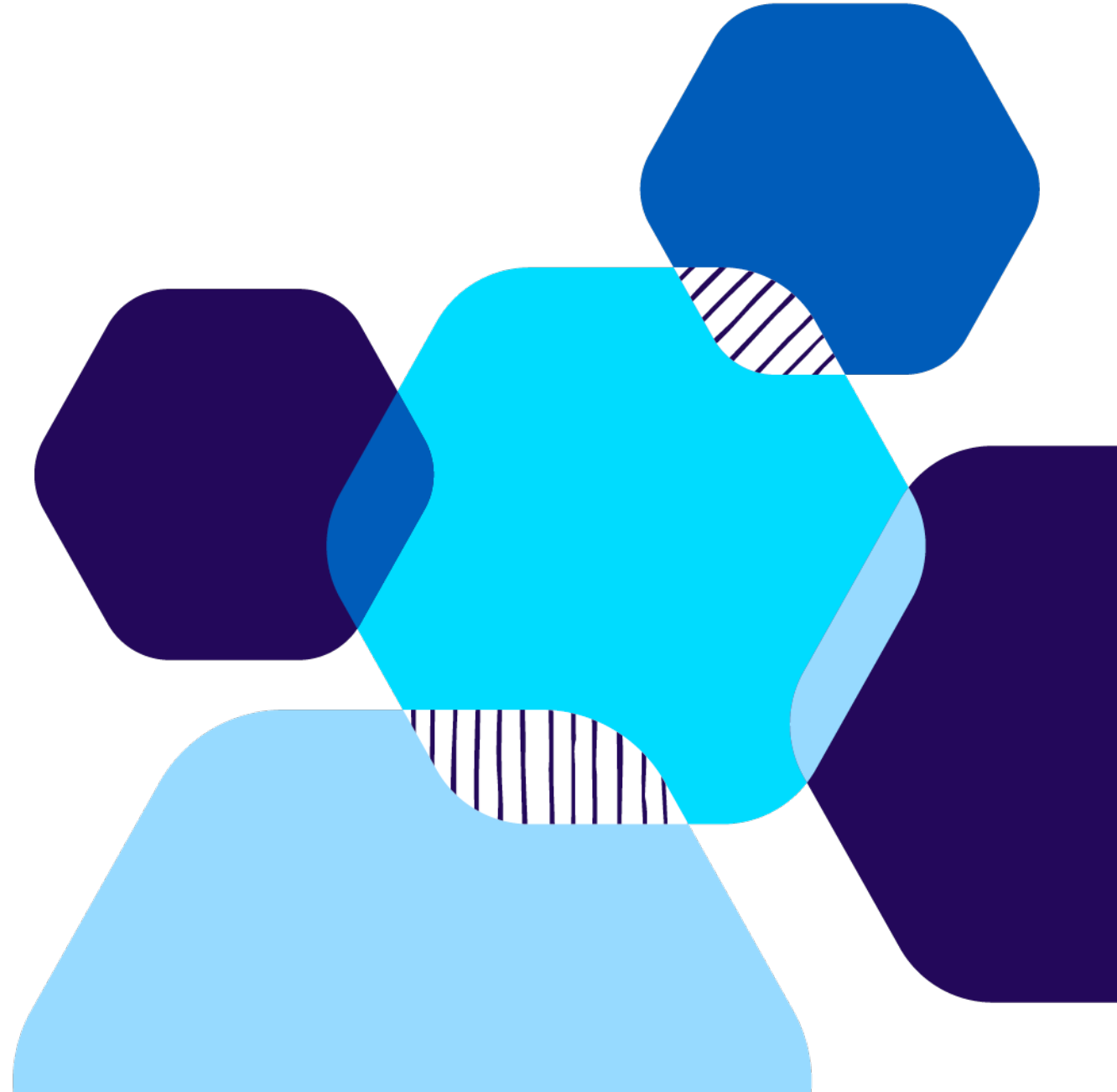
TeachingEnglish

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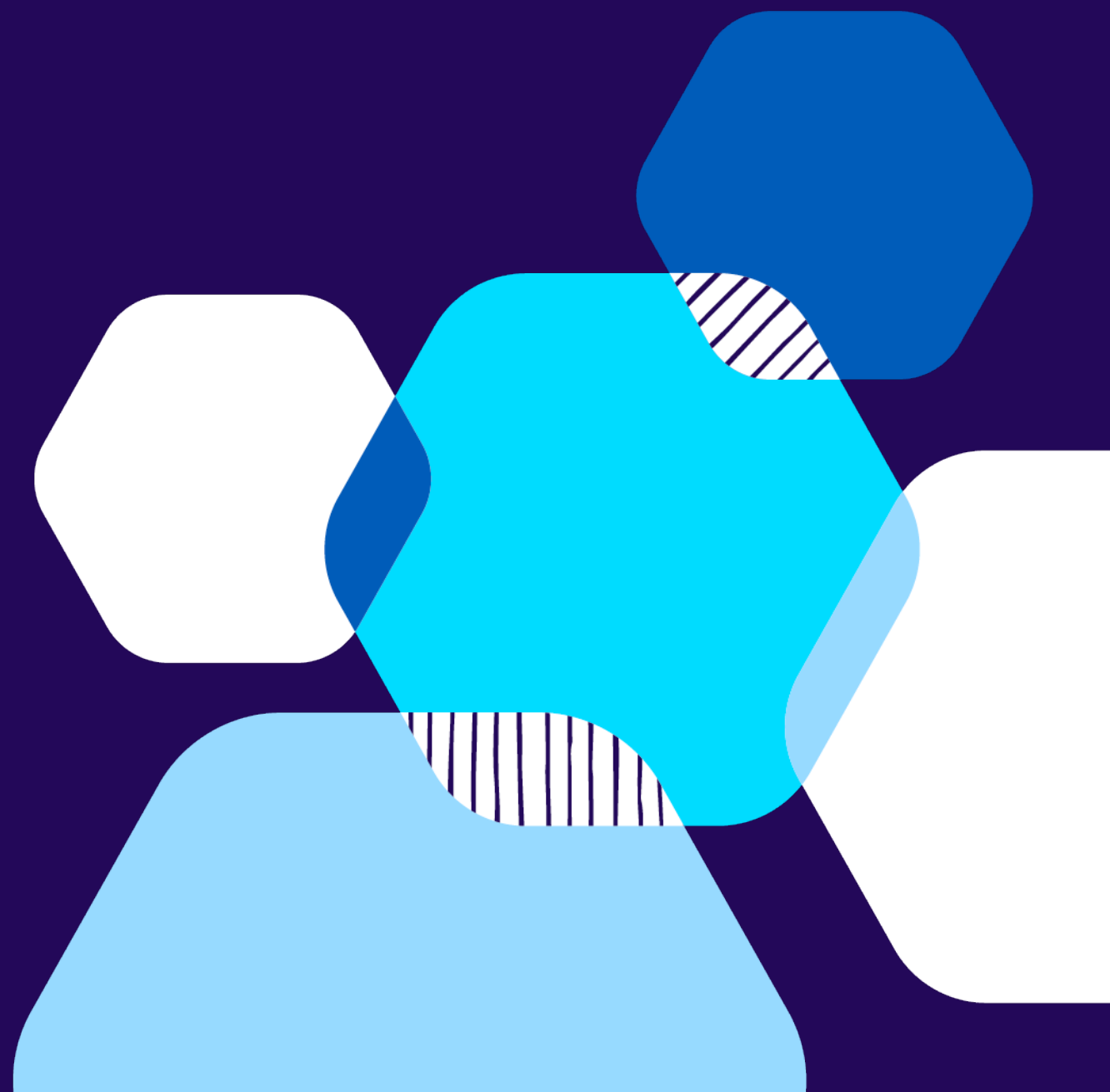
# Teaching in crisis and emergency situations

February 2023

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# 1. Speaking Task

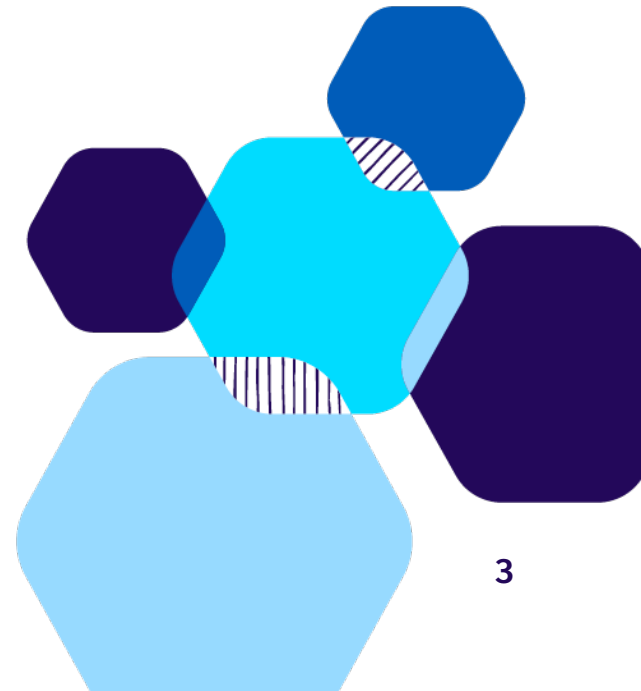


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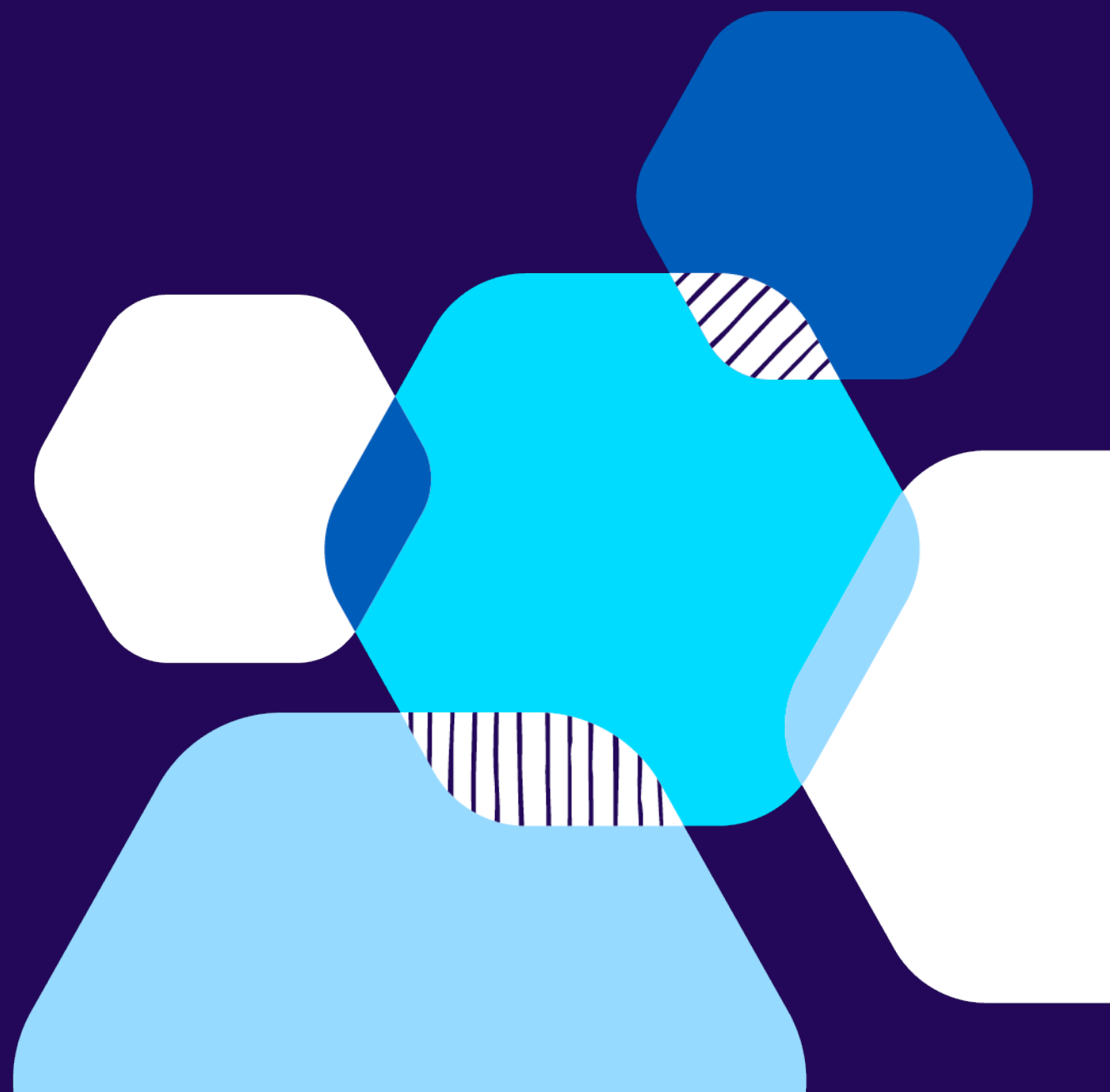
# 1. Speaking task

**Discuss the following questions in small groups.**

- What parts of the world are currently experiencing conflict? Do you know the reason these conflicts started?
- What do you think would be some of the challenges teaching and learning in conflict areas?
- What do you know about the situation in Palestine / Israel? What is the source of your information?
- What is the value of teaching English, or other languages, in crisis and emergency situations?
- What kind of English do you think would be useful in crisis and emergency situations?



## 2. Grammar task

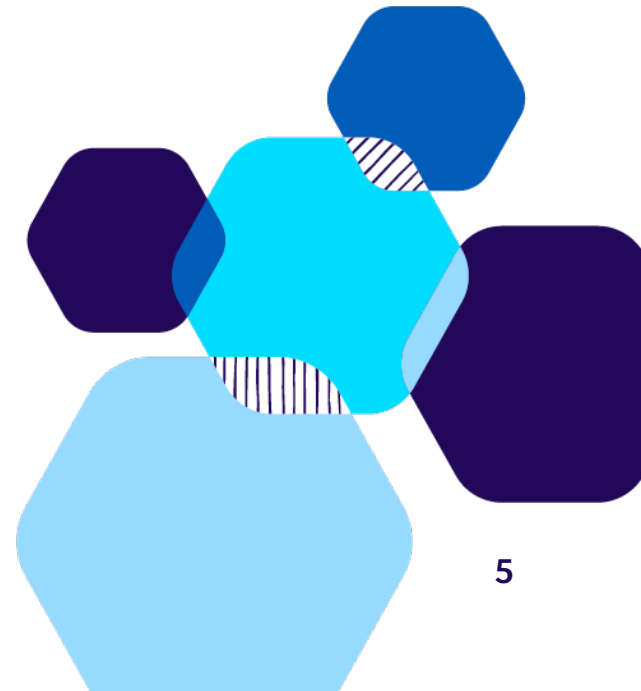


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## 2. Review of verb forms

Look at the following sentences from the field report. In each case, say (a) which verb form is being used and (b) why

1. “I’m currently just working as a trainer for the British Council.”
2. “Our participants have mentioned that we are lucky.”
3. “In the future we will rebuild Ukraine.”
4. “I am Dasha, I am an English teacher as well.”
5. “My students became more responsible.”
6. “I’ve been working with Ukrainian teachers for a very long time.”

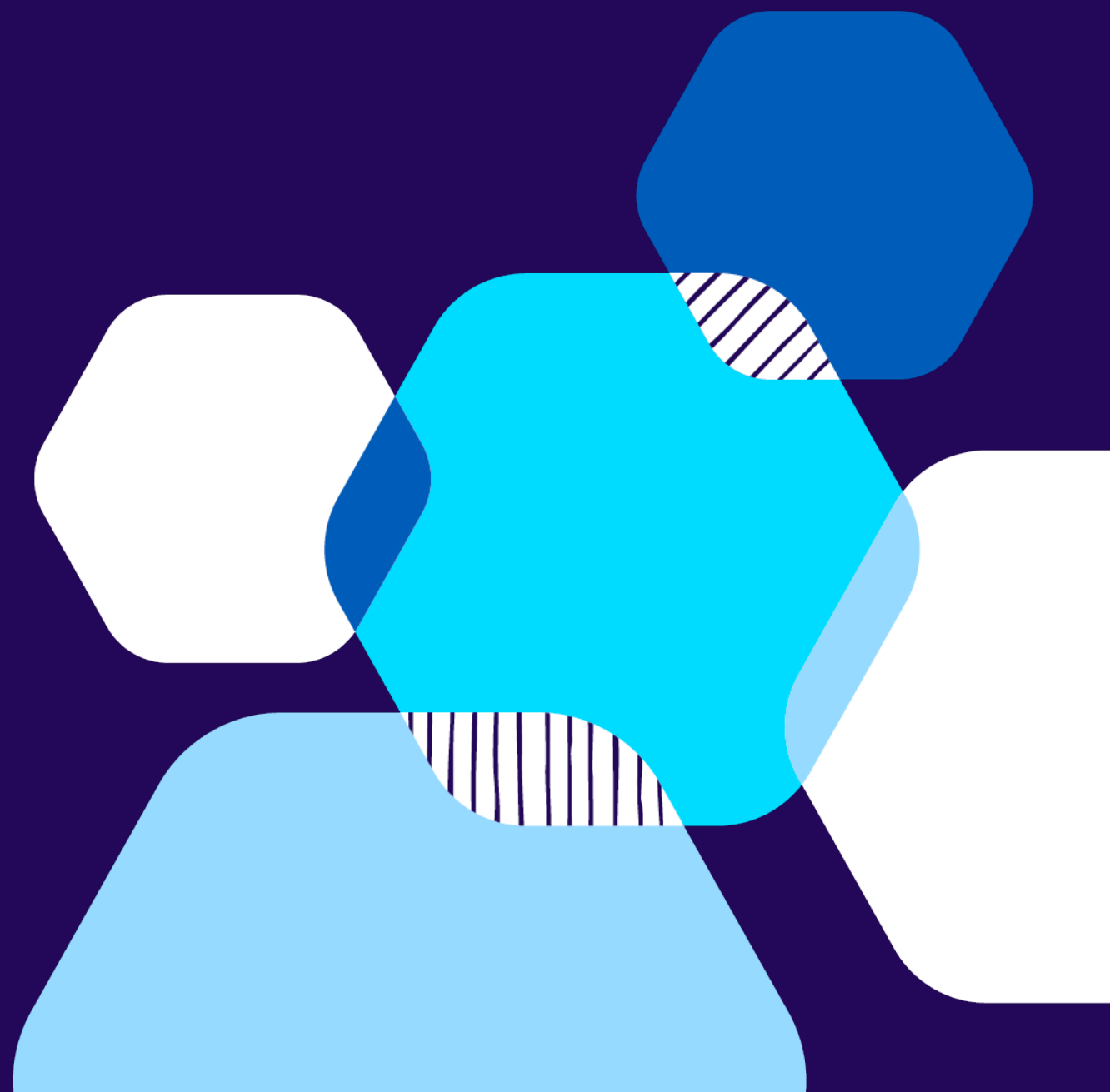


## 2. Review of verb forms

Look at the following sentences from the field report. In each case, say (a) which verb form is being used and (b) why

1. “I’m currently just working as a trainer for the British Council.” *Present continuous – talking about a temporary situation*
2. “Our participants have mentioned that we are lucky.” *Present perfect – talking about something which happened before now, at an unspecified time*
3. “In the future we will rebuild Ukraine.” *Future simple – making a prediction*
4. “I am Dasha, I am an English teacher as well.” *Present simple – general state / situation*
5. “My students became more responsible.” *Past simple – state which changed in the past*
6. “I’ve been working with Ukrainian teachers for a very long time.” *Present perfect continuous – started before now, but it still true*

# 3. Language task



# Noun phrases

Create noun phrases by combining a word from column A and a word from column B

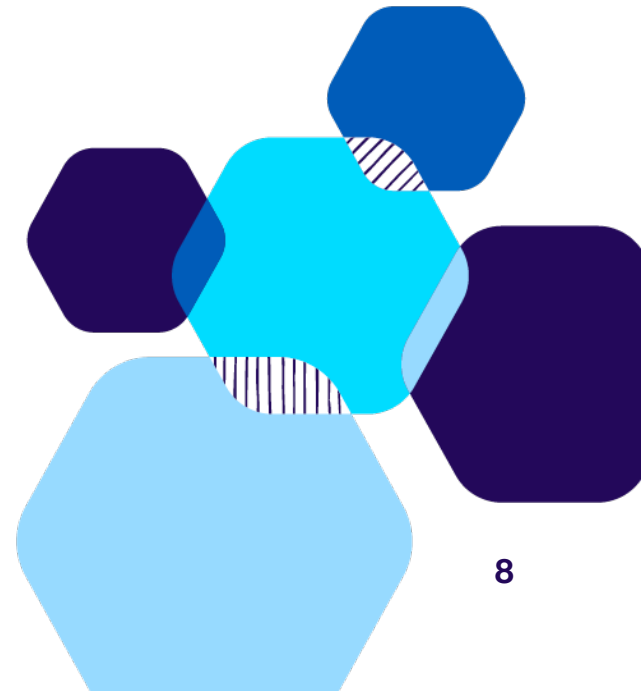
## Column A

natural  
mental  
electricity  
state  
foreign  
human  
digital  
turning

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## Column B

state  
point  
right  
immunity  
school  
shortage  
language  
literacy



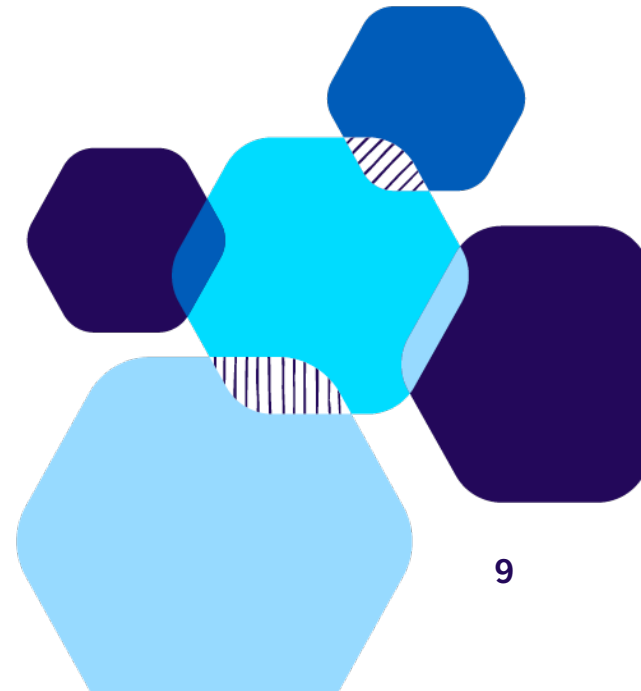


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# Noun phrases

**Create noun phrases by combining a word from column A and a word from column B**

1. natural immunity
2. mental state
3. electricity shortage
4. state school
5. foreign language
6. human right
7. digital literacy
8. turning point

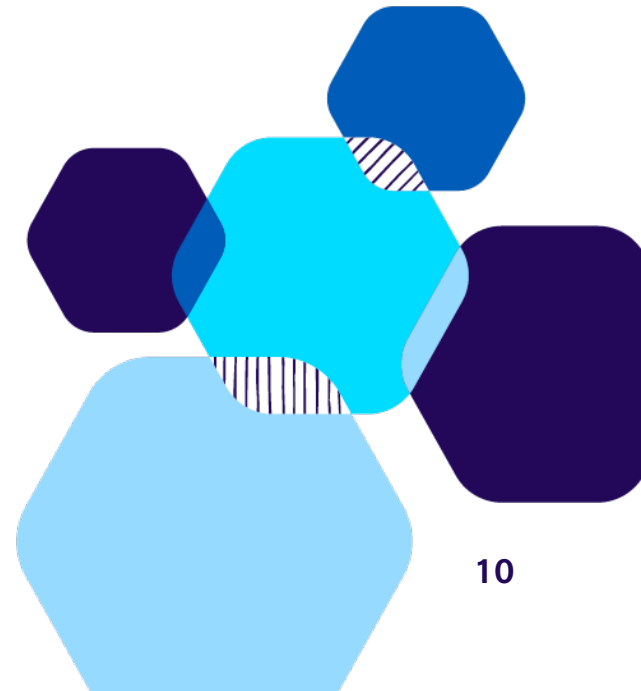


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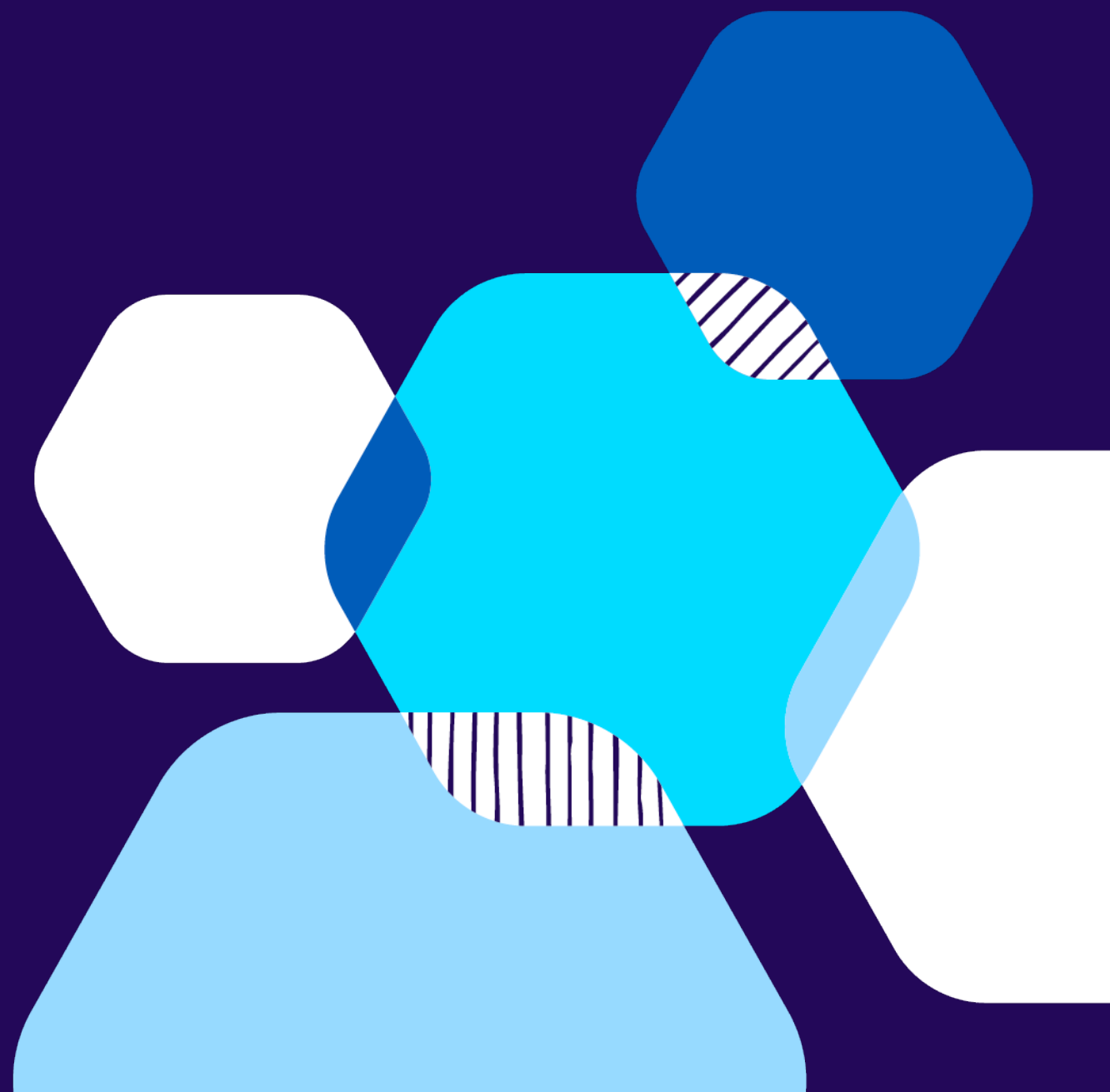
# Noun phrases

**Now show your understanding of these noun phrases by using them correctly**

1. natural immunity
2. mental state
3. electricity shortage
4. state school
5. foreign language
6. human right
7. digital literacy
8. turning point



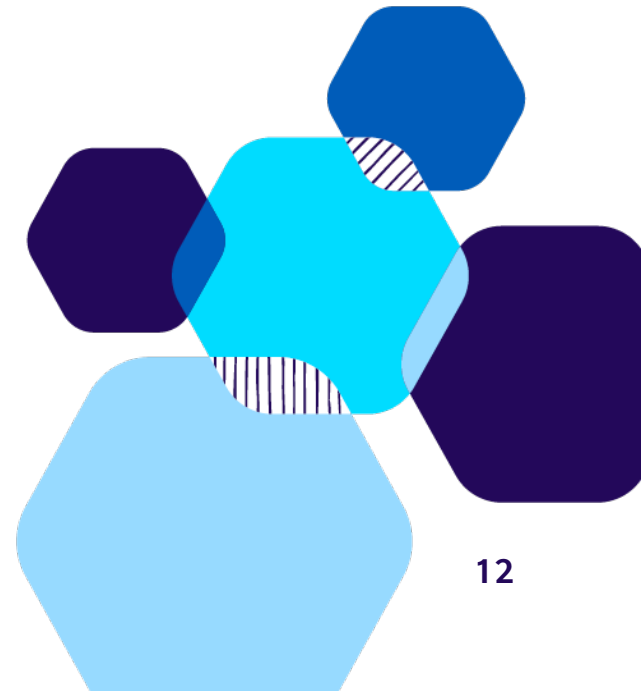
# 4. Listening task



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# Listen to the following extract from the podcast, and answer these questions.

1. What is the general approach of teachers in regards to unexpected events in the Palestinian context?
2. What measures does Diana have in place for crisis situations in her teaching?
3. How does Diana describe her role as a teacher during hard times?
4. How did Diana engage her students during the COVID-19 pandemic?
5. What is the impact of resilient teachers on the role of education during crisis situations?



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**Diana:** In general, we have some common approaches. But regarding the Palestinian context, it's not because the time or the period of the hard times or the crisis are too long. It's not something temporary. We as teachers are waiting for unexpected events at any time. So must be ready for ups and downs all the time. As a teacher I have a plan B. For example, I have my own curriculum designed for crisis time, I have my own online and digital materials. If this happened that day today, I will send this to my students. I will not interrupt their education. But the Palestinian context is completely different and sensitive as is full of unexpected events anytime. For example, here we have the destruction of a school. We have some schools can be sheltered in any time. So losing the infrastructure is expected.

**We'am:** Yes, I think Gaza witnessed this many times in the past so teachers had to adapt and work in really difficult circumstances. And I salute you for that for being that strong educator. What's your role as a teacher or educator during these times, Diana?

**Diana:** For me, I believe I should be the unknown soldier who encouraged the students to learn. For example, in COVID-19 I did some sessions. I started with only nine students, later that number increased to more than one hundred students came to my sessions. Why did they keep coming to these sessions? Because they weren't 100% academic. We've played together, I used a show and tell presentation, I used drama with them, we talk about their favourite movies, I ask them to bring their favourite chocolate and we talk about food. I did also twinning activities with the students from Poland Turkey, so if you have resilience teachers, they can advance and empower the role of education in that time.

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# Answers

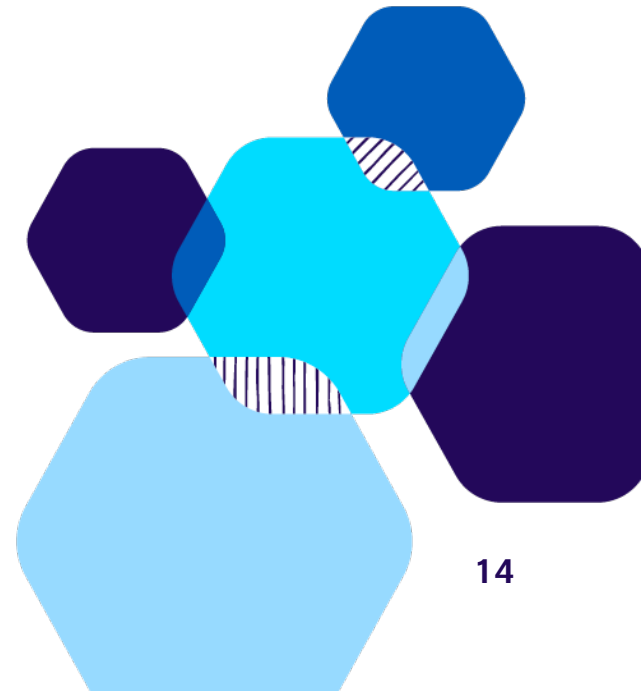
1.The general approach of teachers in regards to unexpected events in the Palestinian context is to always be ready for ups and downs and to have a plan B in place. Diana mentions that she has her own curriculum and online materials ready for crisis situations.

2.Diana has her own curriculum designed for crisis situations, and she also has her own online and digital materials.

3.Diana believes she should be the unknown soldier who encourages the students to learn, even during hard times. She wants to be a source of support and encouragement for her students.

4.During the COVID-19 pandemic, Diana held sessions with her students that were not 100% academic. She engaged her students by playing with them, using a show and tell presentation, drama, talking about their favourite movies, and food. She also did twinning activities with students from Poland and Turkey.

5.If there are resilient teachers, they can advance and empower the role of education during crisis situations. Diana believes that her resilience as a teacher helped her to continue her teaching and engage her students during the pandemic.



# Teaching in crisis and emergency situations

