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Examining The Role Of Self-Regulation In Online Learning For Non-Native English Language Learners

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Abstract

For optimal input in the process of learning a new language, interaction is essential. The extent to which a comprehensive interactive system is made accessible for second/foreign language (L2) learners affects the success of the learning process. Both students and teachers need to strike a balance between (a) freely exchanging ideas and (b) fostering an effective communicative learning environment in their interactions (Sari, 2018). In order to enhance interest and participation via language input, the teaching of a second language should use both verbal and nonverbal communication. For the classroom, this means that students will be better able to achieve their desired learning outcomes. As a result, it is widely agreed that it is crucial for students to engage in productive patterns of interaction in a second language classroom in order to acquire the language effectively. Due to the global crisis brought on by the COVID-19 pandemic, the education system around the world has been forced to shut down, much like a storefront would. As a result, educators are shifting their focus from traditional classrooms to virtual ones in an effort to keep the learning process going in some fashion. There have been many developments in the area of e-learning as a result of the incorporation of various online learning modalities, such as virtual courses, video conferencing, and blended learning. Traditional classrooms are comparable to their virtual counterparts in terms of efficacy since both require students to actively engage with course material and get feedback on their performance. Learning a new language is no exception; success depends on intelligible information, active participation, and corrective feedback. Though online education is becoming more popular, it is not without its drawbacks. The purpose of this study is to examine how non-native speakers of English regulate or perceive their own online learning at the university level. To get the necessary information, a questionnaire was used. There were five Likert scales in this survey.

Keywords: Non-Native ESL Learners, Self-Regulation, Self-Perception, Online-Learning, Technology

Introduction

The proliferation of digital media has helped both theorists and practitioners of education by giving them the option to use cutting-edge tech into their different pedagogies for teaching and learning English.

Since online interactions enhance teacher-fronted interactions by giving a set of practice for students, they seem to be a crucial component in employing technology. According to (Wang 2014), students will acquire language skills and be exposed to more realistic learning circumstances via online engagement. Knowledge is co-constructed via a learner's

network of relationships, as suggested by the social-cultural tradition paradigm (Vygotsky and Cole, 1978). Interactions are called "language" by (Brooks, Swain et al., 2010) because they help students make sense of what they are learning. Students' ability to think creatively and solve problems is influenced by the language they are taught.

A groundbreaking kind of education, online learning eliminates the need for students to physically attend a school's classroom. By using the internet, they may take part in class discussions and exercises at any time. Innovations in educational technology have been made possible by the widespread usage of computing and mobile phone technologies. Online platforms including Skype, Zoom, WhatsApp, and Microsoft Team are used by educators to provide instruction to students. They also record and post videos of lectures online. Covid 19 has emerged in Pakistan, necessitating the use of distant learning programs.

Significance of the Study

A growing number of developed nations have begun offering courses online in recent years, making it possible for those who are already employed to further their education without having to leave their homes or take time away from their other responsibilities. While online education was once a matter of personal preference, the global growth of COVID-19 has made it a necessity. The schools shut down and people began learning over the internet. Policies for online learning in higher education were developed by the government and other educational institutions. Nevertheless, despite efforts to take into account reality on the ground, the policies have been unable to achieve the anticipated objectives. Faculty members play a vital role in online education. Professional educators are able to meet the diverse demands of their pupils. The purpose of this research is to determine whether or whether students are prepared for and can benefit from online education, and to what degree they can acquire real-world knowledge. There is a connection between this study and the one before it. Policies for online learning in higher education were developed by the government and other educational institutions. However, despite efforts to take into account realities on the ground, the policies have been unable to achieve the anticipated objectives. Academic staff plays a vital role in online education. Academic demands may be met by professors who are both knowledgeable and experienced. The purpose of this research was to determine whether or not college students are prepared for and can succeed in online courses.

Theoretical Framework

Like the soul is to a human body, education is vitally important to the well-being of a nation. Institutions of higher learning are crucial to the spread and provision of the kind of education that produces skilled workers. Literacy rate increases are crucial to a country's progress, therefore governments throughout the world work hard to ensure that schools have the resources they need. Always, some system has been devised to manage such establishments. Even though online education has been around for a while, nations like Pakistan still stick to the tried-and-true classroom setting because of a lack of resources and qualified instructors. Since the spread of Covid-19 was imminent, it was imperative that all schools be closed immediately to protect the lives of both kids and faculty. In an effort to prevent further educational decline, HEC Pakistan and the Government of Punjab have opted to offer distance learning. Since online instruction was not previously common, both instructors and students encountered novel challenges. Thus, the purpose of this research was to examine how students interact with online learning

environments, the challenges they encounter, and the outcomes of their efforts to get a high-quality education via these mediums. Distribution of questionnaires among the selected students will constitute the research methodology.

Research Objectives

1. To investigate if students use self-regulatory learning strategies in ESL while learning online.
2. To investigate if there is a significant relationship between students' university level and self-regulatory learning strategies.

Research Questions

1 What are the most frequently used self-regulatory learning strategies that ESL students use in online classrooms?

1. Is there a significant relationship between students' university level and their use of self-regulatory learning strategies?

Literature Review

Importance of English in Pakistan

These days, English has emerged as the dominant language spoken all across the world. It is important in every aspect of human existence and cannot be overlooked. In our day and age, it is often believed that someone who speaks English has magical powers. The educational system in Pakistan places a significant emphasis on the English language because of its importance.

The English language is the medium of teaching in many educational institutions worldwide. For example, all university professors give their lectures in English during the whole course. Similarly, the instructors require pupils to communicate in English during the lesson. When seen in this light, the significance of the English language at higher levels of education becomes clear. In addition, the instructor instructs their pupils in the English language through various methods and courses, such as TEFL. In addition, students can enhance their speaking skills by conversing in English with their professors and other students. These conversations take place in English. Because of this, educational institutions often prioritize using the English language as a teaching medium.

The rising usage of the English language around the globe has resulted in the teaching/learning of English as a foreign language, which will be referred to as teaching and learning English in this research, being a widely debated issue. As this chapter demonstrates, scholars have looked at English language programs in English higher education, student acquisition of English, as well as concerns and obstacles in English language instruction. Researchers in teaching/learning English as a foreign language want to understand the relationship between self-efficacy and the acquisition of English to offer more effective English instruction and learning.

To explore college students enrolled in a beginning-level related discipline of a non-academic long-term English language program, their interactions with learning English as a foreign language, and the relationship, if any, between their self-efficacy as English learners and their reassertion of characteristics of ESL learners, the researchers designed this study to examine the following topics:

These days, English has emerged as the dominant language spoken all across the world. It is important in every aspect of human existence and cannot be overlooked. In our day and age, it is often believed that someone who speaks English has magical powers. The educational system in Pakistan places a significant emphasis on the English language because of its importance.

In addition, the English language is recognized as an official language in a significant number of

nations across the globe. In addition to this, those who are able to speak English have a greater chance of being hired for the finest positions in both the private and public sectors in Pakistan. In the same manner, society accords a greater level of prestige to speakers of English in comparison to speakers of other languages. A person who is able to speak English well has an advantage in society, and this advantage is reciprocated.

In addition, the majority of people in developed nations use English as their first language, and Pakistan is considered to be one of the developing countries. As a result, mastering the English language is essential for success in international relations. In this manner, we need to concentrate on the English language for the sake of the development of our nation. In addition, many of our students travel elsewhere for their further education; thus, it is imperative that they have a strong command of the English language in order to thrive in their new environment. By providing priority to the English language, we will be able to compete with the rest of the world. In summary, I'd want to assert that having a strong command of the English language is crucial for every person. Their command of the English language may also enhance the speaker's personality. As a result, our government's efforts to strengthen our education system should be quite stringent. In order to ensure that every person in Pakistan has access to education and the opportunity to contribute to the nation's development.

Self-Regulated Learning

Zimmerman and Schunk (2002) describe self-regulated learning as a "active and constructive process in which learners establish learning objectives and exercise monitoring and control over their knowledge, motivations, and actions." Their objectives and learning contexts direct them in this process. The self-regulated student also places a premium on academic mastery, making an effort to study grades, prepare for classes, manage time well, and meets all deadlines. He doesn't give a damn about how he stacks up against his peers and how he judges himself in comparison to others.

Learning to self-regulate is to approach a learning activity with assurance, persistence, and ingenuity. In this way, the student is able to gauge his own level of competence and understanding of a subject. He actively seeks out and learns the material he needs. Even in the face of terrible study settings, professors who are unable to convey the material effectively, and a lack of literature on the topic, he may find a way to succeed. The theory of self-regulation proposes that the more in charge the student is of their own education, the better they will do. This section details the researchers' development of a Self-Regulated Learners' Guide, a tool for gauging students' propensity toward self-regulation.

Self-Regulated Language Learning in Technology-Using Conditions

Benson (2001) recognized the two most important types of learning resources as traditional learning resources (such as reference and course books) and learning resources given by modern educational technology: (e.g., information communication technology applications). According to Benson, the capacity for self-regulation is shown not only in the

strategic administration of diverse learning resources but also in the proactive control of learning processes. Consequently, it is defined by students developing strategies for learning, such as planning and resource management, and then reflecting and evaluating their language learning behaviors and results in contexts mediated by technology, such as online learning environments (Carneiro, Crawford et al. 2007). Learners' actions to investigate or enhance their English proficiency in a digitally mediated situation are referred to as self-regulated learning (SRL) strategies. Numerous technologically aided SRL strategies, such as using online dictionaries, translation software, reading texts on a computer screen, searching for information on the Internet, listening to the radio, and exploring cultural knowledge on YouTube, have been identified based on previous research conducted in a variety of research contexts (Steel and Levy, 2013; Lai et al., 2018; An et al., 2020; Wang and Chen, 2020).

Multiple studies have shown that SRL methods enhanced by technological means improve academic achievement. According to Oxford's (1990) Strategy of Inventory for Language Learning, Chang and Chang (2014) used data collected from YouTube to examine how Taiwanese college students approach listening comprehension (SILL). Students who took part in the metacognitive teaching style had greater success on listening comprehension tests. Bekleyen and Hayta (2015) used mobile phone technology to investigate how Turkish undergraduates learn languages and the impact of this technology on language learning practices. The researchers utilized a questionnaire they created themselves, which was also based on Oxford's (1990) taxonomy of language acquisition strategies, to gather data on the methods students used to study the target language. The results of this study show that various different approaches to language learning using mobile phones significantly increase students' English language skills. In spite of the constraints imposed by the use of Oxford's (1990) definition of language learning strategies, the focus of this investigation was on the cognitive and metacognitive methods employed by language learners. Furthermore, due to the fact that self-regulation depends on the situation and context in which it is being implemented, technologically based measures of self-regulated language learning should be domain and situation specific (Wang and Zhan, 2020).

A study by Lai and Gu (2011) investigated, in contrast to earlier research, how language learners manipulated their learning by using metacognitive information. A number of characteristics that affected the participants' adoption of technology-based approaches to language acquisition were also identified. Even though Lai and her coworkers found some promising outcomes, they could not account for or define the cognitive strategies that students used while learning a second language with the help of technology. Given the possibilities that technology introduces to language learning, we believe that it would be useful to know which technology-based cognitive learning approaches students favor and which tactics were likely neglected from past research in order to construct student training programs. Therefore, we suggest that the process of technologically-assisted strategic language acquisition be investigated from several angles, including knowledge of cognitive, metacognitive, social, and motivational elements and how these elements interact with personal characteristics and learning outcomes.

Research Methodology

Technological advancements have radically altered our lives. At the moment, we feel as if we are lost without the devices in our hands. Everything, including education, has become readily available at the tip of our fingers. The days of believing that official educational institutions were the sole way to obtain

information and degrees are over. And the confinement time imposed by the Covid-19 epidemic has fundamentally altered the situation. Online educational methods are growing in popularity. Not only are those, even schools in the most remote areas forced to use internet apps to continue the process of teaching and learning. The lockdown time was difficult for most individuals, whether financially or psychologically. And the worst victims are the pupils. At the time, most instructors at all levels made every effort to keep pupils enthused and continue teaching. Teachers were compelled to acquire new technology in order to communicate with their pupils.

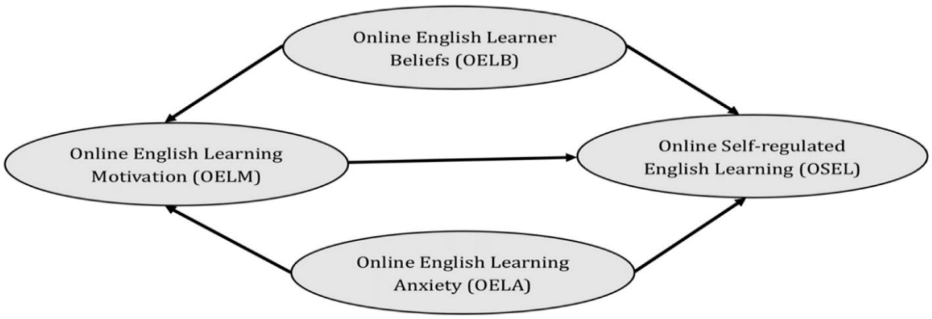
On the other hand, students had to learn and adapt to new modes of instruction. While there is no question that online learning has benefited students and instructors, the abrupt move may not be helpful to all pupils equally. This study aims to ascertain students' attitudes regarding online learning and the difficulties they encounter when doing so.

This chapter deals with the research methodology and procedure of the study as follows:

Methodology

Following research methodology was applied to conduct this research.

To collect data, this study was employed a case study design with a quantitative method approach. Complementarity was achieved using this method. Examining the multiple features or levels of the topic under investigation is referred to as complementarity (Korb 2012). There are two aspects that will be investigated in this study. The first is university students' ability to self-regulate their online learning. A questionnaire was used to obtain the information needed for this component. The second topic of research involves university students' views regarding online learning from a self-regulatory standpoint. Focus group interviews will be used to investigate this. The information gathered was statistically and qualitatively examined.



Population

This research was conducted at university level. ESL students of different programs from Khawaja Fareed University Rahimyar Khan and Islamia University Sub-Campus Rahmyar Khan will be the population of this study.

Sampling

This research was a sample of graduate and undergraduate students who are students of English as a second language. The selection of the students was made randomly. 340 students were selected for this research, 170 from KFUEIT and 170 from IUB sub-campus RYK. Detail is given as under.

Khawaja Fareed University Rahimyar Khan

Undergraduate ESL learners: 85

ESL graduate-level learners: 85

Islamia University Sub-campus Rahimyar Khan

Undergraduate ESL learners: 85

ESL graduate-level learners: 85

Procedures

This study employed a case study design with a quantitative approach to collect data. Complementarity was achieved using this method. Examining the multiple features or levels of the topic under investigation is referred to as complementarity (Riazi & Candlin, 2014). There are two aspects that were investigated in this study. The first is university students' ability to self-regulate their online learning. A questionnaire was used to obtain the information needed for this component. The second research topic involves university students' views regarding online learning from a self-regulatory standpoint. Focus group interviews were used to investigate this. The information gathered was statistically and qualitatively examined.

Data Collection Tools

The Data Collection tool for this research was a questionnaire. This questionnaire is based on 5 likert scale. Questions were asked related to the topic. It contains 30 contents overall.

Variables of the Study

This research study was based on the following variables;

- Independent variables: Online Teaching/Learning
- Dependent variables: ESL Students
- Gender: Male and female
- Area: Urban
- Sector: Public University

Data Analysis and Data Interpretation

Table: 1

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
1	Virtual learning is enjoyable for the learners.	F	161	163	11	3	2	340	.66	1.59
		%	47.4	47.9	3.2	0.9	0.6	100		

In response to the question in table 1 respondents' response is positive. The majority of the Students Agree with the statement that online teaching is enjoyable for learners. 161 out of 340 are Strongly Agree which is 47.4%, 161 are Agree to which is 47.9%, 11 remain Neutral which is 3.2%, 3 are Disagree, which is 0.9% and 2 are Strongly Disagree which is 0.6%.

Table: 2

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean

2	Students need to learn through virtual teaching in specific circumstances.	F %	161 47.4	173 50.9	3 0.9	2 0.6	1 0.3	340 100	.58	1.56

In response to the question in table 2 respondents' response is positive towards the statement. The majority of the Students Agree that online teaching for learners should be in specific circumstances. 161 out of 340 are Strongly Agree which is 47.4%, 173 are Agree to which is 50.9%, 03 remain Neutral which is 0.9%, 2 are Disagree which is 0.6% and 1 are Strongly Disagree which is 0.3%.

Table: 3

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
3	Virtual teaching is better than face to face teaching.	F %	0 0	2 0.6	3 0.9	157 46.2	178 52.4	340 100	.55	4.50

In response to the question in table 3 respondents' response is negative towards face-to-face teaching. The majority of the students do not Agree with the statement. According to the majority of the students face to face teaching is better than online teaching. 0 out of 340 are strongly Agree which is 0%, 02 are Agree to which is 0.6%, 3 remain Neutral which is 0.9%, 157 are Disagree which is 46.2% and 178 are Strongly Disagree which is 52.4%.

Table: 4

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
4	Virtual teaching is problematic.	F %	96 28.2	76 22.4	80 23.5	88 25.9	0 0	340 100	1.15	2.47

In response to the question in table 4 respondents' response is positive. The majority of the Students Agree with the statement that online teaching is problematic for learners. They are not convenient for online teaching. 96 out of 340 are Strongly Agree which is 28.2%, 76 are Agree to which is 22.4%, 80 remain Neutral which is 23.5%, 88 are Disagree which is 25.9% and 0 are Strongly Disagree which is 0%.

Table: 5

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
5	Face-to-face teaching is better than virtual teaching.	F	155	171	6	4	4	340	.69	1.62
		%	45.6	50.3	1.8	1.2	1.2	100		

In response to the question in table 5 respondents' response is positive. The majority of the Students Agree with the statement that face-to-face teaching is better for learners. 155 out of 340 are Strongly Agree which is 45.6%, 171 are Agree to which is 50.3%, 06 remain Neutral which is 1.8%, 4 are Disagree which is 1.2% and 4 are Strongly Disagree which is 1.2%.

Table: 6

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
6	Virtual teaching can be helpful only in particular circumstances.	F	168	164	6	1	1	340	.58	1.54
		%	49.4	48.2	1.8	0.3	0.3	100		

In response to the question in table 6 respondents' response is positive. The majority of the students agree with the statement that online teaching can be used in particular circumstances situations like the spread of disease like Covid-19, when schools, colleges, and universities need to close. 168 out of 340 are Strongly Agree which is 49.4%, 164 are Agree to which is 48.2%, 6 remain Neutral which is 1.8%, 1 are Disagree which is 0.3% and 1 are Strongly Disagree which is 0.3%.

Table: 7

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
7	Teacher is easily accessible in virtual teaching.	F	2	2	6	161	169	340	.63	4.45
		%	0.6	0.6	1.8	47.4	49.7	100		

In response to the question in table 7 respondents' response is not positive towards the statement of the question. The majority of the students do not agree with the statement that teachers are accessible for learners in online teaching as they feel problems to approach them. 2 out of 340 are Strongly Agree which is 0.6%, 2 are Agree to which is 0.6%, 6 remain Neutral which is 1.8%, 161 are Disagree which is 47.4% and 169 are Strongly Disagree which is 49.7%.

Table: 8

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
8	Virtual teaching fulfills the teaching, learning needs.	F	3	3	114	129	91	340	.84	3.89
		%	0.9	0.9	33.5	37.9	26.8	100		

In response to the question in table 8 respondents' response is again not positive. The majority of the students disagree with the statement that online teaching fulfills learners' needs. 3 out of 340 are Strongly Agree which is 0.9%, 3 are Agree to which is 0.9%, 114 remain Neutral which is 33.5%, 129 are Disagree which is 37.9% and 91 are Strongly Disagree which is 26.8%.

Table: 9

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
9	Virtual teaching is carried out without any interruption.	F	0	3	4	177	156	340	.57	4.43
		%	0	.9	1.2	52.1	45.9	100		

In response to the question in table 9 respondents' response is no positive. The majority of the students disagree with the statement that online teaching is carried out without any interruption instead they face lot of problem, like electricity, Internet, signal etc. 0 out of 340 are strongly Agree which is 0%, 3 are Agree to which is 0.9%, 4 remain Neutral which is 1.2%, 177 are Disagree which is 52.1% and 156 are Strongly Disagree which is 45.9%.

Table: 10

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
10	Audio-video quality is satisfactory for virtual learning.	F	0	3	4	178	155	340	.57	4.43
		%	0	0.9	1.2	52.4	45.6	100		

In response to the question in table 10 respondents' response is not positive. The majority of the students disagree with the statement. According to the students they face audio-video problems while attending online lectures. Due to audio and video interruption, they could not understand the lecture and things remain unclear. 0 out of 340 are strongly Agree which is 0%, 3 are Agree to which is 0.9%, 4 remain Neutral which is 1.2%, 178 are Disagree which is 52.4% and 155 are Strongly Disagree which is 45.6%.

Table: 11

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
11	Every student has facility to avail virtual lecturers.	F	56	78	78	59	69	340	1.37	3.02
		%	16.5	22.9	22.9	17.4	20.3	100		

In response to the question in table 11 respondents' response is partial or mmixedtowards the statement. A big class of the students agrees with the statement that every student has the facility to attend online lectures in the form of an android cell phone, while others have disagreed with the statement. 56 out of 340 are Strongly Agree which is 16.5%, 78 are Agree to which is 22.9%, 78 remain Neutral which is 22.9%, 59 are Disagree which is 17.4% and 69 are Strongly Disagree which is 20.3%.

Table: 12

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
12	Teachers are properly and relevantly trained for virtual teaching.	F	175	157	04	04	0	340	.58	1.52
		%	51.5	46.2	1.2	1.2	0	100		

In response to the question in table 12 respondents' response is positive. The majority of the students agree with the statement that teachers are properly trained for online teaching for learners. 175 out of 340 are Strongly Agree which is 51.5%, 157 are Agree to which is 46.2%, 04 remain Neutral which is 1.2%, 4 are Disagree which is 1.2% and 0 are Strongly Disagree which is 0%.

Table: 13

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
13	The instructions of the teacher are easily understandable for the students in virtual teaching.	F	56	66	81	73	64	340	1.35	3.07
		%	16.5	19.4	23.8	21.5	18.8	100		

In response to the question in table 13 respondents' response is diverse to the statement. The majority of the students disagree with the statement that instructions of the teachers are

easily understandable in online teaching. Online teaching for them is not as much beneficial as face-to-face teaching. 56 out of 340 are Strongly Agree which is 16.5%, 66 are Agree to which is 19.4%, 81 remain Neutral which is 23.8%, 73 are Disagree which is 21.5% and 64 are Strongly Disagree which is 18.8%.

Table: 14

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
14	Every student is ready to learn through virtual teaching.	F	165	169	3	3	0	340	.57	1.54
		%	48.5	49.7	0.9	0.9	0	100		

In response to the question in table 14 respondents' response is positive. The majority of the students Agree with the statement that students are ready to learn through virtual teaching. Online teaching provides them opportunity to stay home and avoid unnecessary troubles and expenses. 165 out of 340 are Strongly Agree which is 48.5%, 169 are Agree to which is 49.7%, 3 remain Neutral which is 0.9%, 3 are Disagree which is 0.9% and 0 are Strongly Disagree which is 0%.

Table: 15

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
15	Every student has equal cognition capacity to get virtual teaching	F	1	4	126	100	109	340	8.7	3.92
		%	0.3	0.2	37.1	29.4	32.1	100		

In response to the question in table 15 respondents' response is different to the statement. According to them different students have different cognition capacity. Some students can understand abruptly, some take time to understand the things and some cannot understand, while teaching through online teaching. 1 out of 340 are Strongly Agree which is 0.3%, 4 are Agree to which is 0.2%, 126 remain Neutral which is 37.1%, 100 are Disagree which is 29.4% and 109 are Strongly Disagree which is 32.1%.

Table: 16

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
16	The teacher can use the same teaching	F	158	174	5	3	0	340		
		%	46.5	51.2	1.5	0.9	0	100		

	instruments in the virtual teaching as used in face-to-face teaching							.57	1.57

In response to the question in table 16 respondents' response is positive. The majority of the Students Agree with the statement that instrument used in face-to-face teaching can be used in online teaching. 158 out of 340 are Strongly Agree which is 46.5%, 174 are Agree to which is 51.2%, 5 remain Neutral which is 1.5%, 3 are Disagree which is 0.9% and 0 are Strongly Disagree which is 0%.

Table: 17

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
17	The availability of the Internet is ensured at any time for all the students.	F	91	75	90	84	0	340	1.13	2.49
		%	26.8	22.1	26.5	24.7	0	100		

In response to the question in table 17 respondents' response is in the favor of the statement but a large portion of the students denying the statement. 91 out of 340 are Strongly Agree which is 26.8%, 75 are Agree to which is 22.1%, 90 remain Neutral which is 26.5%, 84 are Disagree which is 24.7% and 0 are Strongly Disagree which is 0%.

Table: 18

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
18	Virtual teaching engages the students.	F	172	161	4	3	0	340	.572	1.52
		%	50.6	47.4	1.2	0.9	0	100		

In response to the question in table 18 respondents' response is positive. The majority of the students agree with the statement that online teaching is engages the learners towards teacher and classwork. 172 out of 340 are Strongly Agree which is 50.6%, 161 are Agree to which is 47.9%, 4 remain Neutral which is 1.2%, 3 are Disagree which is 0.9% and 0 are Strongly Disagree which is 0%.

Table: 19

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean

19	All students actively participate equally in the virtual learning.	F	118	115	102	3	2	340	.86	2.0
		%	34.7	33.8	30	0.9	0.6	100		

In response to the question in table 19 respondents' response is positive. The majority of the students agree with the statement that all the students participate equally in online teaching. Anyhow a big class of students remained neutral. 118 out of 340 are Strongly Agree which is 34.7%, 115 are Agree to which is 33.8%, 102 remain Neutral which is 30.0%, 3 are Disagree which is 0.9% and 2 are Strongly Disagree which is 0.6%.

Table: 20

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
20	Students are afraid of virtual learning.	F	1	5	3	157	174	340	.625	4.46
		%	0.3	1.5	0.9	46.2	51.2	100		

In response to the question in table 20 respondents' response is positive. The majority of the students agree with the statement that online teaching facilitates them and they are not afraid of from online teaching. 1 out of 340 are Strongly Agree which is 0.3%, 5 are Agree to which is 1.5%, 3 remain Neutral which is 0.9%, 157 are Disagree which is 46.2% and 174 are Strongly Disagree which is 51.2%.

Table: 21

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
21	Virtual teaching ensures quality learning.	F	179	153	4	3	1	340	.602	1.51
		%	52.6	45	1.2	0.9	0.3	100		

In response to the question in table 21 respondents' response is positive. The majority of the students agree with the statement that online teaching ensures the quality learning for the learners. 179 out of 340 are Strongly Agree which is 52.6%, 153 are Agree to which is 45.0%, 4 remain Neutral which is 1.2%, 3 are Disagree which is 0.9% and 1 are Strongly Disagree which is 0.3%.

Table: 22

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean

22	Virtual teaching maintains students' retention.	F	156	177	4	3	0	340	.568	1.57
		%	45.9	52.1	1.2	0.9	0	100		

In response to the question in table 22 respondents' response is positive. The majority of the students agree with the statement that online teaching maintains students' retention. If students couldn't attend classes in campus due to some reason, they do not quit the study. 156 out of 340 are Strongly Agree which is 45.9%, 177 are Agree to which is 52.1%, 4 remain Neutral which is 1.2%, 3 are Disagree which is 0.9% and 0 are Strongly Disagree which is 0%.

Table: 23

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
23	Students do not pay attention properly during virtual learning.	F	0	1	5	166	168	340	.545	4.47
		%	0	0.3	1.5	48.8	49.4	100		

In response to the question in table 23 respondents' response is positive. The majority of the students agree with the statement. According to them, it's not true that students do not pay attention properly during virtual learning. 0 out of 340 are Strongly Agree which is 0%, 1 are Agree to which is 0.3%, 5 remain Neutral which is 1.5%, 166 are Disagree which is 48.8% and 168 are Strongly Disagree which is 49.4%.

Table: 24

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
24	Students face emotional and behavioral problems in virtual learning.	F	0	3	3	176	158	340	.57	4.44
		%	0	0.9	0.9	51.8	46.5	100		

In response to the question in table 24 respondents' response is diverse. The majority of the students disagree with the statement. According to their responses, it can be concluded that they do not face emotional or behavioral problems while learning online. 0 out of 340 are strongly Agree which is 0%, 3 are Agree to which is 0.9%, 3 remain Neutral which is 0.9%, 176 are Disagree which is 51.8% and 158 are Strongly Disagree which is 46.5%.

Table: 25

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
25		F	170	170	0	0	0	340	.501	1.50

Ethical rules are observed in the virtual learning.	%	50	50	0	0	0	100	

In response to the question in table 25 respondents' response is positive. The majority of the students agree with the statement that while online teaching is in progress, ethical rules are strictly observed. 170 out of 340 are Strongly Agree which is 50.0%, 170 are Agree to which is 50.0%, 0 remain Neutral which is 0%, 0 are Disagree which is 0% and 0 are Strongly Disagree which is 0%.

Table: 26

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
26	Students are informed before virtual teaching.	F	165	175	0	0	0	340	.501	1.51
		%	48.5	51.5	0	0	0	100		

In response to the question in table 26 respondents' response is positive. The majority of the students agree with the statement that students are informed before virtual teaching. They have been given schedule of online classes and they are informed through SMS and E mails as well. 165 out of 340 are Strongly Agree which is 48.5%, 175 are Agree to which is 51.5%, 0 remain Neutral which is 0%, 0 are Disagree which is 0% and 0 are Strongly Disagree which is 0%.

Table: 27

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
27	Question-answer activity is performed easily through virtual learning.	F	170	170	0	0	0	340	.501	1.50
		%	50.0	50	0	0	0	100		

In response to the question in table 27 respondents' response is positive. The majority of the students agree with the statement that question-answer activity is performed easily through virtual learning. Teacher interact to his/her students to check the student's presence and understanding. 170 out of 340 are Strongly Agree which is 50.0%, 170 are Agree to which is 50.0%, 0 remain Neutral which is 0%, 0 are Disagree which is 0% and 0 are Strongly Disagree which is 0%.

Table: 28

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
28	Virtual teaching can be done daily.	F	170	170	0	0	0	340	.50	1.50
		%	50.0	50.0	0	0	0	100		

In response to the question in table 28 respondents' response is positive. The majority of the students agree with the statement that online teaching can be done daily. online teaching is enjoyable for ESL learners and students learn with eager. 170 out of 340 are Strongly Agree which is 50.0%, 1170 are Agree to which is 50.0%, 0 remain Neutral which is 0%, 0 are Disagree which is 0% and 0 are Strongly Disagree which is 0%.

Table: 29

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
29	Virtual teaching may be effective for all fields of learning.	F	169	171	0	0	0	340	.50	1.50
		%	49.7	50.3	0	0	0	100		

In response to the question in table 29 respondents' response is positive. The majority of the students agree with the statement that online teaching is effective for all the fields of the learning for the learners. 169 out of 340 are Strongly Agree which is 49.7%, 171 are Agree to which is 50.3%, 0 remain Neutral which is 0%, 0 are Disagree which is 0% and 0 are Strongly Disagree which is 0%.

Table: 30

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
30	Virtual teaching improves the attitudes of the students.	F	164	176	0	0	0	340	.500	1.52
		%	48.2	51.8	0	0	0	100		

In response to the question in table 30 respondents' response is positive. The majority of the students agree with the statement that online teaching improves the attitude of the learners towards learning. 164 out of 340 are Strongly Agree which is 48.2%, 176 are Agree to which is 51.8%, 0 remain Neutral which is 0%, 0 are Disagree which is 0% and 0 are Strongly Disagree which is 0%.

Summary

The term "online education" refers to taking classes over the World Wide Web. Internet usage in the classroom has become more common among professors because of its ability to supplement more conventional ways of instruction. Internet's significance in education may be traced back to its status as a novel means of communication.

The purpose of the research was to analyze the impact of distance learning on college students in Pakistan's two largest urban centers. The study's overarching goals were to (1) ascertain whether or whether online learning facilitated student learning, and (2) investigate the ways in which students make pedagogical use of online learning. The collected information was tallied. The purpose of this data analysis was to ascertain whether or not online learning improved student performance. The obtained data was analyzed and interpreted using SPSS. The data was examined and interpreted using percentages and frequency counts.

Findings

Universities are increasingly using online platforms for both teaching and learning. It has been determined that the current tendency toward providing educational opportunities mostly via online platforms is timely. Countries that have advanced in their education systems have embraced this new method of instruction because of the worrying spread of the Corona virus. Zoom and other Gmail-introduced meeting tools are widely used at institutions in Pakistan. Aside from this, several academic institutions have created their own LMS (learning management system). WhatsApp and Skype are also often used for this function. Each student in an online class is given a unique login and password to the video conferencing and white boarding tools we use, Zoom and Meet, respectively. They listen to lectures and look at projected presentations. There will be opportunity for questions and answers at several points. Raise your hand to get your teacher's attention, or use one of the various hand on marks/signs in the app. The reactions of today's students to online classes are less than ideal. The challenges they are met with are unique to each. Those pupils living in more outlying places may not have access to the Internet. The majority of kids do not have access to the necessary technology. Both parties may have issues with audio or video interruptions, or with reading slideshow presentations (Teachers as well as students).

All of the aforementioned obstacles must be resolved, and an appropriate structure and tactics must be devised, before online instruction may be used effectively. If it weren't the case, we'd be wasting our time. The vast majority of responders (85%) felt that classroom interaction was preferable to virtual learning environments (5%). Only in exceptional cases should we consider switching to a completely online curriculum.

According to the findings of the present study, there is a considerable divide between those students who are interested in taking an online course and those who are not. Better learning environments may be designed when the unique needs of various student populations are taken into account. The teacher may modify the resources to meet the requirements of a certain class. This approach is also in accordance with the role of the teacher in an online classroom, which is to promote effective group work and communication (Zen, 2008). Technologies that facilitate online learning for novices may be the subject of future research.

Since this study was done largely with undergraduate student responses, it is recommended that future research be undertaken with larger samples of graduate and undergraduate students. In addition, a focus group composed of randomly chosen students may provide a more comprehensive data set. With the use of a focus group, a researcher may

elicit more nuanced replies to questions on different technologies and online class activities. With the expanding popularity of online courses, it is important to do ongoing research into collaboration tools and course design to ensure that courses are built in accordance with evidence-based practices and so enhance student success.

The rise in popularity of distance learning programs is a sure sign that online education is here to stay. Examination of the past of online education reveals undeniably rapid growth, fuelled by increasing Internet access, better technology, and a massive market. Institutional internet services in the twenty-first century are far more dynamic and well-designed than their nineteenth-century predecessors' correspondence programs. Because of a robust process of reshaping, refining, and restructuring, online education is only going to become more popular and have a greater influence on higher education. Still, it's more likely to serve as a complement to conventional universities than a replacement for them. However, due to its adaptability, availability, and affordability, online education is growing in popularity, particularly among those who would otherwise be unable to pursue higher education because of geographical barriers, time constraints, or financial constraints.

The main goal of this research was to find out whether and how traditional educational ideas, methods, and evaluations can be adapted for use in a digital setting. The study started with a theoretical grounding examination of the work done by Garrison et al. (2000) on the foundational elements of online education. Then, we looked at how the offered ideas were implemented in practice throughout the process of creating an online course. We first examined how the internet has evolved through time and how new technologies have affected distance learning. To identify the most effective and desired strategies for online education, we focused on the relationships between students' cognitive and teachers' physical presences. To foster social presence, interactions, and cooperation between the teacher and students, as well as among students, we focused on the development of an online learning community within the field of online education.

Implications of the Study

Building a feeling of community in an online environment was a consistent theme throughout our evaluation research as one of the main challenges facing online education. The majority of the research we analyzed stressed the importance of interpersonal contact, participation, and coordination in creating such a group (Brindley et al). Consequently, we advise that students and teachers work together to promote communication and cooperation among teachers and students, as well as among students themselves, in order to establish a fruitful online learning community. While many studies have stressed the need of creating a student-centered learning environment in online education, we were disappointed to find that they lacked specific strategies, methods, and tools for doing so.

This research looked at how rapid technological development is affecting the world of online learning. Since technological progress is almost certain to continue, it stands to reason that online education will be considerably impacted and transformed in the future.

Evaluations show that the development of the World Wide Web (WWW) and email were key to the rapid spread of online education. But we argue that the sameness and rigidity of online products might be obstacles to tailoring instruction to individual students' needs. While the research showed a variety of methods for modifying course curricula, designs, and instruction for the online environment, the

individualized teaching and instruction did not work.

Researchers found that few researches really looked at ways to improve online education so that it is more adaptable to the needs of individual students.

This study dove further into best practices and procedures for improving the efficacy of online teaching, exploring topics such as the eight pedagogical approaches that may be used to achieve this objective and the characteristics of a well-organized online course. In her in-depth research on how to foster trust in online education, Wang (2014) developed and analyzed a list of 12 factors that have been shown to increase students' confidence in their online courses. She sought to understand the viewpoints and challenges of impaired students studying online by asking for their input on their experiences with online education and building trust with them. We applaud Wang's efforts but note that few studies have zeroed in on the unique challenges that students with disabilities, gender, ethnicity, culture, and language face in distance learning.

Effective online education requires well-crafted course materials, engaging instructor-student interactions, and teachers who are given the resources they need to do their jobs properly. Our investigation of this topic in such detail provides more evidence that educators play a crucial role in the success of online courses. Teachers lead class discussions, field questions from students, provide out assignments, and administer quizzes and exams to gauge students' knowledge and progress. It is important to remember that technology is not meant to, and cannot replace, the role of a teacher in the classroom. The statistics we have shown, however, that universities are not doing enough to assist online instructors. It's frequently assumed that online teachers invest more time and energy into their classes than their face-to-face counterparts. The truth is that they are responsible for enormous classrooms with little to no load reduction, get inadequate resources and technology from their institutions, and are not provided with any online teaching training.

Recommendations

According on the study's results and interpretations, the following recommendations were made. Finding that current online educational methods are inadequate for improving academic skills, the study advocates for increased investments in online technology that facilitates dynamic learning opportunities for students via online education, such as the introduction of a mobile or ubiquitous mode of online education. Students' curiosity in learning about computers is piqued and they gain some foundational computer skills via online education, according to the study's results. It is recommended that students have access to online education as a means of enhancing their computer skills via supplementary learning possibilities (like web-based instructional modules). According to the research, it is crucial to provide an exceptional distant learning environment or superior online classrooms that may enhance a learner's motivation level and react adaptively since students are driven to learn.

Several of the country's more traditional universities have resorted to online courses to help them survive. Although online learning is not a novel concept, its popularity and need are rapidly growing. Unfortunately, even if the global COVID-19 pandemic is waning, it is still having a direct impact on many students' online education. Students who have never taken an online course face a few challenges but reap many benefits.

The findings probe the hypothesis that students' creativity and innovation flourish in an online learning environment. It is suggested that traditional educational institutions keep using

new online education environments to help with the delivery of online instruction. This is because problem-solving and the opportunity to think creatively in a new context may be aided by well-designed Internet-based teaching models, which may help students improve their critical thinking and creativity.

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