

# NAVIGATING TEACHING AND LEARNING OF FRENCH AT THE UNIVERSITY OF BOTSWANA DURING THE COVID 19 PANDEMIC: PERCEPTIONS, PERSPECTIVES, CHALLENGES, AND PROSPECTS

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## Abstract

The onset of the Covid 19 pandemic and the subsequent global lockdowns have affected all sectors of human activities and forced a change in service production and delivery worldwide. In institutions like the University of Botswana (UB) it has accelerated change towards the use of digital technology in teaching and learning. This adaptation has not been without challenges as all stakeholders have had to adapt to what has been deemed as the new normal. But even though there are a lot of challenges and unknowns to be navigated, the perspectives are also numerous. This paper uses data collected through a questionnaire to explore the experiences of lecturers and learners of French in the French Department of the University of Botswana, paying particular attention to perceptions towards online learning, its challenges, and its perceived perspectives. The results generally show that both learners and lecturers of French at UB have adapted to and appreciate the shift from traditional face-to-face teaching and learning to remote and/or blended teaching and learning.

**Keywords:** Online teaching and learning, French, Coronavirus pandemic

## **Introduction**

The university has for a long time integrated the use of platforms such as Blackboard and Moodle in teaching and learning, alongside face-to-face mode of delivery. Although this integration of ICT was somewhat slow, the subsequent restrictions brought about by the Coronavirus pandemic since April 2020 left the University of Botswana community with no choice but to accelerate the use of existing platforms such as Moodle and introduce virtual classes and meetings on MS Teams, among others. The social distancing and health protocols have, at times, forced delivery to be solely done remotely and at times allowed for a hybrid type of teaching and learning approach whereby classes alternate between face-to-face and remote delivery modes.

This necessary transition into new way of doing things has not been without challenges as all stakeholders have had to adapt to what has been deemed as the new normal. But even though there are a lot of challenges and unknowns to be navigated, the perspectives are also numerous. This paper aims at exploring the experiences of lecturers and learners of French in the French Department of the University of Botswana, paying particular attention to perceptions towards online learning, its challenges, and its perceived perspectives.

We will start by exploring the context under which the study was carried out. In this section we will look at the University and the department's preparedness in integrating remote learning either in full or in a hybrid manner. Pertinent questions include the capability of lecturers and learners to navigate online platforms as this is essential for remote learning to be effective. In this section we also look at why it is vital to carry out this study and what the information garnered can be used for. We will then look at the literature which has since the onset of the pandemic been published, to comprehend better and explore our research questions. The next section will look at the current platforms used by the University and especially the department of French and the way they are explored for maximum delivery. The subsequent sections will study the experiences of both lecturers and learners and challenges they have faced from the beginning of the restrictions to the present time after which we will explore the perspectives that are presented by online learning and teaching post pandemic. These will be measured using data gathered through a questionnaire administered to learners and lecturers in the department of French.

## **Background and rationale of study**

To adapt to the inevitable restrictions imposed to combat the spread of the virus, the University, like other institutions elsewhere, had to turn to remote teaching and learning to finish the 2019-2020 academic calendar. For more than a decade, two eLearning platforms had already been proposed by the University through its Centre for Academic Development (CAD) which is responsible for training staff on, among others, course design, eLearning, and blended teaching. These were Blackboard and Moodle. Lecturers were given the liberty to use the eLearning platform of their choice with Moodle being the free platform among the two. About 3 years back UB adopted the free platform Moodle and did away with Blackboard. A

newer version of Moodle was recently introduced and with it a tutorial on how to navigate the platform.

It will be interesting and worthwhile to study how lecturers and learners have been navigating online teaching of French as foreign language through the platform and how they have adapted to the restrictions imposed by the pandemic. As recent studies have shown, online teaching poses a lot of challenges for both educators and learners among them a sense of alienation, reduced motivation and a sense of anxiety and loss especially for educators (Bintliff, 2020). However, there are some advantages to online teaching and learning which we also aim to explore in the paper, and which can prove to be a solution for the French department in its quest to attract and retain students from a wider spectrum.

The questions we intend to study and analyse therefore include the following: what are the perceptions of online learning among lecturers and learners in the French department? What are the challenges that they are both faced with and what are the prospects for the department, in a world that is growing more and more digital?

### **Returning to UB under the new normal: initial stage and current state**

With the easing of the lockdowns in May and the need to finish the semester and amidst the consequent social distancing protocols put in place to curb the spread of the coronavirus, an abrupt shift to online platforms became a necessity and not an option. Some lecturers reported having initially started getting into contact with students through social media platforms as they provided the easiest form of communication. WhatsApp groups were the easiest ways of reaching out to the students as most of them used the mobile application often. This, however, was not a guarantee that the students could be reached during the lockdowns. Some students, through their friends, reported to be in places with no internet connectivity and therefore no way of accessing social media platforms like WhatsApp. The application proved to be crucial in preparing students for the resumption of classes under the new normal. The resumption of classes saw lecturers resorting to the use of Zoom Meet to hold lectures, but the free version of the platform quickly proved to be limiting especially in terms of time. The 45 minutes afforded to free users was not enough to cover a 1-hour class. Learners usually connected late, and one tended to lose about 15 to 20 minutes before the beginning of the class and efforts to create a new meeting after the initial 45 minutes had expired proved to be a real challenge. Hence some lecturers in the department of French opted for hybrid teaching which included remote and face-to-face classes. This was done to cater for interaction, which a crucial component of language learning (Vygotsky, 1978). The platforms adopted were Moodle and MS Teams. Some lecturers delivered all their lessons online through Power Point recordings that were uploaded on Moodle.

### **Literature review**

Since the onset of the pandemic, several surveys and studies have been done especially concerning the perceptions and challenges of online teaching and learning. However, web-

based teaching and learning is not a new concept and studies have been carried out in that regard. As Muthuprasad et al. (2021, p.1) point out, the coronavirus pandemic proved to be a blessing in disguise as it triggered educational institutions to quickly adopt creative approaches when it became evident that traditional lecture-based approaches would not do in the face of the pandemic. However, they also stress the importance of digital access and efficiency in delivering quality online learning (Ibid.). In a world survey done by Marek, Chew & Wu (2020, p.54) on teachers' experiences in changing from traditional face-to-face to distance learning, some of the respondents pointed to good internet connectivity as being fundamental to successful online distance learning. Whereas some respondents in the survey felt that their institutions were ready for online teaching, others felt that there was inadequate training in ICTs and that lack of facilities also posed a problem in the adoption of online distance learning.

According to professor and psychologist Amy Bintliff (2020), in cases where learners have chosen to study online, such a form of instruction can be as effective as, or even more effective than physical interaction. However, when learners have chosen face-to-face instruction and are constrained to study remotely, the outcome might be different due to a "mismatch" in between operation and reality (Ibid.). For Bintliff, the restrictions posed by the pandemic have affected the way learners had imagined their college experience in terms of the important milestone that include graduation. Indeed, even at the University of Botswana, students who graduated in 2020 had to have a virtual graduation ceremony, an experience which is very different and less exciting than the normal graduation ceremony.

Factors such as students' motivation, preference, confidence in manipulating ICTs for learning and their aptitude to be autonomous in their learning have been identified as very crucial to effective online teaching and learning. (Werner et al, 1998; Garrison et al, 1999; Deci & Ryan, 1985; Swan et al, 2000 and Bintliff, 2020). The planning and designing of the course have also been highlighted as a contributing factor to effective online instruction.

According to Garrison, Anderson & Archer (2001), social presence, cognitive presence, and teaching presence are essential in creating a successful virtual community equivalent to a traditional face-to-face classroom. Social presence is defined as "the ability of participants in the community of inquiry to project their personal characteristics into the community" (Ibid., p. 89) thereby creating the illusion of being in a real physical person in either a synchronous or asynchronous communication occurrence. This sense of real physical person interactive experience can be created by designing shared learning experiences and providing opportunities for student-led learning activities, such as online discussions or group assignments (Sund, 2020). Cognitive presence is defined as "the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication" (Garrison et Al, 2001, p.89). The online classroom therefore becomes part of a sense making community which includes learners, instructors and even administration and technical staff (Bignoux & Sund, 2018). Administrative and technical staff members work hand in hand with both learners and instructors especially when it comes to the technical and administrative part of setting up an online course. Teaching presence is a concept that encompasses both the design of the online

classroom and the way it is facilitated. The instructor can choose several approaches at their disposal.

Recent studies done to measure learner and instructor perceptions of online teaching and learning showed the same results, in great part (Shlenz et al. 2020; Marek, 2021; Muthuprasad et al., 2021; Maican & Cocoradă, 2021; song et al. 2020). Most surveys covered topics ranging from a wide range of factors such as, preferred approaches, previous training, frequency of use of platforms, content, knowledge and attitudes, planning and adaptability, challenges, and benefits. A survey done in India shows that most respondents (who were students) preferred online teaching during the pandemic as opposed to the curriculum being suspended (Muthuprasad et al., 2021, p.4).

In China, where 62.5% of elementary and secondary schools had adopted online teaching during the pandemic, the most preferred approaches to online teaching by instructors were online interactive (28.2%), Webcasting/video on demand (27.5%) and live streaming (27.5) (Song, Jianjian & Tianyi, 2020). Another survey done by Shlenz et al. (2020) found that both learners and instructors found online learning to be a good option in the pandemic, but many students did not feel well prepared for the practical part of the dental education curriculum.

Other results showed that some students and lecturers had either not had training in ICTs or felt that they had not been trained enough and needed higher levels of technology competency (Marek, Chew & Wu, 2021; Arora & Srinivasam, 2020). Research done in 2009 by Bailey & Card had shown that most high education lecturers had never taken a course in teaching or instructional design for online classes.

Research on online teaching of foreign languages has highlighted the importance of balancing the acquisition of language learning skills (listening, reading, speaking and writing) when using remote modes of teaching and learning (Maican & Cocorada, 2021). To achieve this, synchronous teaching could be reserved for speaking activities through the use of platforms such as Padlet and Voice Thread (Gacs, Goertler & Spasova, 2020). This would ensure that all facets of interaction (learner-content; learner-technology; learner-learner and learner-teacher) are integrated in order to ensure that online language learning is not very different from Face-to-face classroom interaction (Ibid.).

## **Data and method**

Our data was collected from undergraduate learners and lecturers in the department of French. 53 students of different levels of proficiency as well as 6 lecturers out of 7 in the department responded to the questionnaire. The learners' ages ranged from 19 to 23 years. The two groups of respondents were given a questionnaire with questions intended to cover several aspects of online teaching and learning during the pandemic. These questions included the following: types of delivery methods used before the lockdowns, the platforms used after the ease of the first lockdowns, the adjustments made in the new academic year following the lockdowns, preferred modes of teaching and learning, internet accessibility, the challenges

faced by both learners and lecturers, perceived opportunities created by the transition to online teaching and learning and advantages, how lecturers planned to adjust their teaching methodologies post-Covid, previous training, new skills acquired and areas of improvement.

### Transitioning into the new normal

The initial easing of the lockdowns in Botswana made it possible for university staff to go back to the university and start preparing to finish the academic calendar. By that time, some lecturers in the department of French had already taken measures to contact students through social media platforms like WhatsApp. This allowed them to reach out to students and get them ready to resume learning at the next phase of easing of restrictions which would allow for learning to resume physically and remotely. WhatsApp was perceived, in this case, as the easiest way of communicating with students from wherever in the country they had moved to during the first phase of extreme social distancing. The survey shows that all the lecturers were already using a hybrid approach before the pandemic as they reported to having used the Moodle platform. Moodle was mostly used to upload class notes and supplementary material as well as links to web-based grammar exercises. Remote teaching in this regard was, therefore, purely asynchronous.

With the need to explore remote learning fully and in a way that still resembled the regular physical class as much as possible, the first synchronous platform to be used was Zoom Meet but a general transition was quickly made to Ms Teams as the university had transitioned to Office 365. Figure 1 shows learners' first preference of teaching and learning modes.

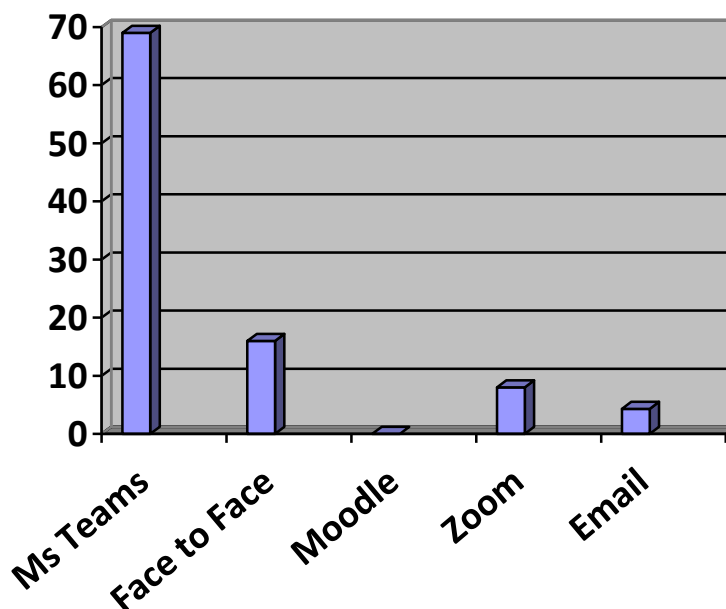


Figure 1: Learners' first preferred teaching modes

As shown in Figure 1, as a first mode of learning, most learners preferred the use of Ms Teams (69%), followed by Face to face (18,2%), with 8% and 4,8% preferring Zoom and Ms Teams, respectively. No students chose Moodle as a first preference. However, Figure 2 shows that most respondents chose Moodle (30%) as a second option among the listed preferred platforms. The percentage could be lower considering that ‘Online’ does not specify the name of the platform. The reasons given for choosing Ms Teams was that it was more reliable, convenient, allowed for recordings of lessons, which could be accessed when needed, but those who chose Zoom said it was because it used less internet data. Another important underlying factor given was that of safety. The fact that Ms Teams and Moodle were popular among learners is in line with recent research which shows that during the pandemic, students preferred eLearning platforms that allowed access to teaching material over a long period of time (Islam, Kim & Kwon, 2020). Most students felt that given the current sanitary situation, Ms Teams was the best option as they could adhere to the social distancing protocols and were therefore less exposed to the virus. Those who had to go on quarantine or self-isolation were also able to attend lessons from the comfort of their homes. However, as some lecturers had observed, sometimes students used one phone or laptop to attend virtual classes, and this tended to defeat the purpose of social distancing and having a synchronous lesson.

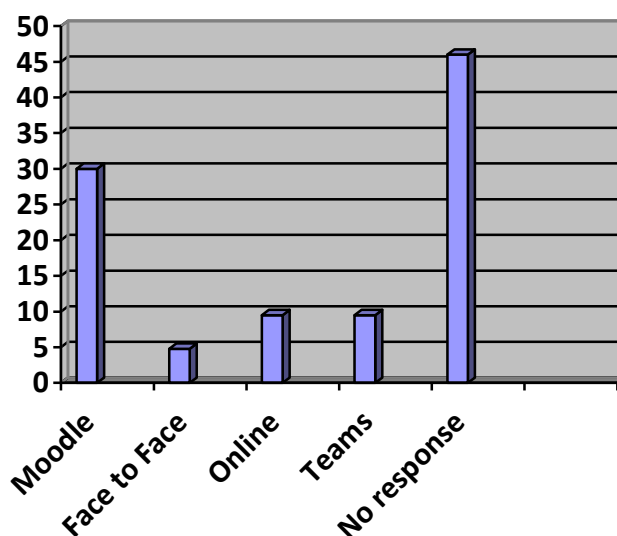


Figure 2: Learners' second choice of teaching mode

Lecturers reported to using varying modes of instruction from, synchronous to asynchronous modes of teaching (Figure 3). 4 lecturers (66, 7%) integrated synchronous, asynchronous eLearning platforms as well as face to face interaction whilst 2 (33, 3%) reported using only asynchronous platforms, namely Moodle, and traditional face to face interaction. All lecturers, therefore, had adopted a hybrid approach which allowed them to adapt to the restrictions as much as they could without compromising teaching and learning. One lecturer reported to using three eLearning tools; Moodle, Email and Ms Teams to cover different aspects of the learning objectives and target competencies. These include lesson

objectives, activities, material, and exercises. Learners can do grammar exercises, watch videos, upload videos of oral expression exercises and, upload written expression exercises. Other lecturers also used Moodle to administer Quizzes which were either uploaded or generated on the platform. Emails were said to be used to facilitate discussions between the lecturer and students. 2-hour tutorials on a synchronic platform were offered to give students time to ask questions and to deal with the grammatical aspect of learning French as a language. Other lecturers preferred to upload recordings of PowerPoint presentations while others uploaded PowerPoint presentations on Moodle after using them during virtual lessons.

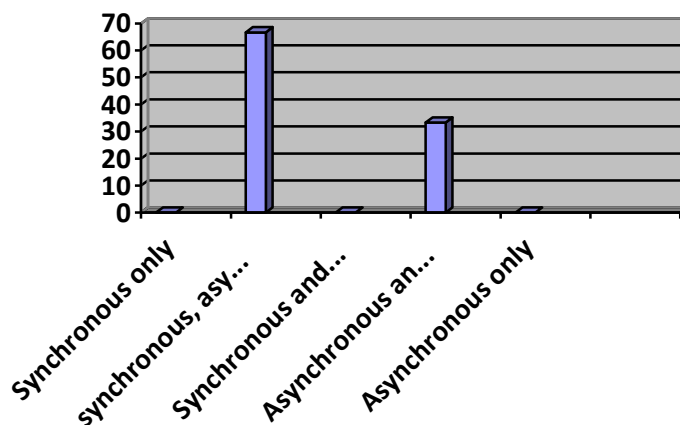


Figure 3: Lecturers' modes of delivery

### Challenges of remote learning and teaching

Several challenges were experienced by both learners and lecturers with all the respondents citing internet connectivity as the main challenge. At the beginning of the pandemic, lecturers and learners had to deal with the stress and dilemma of finishing the academic year. Towards the easing of the lockdown, but with a lot of restrictions still in place, it was apparent that a transition towards online teaching was the only option. As all lecturers started the academic year having planned for face-to-face teaching with, for the most part, the use of Moodle, to upload notes and other materials that were deemed useful for learners. Lecturers and learners had to transition quickly to online teaching and for some this came with an initial exploration of synchronous learning platforms like Zoom Meet and a gradual move to Ms Teams. When teaching and learning resumed after the easing of the lockdown, the university provided each student with a sim card from one of the local mobile network operators, BeMobile, which would give them 1GB of mobile data per day and therefore allow them to have access to Internet and online classes. Not all students reported to having obtained the sim card. Amongst those who were given the simcard, most reported that the data given to them finished after just one lecture. Those that could not afford a smartphone have had to share with classmates.



### Internet connection, speed, and limited interaction

All lecturers had internet connection at home and most students (69, 5%) reported having internet at home. Those who stayed on campus used the campus Wi-Fi, but one reported not having access to Wi-Fi from her room and had to use the faculty lab to attend classes. Figure 4 shows the percentages of students and lecturers with and without internet at home. Students who did not have the sim cards issued by the university had to buy data bundles to attend virtual lessons and this was a financial burden for them. Some reported that they had to use the neighbour’s Wi-Fi in cases where they could not afford to buy bundles. Sometimes students had good internet connection at home but were forced to go to campus because of timetable constraints as they sometimes had face to face lessons immediately after a virtual lesson. As the campus did not provide private spaces where one can access classes remotely with no outside hinderances, attending both classes was a challenge.

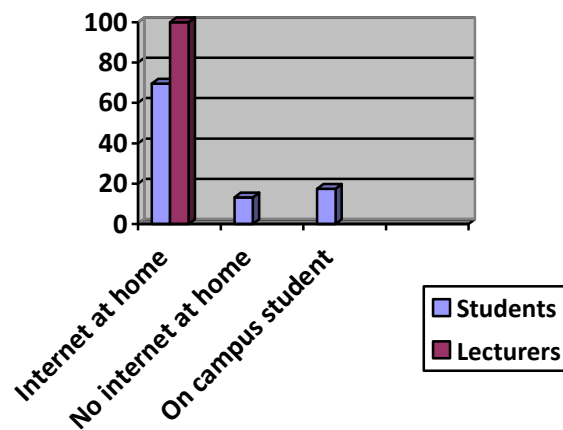


Figure 4: Access to Wi-fi Internet

Even though the figures show a general availability of access to internet, poor network connectivity and slow internet speed posed a big problem for both groups of respondents. All respondents reported to having regular internet connection problems whether at home or on campus. When asked to rate the internet reliability on a scale of 1-5, with 5 being the highest point, most students (53,3%) rated it at 3 with 20% rating it at 4 and 13% rating internet reliability at 2 and 5 respectively (Figure 5).

Connectivity was a source of constant stress for both lecturers and learners especially when using synchronous platforms and often hindered the smooth running of the class resulting in loss of time, disconnection from class and as some students reported loss of concentration. Some felt left out when there were connection issues as they lost part of the class proceedings and noise pollution on campus was also a source of concern for those accessing Internet from campus.

Because of slow and problematic internet connectivity, lessons on platforms permitting synchronous interaction are usually kept to audio and video is switched off to

minimise data usage and hitches. Because of this, lecturers and students do not have any visual connection. This can create an emotional or social gap that video conferencing would have reduced by the mere fact of participants being able to see each other. Being able to see each other on video creates the illusion of physical presence which is made hard to achieve when you cut off the video. For some lecturers this causes anxiety and stress because they do not have immediate feedback about reception in the form of gestures whether facial or bodily. There is constant worry that students are not paying attention, that they are not following, they are too afraid to participate or that they have just connected to the lesson and continued with something else.

Not being able to put a face to the name of a student can also cause some sort of psychological distance and anxiety for the lecturer. Bintliff (2020) points out that one of the reasons why lecturers go into the profession is that they like forming personal connections with students and that distance learning can be alienating for both students and lecturers.

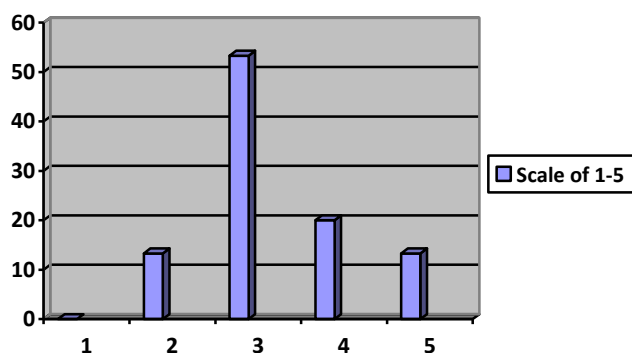


Figure 5: Internet reliability on a scale of 1-5

Communication is key when learning a language. One of the components of learning a language is verbal interaction. Both lecturers and learners felt that there was not enough verbal interaction between learners and lecturers and between learners themselves during the virtual synchronous classes. Factors contributing to this were poor connectivity which often led to gaps in conversation, malfunctioning devices, as students often reported malfunctioning microphones. It was also concluded that learners felt no pressure to participate as the lecturer could not see them and a virtual class created a barrier between them and the rest of the class. However, some students reported that, the fact that there was a virtual wall between them, and the rest of the class gave them the confidence to participate without fear of judgement and pressure from other classmates. They therefore feel *more at ease* when their peers cannot see them.

### Lack of training in ICTs

Lack of proper training in the use of eLearning tools was also cited by both lecturers and learners as a challenge. Students felt that they were not adequately prepared to transition

from face to face to online learning. A few students reported having had some training on the use of Blackboard but had never received any training on Moodle or any other platforms. They had had to learn to manoeuvre the platforms by themselves. Some reported having used the editorial provided on Moodle to learn how to use it but for the most part they just learned as they went. Some lecturers also reported insufficient knowledge of platforms. Transitioning content planned for a face-to-face class to an online one was not always easy. However, lecturers who were constantly using the eLearning platforms reported an improvement in their methodologies but admitted that being able to meet the same objectives they had set out for face-to-face learning in a different approach entailed a lot of work on both the lecturer and the learner.

### **Other Challenges and Perceptions**

Lecturers reported that a lot of students either do not have devices or do not have good quality devices. A lot of them rely on their phones to access eLearning platforms. Because of the low quality of the devices, there is a lot of audio malfunction and difficulty in viewing documents shared during virtual synchronous classes most of the time. Another concern was that, currently, remote learning was being encouraged largely to adhere to social distancing protocols and to curb the spread of the pandemic. The fact that two students or even four could be found using the same device clearly defeated the purpose of the exercise. Some lecturers felt that students were not ready for online learning and perceived it as requiring too much work for both the learners and lecturers. Some felt that, to make sure that the objectives were met, they had to do a lot of follow up and had the impression that they were teaching at elementary or secondary school. Absenteeism, motivation promotion and time management were also cited as challenges. Some lecturers feared that online teaching and learning had a potential for social isolation. The fact that students knew that they could access lesson recordings could also be a reason for absenteeism as well as lack of motivation. One lecturer reported “I miss having students in class, seeing their faces” and reiterated that after the pandemic he would be a blended teacher but will want to be in class. One student reported that she preferred learning in school because since starting to learn online “it has become stressful and hectic, I prefer learning physically considering the expenses of buying data and also having Internet glitches which affect participation.” However, the potential for isolation is reduced as most lecturers in the department and in the university seem to have adopted the hybrid approach.

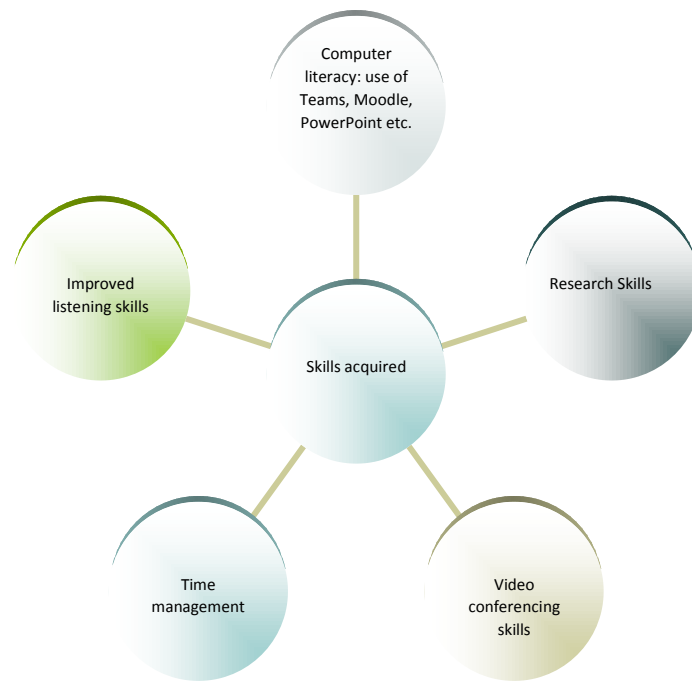
### **Advantages of Online Teaching and Prospects for The Department**

The type of online teaching that had existed in the department before the pandemic was through asynchronous online learning platforms like Blackboard and Moodle. Platforms that allowed for synchronous communication like Zoom Meet and Ms Teams were only explored after the declaration of the pandemic. It is, therefore, not surprising that in such an uncertain time, one of the most salient advantages of online learning would be reduced risk of

contracting the coronavirus. Some students reported that they felt less anxious when they were studying from home as there was less risk of contact. Online teaching and learning provide flexibility in terms of time, geography, finances, and access to learning material. Some felt that they saved from not having to spend on transport and food when attending physical lessons. Students appreciated the fact that they could work from the comfort of their homes and could access recorded lessons whenever they needed to. The fact that lessons could be recorded was also perceived as a big advantage. Those on quarantine or isolation appreciated that they could still attend classes while in quarantine or isolation.

Virtual classes also give some the confidence to participate well without the judgement of other people. Timid students feel that they get to answer more freely. Some say that they can multitask and research online for answers during the lesson.

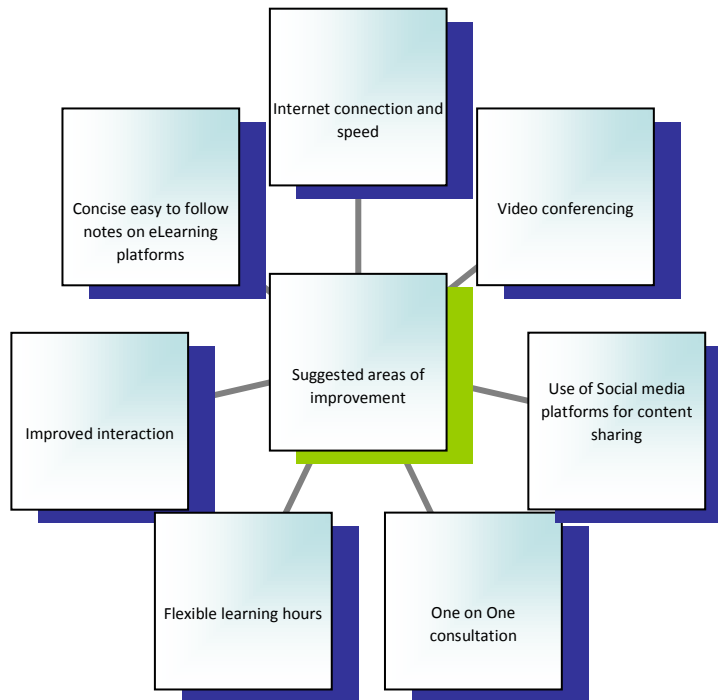
Lecturers also appreciated the flexibility that remote, or hybrid teaching gave them. Remote learning was found to incite one to improve their digital literacy and technological skills and obliged them to self-train to find suitable ways of delivering content. There was also a reported pleasure in exploring new online approaches of teaching (both synchronous and asynchronous), in discovering new ways of doing things. Remote learning was also perceived as permitting one to take a learner-centred approach and thus helping learners in acquiring sustainable skills. Some learners reported that their learning strategies had improved and that they had learned to work without supervision and be more autonomous and less dependent on lecturers. 70% of those who responded said that their learning strategies had improved while 30% responded in the negative. Figure 6 illustrates the perceived acquired skills by students. Some students reported that their listening skills had improved because of having to constantly listen to the lecturer's voice without seeing them. This is probably because they have to concentrate more on what is being said and there are less visual distractions when video is off.



**Figure 6: Students perceived acquired skills**

### **Suggested Areas of Improvement**

When asked to suggest areas which they felt could be improved for a better online learning experience most students felt that once internet connectivity was improved classes would also improve a lot. They felt that faculty laboratories should be open 24/7 as some of them did not have proper online learning devices. They also suggested the use of more social media platforms like WhatsApp to share course content. Figure 7 shows a list of suggested areas of improvement.



**Figure 7: Suggested areas of improvement**

Some lecturers who were offering lessons using asynchronous methods said they would integrate platforms that permitted synchronous teaching. Auto-evaluation quizzes were also seen as a possible way of allowing students to gauge their own progress.

Some lecturers felt that for the department to grow, online-distance learning would be worth exploring to attract students who were geographically and to an extent, financially constrained, especially post-graduate students. They suggested that a virtual campus could mitigate dwindling numbers of students as potential students would register and attend lessons online.

## **Conclusion**

This study sought to explore the experiences, challenges, perceptions as well as perspectives of teaching and learning French at UB during the Coronavirus Pandemic. The results generally show that both learners and lecturers of French at UB have adapted to and appreciate the shift from traditional face-to-face teaching and learning to remote and/or blended teaching and learning. Lecturers have reported to alternating the use of different online platforms (Ms Teams, Moodle, and WhatsApp, and Zoom) to fulfil the peculiarities of learning a foreign language and ensure that learning takes place. It has however emerged that both lecturers and learners face challenges related to the unpredictable nature of internet on and off campus. This hugely disrupts learning outcomes as it frustrates and discourages learners, making it very difficult for lecturers to monitor participation and progression. The absence of video-conferencing was also cited as a limiting factor to effective online language learning and teaching as non-verbal communication and interpretation cannot be explored.

The shift from traditional face-to-face learning and teaching was adopted by UB to reduce the risk of transmission of the coronavirus on campus. To ensure the smooth running of this kind of delivery mode, the university avails training sessions on ICT literacy for lecturers. Learners are also provided with simcards containing 1GB data to ensure that they access classes online. Despite this effort by the UB, learners have continuously cited insufficient data as one of the factors hindering their assiduous attendance of classes. In most cases they have resorted to gathering around one device in order to save data for the other classes. This then increases the risk of the spread of the virus on campus.

This research highlighted the need to find innovative ways of adapting to the connectivity reality of teaching foreign languages at UB in the face of the coronavirus pandemic. There is also need to design training specific to effective online teaching of a foreign language since ICT literacy does not guarantee the successful delivery of content to learners.

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