



Teaching english during Covid-19 pandemic in Africa: on the value of learning from experiences

Flavien Dossou LANMANTCHION

Institut National Supérieur de Technologie Industrielle, INSTI

UNSTIM Abomey, Benin

flavienlam81@yahoo.fr.

Abstract: Since the onset of Covid-19, several educational institutions have been advised to shift to emergency remote teaching using online platforms. This study has explored how English Language instructors in Africa function in the new environment of crisis. Twenty (20) participant teachers representing ten (10) English language associations across Africa and affiliated to Africa TESOL were interviewed through a series of weekly discussions using Zoom platform. The results revealed that emergency remote teaching resulted in partial success for language teachers in the continent. The limitations have different dimensions, including lack of preparation and training, economic, structural, social and technical ones. The study suggests a range of capacity development training programmes for teacher leadership in a time of crisis and the involvement of governmental bodies to provide significant levels of support in economic, structural, social, technical and adequate ICT system.

Keywords: Covid-19, online; English teaching; ICT, workshop

Résumé : Depuis le début Covid-19, plusieurs institutions d'enseignement ont été invitées à passer à un télé-enseignement d'urgence par le biais de plates-formes en ligne. Cette étude s'est penchée sur le fonctionnement des enseignements de l'anglais langue étrangère dans ce nouvel environnement de crise en Afrique. Une série de discussions hebdomadaires ont permis d'interviewer par la plateforme Zoom vingt (20) enseignants représentant dix (10) associations de langue anglaise en Afrique et affiliés à TESOL Africa. Les résultats ont révélé que le télé-enseignement a pu fonctionner ; cependant les défis étaient nombreux. Les contraintes revêtent différentes dimensions, notamment le manque de préparation et de formation, économiques, structurelles, sociales et techniques. L'étude suggère une série de formations sur le leadership des enseignants en temps de crise et l'implication des organismes gouvernementaux afin de fournir des niveaux de soutien significatifs dans le système économique, structurel, social, technique et adéquat des TIC.

Mots-clés : Covid-19, en ligne ; Enseignement de l'anglais ; TIC, atelier

Introduction

The Covid-19 pandemic has had a significant impact on educational institutions globally, including Africa. Instructions were given to all educational institutions to temporarily suspend classes due to concerns around the spread of Covid-19. Then the same institutions were asked to resume classes using online platforms. This new context implied the adoption of emergency remote teaching using online platforms. This need to continue teaching in a time of crisis without any prior planning or time to prepare has exacerbated concerns

and called for teachers' sense of initiative and leadership. While this may be possible in advanced countries with well-developed technological systems, it remains a severe challenge for many in the less-developed world with relatively meagre information and communications technology (ICT) infrastructure, expertise, systems and policies (Motteram & Dawson 2019). Shifting to an online modality in response to the new reality in Africa surely represents transformative possibilities in the form of new paradigms of learning. However, this unplanned move to online platforms and pedagogies has meant a leapfrog into digital learning for which virtually all educational institutions never got prepared. Although the internet is not new, the advent of Covid-19 has seen it being deployed in a way that now is transforming the current delivery and pedagogies of educational institutions (Ancker 2002). As teachers around the world faced the big challenge of shifting their classes to online platforms as well as engaging learners in no time due to the pandemic, it is worth exploring how instructors in Africa were struggling to face the emergency. This paper reports an inquiry into the online experiences of a group of English instructors and their points of view on *teaching English during Covid19 crisis*. Apart from this introduction, the study falls into five parts: the literature review; the objectives; the methodology; the results/discussion; and the conclusion.

0.1. Literature review

There are several theories of second language teaching and learning and its connections with computer-assisted language learning (Ortega 2017). Douglas (2016) proposed a transdisciplinary framework which builds on and combines existing theories. He concludes: "Language learning is a complex, ongoing, multifaceted phenomenon that involves the dynamic and variable interplay among a range of individual neurobiological mechanisms and cognitive capacities and L2 learners' diverse experiences in their multilingual world occurring over their life spans and along three interrelated levels of social activity: the micro-level of social action and interaction, the meso-level of sociocultural institutions and communities, and the macro-level of ideological structures." (p. 36).

The role of online language education is then to provide and facilitate access to a multilingual community, which offers opportunities for sufficient input, output, and interaction in multiple modalities and settings with feedback from peers, the teacher, and technology with the possibility for individualisation. Online language teaching has been revealed to be as effective as face-to-face learning (Goertler & Gacs 2018). Online language education has affordances that are different from face-to-face courses. Online education is flexible; can be adaptive; allows for enhanced, individualised, and authentic materials; can take advantage of communicative tasks and multilingual communities; can foster and take advantage of autonomous learning and learner corpora (Goertler 2019). Studies have shown no significant differences and even a slight advantage for the online courses in comparison studies (Tarone 2015, Money Penny & Aldrich 2016). Most notably, by removing

temporal and geographical obstacles, online education can reach a broader audience than face-to-face courses.

On the other hand, a community atmosphere and personal connections have to be carefully crafted in online environments, where gestures, body language, a collective physical experience, and often even facial expressions are missing. Furthermore, stakeholders' technology literacy, access, and infrastructure may significantly impact what is possible. Nevertheless, in times of crisis, online education may be the only option to continue education. Online language teaching has different affordances and challenges than face-to-face teaching, which can be taken into consideration while planning online language education using a backwards design interactive process (e.g., Meskill & Anthony, 2015). The rapid switch in the middle of a course can be challenging. Hence, teachers' resistance can be expected, and even planned for, during rapid remote transitions. First, when rapidly moving instruction online, one has to assess the syllabus to identify assignments and course components which simply cannot be experienced remotely. Likewise, a quick needs analysis is required to understand instructors' and students' needs in terms of technology, workload, access, accessibility, equity, and inclusion (Goertler 2019; Brooks & Grajek 2020). Next, there is a need to develop a plan for effective and efficient communication, connection and engagement, teacher presence, and a compassionate learning environment.

0.2 Methodology

-Aims and Research Questions

As teachers around the world face the challenge of shifting classes to online platforms in response to the Covid-19 pandemic, and while we were struggling to face that challenge as teachers of English, we wondered what colleagues in Africa were experiencing. This study is about English Language teachers' experiences and how they, with regards to their contextual challenges, managed to cope with these sudden changes and still were able to offer their students and other colleagues opportunities for learning and growth. Our overall aim is to examine the virtual reality for English language teaching during Covid-19 Pandemic in Africa. The following three research questions have guided the study: Research question 1#: Under what modalities were English language teachers able to continue teaching/learning in the emergency remote teaching context? Research question 2# What barriers did English teachers encounter? Research question 3#: What lessons have English language teachers learnt from the new context for the future?

1. Participants

Twenty (20) participant teachers were involved in the inquiry. The group of participants was composed of two (2) females and eighteen (18) males. The participants are active members and leaders of English language teaching associations across Africa. In total, ten (10) teaching associations participated in the study. ANELTA, Angola; BNTEA, Benin; BETA, Burkina-Faso; CAMELTA

& CELLTA, Cameroon; CINELTA, Côte d'Ivoire; GETC, Guinea; ELTA-GB, Guinea Bissau; ELTAN, Nigeria; MATE, Mali and TETO, Togo took part in the study. Two members represented each association. Among the respondents, there were seniors and juniors; representatives from the capital cities and the provinces; from private and public schools. There was an unequal distribution of gender among the participating teachers because the majority of instructors representing associations were males. Eight (08) out of the twenty instructors were leaders of their associations, and the remaining twelve (12) were active members of their associations. There is no reason to claim that their responses are representative of a majority of their school community. However, they are incredibly suggestive.

2. Instruments

The study followed the ethnographic research tradition. In-depth interview data were collected from all twenty (20) participants through several weekly discussions with each participant through the platform of Zoom in April and May 2020. Video conferencing applications like Zoom are attractive (Motteram 2019), we discovered that on many occasions when AfricaTESOL tried to make use of the video conferencing tool Zoom, it was a success. It was for these reasons that we chose that platform to conduct the interviews. The interviews were open-ended and presented as casual discussions to encourage the participants to talk freely about their online teaching experiences during the Covid-19 pandemic, and about what they derived from their experiences in their terms and the barriers to online English teaching. Some descriptive questions were asked at the beginning to get them started. As the interview went on, some structural and contrast questions followed. These questions emerged from what the respondent teachers said. At the end of the series of interviews, the data collected were transcribed verbatim and analysed.

3. Results

The results of the survey fall under three headings: (1) the English language teachers' pedagogical practices during the lockdown, (2) the barriers English teachers encountered, and (3) the lessons drawn from the emergency remote teaching.

3.1 English Language Teachers' pedagogical practices during emergency remote teaching

The decision to protect communities from Covid-19 through the closure of educational institutions was, without a doubt, right and humane. However, continuing education by moving towards online delivery has been a significant culture shift for English language teachers and students with limited prior exposure to digital learning, teaching platforms and pedagogies. However, with the arrival of Covid-19, adopting online learning and teaching is no longer an option but a matter of survival. For private English language teachers, who depend primarily on contracts, their existence now depends on how swiftly

and well they can respond to the necessity for online learning (Comas-Quinn, 2011). The majority of the respondents (18) claimed to have continued the teaching in one form or another. Most noted that they held the courses under special conditions, and they respected the curricula to some extent with students who are in examination classes even though examinations dates shifted to allow for face-to-face sessions. The modalities of emergency remote teaching and learning courses were diverse and combined multiple options: television and radio programmes, which some families in remote areas were not able to access as they do not have a radio or television. English was taught on radio and television while schools instructed the students to listen and watch. Teaching and learning English turned into films and dramas. Lita, one of the respondents in the present study said:

English teaching was sermonised through the use of radio teaching, voice messages and phones. The delivery of lessons was done through rapid speeches. Unfamiliar teachers, stereotyped teaching methods, lack of and incomprehensive feedback and complete dominance of e-teaching by the e-teachers characterise the sermonised approach.

A sermonised approach centres on the teachers rather than their students. It is a situation whereby the teacher takes over the position of a preacher. Instead of teaching, co-thinking and inter-creating lessons with their students, they lecture and preach (Anana 2020). By doing so, students find it challenging to comprehend what is being taught. Many students only listened to the lessons as if they were listening to sermons, waiting in silence for it to end.

Furthermore, WhatsApp, Emails and Facebook were used for discussions and exchanges with students. The platform WhatsApp was the most used and useful application for teachers in Covid-19 context. With an internet connection (Wifi or cellular network) and smartphones, teachers instantly communicate for free and share unlimited text messages, voice notes, voice calls, video conferences, and files exchange with their learners. Many types of WhatsApp groups were developed for discussing with learners. However, this was difficult for students in rural areas with no electricity. Each teacher juggled with her or his range of options. While there was a certain amount of creativity and initiative on the part of teachers, structural support (material or organisational) also played an important role. Here is what Sena, another informant said about the issue:

We used emails and WhatsApp to provide feedback about English courses during the lockdown. The emails were used to send back work completed, and WhatsApp was used for individual exchanges between the teacher and the learner. For almost two months, we have been able to maintain contact with learners. This experiment worked at almost 80 per cent because we are lucky to be a school located in Abidjan, the largest city in the country. We are fortunate to have very acceptable Internet coverage, and almost all the students possess an android telephone with Internet access.

English language teachers in the continent tried hard to shift to emergency remote teaching in order to keep learners stay tuned with their notebooks during this Covid-19 pandemic (Kouassi 2020). But the challenges were multiple.

3.2 Barriers encountered by English language instructors

Many of the teacher respondents reported that shifting to online instruction in response to the new reality was not easy in the context. Lack of preparation and technical challenges, inadequate Information and Communication Technology (ICT) access, capacity and systems are evident.

-Lack of preparation and technical challenges

Dealing with emergency remote teaching using online platforms was unplanned in the continent by English language teachers. The alarming and unthinkable rapid spread of Covid-19 informed the rushed arrangements of emergency remote teaching. The effects of this have far-reaching negative impacts on the learners. The introduction of the radio and television teaching as part of the educational measures (for learners) to cushion the effect of Covid-19 resulted in partial success because many students did not understand or were unable to interact with the approach applied by the e-teachers. Reactions diverge between those for whom this new situation is an opportunity for exploration and those who are waiting for institutional solutions to be produced to accompany them. However, most express a benevolent curiosity about the new developments. Many respondent teachers admitted not being prepared for teaching in the new context. One of them, Alida said:

[...] we were informed that classes must continue in the lockdown, and classes were going to be through online platforms, radio and television channels without any training. Teachers were left alone to deal with the situation after the decision was made. We were let to deal with emergency remote teaching to facilitate the process.

The second challenge, which is continuously reported in the survey, seems to be linked to familiarity with technologies. Many English language teachers and students were not familiar with technologies or online platforms. English teachers express a strong demand for training – either formally or through a ‘learning by using’ process – for pedagogical practice with these tools. The age of the teacher also plays a role, with young teachers proving to be more flexible than their elders on the modalities (Inegbedion 2017). Social media for educational purposes may be an immediate alternative considered by many schools. However, setting up an effective online system for educational delivery is much more than a matter of being connected to technology. Such a system demands a host of technological tools, a user-friendly interface, and accessibility standards. In the best scenario, online platforms should be developed to incorporate multiple learning modalities and activities that

promote active learning and broader interaction (Inegbedion 2017). Furthermore, online instructors and students should be equipped with the technical skills to function. However, there is a scarcity of qualified human resources that can support this technological endeavour across Africa (Shah, 2015).

-Social dimensions

Since most African governments closed schools due to the pandemic, students returned to their parents and communities. A significant number of these students who live in rural and remote areas lack radio, television and Internet access. Poverty, lack of money to purchase Android phones, data and laptops, lack of electricity, unclear transmission, and noisy environments limited the emergency remote teaching (Shah, 2015). Many of the parents do not have Android phones and accordingly do not listen to the news. Thus some of these parents were not aware of the teaching organised by Government. The implication of this is that a large number of active members of society remained idle - with unpredictable social and political consequences. Delivery of educational content using online platforms engendered social inequities. Alternative solutions that do not necessarily demand the use of media such as radio, TV and online platforms should be welcomed. Other forms of offline learning are required in the new context to keep students active and engaged. Since many students are physically under-equipped for the new context, various answers are then given: the supply of radios, televisions and computers sometimes; recourse to mobile phones and their free applications; temporary access sequences to computers and mobilisation of private telephone operators to provide access to educational resources for free during the time of confinement (Straumsheim 2016).

-Economic Dimensions and Structural Dimensions

Participants shared many insights about the positive changes taking place with regards to using technology in education in Africa, but access to mobile broadband and cost are still serious challenges. A mobile handset and 500MB of data for a mobile handset costs 10% of the average monthly income of an African teacher (Straumsheim 2016). This reality will continue to affect educational institutions which use online platforms for teaching and learning. Communication has been identified as one of the 21st-century skills for meeting many of the development imperatives expressed in the UN's Sustainable Development Goals for Africa. ICT holds the potential to drive development and transform Africa into a knowledge-based economy. However, ICT infrastructure across Africa is limited due to the lack of investment, policies and systems that may promote its growth. Many countries in Africa still have no electricity, which is a crucial component in ICT access (UNHCR 2016). Within the educational sphere, the use of technology-mediated learning that allows for improved learning and additional access to higher education has been limited across the continent.

3.3 Lessons learnt from the new context

Based on this experience under imposed and exceptional conditions, all respondent teachers consider that dealing with emergency remote teaching and learning formulas deserve further development. Educational institutions can better prepare themselves for future pandemics and become more resilient with a planning approach that encompasses other natural disasters (Straumsheim 2016). However, this cannot be possible without certain conditions. These include: increase in bandwidth, e-learning training, pedagogical engineering, etc. Very diverse aspects emerge from the study. All of them insist on teacher awareness and student maturity for the distance relationship to work well.

It is necessary to consider employing a more collaborative approach to be employed. The educational stakeholders should, first of all, work together to ensure that e-teaching and e-learning are successful. Also, online facilities, materials, resources and training of teachers and students on the digital applications should be made available from time to time by African Governments as post-Covid-19 palliatives to enhance academic excellence. Laptops, radios, televisions, tablets and other electronic devices should also be provided for the less privileged and indigent students. There should also be a regular power supply. Teachers should also train themselves on digital teaching and be ready to render their services. Parents should not be left out; they should learn how to use digital applications and encourage their children and wards to do so.

4. Discussion

The Covid-19 crisis prompted emergency remote language teaching is not comparable to well designed and carefully planned language education. Approaches to online learning and teaching need to be focused more on students rather than relying on teacher-dominated teaching so that students are engaged and take responsibility for their learning (Johnston et al.2005).For many teachers, it is already a challenge to maintain student engagement in in-person classrooms, let alone online learning. The challenge is not just to transpose traditional didactic learning and teaching methods to an online environment, but rather to underpin online teaching with pedagogies that increase student engagement and attention and with innovative ways to undertake assessments that also increase engagement and attention (Kanaya et al.2005).It is essential to understand that the distinction between home and the school is now blurred, with students having to juggle family schedules with other distractions and, for many, loneliness while still attending to their learning online.The study revealed that teachers should also be prepared for a culture of online delivery and assessment. The Covid-19 crisis has hastened the teachers into another revolution.There will be a high dependence on machine learning and artificial intelligence.Online teaching will also require teachers to continually review what they are doing to ensure that students' interest in learning is kept high. So, supporting learners will be critical to achieving desired learning outcomes.

5. Suggestions

“It is not the strongest of the species that survives, nor the most intelligent, but the one most adaptable to change.”(Darwin, C)As distance teaching and learning become part of the new normal, here are some adaptations to consider for English language instructors.

5.1 *'More flipped teaching and learning in time of crisis'*

A lot of English teaching across Africa is still very ineffective due to outdated approaches. As many of the teachers were using so much different technology (that sometimes didn't work) and learners were getting very confused and not learning. So, a simple system could be developed for teachers in Africa, with platforms they can access. Students in Africa have very little money for technology and internet, developing short (5 - 10 minute) videos of lessons (from eewiki.newint.org, on Zoom to YouTube), and sent these to students a few days in advance for them to watch (on phones) and do tasks (eg. vocabulary and grammar practice and reading and writing), then meet for an hour Zoom class to use the new language. It's not just the idea of making short videos, teachers need to be specifically involving the learners / based on tasks eg. Vocabulary matching tasks, generative grammar contexts, highly contextualised reading to writing tasks - with learners pausing the videos / re-watching to do the tasks.

5.2 *Students as the centre of learning*

The programme of distance learning must be exciting for students in the way they is structured to meet the desired learning outcomes. Everything that teachers do is transferable to the classroom, whether physical or virtual. Orientation programmes should be developed for students to cope with the new patterns of learning and life during a crisis. All students should become independent thinkers and lifelong learners and, thus, teaching them to have more leadership and ownership of their studies should be the end goal of education.

5.3 *Technology as facilitator*

Basic digital literacy suffices for the successful implementation of online learning. There is no need for an integrated, sophisticated and expensive technological package. The combination of different existing tools, with complementary functionalities, is usually sufficient. There is no need to eject the existing tools from remote options and replace them with others. The age-old concern about the displacement or replacement of humans by machines must be discarded in the light of this experience: the effectiveness of distance education systems lies in their hybridity. The intensity of human relations – even ICT-mediated – is at the heart of educational success. Such a cooperative attitude is not the least of the hopes that emerge from this kind of fieldwork. “Technology will not do everything for teachers but may make work easier, even in terms of evaluating students” (Ancker, 2002).

5.4 Increased access to pedagogical transformation learning

Digital platforms are a means, not an end in themselves. Therefore, a range of capacity development training programmes should be established to ensure that teachers will adopt the right teaching methods to fit with the online tools. Governments and potential development partners, including the World Bank, need to assist education institutions by establishing national development and training programmes for teaching and non-teaching staff to increase their confidence and competency around online learning and teaching methodologies. The Governments should encourage all educational institutions to work together to share their experiences and resources related to online learning.

5.5 Access good connectivity

Governmental bodies must provide support in the form of devices (such as radios, televisions, tablets and technologies) and provide significant levels of support to reduce connectivity cost for educational purposes.

Conclusion

Shifting to emergency remote teaching using online platforms in response to the new reality, according to language teachers has different limitations including economic, structural, social and technical dimensions. The current unprecedented crisis is a momentous opportunity for Africa to commit itself fully to the building of its ICT infrastructure, exploitation of ICT across all sectors and types of institutions, creating interconnectivity for and among institutions, and making improvements in digital skills across all levels. The study suggests that, although COVID-19 has disrupted education systems, it has also offered an opportunity for new ways of learning and teaching through the digital transformation of education delivery. The COVID-19 crisis has driven teachers to the point when they cannot but innovate: they need to transform to stay in the game. Blended learning is inevitable, despite challenges such as blackouts and unreliable internet coverage.

References

- Ancker, W. P. (2002). The challenge and opportunity of technology: An interview with Mark Warschauer. *English Teaching Forum*, 40(4), 1-8.
- Anan, M. (2020). Sermonizing e-teaching during Covid-19 lockdown in Lagos state, Nigeria. From www.africatesol.org/2020/July/30Africa *TESOL Newsletter* | Issue 7, July 2020 |
- Coleman, N. (2014). *Online learning: The UK's scepticism is holding it back*. Retrieved from <https://www.theguardian.com/higher-education-network/blog/2020/sep/02/online-learning-uk-scepticism-holding-it-back>
- Comas-Quinn, A. (2011). Learning to teach online or learning to become an online teacher: An exploration of teachers' experiences in a blended

- learning course. *ReCALL*, 23(03), 218-232. Retrieved from <http://oro.open.ac.uk/32111/>
- Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal*, 100(Suppl 2016), 19-47.
- Educators Technology. (2011). 33 Digital skills every teacher should have. On Educational Technology and Mobile Learning (blog). Retrieved from <http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html>
- Grasinger, M. F. (1999). Successful distance learning: Teaching via synchronous video. *College Teaching*, 47(2), 70-73. Retrieved from <http://www.jstor.org/stable/27558941>
- Goertler, S., & Gacs, A. (2018). Assessment in online German: Assessment methods and results. *Die Unterrichtspraxis/Teaching German*, 51, 156-174. <https://doi.org/10.1111/tger.12071>
- Goertler, S. (2019). Normalizing online learning: Adapting to a changing world of language teaching. In L. Ducate & N. Arnold (Eds.), *From theory and research to new directions in language teaching* (pp. 51-92). Sheffield, England: Equinox.
- Inegbedion JO (2017) Academic Workload Planning for Open and Distance Learning (ODL) Universities: The Experience of National Open University of Nigeria (NOUN). *Open Praxis* 9/3: 313. DOI: 10.5944/openpraxis.9.3.498.
- Jahng, N., Krug, D., & Zhang, Z. (2007). Student achievement in online education compared to face-to-face education. *European Journal of Open, Distance and E-Learning*. Retrieved from http://www.euodl.org/materials/contrib/2007/Jahng_Krug_Zhang.htm
- Johnston, J., Killion, J., & Oomen, J. (2005). Student satisfaction in the virtual classroom. *The Internet Journal of Allied Health Sciences and Practice*. 3(2), 1-7. Retrieved from <http://nsuworks.nova.edu/ijahsp/vol3/iss2/6/>
- Kanaya, T. & Light, D & McMillan Culp, C (2005) Factors Influencing Outcomes From A Technology-Focused Professional Development Program *Journal of Research on Technology in Education* Volume 37 Number 3
- Kouassi, A. (2020) The Ivorian educational experience during the Covid-19 crisis From www.africatesol.org/2020/July/30 Africa TESOL Newsletter | Issue 7, July 2020
- Miyazoe, T., & Anderson, T. (2010). Learning outcomes and students' perceptions of online writing: Simultaneous implementation of a forum, blog, and wiki in an EFL blended learning setting. *System*, 38(2), 185-199
- Motteram, G. & Dawson S. (2019) Resilience and language teacher development in challenging contexts: Supporting teachers through social media British Council 2019 Design /K12010 Spring Gardens London SW1A 2BN, UK www.britishcouncil.org

- OECD. (2015). *Students, computers and learning: making the connection*. Pisa, Italy: OECD Publishing. Retrieved from http://www.keepeek.com/Digital-Asset-Management/oecd/education/students-computers-and-learning_9789264239555-en#page1
- Ortega, L. (2017). New CALL-SLA research interfaces for the 21st century: Towards equitable multilingualism. *CALICO Journal*, 34(3), 285–316.
- Patterson, S. M. (2016) *40 virtual reality predictions*. Retrieved from <http://www.networkworld.com/article/3043979/virtualization/40-virtual-reality-predictions.html>
- Posey, G., Burgess, T., Eason, M., & Jones, Y. (2010). *The advantages and disadvantages of the virtual classroom and the role of the teacher*. Normal, AL: Southwest Decision Sciences Institute. Retrieved from http://www.swdsi.org/swdsi2010/sw2010_preceedings/papers/pa126.pdf
- Repetto, C. (2014). The use of virtual reality for language investigation and learning. *Frontiers in Psychology*, 10, 1-2. Retrieved from <http://journal.frontiersin.org/article/10.3389/fpsyg.2014.01280/full>
- Shah, R (2015) Protecting children in a situation of ongoing conflict: Is resilience sufficient as the end product? *International Journal of Disaster Risk Reduction* 14: 179–185. DOI: 10.1016/j.ijdr.2020.06.003.
- Straumsheim, C. (2016). *No rush to 'Go Digital'*. Retrieved from <https://www.insidehighered.com/news/2020/02/22/study-faculty-members-skeptical-digital-course-materials-unfamiliar-oer>
- UNHCR (2016) Regional Strategic Overview. *Regional Strategic Overview Regional Refugee & Resilience Plan*. DOI: 10.1177/009365027900600102.