

The Challenges and Prospects of Using E-learning among EFL Students in Bisha University

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Abstract

This study attempts to find out the challenges students' face in learning English as a foreign language when using E-learning system at University of Bisha. It also investigates whether using E-learning is beneficial to EFL students in their learning English to the degree anticipated. There are many challenges face both teachers and students during use E-learning. These challenges include academic, technological; and administrative challenges. The study sample included 36 teaching staff and 261 EFL students at University of Bisha - English department. To collect data required, the researcher developed questionnaires that consist of three domains for both teaching staff and students separately. The study results show that there are no significant differences between EFL students (males and females) of E-learning activities. Therefore, it argued that all domains of teaching staff and students' challenges could not predict academic achievement. The findings reveal that some factors such as academic, administrative, and technical challenges regarding E-learning were the main challenges of E-learning at University of Bisha. The results also show that students aware of the benefits of using E-learning. They perceive themselves as having a highly positive attitude towards E-learning in English. However, the main advantage can be used anywhere, anytime, and the E-learning system can adapt to the aims of improving communication and enriching students' learning experiences .

Keywords: Challenges, E-learning, English as Foreign Language, Information & Communication Technology, and Prospects

Cite as: Ja'ashan, M.M.N. H. (2020). The Challenges and Prospects of Using E-learning among EFL Students in Bisha University. *Arab World English Journal*, 11 (1) 124-137.

DOI: <https://dx.doi.org/10.24093/awej/vol11no1.11>

Introduction

Due to the rapid change in technological progress and the globalization trend in higher education and the elimination of boundaries among students, new methods and perspectives have opened to educational practice such as E-learning. Now, Information & Communication Technology (ICT) is currently used in education to assist students in learning more efficiently. It is helping teachers to undertake administrative tasks more efficiently. There are many challenges to overcome while using E-learning in Saudi universities. The use of E-learning for learning English is still in its infancy at the University of Bisha due to many challenges related to implementation. E-learning system presents several challenges, -each- with its own particular- importance to the whole. These challenges include academic, technological; and administrative. These challenges classified as the domains of the questionnaires. Frequent use of E-learning at university level is considered a long-term strategy in Saudi Arabia. There is clear evidence that a majority of Saudi universities are already using E-learning but mostly in the blended model with face to face teaching too. For instance, the University of Bisha is one of these universities, which is using E-learning in blended learning mode. However, a review of the tangible steps revealed meagre progress in the exploitation of E-learning approach in these public universities due to unexpected challenges. The majority of these universities are using E-learning in blended mode and have lagged in full implementation. According to Abdelaziz., Riad., & Senousy, (2014) state that E-learning use in combination with technologies such as information and multimedia alters the traditional learning style and learning environment. Teachers can deliver a lecture anytime or/and anyplace. E-learning changes the relationship between teachers and students from traditional education and provides a platform for teachers and students to communicate. Students can do a cooperative study through the platform. At the same time, Darcy (2012) points out that E-learning technology plays an essential role in English learning courses through the use of ICT. With the coming of computer technology, E-learning has played a progressively important role; especially in higher education. Increasingly, college students rely on computers for learning and many higher education institutions, ICT uses to develop course materials, deliver and share course content. Also, ICT promotes lectures, presentations and facilitates communication. Meanwhile, teachers and students conduct research and provide administrative and management services. Because ICT is essential in higher education and E-learning, the present study aims to:

1. Find out the challenges students' face in their learning of English as a foreign language while using E-learning program at the University of Bisha.
2. Investigate whether using E-learning is beneficial to EFL students in their learning of English to the degree anticipated.
3. Investigate to what extent the challenges of E-learning can affect the process of learning English. Therefore, some questions arise in this study, such as:
 1. What are the challenges faced by EFL students in using E-learning?
 2. What are the potential benefits that EFL students will get when they use E-learning in their learning of English?
 3. To what extent can E-learning affect the process of learning English?

In the following figure - 1 evident that the integration of E-learning with traditional teaching and learning. This figure established implementation E-learning system with the objective of the study. And to what the teaching staff and students were accepted E-learning process.

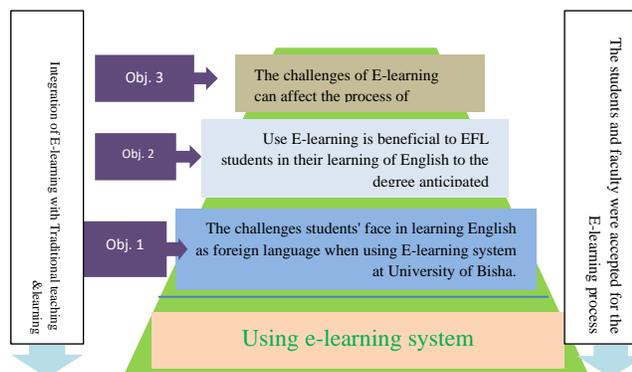


Figure .1 evident that the integration of E-learning with traditional teaching and learning.

Literature Review

Few kinds of research have examined the experience of teachers dealing with E-learning sustainability when taking over the course of an E-learning resource and associated assessment. Previous studies indicate that the introduction of technology into education (for instance, the use of E-learning) encountered many challenges even in developed countries. Donnelly, & McAvinia, (2012) argue that there are "many academics have had no training and little experience in the use of communications and information technology as an educational tool" p 19. Furthermore, administrative factors could contribute to minimizing the benefit of using E-learning. Therefore, Taurus., David., and Alex, (2015) investigate the challenges hindering the implementation of E-learning in Kenyan public universities. It also emerged that implementation of E-learning in Kenya faces some challenges. These include but are not limited to inconvenient ICT and E-learning. According to Feeney (2001), E-learning has been the focus of recent scholarly attention. As the integration of technology into higher education becomes an institutional imperative at universities worldwide, the adoption of digital courses in a new E-learning environment becomes both an organizational goal and a source of data upon which to evaluate performance. Furthermore, he states the higher education institutions face persistent challenges in the use of technology, with E-learning being the latest technological challenge Feeney (2001). However, Kim (2008) indicates that the challenges of technology impede the use of E-learning in higher education is faculty resistance. In contrast, other studies show factors such as technology, interaction, instructor, and quality of students were key factors to successful E-learning (Selim, 2007., Baylor & Ritches, 2002., Volery & Lord 2000). Khan., Hasan., and Clement, (2012) also found out that if teachers want to use technology in their classes successfully, they need to possess a positive attitude towards the use of technology. For the benefits of E-learning, Clarke (2004) asserts that learners have freedom of choice over "place, pace and time" (p.32). Therefore, Wanjala., Khaemba, and Mukwa, (2011) advice institutions to adopt ICT exploitation in education because these technologies recognized worldwide as tools that facilitate. Meanwhile, Berhanu (2010) points out that promoting E-learning provides a potential and comparative ladder for developing countries to leapfrog to the knowledge economy. It shows facilitating learning to large groups through the use

of information and communication technology. Al-Harbi (2011) shows that different factors influence E-learning acceptance. Students' attitude toward E-learning is the most important factor in determining their intention to use E-learning. Students' decision to use E-learning also determined by their subjective norm, i.e., the influence of people around them. Moreover, the perception of E-learning's accessibility plays a role in shaping the students' behavioral intention regarding E-learning acceptance. Some results support the innovative works in the area of technology acceptance. Bendania (2011) shows the factors related to mainly experience, positive attitudes, confidence, enjoyment, usefulness, intention to use, motivation, and whether students had ICT skills are all correlated. Fageeh (2011) demonstrates that informants identified the facilitators and inhibitors of E-learning previously recognized in prior research. He also shows that students are ready to accept technology implementation and shift to an E-learning model of education. In the same context, Al-Dosari (2011) examines the faculty members' and students' perceptions of E-learning in the English department. He observes their responses were positive and indicated that learning improved in an E-learning environment compared to a traditional method. Al-Mansour and Al-Shorman (2011) show that students who taught through computer-assisted English language instruction alongside the traditional method displayed a better achievement than those who taught through the traditional method alone. According to Salmon (2004), "training on the technological features of the E-learning system is only the first step to success, and the real challenge is training for changes to pedagogy" (p.6). According to Blinco., Mason., McLeamon, and Wilson, (2004) articulates the success of E-learning's rests upon the essential requirement that instructors & students possess adequate technical skills to use E-learning tools. Meanwhile, Zake (2009) says, poverty is one of the most important barriers, especially in Africa than in developed countries because ICT relatively is more expensive. Therefore, most Kenyan public universities have opted for blended learning, the significant step that shows their commitment towards the full implementation of E-learning. Rhema and Miliszewska (2010) associated some challenges with cultural & linguistic background of students & instructors with their awareness & attitudes towards E-learning, such as underdeveloped technological infrastructure, cost of educational technologies, lack of local proficiency in E-learning, and lack of educational management to support E-learning initiatives.

In summary, the reviewed literature identified that the use of E-learning has increased as faculty perspectives toward such technology which has addressed (Ong, Lai, & Wang, 2004; Roca, Chiu, & Martínez, 2006). There are many challenges to overcome while implementing E-learning in universities. Ssekakubo., Suleman, and Marsden, (2011) point out the majority of E-learning initiatives implemented in some countries tend to fail while partially or entirely due to the various barriers to E-learning in developing countries. In Saudi Arabia, according to Al-Ghaith., Sanzogni, and Sandhu, (2010), the quality of internet access is a significant factor influencing the adoption and usage of E-learning. Therefore, the stated aims of this study are to find out the challenges EFL students face in learning English when using E-learning system. As well as, to investigate using E-learning is beneficial to EFL students in learning English to the degree anticipated, and examine the challenges of E-learning can affect the process of learning English.

Definition of E-learning

The term "E-learning" was devised in 1998 by Jay Cross; Electronic learning or E-learning is a popular way of developing education by technological breakthroughs. In general, the term E-

learning is synonymous with online learning. E-learning becomes a new paradigm and a modern philosophy in teaching with a mission to serve as a development platform for the present-day society based on knowledge. So, E-learning has defined in many different ways. For example, Khan (2005) defines E-learning as "an innovative approach for delivering well-designed, learner-centred, interactive, and facilitated learning environment to anyone, anyplace, anytime" (p.3).

This definition includes pedagogy on perspectives as well as access and content. On the other hand, Garrison (2011) E-learning as "electronically mediated asynchronous and synchronous communication to construct and confirm the knowledge" (p.2). Palloff and Pratt (1999) connect a whole new set of physical, emotional and psychological issues in their definition "Electronic learning or E-learning is a general term used to refer to computer-based learning" (pp.15-6). Congruz-Bacescu, M. (2013) defines "E-learning concisely as the use of internet technologies to provide a broad range of solutions that enhances performance and knowledge. E-learning also means any act or virtual process used to obtain data, information, skills or expertise. In a broad sense, E-learning means all learning situations where there is significant use of informatics and communication resources "(pp. 573-578).

From the previous definition, E-learning used new multimedia technologies and the internet to improve the quality of learning and teaching. It would widely use, and it would even bring revolutionary changes to education. In other words, the use of new multimedia technologies and the internet in learning as a means to improve accessibility, efficiency and quality of learning by facilitating access to resources. Clarke (2004) asserts the close relation between ICT and "E-learning is covering many different approaches that have in common which use information and communication technology" (p.2). Jones (2003) states that "E-learning is digital learning, computer-enhanced learning. So, no matter which tag is applied, and all aim to exploit web-based technology to improve learning for students" (p. 66). Rashty (2012) E-learning with many common points with traditional learning, such as the presentation of ideas by the students, arguments, group discussions, and many other forms of conveying information and accumulating knowledge.

Methodology

Research Design

This study employed both quantitative research method and collected data from a varied number of respondents by administering a questionnaire.

The questionnaire included both close and open-ended questions. The validity of the questionnaire established by giving the questionnaire to experts to verify its validity. E-learning representatives in the college in charge also considered as key informants in this study.

Our considerations based on questionnaire responses from 36 teaching staff and 261 students, selected random, in the colleges of the University of Bisha .

These questionnaires send to teaching staff and students at University of Bisha-English department at the beginning of the First Semester 2017/2018. Then the questionnaires analyzed by using the Statistical Package for the Social Sciences (SPSS) Statistics version 17.0. The sample distribution, as shown in Table one.

Table 1 *Distribution of the sample of the study*

	number
Teaching Staff	36
Students	261

The Population

The population included all students enrolled in Department of English, as well as teaching staff in the College of Arts in Bisha and College of Science and Arts in Bal Qarn (Boys & Girls) at the University of Bisha – first semester in academic year 2017/2018.

Participants

In the first semester of 2018, 261 students from all levels in the English department participated in this research questionnaire randomly. Additionally, 36 teaching staff participated in another research questionnaire .

Data Collection Process

Data required for this study analyzed accordingly. The quantitative research data collected through questionnaires included 36 academic teaching staff and 261 students. The questionnaires were used to analysis teaching staff and students' views on the E-learning program. The questionnaires distributed in the first term in the academic year 2017/2018.

Instruments design

Questionnaires are the instruments used in this study. The researcher developed the items because no appropriate item found in the current literature. The questionnaires designed according to the objective of the study. The respondents were asked to provide their background information and then asked one question related to their view of using E-learning to learn English. The questionnaire forms adopted close-ended Likert scale statements (quantitative data). The scoring for the questionnaire was five Likert scale (Strongly Agree= 5, Agree= 4, Not sure/Neutral= 3, Disagree= 2, Strongly Disagree= 1). This study utilized two questionnaires. The teaching staff questionnaire comprised three domains, and the students' questionnaire also comprised three domains. The items of questionnaires prepared after looking critically at the literature review related to this field. Both the teaching staff and students' questionnaires were categorized into three domains, as follows:

1. Academic challenges
2. Technological challenges
3. Administrative challenges

Validity & Reliability of the instruments

It is important to mention that this study consists of two questionnaires: E-learning faculty teaching staff and faculty students. The items in each group were directed to answer some questions based on their classification as teaching staff and students. As a result, two reliability tests conducted. To ensure the validity and reliability of instruments, the first reliability test administrated to (5) academic staff teaching. The second reliability test runs to (30) students as a pilot study. The researcher got written feedback. These suggested helped a few modifications, improvements and

ensured validity and reliability. The reliability of the questionnaires using Cronbach's Alpha. The value of these questionnaires is using SPSS .

Table 2 *Reliability statistics for the instrument items for faculty teaching staff (n=35) and students (n=261)*

	Cronbach's Alpha	number
<i>faculty staff</i>	0.76	36
<i>students</i>	0.80	261

Table two shows the score reliability analysis for teaching staff (n=36). The value (a) is 0.76, which indicates a high level of substantial score reliability. According to suggestions and comments, some items changed to clarify the meaning some items modified in a way that is more appropriate with the aim of the study. And the score reliability analysis for students (n=261). The value (a) is 0.80, which indicates a high level of substantial score reliability .

According to the interview and questionnaire for teaching staff and students, the researcher got some suggestions and comments. These made some items were changed to clarify meaning. The other items modified in a way that is more appropriate to the aim of the study .

Procedures

Throughout the study, several procedures followed. They include:

- English department students' enrolled in the first term 2017/2018 contacted.
- Prepare the questionnaires of the study, with the help of previous studies.
- A sample of the study was chosen randomly from the population of the study.
- The questionnaire was distributed to the students during their classes and then collected after.
- For data analysis, the analytical method will use in finding the statistical significance of the results.
- The data of the questionnaire were collected, tested and analyzed using (SPSS program, 20.0) for integrity and clarity. Then the study discussed for final result and conclusions.

Results and Discussion

This section presents the results and discusses the findings. The data collected through questionnaires. The questionnaires analyzed for their relevance or irrelevance of the research literature. The tools of data collection, namely questionnaire and the interview enabled were complementary with each other and helped to approve, reject or add the results for a broader interpretation. The respondents acknowledged that several challenges face students of the University of Bisha to implement E-learning. Out of the 350 respondents targeted (students & staff teaching) in this study, 296 (about 85%) respondents completed and returned the questionnaires while ten directors interviewed successfully and their responses recorded. The results are arising from the analysis of questionnaires presented in Table 3.

Table 3 *Academic challenges for teaching staff*

No.	statements	Mean	Std. Deviation
1	Lack of time required to develop (build-up) E-learning content	3.57	1.09
2	Lack of interaction between students and teaching staff	3.40	1.06
3	Lack of necessary time for preparing online exams/assignments.	3.40	1.28
4	Lack of awareness regarding ways to integrate the software into teaching	3.62	1.08
5	Inaccessibility of PowerPoint / PDF/ data projection during lectures	3.45	1.40
6	Inaccessibility of course notes/feedback about materials	3.42	1.17
	Total	3.60	0.91

Table three that the total mean for the academic challenges domain is (3.60) and the standard deviation is (0.91), which reflects that the teaching staff agrees. They face academic challenges when they use E-learning during the teaching of English. To know which statements have the most effect on implementing E-learning for teaching English. They are the lack of awareness regarding ways to integrate the software into teaching (3.62), lack of time required to develop E-learning content (3.57) and inaccessibility of PowerPoint/PDF/data projection during the lecture (3.45). Furthermore, lack of time needed to develop E-learning content, similar to the lack of interaction between students and teaching staff have the same mean (3.40).

It observed the academic challenges faced by teaching staff are a time to prepare the e-content & electronic exams, the method of interaction between instructors & students, and inaccessibility of power point, PDF, course notes/feedback. The study revealed that creating E-learning content and online exam or assignments is time-consuming to avoid these challenges. As a result, most teaching staff are busy with routine teaching and research tasks. Hence, they do not have adequate time to convert their courses from hard copy to e-content or prepare the online exam. On the other hand, the benefit is that when a course has developed in digital format, it is easy and less time destroy to maintain and update.

Additionally, the study highlighted the students' inability to access PowerPoint, PDF, course note, and feedback materials quickly. It emerged clearly that either teaching staff have less experience to create or deal with E-learning content or don't have enough training. The researcher found a lack of interest between teaching staff & students as well as a lack of awareness regarding ways to integrate the software into teaching. As a result, the teaching staff commitment to using E-learning. They considered the conversion of their courses to E-content as extra work without additional pay. Less motivation and fear of jobs insecurity cause disinterest and commitment towards the use of E-learning by the teaching staff .

Table 4 *Technology challenges for teaching staff*

No.	statements	Mean	Std. Deviation
7	Lack of technology/software required for home access	3.60	1.00
8	Lack of technical support/advice	4.02	1.04
9	Lack of necessary adaptive technology	3.88	0.96
10	Inaccessibility of audio/video material, PDF, PowerPoint...etc	3.91	1.01
11	Technological background	3.60	0.77
12	Lack of training courses provided by institutions.	3.71	0.89
13	The software of E-learning is too complicated to use	3.45	1.01
	Total	4.64	0.65

Table 4 shows that the overall mean for the technology challenges domain is (4.64) and the standard deviation is (0.65) which face the teaching staff. They strongly agree that they face technology challenges when they use E-learning during their teaching of English. The most significant factors that affect the implementation of E-learning are the lack of technical support/advice (4.02), inaccessibility of audio/video material, PowerPoint/PDF...etc (3.91) and lack of necessary adaptive technology (3.88). Then, the lack of training courses provided by the institution (3.71) cited. There is a similarity between two statements in their means as lack of technology/software required for home access and technological background (3.60)

It revealed the technical challenges faced by teaching staff include a lack of technical support/advice, lack of training courses, technical background, home internet access, and adaptive technology. Therefore, some teaching staff has basic computer literacy skills. However, these skills may not be adequate to use E-learning in teaching as well as developing e-content, so teaching staff needs technical support, training and access to the internet. The benefits of implementing training courses support professional background and improvement of literacy skills for teaching staff are to get successful E-learning. Also, teaching staff needs providing with some knowledge about how to upload/download the audio/video material, PDF, PowerPoint...etc .

Table 5 *Administrative challenges for teaching staff*

No.	statements	Mean	Std. Deviation
14	Lack of administrative support	3.62	0.972
15	Problems with internet access	3.97	0.857
16	Change in faculty role	3.60	0.847
17	Lack of administrative encouragement	3.85	0.845
18	Negative comments about E-learning	3.68	0.832
19	Inadequate ICT (Information Communication Technology) and E-learning infrastructure	4.05	0.937
	Total	3.88	0.56

As shown in the above table, the overall mean for the administrative challenges domain is (3.88), and the standard deviation is (0.56) which face the teaching staff. They agree that they face administrative challenges when they implement E-learning when teaching English. The factors that most affect implementing E-learning are the inadequate ICT and E-learning infrastructure (4.05), problems with internet access (3.97) and lack of administrative encouragement (3.85). Then, some negative comments about E-learning (3.68) .

This study presents, administrative challenges of teaching staff are inadequate ICT and E-learning infrastructure, problems with internet access, lack of administrative encouragement and some negative attitudes towards E-learning. It observes clearly that the inadequate of E-learning is the most critical factors to full implementation of successful E-learning. The University of Bisha is a Saudi university with substantial infrastructure in ICT and E-learning. It provides adequate technological infrastructure, including network connections and computers, and technical support for both students and teaching staff. Therefore, the problems with internet access or other administrative issues solved through the implementation of E-learning. Lack of some teaching staff or students' knowledge about E-learning who have the literacy of computer skills and the internet has negative comments/viewpoints. Research shows that the strong infrastructure in the University of Bisha is implementing E-learning possible quite easily. All teaching staff and students should benefit from this infrastructure and facilities through the implementation of E-learning .

Table 6 *Academic challenges for students*

No.	statements	Mean	Std. Deviation
1	Lack of interaction between students and teaching staff	3.93	0.776
2	Lack of Time required to have online exams/assignments	4.16	0.763
3	Inaccessibility of course notes/materials	4.00	0.765
	Total	1.88	0.219

As in Table six, the overall mean for the academic challenges domain for students is (1.88), and the standard deviation is (0.219). They disagree that they haven't any academic challenges when they implement E-learning for studying English. The most items affect implementing E-learning lack of time required to have online exams/assignments (4.16), inaccessibility, of course, notes/materials (4.00) and lack of interaction between students and teaching staff (3.93) .

It observed that the academic challenges of students are the time required to exams/assignments, the way of interaction between instructors and students, and inaccessibility, of course, notes/materials. The study revealed that online exam or assignments take a limited time of short duration to avoid these challenges. As a result, most students are busy with the routine of daily life, studying and homework or fun. The benefit is that students easily can get their marks at the same time. It can do at any time and place. Students also can check and study their course materials anywhere and anytime as well.

Table 7 *Administrative challenges for students*

No.	statements	Mean	Std. Deviation
4	Problems with internet access	4.11	0.824
5	Negative comments about E-learning	3.88	0.729
6	Inadequate ICT and E-learning infrastructure	4.07	0.808
	Total	1.87	0.287

Table seven presents the overall mean for the administrative challenges domain for students is (1.87), and the standard deviation is (0.287). The respondents disagree that they don't face any administrative challenges when they implement E-learning to the study of English. The most items affect implementing E-learning problems with internet access (4.11), inadequate ICT and E-learning infrastructure (4.07) and negative attitude towards E-learning (3.88) .

It highlights that the administrative challenges of students are: inadequate ICT and E-learning infrastructure, problems with internet access and some negative attitude towards E-learning. The University of Bisha provides adequate technological infrastructure, including network connections and computers, and technical support for both students and teaching staff. Therefore, the problems with internet access or other administrative issues already solved through the implementation of E-learning. Researcher realized that the strong infrastructure in the University of Bisha is making implantation of E-learning simpler. All teaching staff and students should benefit from all this infrastructure and facilities through the implantation of E-learning.

Table 8 *Technology challenges for students*

No.	Statements	Mean	Std. Deviation
11	Lack of technology/software required for home access	4.16	0.792
12	Lack of technical support/advice	4.02	0.764
13	Inaccessibility of audio/video material, PDF, PowerPoint	4.06	0.775
14	Lack of training courses provided by the institution	4.06	0.770
15	The software of E-learning is too complicated to use of	4.00	0.799
	Total	3.41	0.375

Table eight presents the overall mean for the technical challenges domain for students (3.41), and the standard deviation is (0.375). They agree that they have technical challenges when they use E-learning to study English. The most important factor affecting the implementation of E-learning is lack of technology/software required for home access (4.16). There is a similarity between two statements in their means as inaccessibility of audio/video material; PDF, PowerPoint and lack of technical support provided by the institution mean (4.06). Other factors are lack of technical support/advice (4.02) and software for E-learning being found too complicated to use (4.00).

It reveals the technical challenges facing students in the lack of technical support/advice, lack of training courses, and inadequate home internet access. So, E-learning software is too complicated to use. Therefore, some students have basic computer literacy skills. These skills may

not be adequate to use E-learning in teaching, so students need technical support, training and access to the internet. The benefits of training courses and improving literacy skills for the students are to make successful use of E-learning.

Recommendations

The factors for the successful use of E-learning determined by presence or absence of the success factors of E-learning. In this study, the presence of challenges can be the cause of failure, while the lack of challenges can be the cause of success. Therefore, this study recommends the following:

1. Comprehensive training of teaching staff as well as students in the field of E-learning skills. Training on E-learning skills considered as a successful implementation of E-learning .
2. Adopt a blended learning approach at the beginning of the implementation of full-scale E-learning .
3. Introduce compulsory E-learning courses in the curricula for all students, particularly in the first and second year of study to equip them with E-learning skills as well as improve accessibility to E-learning.

Conclusion

The study attempts to find out the challenges EFL students face in learning English at the University of Bisha when using an E-learning system. This study also investigates whether using E-learning is beneficial to EFL students in learning English to the degree anticipated. It emerges that implementation of E-learning at University of Bisha is facing many challenges which include but are not limited to academic challenges, administrative challenges and technical challenges. There are also some disadvantages, such as some skills as speaking are harder to practice online. Further problems could include technical issues such as some students who are unable to learn individually. Therefore, they need direction from a teacher. On the other hand, the advantages of E-learning for students are, to some extent, capable of adjusting learning to suit their individual learning needs and time requirements. It is captivating as well as motivating for them. Tests and assignments immediately assesses, and the content of the course is possible to be kept up-to-date .

The study shows that the challenges as mentioned above in implementing E-learning make them imperative for Saudi universities to overcome them. There have been no two opinions that statistically significant differences between students who have challenges and those who don't have challenges through the E-learning method. It means that students improves their skills due to the participation in the E-learning course throughout the term.

About the Author:

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