

Assessing the Impact of Covid-19 On Nigerian Students' French Language Immersion Experience In Lomé In 2020

Olaoye Elijah Olawale (Ph.D)
Department of Arabic & French,
Faculty of Arts Kwara State University, Malete
E-mail: walejah1970@gmail.com

Doi: <https://doi.org/10.64450/njsh.v3i1.012>

ABSTRACT

This study investigates the impact of the COVID-19 pandemic on Nigerian students' French language immersion experience in Lomé, Togo in 2020. The pandemic unprecedented disruptions to global education systems provide a unique context to explore the challenges and opportunities faced by international students in language immersion programme. Through a mix-methods approach of primary and secondary data, this research examines the effects on language acquisition, cultural integration and students' experience. Findings highlight the pandemic's impact on students' language input, community engagement and academic momentum. This study offers insights into the resilience and adaptability of international students and provides recommendations for language programmes and policy makers to support students during global crisis.

Keywords: Nigerian students, COVID-19 pandemic, French language, immersion programme

1. BACKGROUND TO THE PROBLEM

The COVID-19 pandemic was first reported in Wuhan, China, in Dec 2019 (Huang et al., 2020) and expanded quickly within a short and unlimited time across the world. All aspects of life, particularly education, were affected by the disease outbreak. The worldwide freeze resulted in a lockdown of educational establishments as the spread of the epidemic increased. Consequently, closing educational institutions, including schools, colleges, and universities, led to an anxious situation with increasingly limited opportunities for instructional management (Khalil et al., 2020). It has also led to a shift in the instruction process to distance education with many barriers and challenges for both students and teachers regarding teaching efficiency and access to the internet. Besides, some instructors and learners have technophobia toward technological tools and are not competent enough in using these current technological platforms. During an emergency, obstacles to the digital context may lead to postponement of the implementation of technology-based education (Chiasson et al., 2015)

The COVID-19 pandemic has not been limited to national borders. This is so because of the increasingly interconnected nature of the world, increased the risk so many travelers and international students faced. Nigerian students on language immersion programme were not exempted. The pandemic impacted on students irrespective of level of education, nationality, gender or income, nationally and internationally because of lockdowns. However, the same has not been the case in term of its consequences, which hit the most vulnerable. By having serious effect on about 1.6 billion students in over 190 countries across all continents, the pandemic has caused the greatest disruption of education systems in history (United Nation, 2020). In Lomé and other parts of Africa, any lapses in the systems of education ranging from access to broadband as well as computers required for e-learning and the conducive environment required to concentrate on learning, up to the misalignment between needs and resources have been revealed by this crisis. With nationwide closure of

schools in almost all nations, the majority lasting for not less than at least 10 weeks, the conventional schooling has been interrupted by the lockdowns. Village de Benin, Lomé, Togo and other institutions closures were seen as necessary measures to protect public health from high-risk rates of COVID-19 transmission in the school environment. The closure of schools worldwide together with other higher institutions' effects of the COVID-19 pandemic were estimated to have serious implications for learners, their families as well as their communities in the short and the long term.

All over the world, countries implemented various principles and strategies for dealing with the shifts in the learning environment regarding the Covid-19 pandemic. National educational programs have switched to alternatives such as online approaches utilizing online software, radio, TV, and offline strategies, such as printed books, within a few months (Aliyyah et al., 2020). Thus, there is a need to address the significant issues in the fields of education and also the EFL (English as Foreign Language) and FLE (Teaching of French as Foreign Language) field. For the best of knowledge of the researchers, there has been no research highlighting the Nigerian students perceptions about FLE during pandemic distance education in Lomé in 2020. Therefore, the current study has aimed to highlight the effects of the Covid-19 pandemic in FLE classes through the lenses of Nigerian university students in Lomé, which will contribute to the field with its prominent results. By this aim, this paper will discuss the impact of covid-19 on students' French language immersion programme in Lomé in 2020, and foreign language education in particular. The findings will be displayed and the discussion will be held respectively.

Covid-19 Pandemic and Language Learning Experience

Covid-19 has affected various aspects from the basic to the important aspects of human life, but the most affected field after the health sector is education (Telli & Altun, 2020). Education is considered the crucial mechanism for developing knowledge and enhancing students' Languages' performance, however this sector has been seriously and adversely affected by the pandemic. Moreover the educational establishments worldwide were obliged to close their doors in early February (2020), due to the pandemic which started in China, and then spread out to the other affected countries (Celik et al., 2020). Over a hundred countries around the world closed their educational institutions to control the situation including all the educational institutions in Lomé.

Generally speaking, the shifting models of face-to-face learning inside classroom environments to online and distance learning reveals various perceptions, benefits, and challenges as well, which has an impact on learning objectives. Remote or distance learning in a wide context is defined as a concept associated with online education, distance and e-learning, flexible learning, massive online courses, and external educations. One of the basic aspects of distance learning is that although the teacher and the learner do not share the same place like a classroom or the same time like a class hour, technologies facilitate contact and collaboration for the stakeholders of the learning process despite the separation between them (Singh & Thurman, 2019; UNESCO, 2020). Among measures taken by governments and stakeholders to improve the educational mechanism were setting policy strategies for digital education, taking into account the impact of long-term closed down and social distance.

(Lassoued et al., 2020) argue that, distance education has been counted as an efficient, focused, and significant way of acquiring knowledge, as well as keeping in contact with shifts during the pandemic.

To make learning continual during this crisis, while considerable efforts have been made by the educational communities, learners have also had to depend on their own facilities through radio, television and the internet. Students also had got use to new teaching concepts and methods of delivery of teaching, for which they lack training. Particularly, students in the most excluded groups who lack opportunities to access e-learning tools or do not have the ability to learn personally are at risk of being relegated to the background. The COVID-19 pandemic period in Lomé was wholly a period during which all teaching and learning activities low ebb. The shock which resulted from the pandemic has been unprecedented as a result of which many students and learners were forced to adopt digital learning. The consequences of the crisis on various stakeholders have set backward the clock on the attainment of international education goals. This study therefore aimed at assessing the impact of covid-19 on Nigerian students' language immersion experience in Lomé in 2020 and suggest the drastic actions to take by the stakeholders in any other pandemic. The COVID-19 pandemic has brought about creativity and innovation in the education system. Innovative methods to aid education and continuous training have been discovered; ranging from television and radio to portable gadgets. Distance learning tools were introduced as a result of rapid responses by governments and partner education continuity worldwide, including the Global Education Coalition under UNESCO. We have also been made to take note of the vital role of students and that of governments and other key stakeholders have a continuous responsibility to care for personnel in education

Negative Impact of COVID-19 Pandemic on Nigerian students' French language immersion experience in Lomé in 2020

The COVID-19 Pandemic had negative impacts on Nigerian students immersion programme in Lomé, in 2020, which include:

*Disruption of Academic Programme: The pandemic led to major disruptions in Academic activities and cancellations and postponement of classroom lectures.

*Limited Access to online learning: Many Nigerian students faced many online learning platforms challenges due to limited internet connectivity, lack of digital literacy, and inadequate ICT infrastructure. This hindered their ability to engage with their immersion programme effectively.

* Lack of Government support: Lack of support in kind and in cash for online education, including lack of subsidized data and ICT facilities exacerbated the challenges faced by students in immersion programme.

*Psychological and emotional impact: The pandemic's isolation measures and disruption of academic routine took a toll on students' mental health, leading to stress, anxiety and depression

Measures Taken to continue Nigerian Students Learning during School Closure in Lomé in 2020

According to Schleicher and Reimers, (2020) countries adopted several methods in order to reach the higher percentage of students while they were unable to come to school. These included:

i. Online platforms: Online learning facilities ranged from educational tools which learners could utilize using personal initiatives and formal learning activities carried out at their own discretions, to real-time activities guided by students with the usage of virtual meeting platforms.

ii. Television Broadcast: Another well-known learning platform in most nations was television broadcasts making it possible for students' learning to continue. In Lomé, Nigerian students watched Broadcasts on TV5 and other French and Togolese TV stations to improve their oral comprehension. However, due to limited amount of time allocated to programmes on TV, broadcasts did not go beyond only a few subjects despite the above advantages. On channels like TV5, they watched movies which did not always last due to irregular electricity distribution.

iii. Other measures: During the lockdown, Village du Benin, innovatively utilized Telegramme to deliver Lectures to Nigerian students, ensuring continuity of learning. Despite the shift to online learning, the institution demonstrated flexibility and commitment to education. Notably, when it was safe to do so, Village du Benin conducted exams physically, providing a balanced approach to learning and assessment.

The COVID-19 pandemic presented unprecedented challenge to global education, particularly for students participating in Immersion programme from neighboring countries. Nigerian students pursuing French language immersion in Lomé, Togo faced unique disruptions including shifts in online learning and travel and movement restrictions. Despite these challenges, there limited understanding of how the pandemic impacted their immersion experience, language acquisition and overall educational outcomes. This study aim to assess the impact of COVID-19 on the immersion experience of Nigerian students studying French in Lomé, Togo in 2020 with a focus on how varying birth intervals affect their mental health, emotional stability, and overall quality of life.

Objectives of the Study

The primary aim of this study is to examine the impact of covid-19 on Nigerian students' French language immersion experience in Lomé in 2020, with a focus on how varying birth intervals affect their mental health, emotional stability, and overall quality of life.

Specific objectives

1. To investigate the relationship between students' perception and impact of COVID-19 among Nigerian students on French language immersion programme in Lomé in 2020.
2. To identify the relationship between benefits and impact of COVID-19 among them.
3. To assess the relationship between challenges and impact of COVID-19 among them
4. To explore the composite contribution of the independent variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among Nigerian students on French language immersion programme in Lomé in 2020.
5. To assess the relative contributions of the independents variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among Nigerian students on French language immersion programme in Lomé in 2020.

Research Questions

- I. What is the composite contribution of the independent variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among 300-level Nigerian students' language immersion experience in Lomé in 2020?

ii. What is the relative contributions of the independents variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) Nigerian students on French language immersion programme in Lomé in 2020?

Hypotheses

i. There is no significant relationship between students' perception and impact of COVID-19 among Nigerian students on French language immersion programme in Lomé in 2020

ii. There is no significant relationship between benefits and impact of COVID-19 among Nigerian students on immersion programme in Lomé in 2020.

iii. There is no significant relationship between challenges and impact of COVID-19 among Nigerian students on French language immersion programme in Lomé in 2020.

Significance of the Study

This study on the impact of covid-19 on Nigerian students' language immersion experience in Lomé in 2020, seeks to offer valuable insights that will strengthen the perception, benefits and challenges on impact of COVID-19 among Nigerian students on immersion programs, enhance support systems for students and lecturers. The following groups will directly benefit from the findings of this study: Ministries of Educations worldwide, students, management of higher institutions, parents and policy makers.

1.6 METHODOLOGY

The study used a survey research design. Primary data were collected by administering a structured questionnaire. A sample comprising of 175, 300-level Nigerian students on language immersion in Lome were randomly selected to provide information on the effect of COVID-19 pandemic on learning activities during and after the lockdown. Out of the total 220 questionnaire administered, only 175 were retrieved and considered useable. Data obtained were analysed using tables and percentages. This chapter presents the result of the research carried out on the assessment of impact of covid-19 on Nigerian students' language immersion experience in Lomé in 2020. Research questions and hypothesis were formulated and used and tested for the study. The data were analyzed using frequency count, percentages, Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis (MRA). The summary of data analysis were discussed below:

Results: Analysis of Socio-Demographic Characteristic of the Respondents

Table 1. Socio-Demographic Characteristic of the Respondents

Countries	Frequency	Percent (%)
Nigeria	75	42.9
Togo	100	57.1
Total	175	100.0
Gender	Frequency	Percent
Male	75	42.9
Female	100	57.1
Total	175	100.0
Age	Frequency	Percent (%)
18 to 19 years	39	22.3
20 to 21 years	72	41.1
22 to 23 years	12	6.9

24 to 25 year	20	11.4
26 to 27years	32	18.3
Total	175	100.0
Religion	Frequency	Percent
Christian	114	65.1
Islam	32	18.3
Traditional	19	10.9
Others	10	5.7
Total	175	100.0

Source: Author’s Field Survey, 2025

Result from Table .1 reveals socio-demographic characteristic of the respondents. It also reveal the name of countries of sample. Most 100 (57.1%) of the respondents were from Togo and 75 (42.9%) of the respondents were from Nigeria respectively. It shows the number and percentage of gender sample students. Most 100 (57.1%) of the respondents are females, 75 (42.9%) of the respondents were males. This therefore reveals that the majority of the respondents were females. It also shows the age group of respondents with means and standard deviation of (22.11 ±13.19). 72 (41.1%) of the respondents were between 20 to 21 years while 39 (22.3%) were between 18 to 19 years of age and 32 (18.3%) were between 26 to 27 years and 20 (11.4%) were between 24 to 25 years of age while 12 (6.9%) were between 22 to 23 years of age. This therefore reveals that the age group of majority of the respondents were range between 20 to 21 years. It also reveal the religion of students’ sample. Most 114(65.1%) of the respondents were from Christians while 32 (18.3%) of the respondents were Muslims and 19 (10.9%) were practices traditional religion and other religion were 10 (5.7%) of the total respondents. This therefore reveals that the state of majority of the respondents were Christians.

Analysis of Research Questions and Interpretation of Results

Research question one: What is the composite contribution of the independent variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among students' French language immersion experience in Lomé in 2020?

Table 2: The composite contributions of independent variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among Nigerian students on French language immersion programme in Lomé in 2020

Model	Sum of squares	Df	Means Square	F	Sig.
Regression	6201.378	3	2067.126	375.642	.000 ^b
Residual	940.999	171	5.503		
Total	7142.377	174			
R = .932 ^a R ² = .868 Adjusted R ² = .866 Std. Error of the Estimate = 2.34583					

*Denotes significant relationship at 0.05 significance level.

Table 2 shows that the composite contributions of independents variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among Nigerian students of French on language immersion programme in Lomé in 2020 is significant. The result yields a coefficient of multiple regressions R = .932; R² = .868 and

adjusted R-square = 0.866. This suggests that these three factors combined account for 86.6% (Adj.R²= .866) variance in the prediction of impact of COVID-19 among Nigerian students on French language immersion programme in Lomé in 2020. This implies that there is significant composite contributions of the independent variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among Nigerian students on language immersion programme in Lomé in 2020. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there is a significant composite contribution of the independent variables to impact of COVID-19 among them ($F_{(3, 171)} = 375.642$; $P < 0.05$). This thus, implies that there is composite contributions of independents variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among them in Lomé in 2020.

Research question two: What is the relative contributions of the independents variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among Nigerian students on French language immersion programme in Lomé in 2020?

Table 3: Multiple regression showing the relative contributions of the independents variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among Nigerian students on language immersion programme in Lomé in 2020

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.421	1.148	-	2.980	.003
Perception	.390	.058	.322	6.718	.000
Benefits	.077	.047	.263	3.625	.006
Challenges	.637	.044	.621	14.530	.000

*Dependent Variable: impacts of COVID-19; *Denotes significant at $P < 0.05$.*

Table 3 reveals the relative contributions of the independents variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among Nigerian students on language immersion programme in Lomé in 2020.

These independent variables constitute the predictors of impacts of COVID-19 among them in Lomé in 2020. The result shows that there is a significant relative contribution of challenges ($\beta = .621$; $t = 14.530$; $P < 0.05$), perception ($\beta = .322$; $t = 6.718$; $P < 0.05$), and benefits ($\beta = .263$; $t = 3.625$; $P < 0.05$) to impacts of COVID-19 among them in Lomé in 2020. As this result reveals, the most predictor is challenges, follows by perception and benefits. Thus, there is significant relative contributions of the independents variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among Nigerian students on French language immersion programme in Lomé in 2020.

Analysis of Hypotheses and Interpretation of Results

Hypothesis one: There is no significant relationship between students' perception and impact of COVID-19 among Nigerian students on French immersion programme in Lomé in 2020.

Table 4: PPMC; The relationship between students' perception and impact of COVID-19 among Nigerian students of French in Lomé in 2020.

Variable	N	Mean	Std. Dev.	DF	R	P	Remark
----------	---	------	-----------	----	---	---	--------

Student perception	175	31.00	5.28				
Impact of COVID 19	175	30.58	6.40	170	.834**	.000	Sig.

*Correlation is significant at 0.05(2-tailed)

Table 4 above shows that there is significant relationship between age of onset and academic adjustment among students with hearing impairment ($r(180) = .221^{**}$, $p < .05$). The mean for Academic adjustment were obtained as 61.66 and Standard deviation 14.79. Further, the mean and standard deviation for age of Onset were obtained as 1.55 and 0.49 respectively. Although, the result confirms that a positive relationship exists between them, such a relationship is significant one. Hypothesis is rejected. This thus implies that there is significant relationship between age of onset and academic adjustment among students with hearing impairment.

Hypothesis two: There is no significant relationship between benefits and impact of COVID-19 among Nigerian students on French immersion programme in Lomé in 2020.

Table 5: PPMC; The relationship between benefits and impact of COVID-19 among Nigerian students on French immersion programme in Lomé in 2020

Variable	N	Mean	Std. Dev.	DF	R	P	Remark
Benefits	175	30.41	5.22				
Impact of COVID-19	175	30.58	6.40	170	.645**	.000	Sig.

*Correlation is significant at 0.05(2-tailed)

Table 5 above shows that there is negative and no significant relationship between age of onset and social adjustment among students with hearing impairment ($r(180) = -.081$, $p > .05$). The mean for social adjustment were obtained as 74.26 and Standard deviation 9.20. Further, the mean and standard deviation for age of Onset were obtained as 1.55 and 0.49 respectively. Although, the result confirms that a negative relationship exists between them, such a relationship is not significant one. Hypothesis is accepted. This thus implies that there is negative and no significant relationship between age of onset and social adjustment among students with hearing impairment.

Hypothesis three: There is no significant difference between challenges and impact of COVID-19 among Nigerian students on French language immersion programme in Lomé in 2020.

Table 6: PPMC; The relationship between challenges and impact of COVID-19 among Nigerian students on French immersion programme in Lomé in 2020

Variable	N	Mean	Std. Dev.	Df	R	P	Remark
Challenges	175	30.73	6.24				
Impacts of COVID-19	175	30.58	6.40	175	.901**	.000	Sig.

**Correlation is significant at 0.05(2-tailed)*

Table 6 above shows that there is significant relationship between type of hearing loss and social adjustment among students with hearing impairment ($r(180) = .387, p < .05$). The mean for social adjustment were obtained as 74.26 and Standard deviation 9.20. Further, the mean and standard deviation for type of hearing loss were obtained as 21.22 and 3.34 respectively. Hypothesis is rejected. Although, the result confirms that a relationship exists between them, such a relationship is significant one. This thus implies that there is significant relationship between type of hearing loss and social adjustment among students with hearing impairment

Discussions

Result of finding showed that there was significant of composite contribution of the independent variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) on Nigerian students French language immersion experience in Lomé in 2020. The result was in line with new findings, those skills are necessary to be proficient language users. Therefore, four language skills had better be integrated in language teaching to make the learners communicatively competent. Although it is not easy to include all those four skills in a communicative way in traditional language classrooms, distance learning is more inconvenient. So some new realities have emerged in FLE classes during the Covid-19 Pandemic. One of the significant factors in classes is communication which demands to be examined mainly in the education field. As well as interaction among students and lecturers has the opportunity to enhance the teaching and learning process and to develop a comfortable atmosphere. Since the pandemic period has caused other problems for students like having difficulty with an understanding of their lessons, lack of interaction and communication with their friends and the host communities during the language immersion, face to face education in the classes is preferable than distance and online education (Alawamleh et al., 2020).

Result of the findings showed that there were significant relative contributions of the independent variables (perception, benefits, and challenges) to dependent variables (impacts of COVID-19) among Nigerian students French language immersion programme in Lomé in 2020. Result support the findings of Ghounane (2020) surveyed EFL master/lectures and students to examine the teaching/learning process during the pandemic at Saida University, Algeria. The results claimed that Facebook and Moodle platforms were popular tools for educational purposes regarding the students' motivation. Accordingly, the students were anxious in face-to-face in the classroom interaction as compared to online learning (Ghounane, 2020). So, it seems that even though technology is realized as an effective element in academic achievement, it has been maintained that face-to-face learning cannot be replaced by human interaction via technological tools (Tumen Akyildiz 2020).

1.7 CONCLUSION

The COVID-19 pandemic period in Africa generally was totally a period during which the activities of all sectors in the country including the educational sector were at low ebb. The shock on education as a result of the crisis brought about by the pandemic has been unprecedented forcing many students and learners to adopt digital learning for the first time. Certain negative effects of the crisis on various stakeholders have set backward the clock on the attainment of international education goals, and disproportionately affected the poorer and most vulnerable. This research revealed that high proportion of students and learners

were forced to switch to online learning during the period of the pandemic. This indicates that; despite the challenges resulting from the pandemic, opportunity to learn was not lost. It was also established that a high number of students were still able to retain their studenship during the pandemic while a very high number of teachers were unable to receive their full salaries thus leading to loss of incomes for many of them. Hence, this paper concludes that; to extend the benefit digital learning and other platforms adopted during the pandemic to the post COVID-19 era, it is imperative for all stakeholders in education to adopt e-learning technology and improve their skills in line with the emerging global trends in education.

1.8 RECOMMENDATIONS

1. Governments of Togo and Nigeria should investigate further the impact of the pandemic on Nigerian students' cultural adaptation and immersion in Lomé in 2020
2. School authorities at all levels should take proactive steps by setting up committees to assess the level of the pandemic/crisis before releasing students for international trips.
4. Government should determine the level of psychological distress and coping mechanisms used by students during the pandemic investigated to mitigate the problems and maintain language education during any lockdown.
5. Government should identify the challenges faced by students in maintaining language skills and cultural immersion during the pandemic.
6. The federal government should assist financially to the understanding of the impact of the COVID-19 pandemic on language immersion programmes.
7. Government should provide insights for educators, policymakers, and stakeholders on how to support students in language immersion programs during crises.

BIBLIOGRAPY

Alawamleh., et al., (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*, 1-22. Doi: 10.1108/AEDS-06-2020-0131

Al-Samarrai, S., Gangwar, M. & Gala, P. (2020). The Impact of the COVID-19 Pandemic on Education Financing. *World*.

Aliyyah et al., (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethic and Cultural Studies*, 7(2), 90-109

Australian Government (2020). Higher education relief package, Minsters' Media Centre, Department of Education, Skills and Employment website, <https://www.ministers.dese.gov.au/tehan/higher-education-relief-package>.

Barasa, E. Mothupi M.C. Guleid, F. Nwosu, C, KabiaE. Araba , D. Orangi , S. Muraya , K. [Gitaka, J., Marsh, K. (2020). Health and socioeconomic impacts of physical distancing for Covid-19 in Africa. Retrieved from <https://www.aasciences.africa>

Brom, C., Lukavský, J., Greger, D., Hannemann, T., Straková, J., & Švaříček, R. (2020). Mandatory Home Education during the COVID-19 lockdown in the Czech Republic: A rapid survey of 1st-9th graders' parents. *Frontiers in Education*, 5,103.

Chiasson et al., 2015; Nimrod 2018; cited by Secil Tumen-Akyildiz et al., (2021) The impact of COVID19 Pandemic on EFL Classes through the Lenses of Secondary Learners,

- Shanlak, International Journal of Education, Volume 9, Issue 4, pp. 389-406. Doi: <https://doi.org/10.34293/education.v9i4210>
- Chen, W. C., Huang, A. S., Chuang, J. H., Chiu, C. C., & Kuo, H. S. (2011). Social and economic impact of school closure resulting from pandemic influenza A/H1N1. *Journal of Infection*, 62, 200-203.
- Department for Education (2020). Coronavirus (COVID-19): Implementing protective measures in education and childcare settings, GOV.UK website, <https://www.gov.uk/government/publications/coronavirus-covid-19-1>
- Department for Education (2020). School funding: Exceptional costs associated with coronavirus (COVID-19) for the period March to July 2020 - GOV.UK, GOV.UK website, <https://www.gov.uk/government/publications/coronaviruscovid-19>
- Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and student learning in the United States: The hurt could last a lifetime. McKinsey & Company.
- European Commission (2014). The Erasmus Impact Study: Effects of Mobility on the Skills and Employability of Students and the Internationalisation of Higher Education Institutions, European Commission, <https://ec.europa.eu/programmes/erasmus-plus/>
- European Commission (2019), The Organisation of School Time in Europe: Primary and General Secondary Education - 2019/20, Publications Office of the European Union, https://eacea.ec.europa.eu/national_policies/eurydice/content/organization_school-time-europe-primary-and-general-secondary-education-%E2%80%93-201920_en.
- Francis, N. N., & Pegg, S. (2020). Socially distanced school-based nutrition program feeding under COVID 19 in the rural Niger Delta. *The Extractive Industries and Society*, 7, 576–579.
- Huang, C., et al (2020). Clinical features of patients infected with 2019 novel Coronavirus in Wuhan, China. *Lancet* (London, England), 395(10223), 497-506. doi:10.1016/S0140-6736(20)30183-5
- Gouhnane Nadia (2020). Moodle or Social Networks What Alternative Refuge is appropriate to Algerian EFL Students to learn during Covid19 Pandemic, Arab World English Journal, DOI: <https://dx.doi.org/10.24093/awej/vol11no3.2>
- Kaden, U. (2020). COVID-19 School Closure-Related Changes to the Professional Life of a K–12 Teacher. *Education Sciences*, 10, 165.
- Khlaif, Z et al, 2020. The educational challenges experienced by EFL teachers and students in developing countries during the COVID-19 pandemic. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 9(1), 45-66
- Kim, k. J. & Bonk C. J (2006). The future of online teaching and learning in higher education. *Education quarterly*, 29(4):55-75.
- Kumar, D., Malviya, R. & Sharma, P. K. (2020). Coronavirus: a review of COVID-19. *Erausian J. Med Oncol*, 4(1):8-25

- Lassoued, Z. et al (2020). An exploratory study of the obstacles of achieving quality in distance learning during the COVID-19 pandemic. *Education Sciences*, 10(9), 232
- Ministry of Education (2020). Extension of Tri-agency scholarships and fellowships (Canada Graduate Scholarships-Master's, Canada Graduate Scholarships - Doctoral, agency - specific doctoral awards, Postdoctoral Fellowships,
- Munster, V. J., Koopmans, M., Van Doremalen, N., Van Riel, D. & De Wit E. (2020). A novel emerging coronavirus emerging in China=key questions for impact assessment. *N Engl J. Med* 382:692-694.<https://doi.org/10.1086/NEJMp2000929>
- Ngumbi, E. (2020). Are colleges helping their foreign, homeless and poor students. *USA Today* (11-14)
- Phelps, C., & Sperry, L. L. (2020). Children and the COVID-19 pandemic. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12, S73-S75.
- Schleicher, A. & Reimers, F (2020). Schooling Disrupted, Schooling Rethought: How the COVID-19 Pandemic is Changing Education, OECD, https://read.oecd-ilibrary.org/view/?ref=133_133390-1rtuknc0hi&title=Schooling-disruptedschooling-rethought-How-the-Covid-19-pandemic-is-changing-education
- Telli, E., & Altun, S. 2020. The Impact of the COVID-19 pandemic on education: the second most affected field after health is education. *International Journal of Education Studies*, 5(10), 106-117
- Tumen Akyildiz, Secil. (2020). EFL Teachers' Views on the Pandemic Distance Education (A Focus Group Discussion). *RumeliDE Dilve Edebiyat Arasturmalari Dergisi*, vol.21, 2020, pp. 679-696
- Trudeau, J. (2020). Support for students and new grads affected by COVID-19, Prime Minister of Canada,<https://pm.gc.ca/en/news/news-releases/2020/04/22/support-students-and-new-grads-affected-covid-19>
- The Common Wealth (2021). The Impact of COVID-19 on Education Systems in the Commonwealth. London: Common Wealth Secretariat.
- UNESCO(2020). COVID-19 educational distruption and response <https://en.unesco.org/covid19/educationresponse/>
- UNESCO (2020). Education: From school closure to recovery.<https://en.unesco.org>