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PERCEPTIONS OF POSTGRADUATE URDU LITERATURE STUDENTS LEARNING STRATEGIES DURING COVID-19 PANDEMIC: A DEVELOPING COUNTRY PERSPECTIVE

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ABSTRACT

As The Covid-19 Continues To Spread, Educational Intuitions Around The Globe Are Shifting To Online Learning To Slow The Spread Of The Disease. This Qualitative Study Presents An Understanding Of Online Learning Strategies Employed By University Students During The Covid-19 Pandemic In Pakistan. Although Research On Instructional Delivery Methods Is Growing, Students' Perceptions Of Their Learning Strategies Experiences Have Been Neglected In The Literature. According To The Study's Findings, It Is Revealed That

University Students Of Urdu Literature View Online Learning Strategies To Be Different From Traditional Learning Strategies. The Major Point Highlighted By University Students Emphasizes The Lack Of Face-To-Face Interaction With Teachers And Students During Online Learning. Furthermore, University Students Used Different Online Learning Strategies, Including Rehearsal, Technological, Comprehension, Time Management, And Metacognitive Strategies. Some Other Participants Reported Using Self-Monitoring, Planning, And Gathering Relevant Information According To The Topic For Assignments. However, Technological Strategies Were The Ones That Were Emphasized By Most Of The Students. This Study Is Significant Because It Will Help Faculty And University Administrators Better Understand Online Learning Strategies Employed By University Students, Which Will Ultimately Help Develop And Formulate Policies For Online Learning. Online Learning Strategies Can Be Enhanced By Giving Learners Control Of Their Interactions With Digital Technology And Prompting Learner Reflection. Based On The Results Of The Studies, It Is Suggested That Rehearsal Strategies Must Be Practiced In Online Learning So That Students Don't Forget Their Important Points.

INTRODUCTION

Learning Can Be Defined As Permanent Changes In Behavior Induced By Life. According To Gravett (2001), Knowledge Is Created Through The Transformation Of Experience (P.5). Understanding The Learning Behavior Of Students Is Considered To Be A Part Of This Process. Therefore, The Concept Of Learning Strategies Has Become A Popular Topic In Recent Literature, With Many Theories About Learning Strategies Put Forward To Understand The Dynamic Process Of Learning Better. Learning Strategies Refer To An Individual's Preferred Way Of Processing New Information For Efficient Learning. Learning Strategies Have Been Identified As Predictors Of Academic Performance And Guides For Curriculum Design (Swan, 2003).

Barindra (2018) Believes That Traditional Learning Approaches Are Generally Teacher-Directed And Where Students Are Taught In A Manner That Is Conducive To Sitting And Listening. In A Traditional Course, Multiple Students Gather To Learn At A Specific Time. Indeed, The Traditional Expectations And Department Philosophies Often Allow Us To Continue With The Lecture-Based Model With Some Useful Results As Evidenced By The Past Accomplishments Of Many, And This Cannot Be Disputed As Much. However, It Is Often Argued That The Traditional Approach May Not Provide Students With Valuable Skills. Indeed Some Even Go As Far As Saying The Traditional Method Leads To A Student Not Retaining Knowledge After Exams - They Have Little Or No Recall Of The Body Of Knowledge Learned Beyond The End Of A Semester (Moore & Kearsley, 2011).

The Covid-19 Has Resulted In Institutions Shut All Across The World. Globally, Over 1.2 Billion Children Are Out Of The Classrooms. As A Result, Education Has Changed Dramatically, With The Phenomenal Rise Of Online Learning, Whereby Teaching Is Undertaken Remotely And On Digital Platforms. Research Suggests That Online Learning Has Been Shown To Increase Retention Of Information And Take Less Time. With This Sudden Shift Away From The Classroom In Many Parts Of The Globe, Some Wonder Whether The Adoption Of Online Learning Will Continue To Persist Post-

Pandemic And How Such A Shift Would Impact The Worldwide Education Market (Waris, 2020). Online Learning Comprises A Wide Variety Of Programs That Use The Internet Within And Beyond Walls To Provide Access To Instructional Materials And Facilitate Interaction Among Teachers And Students (Seaman, 2013). As The Covid-19 Continues To Spread, Educational Intuitions Around The Globe Are Shifting To Online Learning To Slow The Spread Of The Disease. Members Of Professionals Learning Networks Have Been Hard At Work Identifying Key Practices For Successful Online Learning (Snelling & Fingal, 2020).

Although A Great Deal Of Knowledge About Students Learning Strategies Has Been Accumulated In Recent Years, Very Little Is Known About Their Use In The New Online Learning Environment Because Of The Nature Of This New Model. Students Likely Need To Be Highly Self-Regulated And Responsible For Organizing And Reflecting On Their Learning (Cohen & Weaver, 2006). Accordingly, The Current Study Was Conducted To Examine The Actual Scenario Of Online Learning Strategies Adopted By University Students During Covid-19-19. The Study Fills A Gap In The Literature By Focusing On The University Student's Views About Online Learning Strategies. These Results Provide Some New Insights From Students' Perspectives On The Use Of Online Learning Strategies.

Statement Of The Problem

Online Learning Strategies Refer To Students' Basic Skills Employed For Successfully Undertaking Online Learning Tasks Such As Online Searching And Communication Skills (Tsai, 2009). The Purpose Of This Study Was To Explore University Students' Views And Practices Related To Online Learning Strategies Used For Online Classes. This Qualitative Study Presents An Understanding Of Online Learning Strategies Employed By University Students During The Covid-19 Pandemic In Pakistan. Although Research On Instructional Delivery Methods Is Growing, Students' Perceptions Of Their Learning Strategies Experiences Have Been Neglected In The Literature. This Study Is Significant Because It Will Help Faculty And University Administrators Better Understand Online Learning Strategies Employed By University Students, Which Will Ultimately Help Develop And Formulate Policies For Online Learning.

RESEARCH OBJECTIVES

The Following Research Objectives Guided This Present Research:

- To Unveil The University Student's Perspectives Related To Online Learning Strategies
- To Explore The University Students' Self-Reported Practices Related To Online Learning Strategies
- To Highlight The Differences Between Online Learning And Traditional Learning Strategies

Review Of The Relevant Literature

Due To The Covid-19 Epidemic, Many Countries Have Implemented Lockdown And Social Distancing Measures, Which Have Resulted In The Closure Of Schools, Training Institutes, And Further Education Facilities. Through Numerous Online Platforms, Educators Are Delivering High-Quality Education In A New Way. Despite The Problems Faced By Both Educators And Learners, Online Learning, Distant Learning, And Continuing Education Have Proven A Remedy For This Unprecedented Worldwide Pandemic. Transitioning From Traditional Face-To-Face Learning To Online Learning Can Be A Completely Different Experience For Learners And Educators. They Must Adjust To It Because There Are Few Or No Other Options. Through Numerous Internet Platforms, The School System And Educators Have Adopted "Education In Emergency," And Are Obligated To Adopt A System For Which They Are Unprepared (Pokhrel & Chhetri, 2021 & Mahyoob, 2020). As The Schools And Colleges Are Shut For An Indefinite Period, Both Educational Institutions And Students Are Experimenting. Nevertheless, Covid-19 Has Triggered Educational Institutions Worldwide To Pursue Creative Approaches On Relatively Short Notice. During This Time, Most Universities Have Shifted To Online Mode Using Blackboard, Microsoft Teams, Zoom, Or Other Online Platforms (Muthuprasad Et Al., 2021).

Traditional Learning Always Involves A 'Sage-On-The-Stage,' Who Is The Teacher, Communicating With A Group Of Students In A Brick And Mortar Facility. The Students Gather Together In Physical Classrooms Within The Facility During A Certain Timeframe (E.G., 8 Am-2 Pm) To Learn About Specific Topics, Subjects Or Get Specific Hands-On Job Training And Experience (Sunal Et Al., 2001). The Students Can Easily Find The Laboratories, Workshops, Clinics, Etc., On The Campus To Attain Practical Knowledge Of A Subject (Emma, 2019 & Barindra, 2018). On The Other Hand, Online Learning Is Associative, Nonlinear, And Hierarchical. In Other Words, The Internet And Online Software Create Dynamic Learning Interfaces Through Multiple Links And Websites That Internet Users Or Online Learners Can Utilize To Access Or Search For Information Related To Their Interests. This Makes Learning More Convenient And Interesting When Compared To Learning From Traditional Textbooks. However, Such A Process Can Be Endless And More Complicated Because Of The Drill-Down Features, Such As When Students Access Various Sub-Items Of Online Learning Materials And Do Online Exercises And Quizzes; Therefore, It Can Be Problematic For Unfamiliar Learners' Computers The Internet. Learners Might Be Overwhelmed With Too Much Information And Feel Anxious While Participating In Online Lessons Because They Have To Deal With Technology And Subject Content Simultaneously. Online Learners Require Additional Skills To Cope With A Much More Dynamic Learning Environment.

The Second Feature, Because Of The Enhancement Of Multimedia Capability, Such As Video, Audio, Online Dictionary, And Download Functions Is That Students Are Likely To Encounter Abundant Information Resources Available On The Internet. They Will Require Appropriate Skills To Search For

Information. Another Higher Level Of Skill They Should Have Is Evaluating Information To Determine If It Is Meaningful To Them. A Lack Of Skill In This Area Can Also Lead To An Increase In Learner Anxiety. The Next Feature Of Online Learning Is That Students/Teachers Have To Deal With Communication Opportunities, Namely, Synchronous And Asynchronous. Synchronous Communication, For Instance, Online Chat Rooms, Internet Conference, Audio Call, And Video Calls, Offers Real-Time Interaction Between Teachers And Students, Students And Students, And Possibly Other Unknown Knowledgeable Persons. In Addition, Asynchronous Communication, Occurring Through E-Mail, Blogs, And Web- Boards, Provide No Real-Time Opportunities. They Are Platforms That Teachers And Learners And Learners And Other Learners Can Indirectly Interact In Online Learning. Both Synchronous And Asynchronous Communication Could Replace Direct Interaction And, At The Same Time, Reduce Anxiety In A Face-To-Face Environment. Students Should Acquaint Themselves With These Features (Petrides, 2002). The Last Feature Of Online Learning Is Flexibility In Terms Of Both Time And Space. Students Gain More Freedom In Learning Due To No Specific Schedule And Or Location. With Such Freedom, Students Need To Discipline Themselves Much More Than They Do In Face-To-Face Classrooms. Many Learners Are Still Not Aware Of Their Responsibilities And Are Not Prepared To Learn In An Online Environment. For Example, They Should Learn How To Set Learning Goals And Plan Study Schedules (Hsu & Shiue, 2005). They Also Need To Have Time Management Skills To Keep Up With The Class, Complete Tasks On A Timely Basis, And Be Active Contributors While In Online Learning (Garrison & Fung, 2004).

Learning Strategies Refer To Methods That Students Use To Learn. This Ranges From Techniques For Improved Memory To Better Studying Or Test-Taking Strategies. Learning Strategies Are The Total Effort That The Students Need To Process, Understand And Adopt The Information Introduced In Learning-Teaching Processes Or Their Preparation (Tay, 2013). In Other Words, Learning Strategies Can Be Described As The Whole Of The Performed Activities Of The Learner To Give Meaning To Information In Cognitive And Affective Processes (Kafadar, 2013). Learning Strategies That Underline These Studies Are Classified Into Two Categories As Cognitive And Affective (Gagne & Driscoll, 2000). Cognitive Strategies Are Separated Into Five Sub-Groups As; Attention Strategy, Storage Strategies In Short Time Memory, Coding Strategies, Restoration Strategies, And Monitoring Strategies. Affective Strategies Are Collected Under Four Subtitles That Enable The Learner To Continue Attention, Increase Convenience, Increase Confidence, And Enable Satisfaction. Due To The Distinct Characteristics Of Online Learning Described Earlier, It Can Be Seen That Learners Might Face Challenges In An Online Class Because The Involved Features Are Different From Those In A Face-To-Face Classroom.

Consequently, Those Learners Need Certain Learning Strategies To Successfully Cope With The New Learning Mode (Hu & Grambling, 2000). There Have Been A Considerable Number Of Studies Investigating Learning Strategies In Face-To-Face Classroom Contexts. However, Once Online

Learning Environments Became Popular, Some Scholars Started To Pay Particular Attention To The Online Learning Environment. They Were Trying To Study What Strategies That Help Students Achieve Online Learning. Hu And Grambling (2009), Pintrich, Smith, Garcia, And Mckeachie (1999), Tsai (2009), And Zarisky And Styles (2000) Coined Their Online Learning Strategies In A Slightly Different Manner. Still, In Essence, Those Strategies Share More Or Less The Same Characteristics. Educational Institutions Are Increasingly Adopting And Implementing Online Learning. Learner Participation In Online Learning Is Often Related To The Percentage Of Grade Weight Assigned To Discussions (Liang & Creasy, 2004; Taylor, 2002; Hillman & Gunawardena, 2000; Jiang & Ting, 2000). Because Of The Distinct Characteristics Of Online Learning, When Learning Is Shifted From Face-To-Face To More Self-Directed, Self-Regulated Learning, Online Learners Face Some Challenges. Online Learning Challenges Can Be Grouped Into Four Major Categories: Individual Challenges, Course Challenges, Contextual Challenges & Technological Challenges (Friedman, 2020; Julie, 2014; Anderson & Gronlund, 2009).

RESEARCH METHODOLOGY

This Research Study Is Exploratory, Which Employs A Qualitative Research Design. A Purposive Sampling Technique Of Non-Probability Sampling Approach Was Used. The Main Goal Of Purposive Sampling Is To Focus On Particular Characteristics Of A Population That Are Of Interest, Which Enables The Researcher To Answer Their Research Questions That Are Based On The Objectives/Purpose Of The Study (Ashley, 2020). Purposeful Sampling Is Widely Used In Qualitative Research To Identify And Select Information-Rich Cases Related To The Phenomenon Of Interest. Although There Are Several Different Purposeful Sampling Strategies, Criterion Sampling Is Commonly Used To Select The Participants Based On A Set Criterion (Benoot, 2016). This Study Adopted A Criterion Sampling Technique To Select Those Students Who Met These Criteria: A) Should Be Enrolled In A Master's Degree At A Public Sector University, B) Should Be Taking Online Instead Of Regular Classes Due To University Closure Because Of Covid-19.

Consequently, The Sample Comprised 20 University Students Who Were Enrolled In A Two-Year Master's Degree Program At The Gc University, Lahore, In The Field Of Urdu Languages, Islamic And Oriental Learning. The Students Completed Their Final Semester At The University Online Due To The Nationwide Lockdown Caused By Covid-19. Interviews Generally, And Semi-Structured Interviews, In Particular, Are Commonly Used In Qualitative And Interpretive Research. The Purpose Of Semi-Structured Interviews For Data Collection Is To Gather Information From Key Informants Who Have Personal Experiences, Attitudes, Perceptions, And Beliefs Related To The Topic Of Interest (Alison, 2020). Consistent With The Exploratory Research Design, We Selected Online Semi-Structured Interviews As The Method For Data Collection. It Allowed Us To Gain An In-Depth Understanding Of The Views And Practices Of Students About Their Online Learning Strategies. Interviews Were Carried Out In Person Or By Telephone. We Developed An Interview Guide That Included Open-Ended Questions To Get Meaningful

Information About The Topic. All Interviews Were Recorded And Are Varied In Length From (10 To 15) Minutes. The Interviews Were Informal And Open-Ended And Carried Out In A Conversational Style. We Asked Questions From The Interviewees And Noted Our Observations In Field Notes In Conjunction With The Interviews. Later, The Recorded Interviews Were Transcribed For Meaning. Thematic Analysis Is A Method Of Analyzing Qualitative Data. It Is Usually Applied To A Set Of Texts, Such As Interview Transcripts. The Researcher Closely Examines The Data To Identify Common Themes, Topics, Ideas, And Patterns Of Meaning That Come Up Repeatedly (Clarke, 2006).

RESULTS

This Study Explored University Students' Views About Online Learning Strategies That They Used During Online Classes. The Findings Of The Study Were Organized And Presented In The Form Of Themes. The Major Themes Generated Through The Study Include:

- a) Students' Views About Online And Traditional Learning Strategies
- b) Types Of Online Learning Strategies Used By University Students
- c) Students' Views About The Strengths Of Online Learning Strategies
- d) Students' Views About The Limitations Associated With Online Learning Strategies

a) Students' Views About Online And Traditional Learning Strategies

The Study's Findings Suggest That University Students' Views About Online Learning Strategies Are Different From Traditional Learning Strategies. They Clearly Referred To Online Learning Strategies As Fast-Paced, Self-Regulated, And Technological Strategies. A Majority Of The Participants Referred To Technological Learning Strategies As An Important Component Of Their Online Learning Strategies. This Is Evident From Students' Comments Presented In Table 1

Table 1 *Students' Views About Online And Traditional Learning Strategies*

Sub-Themes	Responses
Different From Traditional Learning	Online Learning Strategies Are Different From Traditional Learning Strategies Because Traditional Learning Is Student-Centered Learning. Learners Choose Not Only What To Study But Also How And Why That Topic Might Be Of Interest. (S2)
Self-Regulated Nature Of Online Learning Strategies	I Think Online Learning Strategies Are Different From Traditional Learning Strategies. Online Learning Is The Self-Regulation Strategy In Which We Have To Search Data From The Internet Because We Are Not Provided Books And Notes On It. (S3)
Time Management	According To My Views, Online Learning Strategies Are Different From Traditional Ones Because, In Online Learning, Time Management Strategies Are Mostly Used. We Must Submit The Assignment On Time And

As An Online Learning Strategy	Complete The Task According To The Learning Schedule Created. (S6)
Face To Face Interaction	In Traditional Learning Strategies, We Can Easily Interact With Our Teachers, But There Is No Face-To-Face Interaction With Teachers And Students In Online Learning Strategies. (S1)
Lack Of Concentration	In Online Learning, Students May Not Properly Concentrate Because They Are Not Physically Present In The Class. (S14)
Technological Strategies Fast-Paced	Online Learning Is Different From Traditional Learning Because Online Learning Strategies Are The Technological Strategies We Study Through Technology. In Online Learning, We Can Also Read Through Different Software And Apps Like Zoom And Meet, Etc. (S4) I Think Online Learning Strategies Are A Very Fast Strategy In Which We Use Different Technologies. We Can Search With Google And Achieve Any Good Data Related To Our Topic. (S13) Our Teachers Also Used Different Strategies During Online Classes; They Usually Showed Us The Presentation On Their Laptop Screen. I Think It Is The Best Through Technology. (S8)

Data Presented In Table 1 Suggest That University Students Believe That Online Learning Strategies Are Different From Traditional Learning Strategies. According To The Study, The Major Differences Between Online And Traditional Learning Strategies Are The Dominance Of Technical Skills And Strategies. The Study Participants Further Highlighted The Fast-Paced And Self-Regulated Nature Of Online Learning Strategies, In Which Students Independently Collect Information Through The Internet Because The Books And Notes Are Not Available To Them In The Hard Form. This Is Evident From Their Comments Presented In Table 1. Some Students Mentioned That Online Learning Strategies Are Technological Strategies In Which We Read Through Technology Like Google, Zoom, Meet, Etc. (E.G., See S4 And S8 Comments Presented In Table 1). On The Other Hand, Some Students Reported That They Might Not Properly Concentrate On Online Learning Because They Are Not Physically Present In The Class.

b) Types Of Online Learning Strategies Used By University Students

The Study's Findings Revealed Different Types Of Online Learning Strategies That University Students Use During Online Classes. These Include Technological Strategies, Rehearsal Strategies, Metacognitive Strategies, Comprehension Strategies, Time Management Strategies. This Is Evident From Students' Comments Presented In Table 2

Table 2 *types Of Online Learning Strategies Used By University Students*

Sub-Themes	Responses
Rehearsal Strategies	In Online Learning Strategies, I Think Most Of The Time, We Repeat Important Elements, Specific Points, And Materials That Teachers Give Us So That It Does Not Get Forgotten By Us. (S9)
Technological Strategies	Online Learning Strategies Are The Technological Strategies In Which We Study Through Technology. In Online Learning, We Can Also Read Through Different Software And Apps Like Zoom And Meet, Etc. (S4) Our Teachers Also Used Different Strategies During Online Classes; They Usually Showed Us The Presentation On Their Laptop Screen. I Think It Is The Best Through Technology. (S8)
Comprehension Strategies	In Online Learning, Our Teacher Has Often Checked Our Ability To Comprehend The Material, Give Answers, Complete Assignments And Quizzes That We Have To Solve. (S10)
Time Management Strategies	I Think In Online Learning Strategies, Our Teachers Often Give Us Quizzes And Assignments, And There Is A Time Limit In That. We Have To Complete The Assignments And Quizzes Within The Given Time. (S11)
Metacognitive Strategies	In Online Learning, Most Of The Time, We Plan For A Task And Arrange A Study Space And Study Schedule. (S12) In My View, Sometimes We Were Monitoring Our Mistakes That Occur In Quizzes, And Also We Were Gathering And Organizing Materials For Our Assignments. (S15)

Data Presented In Table 2 Suggest That University Students Used Different Online Learning Strategies, Including Rehearsal, Technological, Comprehension, Time Management, And Metacognitive Strategies. According To The Study Participants, They Often Repeat The Important Points Or Specific Material According To Their Topic(E.G., See S9 Comments In Table 2). Other Participants Emphasized Time Management Strategies And Mentioned That Teachers Frequently Give Quizzes And Assignments That Must Be Completed Within A Time Limit (E.G., See S11 Comments In Table 2). Some Other Participants Reported Using Self-Monitoring, Planning, And Gathering Relevant Information According To The Topic For Assignments. However, Technological Strategies Were The Ones That Were Emphasized By Most Of The Students.

c) *Strengths Of Online Learning Strategies*

The Findings Of The Study Revealed Different Strengths Of Online Learning Strategies From The University Students’ Perspectives. These Include: Flexibility, Improved Technical Skills And Strategies, Ease And Convenience,

And Opportunities To Learn New Skills And Strategies. This Is Evident From Students' Comments Presented In Table 3

Table 3 students' Views About The Strengths Of Online Learning Strategies

Sub-Themes	Responses
Flexibility	<p>Its Biggest Advantage Is That We Can Take Classes Anytime Or Anywhere. (S3)</p> <p>I Think In Online Learning Strategies Benefit Is That You Can Join Your Lecture From Any Time Or Anywhere. Physical Presence In Particular Places Is Not Required. (S5)</p> <p>I Think Online Learning Strategies Are Very Beneficial And Flexible For Students Because You Can Take Classes Anytime Or Anywhere In These Learning Strategies. (S4)</p>
Improved Technical Skills And Strategies Easy And Convenient	<p>The Advantage Of This Was That We Came To Know How To Run A Computer And, In Addition To That, How To Convert Any File To Pdf. (S7)</p> <p>The Best Benefit Of Online Is That We Have Learned A Lot About How The Internet And Other Tools Such As Computers Are Used To Take Online Classes. And This Has Improved Our Typing Speed. (S9)</p> <p>In Online Learning Strategies, We Improved Our Technical Skills, And We Also Came To Know A Lot About The Technology. (S11)</p> <p>Online Learning Strategies Are Very Easy And Convenient For Students; You Open Your Mobiles Or Laptops And Join Your Class. (S2)</p> <p>In My View, Online Learning Strategies Are Easier Than Traditional Learning Strategies Because, In Online Learning, You Don't Need To Worry About Going To University Or Any Institution. You Can Easily Learn With Your Electronic Device. (S14)</p>
Opportunities For New Learning Strategies	<p>In Online Learning, We Learn New Learning Strategies Which We Have Never Learned Before. S8)</p> <p>I Think In Online Learning Strategies, We Used New Strategies Of Learning Like We Came To Know About Different Apps For Learning Such As Zoom, Meet, Etc. (S15)</p>
Negative Aspects	<p>In Online Learning Strategies, There Is Nothing New For Students. (S5)</p> <p>Online Learning Strategies Are Much More Difficult Than Traditional Learning Strategies. (S1)</p>

Data Presented In Table 3 Highlights The Strengths Of Online Learning Strategies As Revealed Through The Study Participants. It Is Apparent From Students' Comments Presented In Table 3 That One Of The Significant Advantages Of Online Learning And Related Strategies Is Its Flexibility (E.G., See S3 Comments). Students Can Take Classes Anywhere That Suits

Their Needs And Circumstances. On The Other Hand, Students Learned New Technological Skills And Strategies That Were Beneficial To Them During Online Learning (E.G., See S7 And S9 Comments). Furthermore, Table 3 Suggests That Online Learning Strategies Are Very Easy And Convenient For Students As They Hold On To Their Mobile Phones And Take Classes. Some Participants Reported That Online Learning Strategies Are Not Beneficial For Students, And There Is Nothing New In This Learning (E.G., See S1 And S15 Comments).

d) Limitations Of Online Learning Strategies

The Study's Findings Also Revealed The Limitations Of Online Learning Strategies From The University Students' Perspectives. Overall, Students Highlighted A Number Of Limitations Associated With Online Learning Strategies. These Include Lack Of Hands-On / Practical Strategies, Fatigue, Lack Of Face To Face Interaction, Technical Issue, And Lack Of Time. Table 4 Presents Students' Perspectives In Detail.

Table 4: *students' Views About The Limitations Of Online Learning Strategies*

Sub-Themes	Responses
Lack Of Hands-On/Practical Strategies	In My Opinion, In Online Learning Strategies, Students Are Not Able To Do Any Practical Study. (S1) I Think Online Learning Strategies Have No Practical Work. (S5) In My View, Students Use Technology Strategies In Online Learning; That's Why There Is A Lack Of Practical Strategies. (S3)
Fatigue	The Biggest Drawback Of Online Learning Strategies Is That Our Eyes Are Badly Affected, And Dark Circles Have Formed. (S15)
Lack Of Face To Face Interaction	In Online Learning Strategies, Teachers And Students Do Not Have Face-To-Face Interaction With Each Other. In Online Learning, Teachers Give Lectures Through The Internet. (S2) In Online Learning Strategies, There Is No Physical Appearance And In Which The Instructors And Students Are Separated By Space. (S7)
Shortage Of Time	In Online Learning Strategies, There Is A Huge Shortage Of Time, Especially When We Do Quizzes. (S8) According To My Views, In Online Learning Strategies, There Is A Restriction Of Time. We Do Assignments In A Limited Time. (S9)

Technical Issue	<p>I Think In Online Learning Strategies, There Is A Huge Limitation Because Of Technical Issues. Sometimes, The Link Does Not Open When We Do Our Quizzes, And Our Quiz Is Not Submitted. (S6)</p> <p>Due To The Disconnectivity Of The Internet, The Test Link Was Disappeared, And We Could Not Submit The Test. (S14)</p> <p>In Online Learning Strategies, The Internet Issue Is A Huge Drawback Because We Could Not Take Our Classes Due To The Disconnectivity Of The Internet. (S4)</p>
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Data Presented In Table 4 Suggest That University Students 'Repertoire Of Online Learning Strategies Is Limited In Its Ways. For Example, Students Lack Hands-On/Practical Strategies Since There Is Little Practical Work Involved In Online Learning (E.G., See S1 Comments). Similarly, Students Reported Fatigue As Another Factor That Limited Their Ability To Effectively Learn And Utilize Learning Strategies (See S15 Comments). Some Participants Reported That Online Learning Strategies Have Many Limitations, Like Shortage Of Time, Because Students Could Not Submit Their Work On Time (E.G., See Comments Of S8 And S9 In Table 4). Many Participants Mentioned A Lack Of Effectiveness Of Their Learning/Strategies Because Of Disconnectivity Of The Internet Due To Which Students Could Not Take Classes/Quizzes (E.G., See Comments Of S4, S6, And S14 In Table 4).

CONCLUSION AND RECOMMENDATIONS

Learning Strategies Include Adaptive Strategies Such As Time Management And Organizing The Learning Environment, Cue Seeking, Help-Seeking, And Volitional Strategies Such As Persistence In The Face Of Obstacles To Learning (Tay, 2013). These Strategies Are Important In Learning Across All Disciplines, Which Is One Of The Purported Advantages Of The Online Environment. It Is Thought To Require And Encourage Self-Directed Learning That Is Central To The Concept Of Lifelong Learning (Sukseemung, 2009; Cohen & Weaver, 2006). The Study's Findings Highlight The Limitation Of Students' Online Learning Strategies And Their Effectiveness. The Results Might Have Implications For Educators Creating And Facilitating Online Courses And Students Who Wish To Be More Successful Using Effective Online Learning Strategies. According To The Study's Findings, It Is Revealed That University Students View Online Learning Strategies To Be Different From Traditional Learning Strategies. The Major Point Highlighted By University Students Emphasizes The Lack Of Face-To-Face Interaction With Teachers And Students During Online Learning.

Furthermore, University Students Used Different Online Learning Strategies, Including Rehearsal, Technological, Comprehension, Time Management, And Metacognitive Strategies. Some Other Participants Reported Using Self-Monitoring, Planning, And Gathering Relevant Information According To The

Topic For Assignments. However, Technological Strategies Were The Ones That Were Emphasized By Most Of The Students.

Results Show That Students Mainly Used Technological Strategies During Online Learning, So Appropriate Training In This Regard May Help Them To Improve Their Learning Strategies. Online Learning Strategies Can Be Enhanced By Giving Learners Control Of Their Interactions With Digital Technology And Prompting Learner Reflection. Based On The Results Of The Studies, It Is Suggested That Rehearsal Strategies Must Be Practiced In Online Learning So That Students Don't Forget Their Important Points.

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