ONLINE INSTRUCTIONAL STRATEGIES FOR ENGLISH LANGUAGE LEARNERS DURING THE COVID-19 PANDEMIC: PAKISTANI PERSPECTIVE OF UNIVERSITY ACADEMICS

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ABSTRACT

This type of study of research aims to investigate various strategies that are being adopted by language learners as students in innovative ways in the time period of pandemic Covid-19. This conduct investigates the learners of higher-level education. The students that participated in this study were 102 that includes 16 or 15.69% male students and 86 or 84.32% female students. The prime conduct of the students is from of English Language and Literature Program Faculty of Languages and Literature, University of Management and Technology, Lahore. The basic tool for the research was questionnaire whose objective is to research and find innovative language learning strategies in various manners during the time of pandemic by measuring it through the 20-item Likert-scale. The instrument as the questionnaire and the report were being written in local perspective and the pupils were interrogated to evaluate and grade their level of cognition and perception on the strategies being asked. The study says, that students had enhanced and improved their active listening skills by using the online platforms. Online platforms helped them to learn by listening such as the online lectures. It also says that every type and level of the students are being invited by the lecturers in online learning to comment on. Improvement in the vocabulary and fluency through various audio-visual platforms like films etc. This helps the students to build confidence through active participation. Even the other skills are also being developed other than listening such as reading. The students try to find support materials by reading and also reading of the teaching materials. In this manner, they are motivated to reading skills.

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BACKGROUND

Since all nations around the globe faced time of outbreak where all nations in the world experienced the night mare of the Corona Virus that occurred in 2019 and the continuation of it is still extended. Looking for tactical ways to smash the patterns of this particular virus WFH is one of them known as 'work from home'. Learning through various online platforms was being preferred in the time of pandemic. Pakistan is also one of the nations of the world which also suffered through a high spread of Corona virus that made to implement the policies of 'work from home' and with that 'study from home'. In consequence of the COVID-19 pandemic, the ministries regulated the circular for education due to the wide spread as 'Learning from Home'. The ways of living in all fields of life are being changed and swapped as in education mainly. Other than education, economy, health, etc. In the field of education, the institutes shut their buildings due to the wide spread of pandemic and led to the online tutoring and learning across the virtual platforms like Zoom Meetings, Microsoft teams and Google Meetings. This study of research explores and finds the students innovative language learning strategies. To achieve the educational targets and purposes, strategies for online learning is made essential and necessary.

LITERATURE REVIEW

Learning in the 21st century has developed in numerous viewpoints. Not just has the worldview of growing experience changed, the guidelines and conveyance mode had likewise grown further developed. Beside customary homeroom mode, which is completely given in the homeroom where educators and understudies interface eye to eye, educators have choices to have alternate methods of example conveyance such as flipped study hall and full web-based homeroom. These choices give understudies a filter insight from the standard homeroom. They can be set up in a scope of rates for web-based gaining from a tiny to 100 percent on the web. The web has helped educators in example conveyance through e-learning (Moore et al., 2011).

Some, be that as it may, in any case view the web as just a few instruments to be utilized in the study hall. It influences their guidance and restricted example conveyance. In expansion, the pandemic circumstance that occurs in 2020 is a major issue that numerous schools are shut to keep away from undesirable case since schools are profoundly potential for the spread of the infection. Subsequently, numerous educators are compelled to instruct through internet-based stages, but, the educational experience they carried out was some way or another following the customary strategy.

Generally, learning is the focal point of the instruction interaction. When the understudies can build their insight in light of either through mental interaction or experience, they have previously learned. In right now, learning may happen not just in the homeroom where the educator and the understudies associate up close and personal for developing information, yet it might likewise happen from a distance. Under the umbrella term of distance instruction, distance learning has advanced for certain various terms following the ongoing improvement of innovation, for example, distance learning, internet learning, e-learning, virtual learning, online learning, innovation interceded learning (Conrad, 2006).

A concentrate by Cohen and Nachmias (2011) was directed to follow the understudies' sign in the learning practice through web intervened learning. It recommends that educators can advance a few angles from the web-logs for educational assessment. This called attention to that there are a few benefits that educators can get during the time spent learning through the web, in particular prompt evaluation, online tests, working out, self-testing, assignments, and projects, as well as inputs (Cohen and Nachmias, 2011). These benefits can be utilized as a source of perspective for a hypothetical system for internet learning.

The subsequent review was targeting investigating the effect of wiki-based worldwide joint effort project on pre-administration instructors' 1) social abilities, 2) the solace utilizing innovation, including Web 2.0 instruments, to interface and team up with obscure partners, and 3) impression of thoughts for utilizing innovation, including Web 2.0 devices, in their future study halls (Ertmer et al., 2011). In the current review, the specialist would investigate the cut part with little investigation of how the educators utilize their capability in the showing approach, explicitly their educational systems for their online conveyance of the illustrations.

Learning Strategy

In 2002, Mariana said that in learning strategies we are able to solve the problems that occur during the process of learning. It is done to help in the process of learning which accelerate the cognition and also the behavior whether it is affective or social.

Above mentioned words by Mariani explains the learning strategy in the simplest way and its advantage regarding the learning process that it speeds up our mental capabilities and performance regarding the learning process. As said in 2017 by Shi, Strategies of learning are being stepped by the students to improve their learning skills and to enhance them. Again, in the simplest of words we can see that learning tactics are simply the measures taken by pupils to enhance and perform better in their learning procedures.

By Weinstein & Mayer in 1893, learning strategies are defined as which makes involvement of behavior and the thoughts. This intends to influence the process of coding of the learner. It is the objective in learning strategy that how one selects, acquires, organizes, or integrates new knowledge as a process of coding and moving towards encoding it. There is a specific coding process regarding learner's actual performance that a student can get after successful learning; which is actually the practical implication of what learner has learned. Thus to achieve successful results of learning one might opt a strategy which will help a learner to acquire what he has learned in practical applications and various scenarios.

Oxford as cited in Shi (2017, page 24) defines about language learning strategies or the tactics as "frequently conscious behavioral measures used by language learners to enhance the acquisition, storage, retention, memory, and use of new information." Learning strategy is not something that one might follow out of

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the blue nor it is something which is irregular rather it is a proper structured, planned and regular efforts and steps that language learners may take to achieve better outcomes in terms of acquisition, storage and memorization of what he has already learned and also how he can utilize the new learning inputs.

Mariani argues that the fundamental component of the curriculum are the learning strategies. This acts as a bridge between the competence and the other processes. In fact, it can be said that how we learn that is the level of competence and how we achieve the outcome by the performance. Learning Strategy can however be considered as the part of our curriculum where we can observe first that what are our learning objectives i.e the competence and what are the effective measures which can be taken for successful accomplishment of learning objectives. Hence the learning strategy will act as a bridge connecting the two.

Some psychological factors like the strategies of learning play role in the success of the leaners which can be labelled as learning accomplishment and achievement. (Weda, et al., 2018, p. 141) Learning strategy is the psychological key point that means it varies from one learner to another. A specific learning strategy might be suitable for one learner while might be problematic for other. Hence it depends on contextual and cognitive variance that what learning strategy one might opt.

Language Learning Strategy

A significant factor in language learning that must be regarded to construct a strategy. (Weda, 2014, p.4).

Success and achievement learning takes place in language learning when it is regulated and transformed by the strategies used by pupils. (Rustam, et al., 2015, p. 77). Similarly, Rustam, et al. (2015) argue that the successfulness in the learning of a language is impelled by the plan of actions that are being employed and applied by the learners of the language.

Language learning especially involves plan of actions for learning which may enhance better learning. Students must focus on their weak points and develop a strategy for correcting their errors and hence enhancing their overall learning. For instance, one student might have problem with language writing but can use the language accurately while speaking then he must develop strategies that involve language writing skills. On the other hand, one might have issues with speaking language due to general issues such as lack of confidence. Hence one has to develop the strategy accordingly.

Table 1. The Measurement of Innovative Language Learning Strategies in Previous Studies

Researcher	Research Site & Year	Instrument	Subjects/Participants
Carol Chapelle	USA, 2001	Software tools	University students
Małgorzata Karczewska,Vaida Žeguniene, & Laima Kupriene	Lithuania & Poland, 2019	Questionnaire	One hundred Polish and one hundred Lithuanian students
Sri Setyarini	Indonesia, 2011	Observation & Interview	Elementary school teachers and students
M. Lehmann, P.Christensen, X. Du & M.Thrane	Denmark,	Aalborg Model, problem oriented and project-based learning paradigm	University students
Arsad Bahri, MIrma Suryani aIdris, Hasmunarti Muis, Muh. Arifuddin, & Muh. Jibran Nidhal Fikris	Indonesia, 2021	Reading questioning answering (RQA).	The 4th-semeter students majoring Biology Teaching in Biology Department, The Faculty of Mathematics and Natural Sciences, State University of Makassar, Indonesia
Johanna W. aIstanto	Singapore, 2009	Film	NUS Students
Clara Burgo c h	USA, 2016	Interview	Latino immigrant family and students at university
Lambert, Fichard. Dr. Tucker, & G. Richard	USA, 1981	Test	University students

Innovative Language Learning Strategies

Better learning is always possible by developing student's interest in the learning material. Traditional way of delivering lectures and giving students written assignments and afterwards taking written exams might be boring and less effective in successful learning. These ways only promote rote learning of the content and students might not be able to perform well in real life situations when they have to use the language. Hence students must be directed to use innovative strategies that will develop in them practical skills.

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The above-mentioned table describes various scenarios for different students that might be directed to use a specific strategy. For instance, in order to make students aware of cultural contexts; one might direct the students to watch a movie outside the classroom so they may take interest in it.

METHODOLOGY

Participants

The scale of innovative language and its use was completed by 102 students. the students were undergraduate. The maximum of the students was female as 84.32% to 86% and male students were 15.69 to 16%. The students belong to the different programs such as literature and other faculty study programs from the same fields as of Literature and Language. The students belong to second, fourth and final (eighth) semester as they were enrolled in the year 2020/2021.

Instrument and Procedure

The objective of this study is to inspect and explore the innovative language learning strategies & procedures. The method of questionnaire is used in this study and is measured by Likert scale of 20-item. The questionnaire was written in three different languages. The students of different program were inquired to rate their insight by giving response to the questionnaire. The questionnaire consists of five options which are the following:

- 1= strongly disagree
- 2= disagree
- 3=neutral
- 4=agree
- 5= strongly agree

RESULTS AND DISCUSSION

The participant information is presented here in the form of graphics. The graphical data represents ethnic groups, gender, age, semester numbers and the results of the experiment.

	Male	Female
■ The Gender of Participants	15.69	84.32
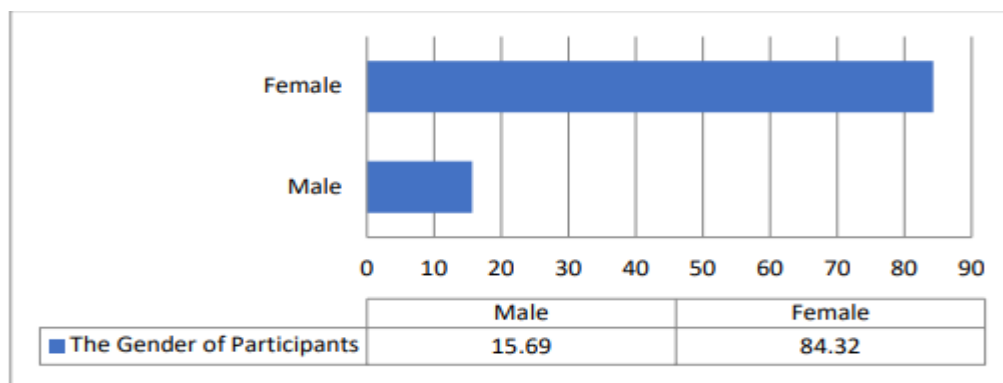
102 candidates participated in the study, out of which 84.32% were females and 15.69% were males.

|	18	19	20	21	22
■ Age of Participants	11.76	50.98	28.43	7.89	2.94
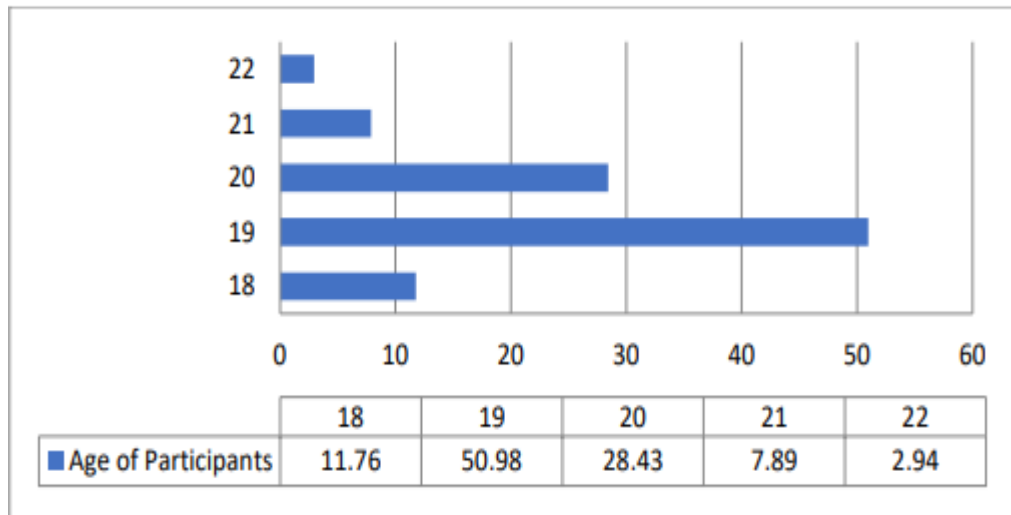
The range of participant age begins from 19 to 22. There were 11.76% to 12% of students who were 18 years old, there were 52 to 50.98% of students who were 19 years old, there were 29 to 28.43% of students who were 20 years old, there were 7.89 to 8% of students who were 21 years old and 3 to 2.94% of the students who were 22 years old.

The participants belonged to five different ethnic groups. Statistically, 44.12% were Punjabi, 41.18% belonged to Saraiki, 8.82% were associated with Pushto, 4.9% of the participants were from GB and 0.98% from Baluchistan.

	Second	Fourth	Sixth
■ Semester of Participants	15.69	22.55	61.76
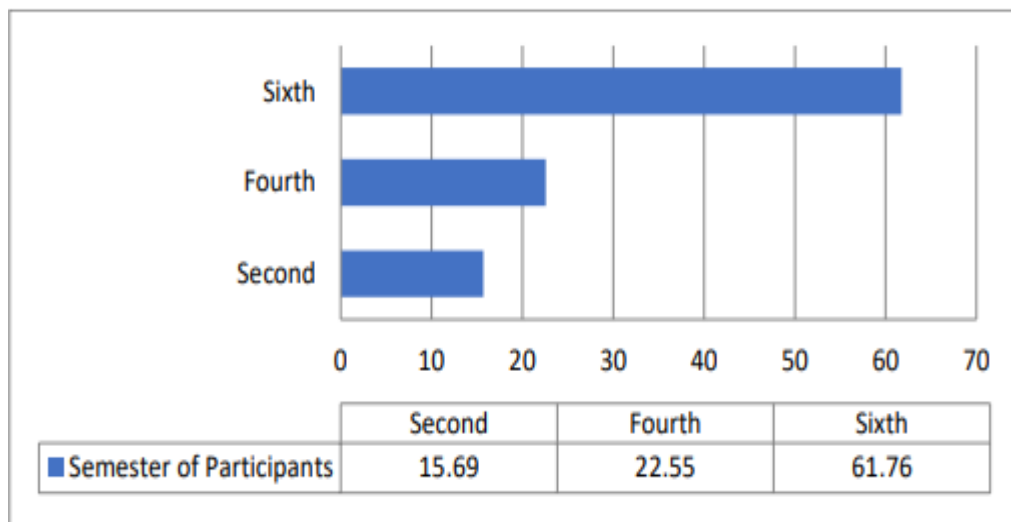
The participants were from different semesters. 15.69% of them were from second semester, 22.55% were from fourth semester and 61.76% were currently in their sixth semester.

Descriptive Statistics

Table 2. Dispersion of Participants' Perception on Innovative Language Learning Programs and Strategies: Listening Skill (N = 102).

Item	Mean	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	3.7157	.66567	11.8	48.0	40.2	0	0
2.	2.1373	.59767	0	2.0	19.6	68.6	9.8
3.	3.0490	.73629	4.9	14.7	60.8	19.6	0
4.	2.2941	.75240	0	5.9	29.4	52.9	11.8
5.	3.5098	.60925	1.0	53.9	40.2	4.9	0
6.	2.3431	.90647	2.9	8.8	19.6	56.9	11.8
7.	3.7745	.72994	13.7	53.9	28.4	3.9	0
8.	2.0196	.65974	0	2.0	16.7	62.7	18.6
9.	3.5490	.63911	5.9	45.1	47.1	2.0	0
10.	2.2451	.55287	0	2.0	24.5	69.6	3.9
11.	3.2157	.68401	1.0	33.3	52.0	13.7	0
12.	2.4510	.87459	0	14.7	26.5	48.0	10.8
13.	3.2647	.70256	4.9	26.5	58.8	9.8	0
14.	2.5294	.88671	1.0	10.8	41.2	34.3	12.7
15.	2.7255	.77276	2.0	9.8	50.0	33.3	3.9
16.	2.8038	.96513	4.9	16.7	39.2	32.4	6.9
17.	3.0000	.46671	0	10.8	78.4	10.8	0
18.	3.1961	1.06277	7.8	37.3	28.4	19.6	6.9
19.	3.1078	.71625	3.9	18.6	62.7	13.7	1.0
20.	2.8137	.88698	4.9	15.7	36.3	42.2	1.0

To show the student's tendency and their insight on creative learning strategies, for example the activities for their listening skills, the resolution of standard deviation, a percentage of the creative learning strategies and the mean is required. Descriptive strategies include standard deviation, mean and percentage and they are shown in Table No. 2. As in Table No. 2 student's responses ranges from 1 to 5 on the scale. Obtained results of this experiment are organized in the form of a table, the mean achieved by students is 3.7157 and the Standard Deviation is .66567 for the student's insight for item. No.1. For item No.2, the mean achieved by the students is 3.0490 and Standard Deviation being .59767. The means and SD of other items are revealed in table 2 by the students.

Table 3. Distributions for Participants' Perception on Innovative Language Learning Strategies: Speaking Skill (N = 102)

Item	Mean	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	3.2059	.69422	5.9	17.6	68.6	6.9	1.0
2.	2.3922	.82242	2.0	6.9	28.4	53.9	8.8
3.	3.2255	.62785	3.9	21.6	67.6	6.9	0
4.	2.2255	.81940	1.0	5.9	23.5	53.9	15.7
5.	3.3922	.71969	3.9	41.2	45.1	9.8	0
6.	2.5000	.72781	1.0	7.8	34.3	53.9	2.9
7.	3.5980	.76118	7.8	52.9	30.4	8.8	0
8.	2.3137	.84409	3.9	4.9	17.6	65.7	7.8
9.	3.5294	.77977	12.7	32.4	50.0	4.9	0
10.	2.2745	.75984	2.0	2.9	25.5	59.8	9.8
11.	3.5588	.68323	6.9	46.1	43.1	3.9	0
12.	2.3137	.57987	0	4.9	22.5	71.6	1.0
13.	3.0980	.51722	2.0	12.7	78.4	6.9	0
14.	2.5784	.77634	2.9	5.9	40.2	48.0	2.9
15.	3.7255	.61591	3.9	68.6	24.5	2.0	1.0
16.	2.0882	.52846	0	1.0	15.7	74.5	8.8
17.	3.6667	.72212	11.8	46.1	39.2	2.0	0
18.	2.2647	.73020	0	2.0	37.3	46.1	14.7
19.	3.7941	.70834	13.7	54.9	28.4	2.9	0
20.	2.2353	.70834	1.0	1.0	28.4	59.8	9.8

The participants continual response on "innovative language learning strategies" can be seen in Table No. 3. This table depicts the results of participants who opted for the five options to share their opinion through Likert scale (Strongly agree, agree, neutral, disagree, and strongly disagree). It can be seen in Table 3 that majority selected the option "Disagree" for the given statement: "Lectures do not have enthusiasm to invite me/students to comment in online lecture" referring to Item 16, 74.5%, and also majority 'disagreed' to the given statement: "I am not motivated to learn speaking skills through online Lectures" referring to Item 12, 71.6%, details for other items are depicted in Table 3.

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Table 4. Distributions for Participants' Perception on Innovative Language Learning Strategies: Reading Skill (N = 102)

Item	Mean	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	3.4804	.72754	9.8	32.4	53.9	3.9	0
2.	2.1961	.58087	2.0	1.0	13.7	81.4	2.0
3.	3.7451	.85233	22.5	33.3	40.2	3.9	0
4.	2.2059	.87131	4.9	2.0	14.7	65.7	12.7
5.	4.1078	.62785	25.5	59.8	14.7	0	0
6.	1.9608	.64365	0	4.9	3.9	73.5	17.6
7.	4.0098	.77709	28.4	46.1	23.5	2.0	0
8.	1.9216	.60830	0	1.0	11.0	65.7	21.6
9.	3.0784	.65531	1.0	19.6	68.6	7.8	2.9
10.	2.3824	.75837	2.9	6.9	16.7	72.5	1.0
11.	3.2549	.76671	4.9	27.5	58.8	5.9	2.9
12.	2.3922	.88056	3.9	6.9	21.6	59.8	7.8
13.	3.7353	.64374	9.8	54.9	34.3	1.0	0
14.	2.3333	.66501	2.0	1.0	29.4	63.7	3.9
15.	3.7549	.73708	17.6	40.2	42.2	0	0
16.	2.2745	.56563	0	2.0	27.5	66.7	3.9
17.	3.4608	.75349	5.9	42.2	46.1	3.9	2.0
18.	2.3627	.62599	0	3.9	32.4	59.8	3.9
19.	3.7745	.68804	13.7	51.0	34.3	1.0	0
20.	2.0686	.66392	2.0	1.0	10.8	74.5	11.8

Table 4 presents the responses of student's insight on "Innovative Learning Strategies" in reading abilities. This table shows the results of participants who shared their opinion using the five options through Likert scale (Strongly agree, agree, neutral, disagree, and strongly disagree). Table 4 shows that majority who 'disagreed' on the given statement: "Reading material on the internet cannot improve my reading skills" (reference: Item 20, 75.5%). It is a false statement because reading material from internet can be beneficial in many ways. Majority responded "disagree" on another given statement: "I am not motivated to learn reading skills through online lectures" (Item 15, 64.6%). The details for other items are displayed on Table No. 4
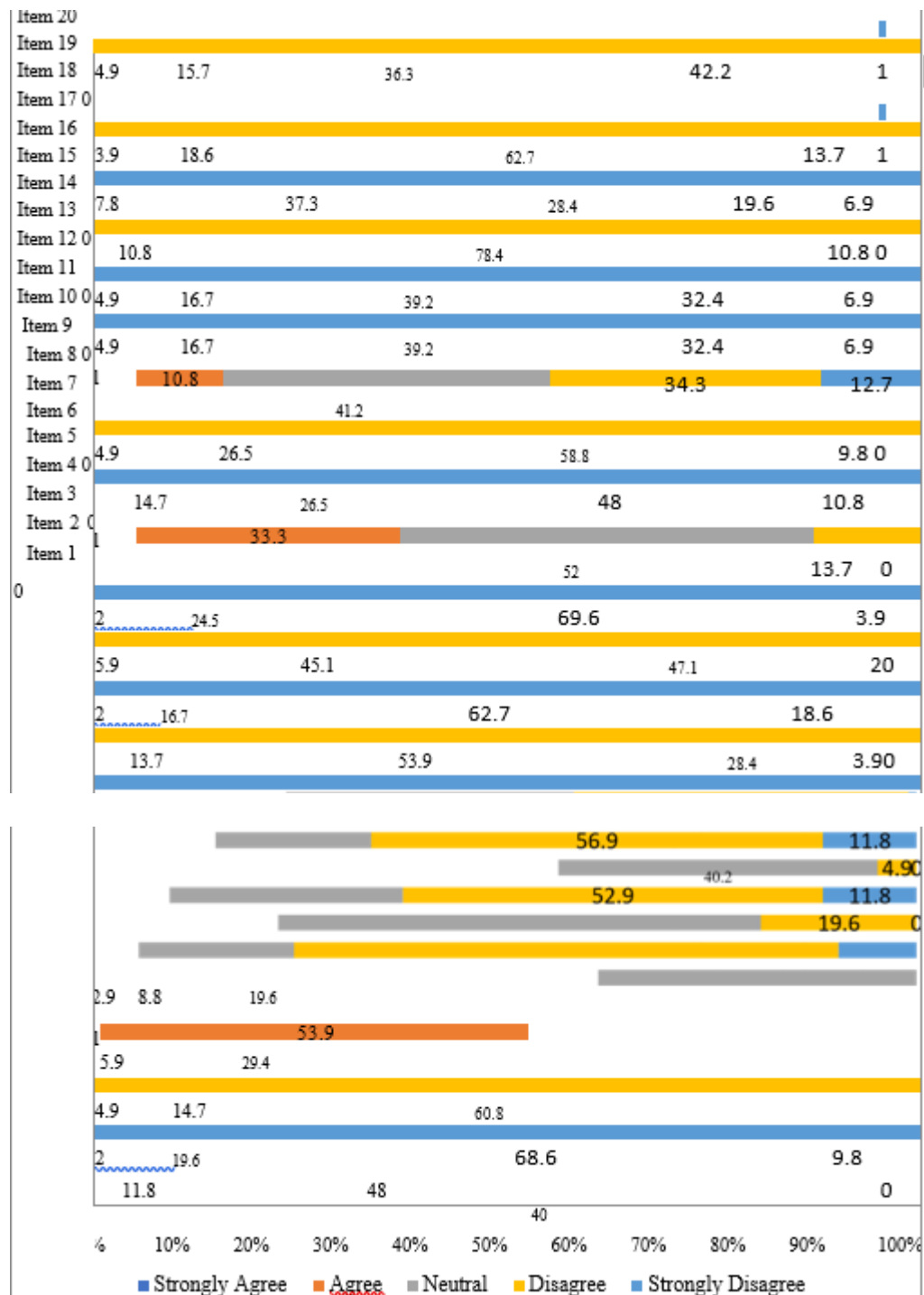
Table 5. Distributions for Participants' Perception on Innovative Language Learning Strategies: Writing Skill (N = 102).

| Item	Mean	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	3.5000	.68578	4.9	45.1	46.1	2.9	1.0
2.	2.2353	.73359	2.0	4.9	14.7	71.6	6.9
3.	3.6373	.70063	10.8	44.1	43.1	2.0	0
4.	2.1765	.57007	1.0	2.9	11.8	81.4	2.9
5.	3.7451	.82877	16.7	48.0	29.4	4.9	1.0
6.	2.1765	.84913	4.9	2.9	7.8	73.5	10.8
7.	3.2353	.77302	4.9	26.5	58.8	6.9	2.9
8.	2.5098	.85301	3.9	8.8	24.5	59.8	2.9
9.	3.6961	.80579	15.7	44.1	34.3	5.9	0
10.	2.1471	.70916	5.9	15.7	65.7	12.7	0
11.	2.8431	.82947	2.0	16.7	50.0	26.5	4.9
12.	3.1471	.87896	7.8	30.4	32.4	27.5	2.0
13.	3.5392	.82859	18.6	19.6	58.8	2.9	0
14.	2.2647	.68833	0	4.9	25.5	60.8	8.8
15.	3.3235	.69170	5.9	27.5	59.8	6.9	0
16.	2.4118	.74930	2.0	2.9	36.3	52.0	6.9
17.	3.6765	.66246	10.8	46.1	43.1	0	0
18.	2.0686	.49272	1.0	12.7	78.4	7.8	0
19.	3.6863	.68910	11.8	46.1	41.2	1.0	0
20.	2.0784	.67025	0	2.0	20.6	60.8	16.7

For writing skills, the response of student's insight on "Innovative Learning Strategies" is shown in Table 5. This table summarizes participants' results who opted for the Likert scale (Strongly agree, agree, neutral, disagree, and strongly disagree) and shared their opinions through these five options. Table 5 shows that majority 'disagreed' on the given statement: "I do not actively record discussion points online", referring to Item 04, 81.4%. Majority "disagreed" to another presented statement: "Online lectures do not offer a variety of reading material so they cannot be used as a source of writing", referring to Item 6, 73.5%. The details for other items are displayed in Table 5.

The Ratios of Participants' Responses to Innovative Language Learning Strategies Amidst Covid-19 Pandemic

The given statistics depict the ratio of student's responses for "innovative learning strategies in the outbreak of Covid-19 pandemic". Listening skills are presented in the Figure No. 5, Figure No. 6 will focus on speaking skill and Figure No. 7 will focus on reading skill, and Figure No. 8 will focus on writing skill.

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Figure 6. "Proportion of Participants' Responses on Innovative Language Learning Strategies Amidst Covid-19 Pandemic (Speaking Skill)"
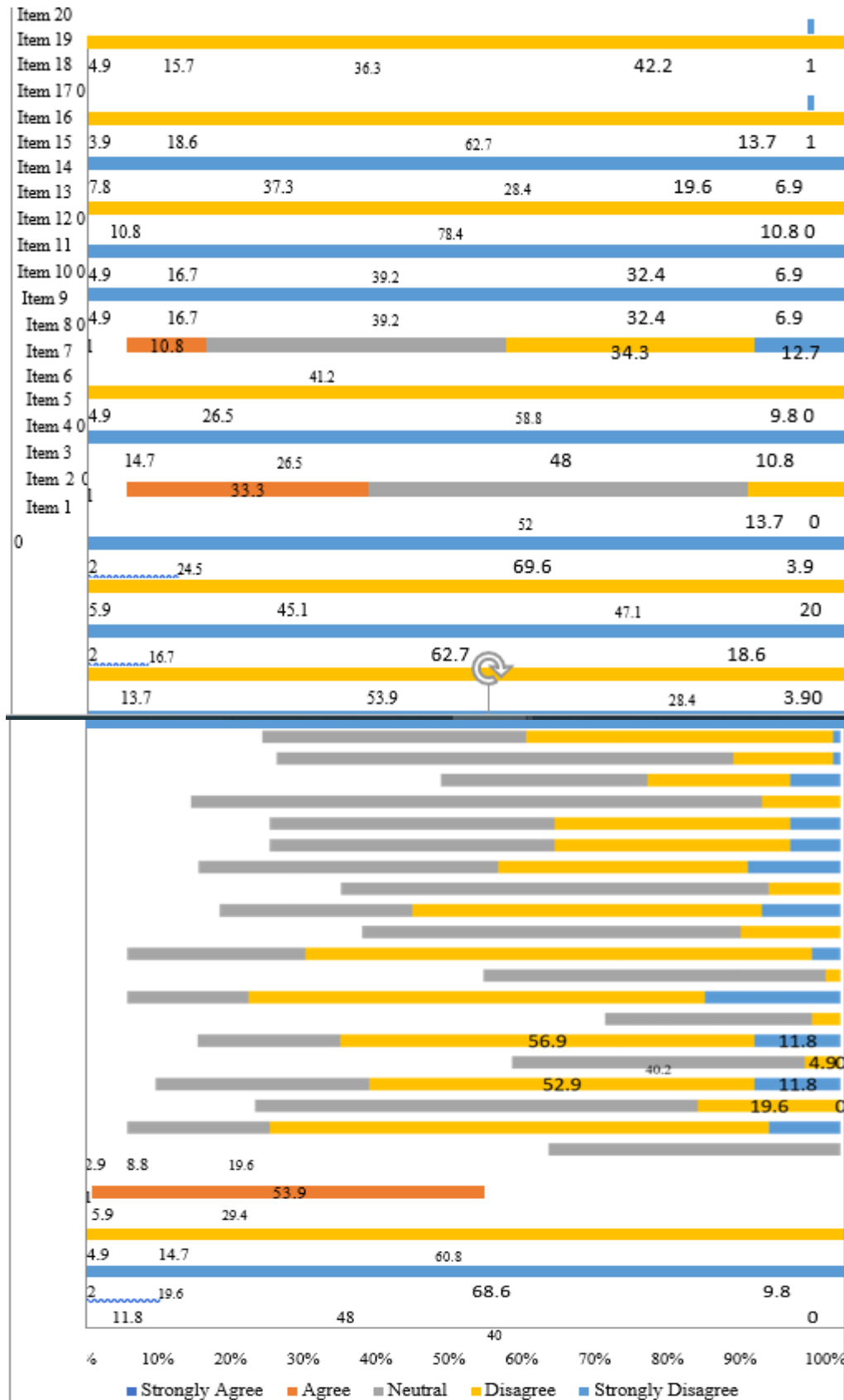
Figure 7. Ratios of Participants' Responses on Innovative Language Learning Strategies Amidst Covid-19 Pandemic (Reading Skill)
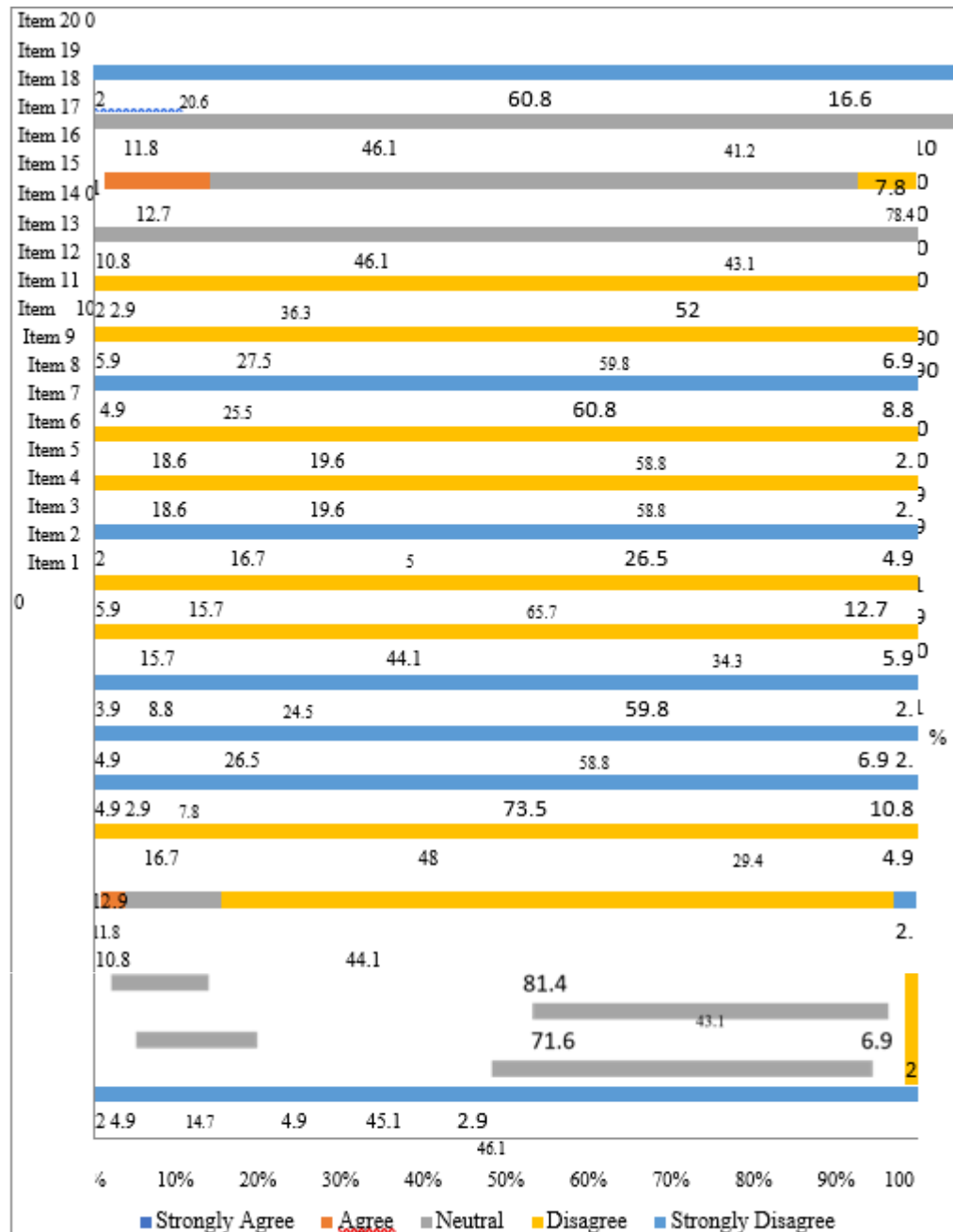
DISCUSSION

This research has been used to learn about the strategies adopted for innovative language learning in online learning when we were facing global crises like Covid-19. There were different types of approaches used for this innovative learning.

For example,

LISTENING SKILL DEVELOPMENT:

➢ Online learning granted space to the learners in various ways and motivated them to enhance their listening skills.

➢ Students showed their interest in online learning by learning about certain topics from different platforms (YouTube channels, Spark notes, etc).

➢ Online lectures helped them to improve their listening skills as well as help them to participate in different online activities.
➢

So this shows Online learning helped the students to improve their listening skills and is also considered one of the core components in the online learning and discussion, As said by Wise (2013, p .336).

SPEAKING SKILL DEVELOPMENT:
➢ Teachers motivate students to actively participate in the online class.
➢ Vocabulary development of the students
➢ Online lectures help students to openly comment on the topics and take part as we were highly encouraged by teachers.
➢

One of the facts is that online learning boosts up the confidence of the students to speak up keeping their language influences aside (Rodrigues & Vethamani ,2015). Similarly, Indriani (2021) states, there is a high chance for the students to participate in online class , they should take it as an advantage in learning.

READING SKILL DEVELOPMENT
➢ Different media platforms helped students to actively participate by reading the material provided by the instructor.
➢ Online learning improved the find-solution skill of learners which also enhanced their reading skills.
➢ Motivation to learn new skills, especially reading skills, was common throughout online learning.

DISCUSSION

Teacher's Instructional Strategies

The specialist found that the instructor utilized an assortment of showing methodologies so the educating was not (acquiring the educator's term) 'dull.' Based on the perception, this innovation interceded advancing likewise worked with the understudies to build their insight through assistance. The educator frequently started the learning through numerous and divided assignments that the understudies could achieve. It appeared to be that the platform interaction was the premise of the learning executed by the instructor. The standards utilized by the instructor in this study have affirmed the framework methods where the pre-arranged illustration assisted the understudies with getting to their earlier information and use them for additional means of learning (Mehisto et al., 2008).

Chart 1. Learning Quadrant
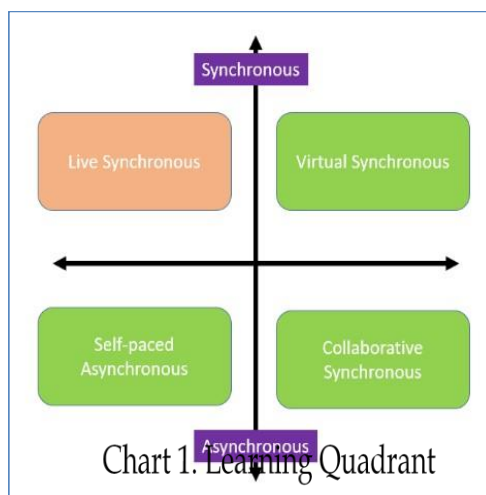
The chart above delineates the learning quadrant. The understudies and instructor whose class was directed held during the pandemic circumstance where understudies and instructors couldn't go to class were as yet ready to get the greater part of the educational experience. The perception in this study showed that the instructor could lead the educational experience through three quadrants. In virtual coordinated, where the educating and learning happens simultaneously (Raharjo, 2020), educators and understudies could have online gatherings through a few applications, for example, Zoom, Google Meets, or even WhatsApp for a more modest gathering. They could speak with one another and applied some informative methodology that cultivate understudies' abilities and at the same time works on the understudies' advantage so the educational experience could be smooth. Cooperative offbeat may likewise happen during the time spent on the web learning. In the past model, the instructor showed that schoolwork errands have the potential for cooperative discovering that happens anyplace. It implies that the understudies have the freedom to learn with their companions. Henceforth, independent learning is encouraged along with their companions. Understudies could conclude along with their companions for the educational experience intervened by accessible web-based application.

CONCLUSION

The reasons for the present review are that learners are encouraged to produce further progress, in listening skills by way of web-based mastering, the student's mobility is more in listening from the various stages of the media to the content introduced by the speakers learning online and students are encouraged to enhance their listening skills through web-based speeches or lectures.

Another conclusion for this study is that the speaker warmly welcomes students or listeners to comment on the given speech or online delivered lecture. These lectures also present various general media content such as movies that are based on good words which improve vocabulary.

Furthermore, as far as building comprehension skills is concerned, this study of evaluation shows that learners are more active in viewing the material which is

being delivered or implemented online by teachers through different stages of media, and the learning resources are more active in getting and acting on the material. They are more active on the web or internet; they are more interested in locating and studying learning materials which are based on facts and figures and they are more willing to develop the ability to use speeches and lectures which are delivered online.

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