

EDUCATIONAL PROVISIONING SINCE PANDEMIC ERA: DIGITALIZING THE TEACHING OF FRENCH IN TAI SOLARIN UNIVERSITY OF EDUCATION AND UNIVERSITY OF AFRICA AS A CASE STUDY

 Garba Malik PhD*, Tai Solarin University of Education, Ijagun, Ogun State, Nigeria, garbam@tasued.edu.ng

 Ruth Damilola, Adeoye, University of Africa, Toru-Orua, Bayelsa State, Nigeria, damilolafrench@gmail.com

 Tajudeen Salaudeen, Louisiana State University, USA. tsalau1@lsu.edu

 Dare Eriel, Ehigie, University of Birmingham, England dee119@alumni.bham.ac.uk

Received: 1-Aug-25

Accepted: 13-Jan-26

Published: 11-Mar-26

Abstract

The COVID-19 pandemic disrupted global education systems, compelling institutions to adapt through digital innovations. This study explores the post-pandemic transformation of French language education at Tai Solarin University of Education (TASUED) and the University of Africa, Toru-Orua, Nigeria. Drawing on the Community of Inquiry (COI) framework, the research investigates how these institutions responded by integrating digital technologies into French language teaching. Using a qualitative case study approach, the paper assesses the effectiveness of online learning models, student engagement, and challenges associated with remote instruction. Findings indicate that platforms such as WhatsApp, Zoom, Google Classroom, and Facebook were essential in maintaining learning continuity during the pandemic, enabling interaction, feedback, and cultural exchange despite limited face-to-face contact. The study also highlights teaching practices such as multimedia content, language immersion activities, and virtual assessments that supported learners' linguistic development. However, challenges including the digital divide, curriculum compression, and limited ICT competence among some educators persist. The study concludes that although digitalized French teaching in Nigerian universities has progressed, sustained investment in ICT infrastructure, educator training, and policy support remains necessary to ensure long-term effectiveness.

Keywords: Digitalized teaching, French language education, post-pandemic learning, Nigerian universities, ICT in education, Community of Inquiry

Corresponding author*

Pages: 33-54

1. Introduction

The provision of education since the pandemic era has undergone significant transformations. Schools and educational institutions have adapted to new models of teaching and learning, such as the blended method of teaching, which is a combination of online education and classroom face-to-face activities to ensure continuity in the academic settings. Digital technologies have played a crucial role in facilitating remote learning and enabling access to educational resources. Digitalized education, according to Adegboku (2023), is nothing but the specific use of information and communication technology (ICT) in teaching/learning. He further argues that one of the significant challenges bedeviling the teaching profession is the inability to use information and communication technologies by some language facilitators in the effective discharge of their duties. He emphasizes the need for innovative approaches to educational provisioning that go beyond traditional methods and ignite a passion for learning. (Tijani, 2024) opines that the use of technology as a tool to enhance teaching and learning experiences becomes paramount as he advocates for the integration of digital resources, online teaching-learning platforms, and multimedia tools to improve

interactive and engaging instruction. It is therefore pertinent to address the obstacles emanating from the digital divide to ensure equitable access to education for all students. Proper sanitation protocols and social distancing for health and safety measures must be prioritized in the learning environment.

Policies and implementation to address the long-term impact of the pandemic on learners' educational performance must be adopted to guarantee the smooth running of the classroom activities. Synergy among government representatives, educators, parents, and intellectuals has been germane to navigating the evolving landscape of educational provisioning since the pandemic era. The unusual pandemic era has exhibited unprecedented challenges and opportunities for the provision of education. In this paper, we aim to explore the changes and adaptations made in educational provisioning in reaction to the pandemic. Shifting to online and hybrid learning models, as reported in (Simire, 2021), language class activities must take a new dimension by adopting social media as it is perceived across the globe through the use of Skype, Zoom, Twitter, Facebook, WhatsApp, etc., which remains sacrosanct as learners are fully involved in the digitalized teaching-learning

process. It is quite justifiable that the role of digital technologies, and the impact on access and equity in education, cannot be underestimated. More importantly, the importance of health and safety protocols in the academic arena and the long-term effects of the pandemic on students' well-being and academic performance will be examined. The following subheading will give an insight into the problems emanating from the study.

2. Statement of the problem

In a speech delivered on the 4th of December, 1996 by late General Abacha, as reiterated by (Tijani, 2024), at the Nigerian Institute of International Affairs in Lagos, clarifies that the federal government would soon embark on a large-scale programs where it will be incumbent on Nigerians to learn French to become bilingual in English and French. Receiving the report on the 31st December of the same year, the national committee tasked with reviewing of the university pedagogical system, the General once again emphasized the quest for Nigerians to speak French to better communicate with their Francophone neighbors and those in the West African sub-region: "We must seriously reveal the relevance of making the learning of French language obligatory in our schools" he asserted. It is, however, noteworthy. The shortage of French teachers in many primary and secondary schools, as reported in (Adegboku, 2023), constitutes an impediment to students' proficiency in the target language when seeking admission to the university. The majority of these students at the university are studying the French language from scratch. Tremendous obstacles emanating from the teaching-learning process since

the pandemic era, not only in The Tai Solarin University of Education and University of Africa but across the globe, are among others, closure of schools, social distancing, disruption of academic calendars, unwillingness to further schooling by university students, etc. Understanding the impact of the pandemic on students' academic performance and identifying strategies and policies implemented to address these challenges is crucial in this presentation.

3. Objectives of the study

- The objectives of the study on educational provisioning since the pandemic era are to:
- Evaluate the effectiveness of online learning models of French in the target universities.
- Assess the impact of digital technologies on educational access, equity, and French students' learning feedback.
- Explore the French classroom healthiness and its effectiveness in a safe learning environment.

4. Research Questions

- These three research questions are considered in this study:
- How has the COVID-19 pandemic impacted the teaching of the French language in Tai Solarin University of Education and the University of Africa?
- What strategies have been implemented to adapt French language teaching in these universities after the pandemic era?
- What challenges and opportunities do educators face in the teaching of the French language since the pandemic era at Tai Solarin University of Education and the University of Africa?

5. Literature Review

The COVID-19 pandemic brought unprecedented disruption to global education systems, prompting a paradigm shift toward digital learning and redefining the scope of educational provisioning. In this context, French language instruction in Nigerian universities, specifically Tai Solarin University of Education and the University of Africa, offers a compelling case study of adaptation, innovation, and resilience. The literature reviewed in this section focuses on key areas: the integration of digital tools in language instruction, pedagogical evolution, equity and access issues, and the relevance of French language education in Nigeria.

Adegboku (2023) critically examines the role of digital technologies in modern language instruction. He describes digitalized education as the deliberate application of Information and Communication Technologies (ICT) in teaching and learning, arguing that the inability of some language facilitators to harness ICT tools remains a fundamental barrier to effective language delivery. Adegboku's insights underscore the necessity of equipping educators with both technical skills and pedagogical strategies to exploit digital platforms meaningfully. In alignment, Tijani (2024) emphasizes the role of multimedia tools, virtual platforms, and interactive content as pivotal resources in enhancing learner engagement and fostering a more participatory classroom experience, even in remote learning environments.

Supporting this perspective, Ekwere (2021) discusses the pedagogical shift triggered by the pandemic. She asserts that language learning has transitioned toward a constructivist model where learners actively construct knowledge through technology-enhanced experiences. According to her, tools such as Zoom, WhatsApp, and Google Class have redefined the

learning landscape, creating avenues for self-directed and collaborative learning. These technologies not only bridge the gap caused by physical distancing but also serve as conduits for interactive and immersive language instruction. Adesola (2023) complements this by analyzing how learners' communicative competence in French is shaped through interlanguage development when digital platforms are leveraged. He notes that learners are challenged to engage with target-language structures within informal, often spontaneous, digital interactions, critical to language internalization.

The broader theoretical underpinning of this shift is well captured in the Community of Inquiry (COI) framework developed by Garrison, Anderson, and Archer (2000). This model emphasizes three core elements, social presence, cognitive presence, and teaching presence, as essential to effective online education. The application of this framework to the French language classrooms at both Tai Solarin University of Education and the University of Africa reveals a strategic alignment with the COI's dimensions. Social presence is realized through the use of platforms like WhatsApp and Facebook for peer interactions; cognitive presence emerges in learners' ability to apply and practice language skills in meaningful ways; and teaching presence is evident in the structured guidance provided by facilitators through virtual feedback, resources, and assessments. The pandemic era, as Simire (2021) notes, not only challenged traditional modes of delivery but also highlighted the linguistic and cultural stakes of French language education in Nigeria. As an Anglophone country surrounded by Francophone nations, Nigeria's commitment to fostering bilingualism is both a political and economic imperative. Simire points out that Nigerian students exhibit significant enthusiasm for learning French, which he

attributes to their status as “Francophiles.” This cultural orientation makes French language instruction particularly relevant in Nigeria’s multilingual and multicultural setting.

However, systemic challenges persist. The digital divide remains a pressing issue in Nigerian education, exacerbating inequities in access to quality instruction. According to the National Universities Commission’s Core Curriculum and Minimum Academic Standards (CCMAS, 2022), reforms in curriculum structure, such as the reduction in French semesters for non-major students, are aimed at optimizing learning outcomes across disciplines. Nonetheless, these policy shifts must be carefully balanced against the need for language immersion and continuity, especially for beginners starting from scratch. In addressing these barriers, the literature emphasizes the importance of institutional commitment and instructional innovation. At Tai Solarin University of Education, as documented in the main study, the use of WhatsApp groups (e.g., HDS Groups A-D) allowed facilitators to extend the classroom beyond physical confines. Students shared audio recordings, completed virtual assignments, and received immediate feedback, all of which reinforced language use in a dynamic, real-life context. Similarly, at the University of Africa, compulsory French courses across faculties and a communicative approach to instruction have institutionalized language acquisition as a cross-disciplinary priority. Multimedia resources, language labs, and synchronous online classes further support learner engagement and mastery.

The works of Simire & Olayiwola (2023) critique the current implementation of CCMAS in Nigerian universities, particularly its implications for foreign language instruction. They call for a critical reevaluation of pedagogical models to better align curriculum design with learners’ actual proficiency

levels and exposure. Their analysis reinforces the need for language-specific educational policies that accommodate the unique demands of second-language acquisition. Tijani (2024), in a keynote address, calls for the adoption of "pedandragogy", a hybrid of pedagogy and andragogy, in French language instruction, arguing that it better serves the diverse cognitive and motivational profiles of today's learners, particularly in virtual contexts. His approach advocates for learner autonomy, active engagement, and the integration of digital tools to personalize the learning journey.

Collectively, the reviewed literature paints a picture of resilience, innovation, and adaptation in the face of global educational disruption. While challenges such as unequal access, technological readiness, and curriculum reform remain, the case of French language instruction in Nigeria illustrates how targeted strategies, grounded in theory and practice, can transform adversity into opportunity. Digitalized French teaching in Nigerian universities exemplifies not only survival but potential excellence in a reimagined educational future.

6. Theoretical Framework

Conducting research on educational provisioning since the pandemic era, with a focus on the digitalized teaching of French in Tai Solarin University of Education and the University of Africa, is quite an enjoyable task. The Community of Inquiry (COI) serves as a theoretical framework in this study. The COI focuses on the social presence, cognitive presence, teaching presence, and the learners' learning experience. French learners in both universities are obliged to always communicate in the target language as all facilitators' hands are on deck in order to realise this lofty dream. The learners' proficiency in the target language is only guaranteed through their active involvement in the spoken aspect of the French language. This paper aims to

examine the application of the Community of Inquiry theory in the context of French language education in both universities. The theory of Community of Inquiry was propounded by Garrison, Anderson, and Archer (2000). It focuses on the importance of social presence, cognitive presence, and teaching presence in online learning environments. The study aims to explore the challenges and opportunities faced in language education during the pandemic and its aftermath. By analyzing the impact of the pandemic on language teaching and learning, this study seeks to provide Information and Communication Technology for effective teaching of French at the University level during and beyond the pandemic era in order to guarantee a stable and consistent academic calendar in the educational system in Nigeria.

7. Organisation of paper

For a straightforward elucidation of this study, this paper is divided into four major sections. We shall commence with a theoretical framework. This will be followed by a highlight of French language teaching in both universities. In the third subheading, our attention will be devoted to defining digitalized teaching of French as it is being experienced in Tai Solarin University of Education and the University of Africa. In the fourth one, we shall advance some recommendations towards the growth and development of the online teaching of the French language.

8. Overview of French Language Teaching in Tai Solarin University of Education and University of Africa

Nigeria is a great friend of the Francophonie, as reported in Simire (2021), without holding an observer or non-observer

status within the organisation. He further postulates that speakers of French from an Anglophone country like Nigeria are generally called Francophiles due to their love, eagerness, and desire to appropriate this target language at all costs. However, this paper foregrounds the history of French language teaching at Tai Solarin University of Education and the University of Africa, exploring its obstacles, prospects, and impact on students' linguistic and cultural development. Tai Solarin University of Education was established on January 29, 2005, and initially, the French department was part of the School of Languages, along with Yoruba and English. It is interesting to note that in 2010, the French department was established. French language teaching was introduced as a part of the foreign language programs. It commenced with a team of committed and industrious language facilitators who aimed to enhance the language skills of target language learners.

As the demand for learning the French language keeps expanding, the University Management deems it fit to provide a comprehensive and immersive teaching-learning process. The French language department was established, and the recruitment of experienced language facilitators with innovative teaching methods was justifiable. The French as a Foreign Language programme at Tai Solarin University of Education has triumphed in all ramifications as it has become known for its dynamic curriculum, which combines language proficiency with cultural understanding. Students have the opportunity to participate in interactive language activities, engaging conversations, and cultural exchange programs. Furthermore, the department fostered collaborations with French-speaking institutions and organizations within and outside the country. This facilitated students' engagement in exchange programs, language immersion programs, and cultural immersion

experiences in Francophone countries as reported in the Core Curriculum and Minimum Academic Standard (CCMAS) (National Universities Commission, 2022).

Meanwhile, the French department at Tai Solarin University of Education has gained a reputation for its dedication to excellence in the upbringing of French language educators. It has produced graduates who are presently great personalities both at the national and international levels. Most of the French graduates have gone on to pursue careers in translation, interpretation, education, diplomacy, and various other fields where French language skills are highly valued. Students from the Department of History and Diplomatic Studies engage in the learning of French for four (4) semesters (which is equivalent to two academic sessions). This is done during their first two years in the university. Due to the innovation evoked in the (CCMAS) across all programs for the 2023/2024 academic session as reported in (Simire & Olayiwola, 2023), there is little deduction in the number of semesters to two (one semester in 100 level and one semester in 200 level respectively), which is attributable to this group of learners. It is this group of students that the researchers juxtapose with their counterparts in Bayelsa, offering French as a minor course.

In 2016, under the Bayelsa State Law, the University of Africa was established. It has a well-rounded qualitative education where French language teaching forms an integral part of their academic programme. French language instruction holds a prominent place under the Department of Linguistics at the Faculty of Arts. One interesting aspect is that French is taught as a compulsory course to all year one students, irrespective of the Department. The University Management ensures that every student is proficient in the spoken aspect of

the French language. The curriculum is designed to enable all learners to master the rudiments in the target language to compete favorably with their counterparts across the globe. The teaching-learning process is developed gradually in a step-by-step way to enhance learners' comprehension skills. The syllabus consists of interactive activities, multimedia materials, language laboratory activities, and opportunities for day-to-day language exchange and frequent expressions as exhibited in real-life experience. Moreover, the French curriculum at the University of Africa enables students to thrive effectively in any situation. This unique opportunity is an eye-opener for the dedicated learners to explore French-speaking countries after graduation.

Since different students have various ways of assimilating the course contents, the language facilitators at the University of Africa use a variety of pedagogical methods to create a practical learning experience for learners. Emphasis is laid on the communicative approach in the teaching-learning of French in real-life situations. Learners are motivated to participate actively in class activities. These are speaking, listening, reading, and writing skills. Learners can develop their language proficiency in a practical and meaningful way. The language facilitators also incorporate technology into their pedagogical methodologies: Multimedia resources, language learning software, applications, and online platforms to enhance the French learners' experience. Learners are obliged to put into practice all the learnt content of the French expressions outside the classroom settings. Furthermore, the teaching-learning process put in place by the University of Africa Management aims at creating a conducive learning environment. Adequate attention is accorded to active participation of learners and cultural exploration to enhance their language skills and proficiency.

The influence of French language teaching in these universities is highly commendable. By offering French language courses, these institutions are equipping the concerned learners with valuable linguistic skills and cultural knowledge to enable them to thrive favourably across the globe. Through French language teaching, students at Tai Solarin University of Education and the University of Africa are exposed to the rich history, literature, and art of the French-speaking world. They gain a deeper appreciation for different cultures and develop a global mindset. Moreover, the ability to speak French opens doors to various opportunities. Graduates with French language proficiency can pursue careers in fields such as education, translation, diplomacy, tourism, and international business. They can engage with French-speaking communities, both locally and internationally, and contribute to cultural exchange and understanding.

Digitalizing the Teaching of French in Tai Solarin University of Education and the University of Africa

Since the pandemic era, the digitalization of French language teaching has become crucial for academic institutions like Tai Solarin University of Education and University of Africa, offering immense opportunities for enhanced French language acquisition and engagement. Presently, education has gone digital, as reported in (Adegboke, 2023). Information and Communication Technology (ICT) offers both the language facilitators and the learners the digitalized tools to use in achieving their target teaching-learning objectives anytime, anywhere, anyhow, and wherever they want it. The concept of digitalized tools was also corroborated by Ekwere (2021) when he pointed out that the teaching paradigm metamorphosed into a constructivist approach, where students learn independently. He further argues that the learner constructs the new knowledge

based on the initial languages acquired through past experiences. It is, however, pertinent to examine how the digitalized teaching of the French language at Tai Solarin University of Education and the University of Africa aligns with the changing landscape of education. The incorporation of technology in French language instruction has necessitated the adoption of remote and blended learning approaches, as reported in (Tijani, 2024). The digitalized teaching methods employed at these universities guarantee an effective educational continuity and provide quality language education in a post-pandemic world. The learner, according to Adesola (2023), exhibits his communicative strategies by contending with the interlanguage structures during the acquisition process of the target language in order to attain proficiency in the selected platforms such as WhatsApp and Google Class.

This research illustrates the innovative strategies and technologies used in educational provisioning, specifically in the teaching of French. It highlights the implications and challenges faced in this new era of education. It also explores the implementation of digital tools and strategies in the teaching of French at Tai Solarin University of Education and the University of Africa. During the challenging times of the pandemic, the teaching of the French language at Tai Solarin University of Education found innovative ways to continue without interruption.

Language facilitators quickly adapted to the use of a range of digital tools and platforms. Zoom classes, Google Meet sessions, WhatsApp teaching, and even Facebook became the new norm for delivering engaging and interactive French language instruction. These online platforms allowed students to actively participate in virtual discussions, access learning materials remotely, and maintain a sense of connection with

their language educators. This digitalized approach ensured the continuity of French language learning despite the physical constraints imposed by the pandemic. In addition to the digital platforms mentioned earlier, the language facilitators at Tai Solarin University of Education also explored other creative methods to enhance the online teaching of the French language. They utilized multimedia resources such as videos, audio recordings, and interactive online exercises to provide a dynamic and immersive learning experience for students. Furthermore, virtual language exchange programs were organized, allowing students to interact with native French speakers and practice their language skills in a real-life context. These initiatives not only ensured the continuity of French language education but also fostered a sense of cultural exchange and global awareness among the students.

Another important aspect of the digitalized teaching of the French language at Tai Solarin University of Education was the integration of online assessment methods. In order to evaluate students' progress and understanding, language facilitators utilized online quizzes, assignments, and virtual exams, a computer-based test (CBT) known as EDUTAMS. Often, the History and Diplomatic Studies students learning French are divided into several WhatsApp groups: HDS Group A, HDS Group B, HDS Group C, HDS Group D, etc, to facilitate interaction between the language facilitator and the learners. These assessments were designed to assess various language skills, including reading, writing, listening, and speaking. The use of digital assessment tools not only provided timely feedback to students but also allowed for efficient grading and evaluation by the instructors. This digitalized approach to assessment ensured that students' language proficiency was accurately measured, even in the online learning environment,

and just like Tai Solarin University of Education, the University of Africa also embraced online teaching methods to ensure the continuous provision of French language education during the pandemic. They utilized platforms such as Zoom, Google Meet, WhatsApp, and Facebook to engage students in virtual classes, discussions, and interactive activities. Through these digital tools, students were able to access learning materials, participate in group projects, and receive personalized feedback from their language instructors.

The University of Africa demonstrated a strong commitment to adapting to the challenges of the pandemic era by leveraging technology to provide an enriching and immersive French language learning experience. In addition to the use of online platforms for teaching French, the University of Africa also implemented various innovative strategies to enhance the virtual learning experience. They incorporated multimedia resources like videos, audio recordings, and interactive exercises to make the lessons more engaging and interactive. It is truly remarkable how the University of Africa adapted to the pandemic era and embraced digital tools to provide quality French language education.

The method discussed in this paper is not inherently unique to French language teaching. However, its enactment during the COVID-19 pandemic period and the specific challenges faced by French language learners in Nigeria make it a relevant and effective technique. Here are various ways the method was distinctive to the French at the time:

Language honing. The day-to-day practice in WhatsApp groups provided consistent exposure to the French language, which is essential for language acquisition. This is especially important for learners who may not have many chances to practice French outside of the classroom.

Cultural interchange: The WhatsApp groups facilitate cultural transmission among learners, as they can share information about French-speaking countries, their cultures, and their language. This can enrich the instructional experience and motivate learners.

Team Learning: Learners support each other through the WhatsApp groups, asking questions, sharing resources, and correcting each other's errors. This collaborative learning can be very effective in language assimilation.

It helped Language instructors provide instant feedback on learners' written work and spoken language through the WhatsApp groups. This timely feedback is indispensable for language learning and can help learners improve rapidly.

While the method of using WhatsApp groups for language practice is not limited to French, its implementation in the context of French language teaching in Nigeria during the pandemic made it a dynamic instrument for language development and cultural transmission.

9. Future Research Direction

While this study has made significant contributions to understanding the digitalization of French language instruction in Nigerian universities, future research might explore the deeper cognitive and linguistic mechanisms underpinning student performance. For instance, Garba and Salaudeen (2024) identify common translation errors among francisants at Tai Solarin University of Education, attributing them not just to a lack of vocabulary but to syntactic transfer issues and limited interlingual awareness. These findings align with Ehigie's (2025a) exploration of how English grammar deficits affect Modern Foreign Language (MFL) acquisition in UK schools, suggesting that grammatical weaknesses in the first language directly impact learners' proficiency in French and Spanish.

These works collectively highlight a crucial research gap: the need to investigate how first-language literacy, especially in English, affects the acquisition and internalization of complex grammatical structures in French, particularly in Anglophone African contexts where French is often introduced as a second or third language.

Building on these insights, a promising direction would be to design and test cross-curricular grammar frameworks that explicitly bridge English and French departments at Nigerian universities. Ehigie (2025b) proposes such a model for UK schools, advocating for a unified grammatical metalanguage and shared pedagogy between English and MFL departments to strengthen metalinguistic awareness. Applying a similar model in the Nigerian context would require culturally responsive adaptations, but the core principle, enhancing grammatical transfer through intentional cross-disciplinary collaboration, remains valid. Moreover, Simire (2021) emphasizes the sociocultural value of French in Nigeria, especially given the country's proximity to Francophone nations. This makes it essential to not only enhance communicative competence but also address structural linguistic limitations that hinder advanced language acquisition. Future research could employ longitudinal and multisite studies to test how integrated grammar instruction impacts French proficiency over time. Additionally, the role of digital tools like WhatsApp, Google Class, and virtual exchanges should be analyzed not only as pedagogical aids but as environments where interlanguage evolves and solidifies. A cross-institutional analysis of digital pedagogies, L1-L2 transfer, and grammatical scaffolding would offer critical insights into designing a more coherent and practical approach to language education in the post-pandemic era.

10. Conclusion

Nigerian researchers, scholars, language facilitators, educationists, and stakeholders, most especially at the tertiary institutions, are all policymakers enhancing the quality, growth, and development of educational provisioning beyond the pandemic era through digitalized teaching. French teachers can benefit from this by incorporating information and communication technologies in the teaching of French as a foreign language (FFL), as disruption in the academic calendar of any university in Nigeria often constitutes a significant setback to the concerned group of learners. Since the role of modern technology in the 21st century cannot be underestimated in a language class, the following salient points are recommended to upcoming language facilitators in order to render their teaching more fruitful and inspiring:

- Creation of the WhatsApp platform to exchange both oral and written communication in French daily.
- In case of multiple learners in a classroom setting, the language facilitator may create four or more different groups to guarantee effective teaching and interaction.
- An hour reminder in the created platform by the facilitator before the commencement of the online class is mandatory to sensitize learners towards the forthcoming lecture.
- Learners can be linked up to other platforms such as: Google class, Facebook, YouTube, Twitter, Telegram, etc, to facilitate and fast-track their skills' acquisition in the target language.

References

Adegboku, D. (2023). Foreign Language Teaching: Current Challenges facing Teachers in a Globalized World

and Ways out. In Ayeleru et al. (Eds.), *Readings in Languages and Literatures, in honour of Prof Raufu Adebisi Adebisi* (pp. 268–277). Zenith Bookhouse Ltd, Ibadan.

Adesola, M. (2023). L’interlangue au Carrefour du bilinguisme, de la compétence et de la performance. In Ayeleru et al. (Eds.), *Readings in Languages and Literatures, in honour of Prof Raufu Adebisi Adebisi* (pp. 52–63). Zenith Bookhouse Ltd, Ibadan.

Ekwere, V. B. (2021). *Le numérique et l’apprentissage des langues étrangères : enjeux d’une évolution pédagogique*. Retrieved online January 2024.

Ehigie, D. E. (2025a). Bridging the divide: Designing a cross-curricular grammar framework for English and MFL departments in the United Kingdom. *West Africa Dynamic Journal of Humanities, Social and Management Sciences and Education: Department of Communications, University of Cape Coast, Ghana*, 6(01), 54–76. 6(1), 54–76. <https://www.researchgate.net/publication/392663824>

Ehigie, D. E. (2025b). Lost in translation: The impact of English grammar deficits on learning French and Spanish in UK secondary schools. *CogNexus*, 1(2), 88–118. <https://doi.org/10.63084/cognexus.v1i02.90>

Garba, M., & Salaudeen, T. (2024). Les expressions erronées dans la traduction de certains francisants à Tai Solarin University of Education. *Tête à Tête: Journal of Francophone Studies*, 3(1), Article 6. https://repository.lsu.edu/tete_a_tete/vol3/iss1/6

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical Inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, 2(2-3), 87-105.

National Universities Commission. (2022). *Core Curriculum and Minimum Academic Standards for the Nigerian University System (CCMAS): Education* (pp. 448-475).

Simire, A., & Olayiwola, S. (2023). Regard critique sur l'enseignement du FLE dans les universités nigérianes face au niveau programme (CCMAS). In Ayeleru et al. (Eds.), *Readings in Languages and Literatures, in honour of Prof Raufu Adebisi Adebisi* (pp. 324-337). Zenith Bookhouse Ltd, Ibadan.

Simire, G. (2021). *French language in Nigeria: So near, yet so far away*. An Inaugural Lecture of the University of Lagos, delivered on 21st April 2021 at the J. F. Ade-Ajayi Auditorium. University of Lagos Press, Lagos.

Tijani, M. (2024). Reexamining French language teaching in Nigerian universities: A case for the adoption of pedandragogy. A keynote address presented at the 5th Biennial International Conference, Department of Foreign Languages, University of Benin, 12-15 May, pp. 1-26.