

## How Effective is E-learning in Teaching English? : A Case Study

Al-Maqtri M. A. T<sup>1</sup>

### Abstract

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The study is investigating the current state of E-learning in teaching English in the English Departments in King Khalid University in the Kingdom of Saudi Arabia (KSA). The case study technique is used to gather the required data. To achieve the objectives of the study eight questions are asked. The answers to each of these questions summarizes the results of the study as follows: male and female teachers both consider E-learning through Blackboard (Bb) effective. Generally speaking, both male and female students do not consider E-learning effective though females have a more positive attitude to E-learning than their male counterparts. Data show that students are not motivated to work with E-learning. Results also show that students misuse Blackboard system in large scale plagiarism. Online quizzes are found to be more effective than assignments though some students do not favor that. Except for checking attendance and to some extent checking emails, all other Blackboard related activities are never approached by the students. A considerable number of students and girls in particular, say they do not have access to Internet. As a result, E-learning is found not to make the English learning any better. The paper concludes by offering some recommendations and suggestions.

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**Keywords:** E-learning (Blackboard), effectiveness, students of English, teachers of English

Internationally E-learning is one of the hottest topics of research in higher education (James 2008). Regionally, in the Middle East, this is no exception. Locally, E-learning, in Saudi Arabian Higher educational Institutions in general and in King Khalid University (KKU) in particular is making substantial strides. As in the rest of many other universities in the kingdom, there are three levels of E-learning that are being adopted by King Khalid University namely: supportive, blended and full levels.

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<sup>1</sup> College of Sciences and Arts, King Khalid University, Kingdom of Saudi Arabia, and Ibb University (Yemen), P.O.Box:101, Email: [mmaktri@yahoo.com](mailto:mmaktri@yahoo.com), Cell Phone # 00966538290275, Work Phone: 07/2810095, Fax: 07/2810507

Teachers are strongly required to implement the first level: supportive level and are encouraged to use the remaining two. The implementation of each of these levels varies from one college to another depending on the capacity and age of the college and the reach of the Internet connectivity. To what extent this quite recent mode of teaching and learning is considered to be effective, and how the different parties in the Departments of English in the colleges of King Khalid University in Al-Namas town (males and females) view this mode of learning is what this paper is trying to uncover. In other words, with the help of the data gathered by the different tools: observation, questionnaire and interviews, it is hoped to offer some kind of assessment to E-learning in the English Departments which is often said to be difficult to measure (Jenkinson, Introduction, 2009).

Different institutions take the advantages and the positive aspects of E-learning for granted. Many of these institutions, do not consider the different contexts in which E-learning takes place or is intended to take place. For example, the assessment does not take into account the targeted population whether they are motivated to use it or not. In other words, assessment often overlooks students' motivation to study let alone to make use of E-learning. This study therefore is an attempt to assess the use of E-learning at the English Departments at the two colleges of boys and girls in Al-Namas, KSA. Undertaking this study was motivated by the researcher's observation of the students' unwillingness to interact with different online activities such as assignments, quizzes, forum discussion and so on and by the large scale of students' mal practicing by copying from each other (plagiarism) in doing assignments or taking quizzes and other E-learning-related activities. This was confirmed by frequent complaint from teachers and students equally that the latter are not involved actively on online (Bb) activities.

## **1. Literature Review**

### **1.1 E-learning Advantages**

Though the benefits of E-learning have become apparent in different phases of our modern life particularly in higher education, yet, the debate over its advantages and disadvantages between proponents and exponents still has not been resolved (Kamal & Eid, 2004).

The benefits of E-learning are undeniable and several studies have been done on the topic and many other papers have been written on its various aspects. Carl, (in Kamal & Eid, 2004) has given a detailed list of the positive aspects of E-learning. Some of these aspects are that e-courses can be monitored more easily than the traditional classrooms. He further states that on-line learners can make use of the electronic mail to establish communication with faculty members. He reiterates that E-learning may result in cost savings.

Datuk and Ali (2008) and Hassan and Al-Rify (n.d.) mention a number of benefits of E-learning like flexibility, accessibility, and convenience that can enable learners to access material at any place and study at their own pace and place. They think that E-learning content is inexpensive to access. E-learning promotes collaborative learning and therefore it results in more engaging and enriching experiences of learning.

Hjeltnes and et al.( 2004) list a number of advantages of E- learning among which are cost efficiency and cost effectiveness, long life education and easiness of learning, teacher and student time saving, greater flexibility, less geographical barriers, and better administration.

In a study by González (2010) he indicates that four qualitatively different ways of conceiving of E-learning were discovered: (a) to provide information to students; (b) to provide for occasional communication among unit participants; (c) to engage students in online discussions; and (d) to support knowledge-building tasks.

Some educational experts observed that online courses were more interactive in nature than the traditional ones (Mangan, 2001; Rosenbaum, 2001). The reason offered by these researchers was that online education made it easier for slow learners, who may need more response time to participate (Smith, 2001).

Westberry (2009) indicates that E-learning's benefits include supporting higher levels of student cognition, fostering learner reflection and information processing, and leveling the playing field between participants.

The following are some of the reasons why many universities round the world make use of E-learning: First, online technologies offer a consumer-centric approach to delivery that gives students greater control over the learning experience. Second, digital learning and online technologies can create highly simulative and rich interactive experiences for students. Third, online dissemination can broaden and can increase student audiences. Moreover, this mode is seen as one viable way to meet the needs of a changing and complex world (McCombs & Vakili, 2005; George-Palilonis, and Filak, 2009).

Hartnett, George and Dron ( 2011) believe that online learning has a number of potential benefits, not least of which is the ability to overcome the temporal and spatial restrictions of traditional educational settings. Freedom from constraint may also be seen as a defining feature of distance learning, for example freedom of content, space, medium, access, and relationship development.

In the Arab world, literature is abounding with ideas advocating the advantages of E-learning. Mirza (2007) lists a number of advantages that are particularly relevant to those interested in E-learning in a country like Saudi Arabia. The paper stresses on those advantages for those seeking higher education. For such people E-learning is suitable as they do not have to make great sacrifices to their natural way of earning a living, and should not have to greatly disrupt their social and family obligations.

## 1.2, E-learning Disadvantages

In spite of these advantages, E-learning is not free of criticism. For example, Oppenheimer, (1997), Kraut *et al.*, (1998) have been dubious about the advantages of computers and online learning over traditional classroom teaching methodology. For the former, computer education does not help learners to think and it kills their creativity.

Phipps and Merisotis (1999) state that though the E-learning had many advantages, the dropout rates have been very high when compared with traditional class-room. The reference here is to distance type of E-learning. This goes in line with what our study is trying to uncover.

While addressing the various issues faced by the student community in virtual E-learning, Larsen et al. (in Elango, 2008) observed that online students may not be able to determine their academic needs, concerns, and other pedagogical attributes of education.

It was also observed by Jana, and Ramos that those who thrived in the traditional classroom or who enjoyed face-to-face lectures may find it difficult with online learning and vice versa (in Elango 2008).

Hildebrandt and Teschler (2006) even go far away to say that the “e” in E-learning doesn’t necessarily make learning easier, simpler, more effective or more cost effective than traditional pedagogical methods. Again, this seems to be in agreement with what our current case study has unveiled.

Ghaffari and Emami (2011) list a number of disadvantages among which are that there is no face to face interaction between teachers and students in classroom.

Online materials are not as available compared to traditional materials. There are no labs for practicing and there is no substitute for traditional labs. And finally, there are problems with self-discipline like procrastination and failure to fulfill requirements. This last one has been observed extensively in the present case study.

### 1.3, E-learning and Motivation

According to Maggie, George and Dron (2011) little research is done on motivation as one of the crucial factors to the success of online learning. Just as motivation is a key factor in learning and achievement in face-to-face educational contexts, so it is in online learning environments. Motivation is one such factors. For the authors, attention should be paid to person in context view of motivation.

The need that learners should be motivated for E-learning to be effective is emphasized in *Oxford Dictionary that successful E-learning depends on the self-motivation of individuals to study effectively* (2014).

Regionally, a study conducted by Albirini (2006) to find out about the attitudes of teachers of English as a foreign language at secondary schools in Syria. The findings show a positive attitude of the study group toward technology use in education.

Locally, in Saudi Arabia, Al-Shehri (2010) in the study "*E-learning in Saudi Arabia: To be E or not to be E that is the Question*", the author examines current and future developments and challenges of E-learning in KSA. The results of the study show that the participants see that E-learning has emerged to stay. However, the participants do not deny that some challenges and difficulties do exist in respect of resources, organization, management, and information technology. They emphasized the need of a clear vision and strategic planning so that E-learning can be productive and cost effective. Al-Shehri's study also tries to explore the reasons behind what motivates students to participate in the E-learning programs and here he touches on one important area in our topic of investigation, namely motivation and lack of motivation.

## 2. Definition of Terms

### 2.1, E-learning

E-learning, or electronic learning, has been defined in a number of different ways in literature. In general, E-learning is the expression broadly used to describe "instructional content or learning experience delivered or enabled by electronic technologies (Wagner, Hassanein & Head 2008).

According to Steeples and others (2002) E-learning covers a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite.

## 2.2, Motivation

According to *Oxford Dictionary* motivation is a reason or reasons for acting or behaving in a particular way. (oxforddictionaries.com)

It is also defined as the act or process of giving someone a reason for doing something: the act or process of motivating someone. (Merriam-Webster.com)

## 2.3, Working Definitions

E-learning is taken to mean the use of the Bb (Blackboard) online system by the teachers to deliver content, assess students and take attendance and by the students to respond and interact with all these and other related areas.

**Motivation** can be defined as what makes the students involve or avoid using the different E-learning activities namely Bb activities.

## 3. Method

The study in hand is a case study; it took place in the Departments of English at Colleges of Sciences and Arts (Boys and Girls) of King Khalid University (KKU), Al-Namas Campuses in Saudi Arabia. It spanned over a three-year period starting from the academic year 2011-12 and expanding to 2013- 2014.

### 3.1, Participants

The subjects of the study are male and female students and teachers of English in both departments of English. The main focus is the students, however. All the available levels and courses are included except for those that are not taught by the researcher teacher. This means the study covers six levels of students of English (from level one to level six). As for the courses, the researcher-teacher taught the following courses during the study: Writing 1, Writing 2, Writing 3 and Writing 4; Reading 1 and Reading 2, Study Skills, Vocabulary Building 1 and Vocabulary Building 2, Phonetics and Translation. Therefore, the study is limited to these levels and courses.

### 3.2, Data Collection

As indicated above, three different tools were utilized: Observations, questionnaires, and interviews.

### 3.2. 1, The Observations

The observations are of an unstructured nature. This type allows itself to collect data across a longer period. While it is at the same time easy to note down observations even after classes. Here all the levels that are available \_from level one up to level six (year three of the college) are included. The observations have covered the three year-period time since the establishment of the Boys' college and therefore opening of the Department of English in the same year (2011) at King Khalid University.

The data that lent themselves to be recorded through observation are as follows: students' behavior in interacting with the different Blackboard online activities such as assignments, quizzes, and other online activities like information about instructors, attendance list, announcements, course plans, emails and the like.

These data are collected mostly after classes while teacher checks the students' participation in doing assignments and/or taking quizzes. It has to be indicated that the observation is confined only to male subjects; females were only given a questionnaire to complete because of the difficulty of accessing girls' college and due to the fact that the researcher-teacher is not teaching in the girls' college.

### 3.2.2, The Questionnaires

The questionnaire is used to find out the subjects' opinions and attitudes to E-learning (Bb) regarding its effectiveness as a teaching and learning mode and how they evaluate their experience with it. Two versions of the questionnaire with some differences were administered to teachers and the other one to students of both genders.

Each version of the questionnaire addressed to the teachers and the students consists of a list of 20 closed questions. There is also a space given at the end of the sheet so that the subjects can add any ideas that they feel are not included in the closed list. The items in the students' list are somewhat modified to suit them.

As for the questionnaire samples, the study consists of four samples: male teachers, male students, female teachers and female students.

The male teachers sample consists of ten teachers, the male students consists of twenty subjects; the female teachers' sample is six participants while female students participants sample is twenty. The selection of both male and female teachers was purposive; that is to say, teachers were selected according to their availability in the campus.

Female teachers were not easy to have, so those who participated are fewer than their male counterparts. As for the students, the random selection technique was used. Each sample essentially consists of 30 participants, but because male students were of level six and were fewer than girls only twenty subjects were considered to be representative of the samples.

### 3.2.3, The Interviews

The interviews were used with some random subjects (male teachers and students). The interviews are informal. The major question that was asked is "What do you think of online (Blackboard) learning?" The purpose of using interviews is to confirm what has been obtained from the questionnaires and observations. Again, like the case is with observation, interviews' use is confined only to male subjects. Girls were not included for difficulty to have access to their college. The interviews included teachers of English Department and also others who use English as the medium of instruction. Here the interviewees were selected randomly. The teachers were fifteen and the students were thirty.

## 4. Objectives of the Study

This study aims at:

1. finding out what students and teachers think of E-learning , namely Blackboard.
2. assessing the current state of e-teaching / learning in the English departments.
3. identifying the areas of strengths and weaknesses of Blackboard.
4. making known to the concerned of these strengths and weaknesses .
5. Depending on the results, suggestions and recommendation will be given.

## 5. The Study Questions

1. What do teachers and students think of online learning they are exposed to?
2. Are there any gender differences between the different' samples?
3. Are the students motivated to learn through E-learning?
4. Do students involve in any mal practicing in doing online activities?
5. What type of assessment is recommended to use through Blackboard?
6. Do all students have access to Internet connection at their homes?
7. How effective is E-learning in teaching English?



## 6. Results

### 6.1, Results of the Observations

It has to be clear that by observation here it means that we follow not only the students' behavior but also their records on the teacher's web page (content page) and their day to day contacts with the teacher. Due the overloaded data of the three years experiences, the paper is confined to only one term cross-sectional sections of the different levels that the researcher-teacher is teaching. The sections are level one, three, four, and five all of which are taught by the researcher in the first semester of the academic year (2013-14). The results given below in Tables 1 and 2 show the frequencies of students' performance in doing assignments (tasks) and taking quizzes. The specification of assignments and quizzes in particular is because they are used frequently more than any other online activity.

#### 6.1.1, Online Assignments

Table 1 below presents the data obtained through observations. As shown in the table the following categories are given: number of courses, names of courses, level in which each course is taught, number of students, successful attempts, similar attempts (students' copying from each other), acceptable responses and finally the unsuccessful attempts (students did not do the task).

Table 1: Students' Performance in Doing Online Assignments

Task Attempts	Course Name	Level	No. of Students	Successful Responses	Similar Answers	Acceptable	Failed	%
1	Reading 1	1	25	5	4	1	20	80%
	Writing 1	1	47	7	6	1	40	92%
	V.B.1	3	37	3	3	0	34	92%
	Writing 4	4	15	0	0	0	15	100%
	Phonetics	5	22	1	0	0	21	96%
2	Reading 1	1	20	11	8	3	9	45%
	Writing 1	1	40	14	11	3	26	65%
	V.B. 1	3	34	14	10	4	20	59%
	Writing 4	4	15	6	5	1	9	50%
	Phonetics	5	21	6	5	1	15	71%
3	Reading 1	1	9	4	2	2	5	56%
	Writing 1	1	26	16	13	3	14	54%
	V.B. 1	3	20	13	10	3	11	55%
	Writing 4	4	9	7	7	0	2	22%
	Phonetics	5	15	7	6	1	8	53%

The data obtained from the observations in Table 1 above show that for one single online assignment there are three attempts that the students are given chance to do for the same assignment. In other words, there are three attempts because the students do not do the given assignment on the first assigned time. As the first given date expired, only some students did it. Those who did not, they asked the teacher to make it available again. Still, even after the teacher made it available, a considerable number of students in all the courses given did not do it. They asked the teacher to make it available online again for the third time.

This is what we can see in the Table 1 above; out of the total number of the students enrolled in the reading course (25), only five (10%) of students did the assignment. Among these five only one student did it by himself. This student can easily be identified as the most regular and involved one compared with others. The remaining four who appeared to have done it (80%) they actually copied it, probably from that very student. So what about those who did not do it? They kept requesting the teacher to make it available for them again. So those who did not do it in the first chance (20 students) they were given another chance. But even this time only 11 students did it (55%). Among them only three responses (27 %) were acceptable and assumed to be done by the students themselves. The other eight (73%) were found as exact copies from other students who happened to have done it earlier. Now nine students still did not do it. Again they requested the teacher to make it available for the third time. Even now, only four out of nine did it among which two were self done where the other two were a kind of cheating. As one can see, still there remained five who have not done it. The same can be said about the remaining four courses.

### 6.1.2, Online Quizzes

**Table 2: Students' Performance in Quizzes**

Other Activities	Course Name	Level	No. of students	About Instructor	C. Description	Course plan	Email	Attendance	
<b>Courses</b>	Reading 1	1	25	00	00	00	22	98%	0%
	Writing 1	1	47	00	00	00	40	98%	00%
	V. B 1	3	37	00	00	00	35	99%	00%
	Writing 4	4	15	00	00	00	10	100%	00%
	Phonetics	5	22	1	1	1	12	100%	1%

Below is Table 2 in which data obtained from observation pertaining to students' performance in taking quizzes online.

Table 2 above shows the students' performance in taking quizzes. The table shows the performance in two quizzes in respect of the number of students who took the quizzes and those who failed to take them. For the Reading 1 Course, out of total number of the students of that level (Level1), 88% of them attended and took quiz 1. Only three students failed to sit for the quiz. For the Writing 1 Course, 81% took the quiz and the remaining 19% did not. For the Vocabulary Building 1 course (V.B.), out of the total number (37) only one student was absent; those who took it make 96.4%. Moving to the course of Writing 4, those who successfully took the quiz are 73%. The final course in this group is Phonetics; here the percentage of those who took the quiz is 64%. Moving to Quiz 2, almost similar data are yielded.

### 6.1.3 Results of Observations of other Online Related Activities

**Table 3 Results of Observation of Online Activities**

Quizzes	Course Name	Level	No. of students	Successful Attempts		Similar answers	Failed Attempt	
1	Reading 1	1	25	22	88%	0	3	12%
	Writing 1	1	47	38	81%	0	9	19.2%
	V.B.1	3	37	36	97%	0	1	2.7%
	Writing 4	4	15	11	73%	0	4	26.7%
	Phonetics	5	22	14	64%	0	8	36.4%
2	Reading 1	1	25	23	92%	0	2	8%
	Writing 1	1	47	37	79%	0	10	21.3%
	V.B.1	3	37	36	97%	0	1	2.7%
	Writing 4	4	15	13	87%	0	2	13.3%
	Phonetics	5	22	15	68%	0	7	31.8%

Table 3 above gives us some idea about the students' performance in other Bb related activities the most of important of which are information about the course instructor, course description, course plan, electronic mail (including announcements), attendance and forum discussions. As can be seen for all courses, the students' performance is almost negative except for attendance and email categories access. Except for one single student, the rest of students never bother to read or even take a look at the information about the course instructor, course description, course plan, or any other activities like forum discussions. However, they are too much concerned about attendance. For this latter activity, they take it seriously to the degree that they annoy teachers not to record them absent and so on. This is why this category shows the highest percentage of access that researches almost 100% as can be seen with Levels 3, 4 and 5.

The same can be said about email category; it comes just next to attendance. The reason could be due to the fact that the students have their own mobile phone with Internet connection and they receive messages as the Bb system offers this service.

## 6.2, Results of Questionnaire

Tables 4, 5, 6 and 7 below show the questionnaires and the data obtained from the four versions of the questionnaires that were addressed to the different subjects; male teachers, female teachers, male students, and female students.

### 6.2. 1, Male Teachers' Responses

**Table 4:Male Teachers' Responses**

Item	Agree	C. Agree	Disagree	C. Disagree	Total
1. E- learning is enjoyable and interesting to teach with	3	5	2	0	10
2. I teach better if e-learning is used.	1	4	4	1	10
3. I see no difference between traditional and e-learning modes	0	3	3	4	10
4. Teaching using e- learning is a waste of time.	1	0	6	3	10
5. I prefer all courses to be taught through e- learning.	5	1	4	1	10
6. E- learning is a failure if there is bad internet connection.	0	8	2	0	10
7. My students are motivated to learn through the Bb.	2	2	6	0	10
8. E- learning is only helpful if students are serious and motivated	2	8	0	0	10
9. I tried e- learning with the supportive level.	3	4	2	0	10
10. I tried e learning with blended level.	1	1	5	3	10
11. I tried e -learning with full level.	0	1	3	6	10
12. for taking attendance in Bb is easier than the traditional way.	5	5	0	0	10
13. I need more training to use e- learning techniques.	3	5	2	0	10
14. I found my students lacking seriousness in learning through Bb	8	2	0	0	10
15. E- learning can be useful to learn English in particular.	3	2	5	0	10
16. In Bb students copy from each other more than otherwise.	6	4	0	0	10
17. Identifying students copying from each other in Bb	6	2	1	1	10
18. Students prefer Bb only because they do not want to attend classes.	2	4	4	0	10
19. I expect the e-learning will be dominant in future.	5	2	1	2	10
20. E-learning is easy to handle compared to traditional modes.	5	3	2	0	10

The most relevant responses of the male teachers sample are generally positive towards E-learning. For the group E-learning is enjoyable to teach (80%), and they prefer to teach using e- mode (60%). This is in agreement with what Al-Furaydi (2013) has found that teachers of EFL have a positive attitudes to E-learning. In their response to the statement that e-mode is a waste of time; they disagree with 90% majority. Eighty percent say that E-learning is useless if there is no Internet connection, or if Internet connection fails. A majority of 60% say that their students are not motivated to learn through this mode. They unanimously agree that this mode of learning is helpful only if the students are serious and motivated to learn through Bb. As for dealing with attendance, 100% of the male- teacher respondents say that taking attendance through Bb is easier than the traditional method. This went against the researcher's expectation, however. The participants are sharply divided over the idea that E-learning mode is useful to learn English. All the participants (100%) share the idea that students copy (cheat) from each other with Bb more than they do otherwise. Those who predict the E-learning mode will be dominant in future make 70%. About 60% of the participants see that those students who are in favor of E-learning mode do that because they do not want to attend classes. In their reaction to the statement if the e-mode is easier to handle compared to traditional one, a majority of 80% think so.

## 6.2.2, Female Teachers' Responses

**Table 5: Female Teachers' Responses**

Item	Agree	C. Agree	Disagree	C. Disagree	Total
1. E learning is enjoyable and interesting to teach with	4	2	0	0	6
2. I teach better if e-learning is used.	3	3	0	0	6
3. There is no difference between traditional and e-modes .	1	1	3	1	6
4. Teaching using e-learning is a waste of time.	1	1	3	0	6
5. I prefer all courses to be taught through e- learning.	2	2	2	0	6
6. E- learning is a failure if there is bad internet connection.	5	1	0	0	6
7. My students are motivated to learn through the Bb.	3	2	1	0	6
8. E- learning is only helpful if students are serious and motivated.	5	1	0	0	6
9. I tried e- learning with the supportive level.	3	1	2	0	6
10. I tried e learning with blended level.	2	3	1	0	6
11. I tried e -learning with full level.	3	2	1	0	6
12. Taking attendance in Bb is easier than the traditional way.	4	2	0	0	6
13. I need more training to use e- learning techniques.	4	2	0	0	6
14. I found my students lacking seriousness in learning	4	2	0	0	6
15. E- learning can be useful to learn English in particular.	3	3	0	0	6
16. In Bb students copy from each other more than 17. otherwise.	1	2	3	0	6
18. Identifying students copying from each other in Bb . otherwise.	2	3	1	0	6
19. Students prefer Bby because they do not want to attend classes.	3	1	2	0	6
20. I expect the e-learning will be dominant in future.	3	3	0	0	6
21. E-learning is easy to handle compared to traditional mode s.	3	2	1	0	6

Again the most relevant responses of the female sample are generally positive to teaching E-learning. For the group, E-learning is enjoyable and interesting to teach (100%), and they prefer to teach using e-mode (100%). A majority of 67% see that there is a difference between the e-mode and the traditional mode in favor of the former. Those who see E-learning a waste of time makes only 20%. A majority of 83% say that students are not motivated to learn through this mode. Unanimously they think that this type of learning is helpful only if the students have Internet connection. All agree that students are not motivated to learn. Again all of them (100%) agree that online learning can be useful only if students are serious to learn. However, 100% of the respondents say that online mode is easier to take attendance. Unanimously the respondents believe that the Bb mode is useful to teach English.

Half of the participants (50%) believe that students copy from each other in Bb more than they do otherwise. As for using the e-mode to teach English all the respondents agree that it is a useful mode to teach English. About 60% of the participants see that those students who are in favor of E-learning mode do that because they do not want to attend classes. About 67% agree that students prefer E-learning because they do not want to attend classes. All the female teachers predict the E-learning mode will be dominant in future. A majority of 80% say that it is easier to handle teaching using E-learning than using the traditional mode.

### 6.2.3, Male Students' Results of Questionnaire

**Table 6: Male Students' Responses**

Item	Agree	C. Agree	Disagree	C. Disagree	Total
أرى أن التعليم الإلكتروني مفيد	11	-	5	4	20
ارغب في أن تكون جميع المقررات عن طريق التعليم الإلكتروني	4	9	00	7	20
التعليم عن طريق الكتروني مضيعة للوقت	4	10	2	4	20
التعليم عن طريق البلاك بورد أسرع من التعليم العادي	1	8	1	10	20
سيكون أدائي في تعلمي للغة الانجليزية أفضل لو طبق نظام التعليم الإلكتروني	2	11	2	5	20
الأمر عندي لا يختلف سواء أطبق أم لم يطبق التعليم الإلكتروني	7	6	4	3	20
أشعر بمتعة أكبر عندما أتعلم عن طريق البلاك بورد	2	12	-	6	20
أريدا لتعليم الإلكتروني لأنني لا ارغب في الحضور للكلية	8	6	2	4	20
التعليم الإلكتروني مناسب لأنني مشغول عن الحضور	5	11	-	4	20
عمل الواجبات عن طريق البلاك بورد غير مفيد	2	11	4	3	20
الطلاب يتبادلون الواجبات فيما بينهم أكثر عن طريق التعليم الإلكتروني	-	4	7	9	20
نظام البلاك بورد لكن الطلاب غير جادين	3	1	5	11	20
المدرسون غير مهتمون وغير متحمسون لهذا النوع من التعليم	1	8	4	7	20
المدرسون بحاجة للتدريب أكثر لهذا النوع من التعليم	1	7	4	8	20
لا يوجد عندي خدمة الانترنت في البيت	5	3	5	7	20
التعامل مع التعليم الإلكتروني أمر صعب	3	2	8	7	20
أفضل تطبيق التعليم الإلكتروني بشك جزئ فقط	4	3	2	11	20
لا يوجد فرق بين التعليم وجه لوجه والتعليم الإلكتروني	8	5	4	3	20
لا يوجد لدي مانع فيما لو طبق التعليم الإلكتروني بشكل كامل	1	3	5	10	20
لا يوجد لدي رغبة أو استعداد للتعلم عن طريق البلاك بورد	4	-	7	9	20

In their responses to whether E-learning is useful or not, more than half of the male students (55%) see that it is useful.

Half of the participants (50%) do not want all courses be taught through the e-mode. Those who see that E-learning is a waste of time make 35%. To the question whether learning through E-learning is faster than the traditional mode, more than half of the participants (55%) disagree with the idea. About 65% of the participants consider that their performance in learning English would be better through the Bb mode. The response to the statement if it matters whether E-learning applied or not, 65 % say it does not matter. However, 70% say they enjoy being taught through the E-mode. The same percentage (70%) says that they prefer E-learning because they are not willing to attend regular classes. A high majority (80%) agree that E-learning is suitable to them as they are unwilling to attend classes. Those who believe that doing assignments through Bb is useless make about 65%. Only (20%) agree that the students exchange assignments with each other. The remaining 80% think otherwise. They disagree that the students are not serious as only 20% show agreement. About 40 % say they do not have Internet connection. A quarter of the sample (25%) say handling E-learning is difficult. About 65% do see a difference in learning through face to face and the online mode in favor of the latter. Three thirds of the subjects do not want E-learning to be applied in full scale. However, 80 % of them do not mind to learn through the e-mode.

#### 6.2.4, Female Students' Responses to the Questionnaire

Table 7: Female Students' Responses

Item	Agree	C. Agree	Disagree	C. Disagree	
1. أرى أن التعليم الإلكتروني مفيد	20	-	-	-	20
2. أرغب في أن تكون جميع المقررات عن طريق التعليم الإلكتروني	3	-	16	1	20
3. التعليم عن طريق الكتروني مضيعة للوقت	1	2	11	6	20
4. التعليم عن طريق البلايورد أسرع من التعليم العادي	9	1	5	4	20
5. سيكون أدائي في تعلمي للغة الانجليزية أفضل لو طيق نظام التعليم الإلكتروني	3	2	12	3	20
6. الأمر عندي لا يختلف سواء أطبق أم لم يطبق التعليم الإلكتروني	3	-	12	5	20
7. أشعر بمتعة أكبر عندما أتعلم عن طريق البلاك بورد	9	-	9	2	20
8. أرغب التعليم الإلكتروني لأنني لا أرغب في الحضور للكلية	-	3	13	4	20
9. التعليم الإلكتروني مناسب لني مشغول عن الحضور	2	2	14	2	20
10. عمل الواجبات عن طريق البلايورد غير مفيد	3	2	9	5	20
11. الطلاب يتبادلون الواجبات فيما بينهم أكثر عن طريق التعليم الإلكتروني	5	1	10	4	20
12. نظام البلايورد لكن الطلاب غير جادين	9	4	7	1	20
13. المدرسون غير مهتمون وغير متحمسون لهذا النوع من التعليم	6	1	11	2	20
14. المدرسون بحاجة للتدريب أكثر لهذا النوع من التعليم	9	1	9	1	20
15. لا يوجد عندي خدمة الانترنت في البيت	10	5	4	1	20
16. التعامل مع التعليم الإلكتروني أمر صعب	11	-	9	-	20
17. أفضل تطبيق التعليم الإلكتروني بشكل جزئ فقط	10	7	3	-	20
18. لا يوجد فرق بين التعليم وجه لوجه والتعليم الكتروني	1	0	12	7	20
19. لا يوجد لدي مانع فيما لو طبق التعليم الإلكتروني بشكل كامل	1	2	10	7	20
20. لا يوجد لدي رغبة أو استعداد للتعلم عن طريق البلايورد	6	3	9	2	20



Coming to the female students' response to the questionnaire Table 4 shows that the entire group (100%) agree that the E-learning mode (Bb) is useful. But they do not think that all the courses should be taught through the e-mode. Only 15 % see that this is possible. A vast majority of 85 % do not agree. The same percentage (85%) sees that E-learning is not a waste of time. Exactly half of the respondents (50%) think that learning through the E-learning mode is faster to learn than the face to face mode. Three-quarters (75%) of the sample do not think that their performance in learning English through the e-mode would be better. A majority of 65% say it makes no difference for them whether the E-learning mode is applied or not. But, on the other hand, 70% feel enjoyment learning through this mode.

Only 15% say they prefer E-learning mode because they do not like to attend college. Again about 20 % prefer it because they are busy to attend regular classes. Regarding the statement that doing assignments on Bb is not helpful, only 25% of the respondents agree that it is useless. The remaining majority do not agree with the statement. As for the statement about the students exchanging answers online assignments 30% agree and acknowledge the case. In response to the statement that E-learning is useful but students are not serious, 65% agree that they are not taking the matter seriously. As for the availability of Internet connection, to the surprise of the research, 75% say they do not have. Slightly more than half of the participants (55%) say that handling online tasks is difficult. A big majority 80% prefer that E-learning be applied partially. Almost all see that there is a difference between the face to face mode and the E-mode. Half of the sample says they do not have the will to study through the e-mode.

### **6.3, Results of Interviews**

Table 8 below shows the result of interviewing samples of teachers and students

**Table 8: Results of interview**

<b>Respondents</b>	<b>Responses</b>	<b>No</b>	<b>%</b>
Teachers	Useful but students are not interested or serious	15	100%
	We need training	5	33.33
	Students copy from each other or do not do	15	100%
Students	Useless	16	53.33
	useful	14	46.67
	Not good because of connection problems	12	40
	Do not have Internet Connection	14	46.67

Table 8 above presents the results of the single question interview of what the respondents think of online learning through Bb. The frequent responses of all teachers are that it is a useful new mode of teaching. However, all see that students are not interested or serious to learn and make use of it. Some of them however, say that they need some training. Unanimously all teachers say that students copy from each other when doing assignments or other activities online. The students, on the other hand, are divided over the usefulness of E-learning. More than half of the sample (53.33%) think that it is useless. The remaining (46.67) on the other hand consider it useful. The students add that there are problems in having Internet connection and other related problems.

## 8. Discussion

Casting a look at the teachers' reaction, to the questionnaire about the E-learning mode one can see that both genders are in favor of E-learning and consider it as effective. Females, however, have a more positive view to this mode of teaching /learning than males do. Thus both genders are found to consider Bb effective. Accordingly, the first question of the study is answered as the teachers males or females are found to have a positive attitude to Bb. As for students, they have given contradictory viewpoints in the questionnaire. While they say E-learning is effective and good, they are not happy if it is applied to all courses. On the one hand, they say they enjoy it but on the other hand, they say it a waste of time. Contradiction is even found in relation to genders, males do not agree that E-learning is a waste of time, females; on the other hand say it is.

For the reason of unreliable responses, we turn to observations and interviews to give us a clearer and less contradictory picture.

From the observations and interviews we can discern that the majority of students are not in favor of E-learning. Therefore, we can say that the majority do not prefer E-learning and do not consider it as effective. In other words, the second question is answered that the students show a negative attitude to E-learning.

From what the students have shown, it has been found that though both genders have an almost negative attitude to E-learning, yet females (teachers and students) are more positive to E-learning than their male counterparts. Therefore, question (3) that asks whether there exists gender difference is answered with the affirmative.

Both male and female teachers agree that students are not motivated and are not serious about learning through this mode, and that this type of learning can only be useful to learners who are motivated. This is in agreement with what we have found in the observations and in experience in doing assignments and taking quizzes. Also it is in agreement with what some students say about themselves that they are not serious in taking advantage of this new mode of learning. In addition, interviews with the different parties have confirmed the students' lack of motivation. Consequently, question (4) that asks whether students are motivated to learn through the E-mode is answered with the negative. That is to say students are not motivated to learn through this mode.

From the observation outcomes, one can easily identify the students' practice of copying from each other. This is particularly true of online assignments. This is confirmed by the teachers through the questionnaire and informal interviews, and to some degree by the students themselves through the questionnaire. When asked about the matter, some of them confirmed by saying that it is so easy to copy another student's work and paste then send it in a minute. They even found it easier than doing assignments by hand. This is a major weakness of the E-learning system. What the students are doing here goes contrary to what Flango (2008) indicates about his study group that the students do not indulge in any unfair means. While for Flango it is strength, it is a weakness in our case .

All this invites us to positively respond to the fifth question about the students' mal practicing in using E-learning activities.

In addition, this in turn, confirms what just mentioned in the previous point in answering question (4) that students are not motivated to use this mode of learning due to mal practicing of plagiarism.

Online assignments have proved to be useless for the reason that the students keep procrastinating. This problem has been pointed out by Azam, and Emami (2011) that online learning encourages procrastination. Moreover, the students involve in cheating by copying from each other. However, it can be quite good to give them online quizzes provided that the teacher makes use of the restricting rules that limit the chance for cheating. These rules are of course provided in the Bb system. Moreover, the teacher should ensure that the quizzes are taken in lab. Observations show that this is the case; though doing assignments was disappointing, yet quiz taking was promising for the reasons referred to. This leads us to respond to question (6) about what type of online assessment is best recommended. The answer is that quizzes are the most suitable one. Assignments are not recommended due to students' misuse of them.

Moving to question (7) about whether all the students have access to Internet, an unexpected number of students say that they do not have it. While 40% of the male respondents say they do not have Internet connection, it is 75% for females. Therefore, the answer to this question is that there is a considerable number of students who do not have Internet connection at home, which means online activities are to be rethought.

The last study question(8) is about the effectiveness of E-learning in teaching English. This question is answered as follows that due to lack of motivation on the part of the students as observed in the observation and as indicated by teachers and partly by some students, and due to mal practicing (cheating) and procrastinating, E-learning does not make the English language teaching/learning process any better. This can be confirmed by the general performance of students in examinations and other related activities in classroom situations.

## 8. Conclusions

It can be concluded that

1. Generally speaking, male and female teachers are in favor of E-learning mode.
2. Female teachers and female students are both more positive to E-learning than their male counterparts.
3. Apparently students seem to welcome E-learning mode. But contradictions in their statements make appearance here and there, which indicates that they are not really ready to deal positively with this mode of learning. However, as far as it fulfills their biased needs and whims E-learning is welcome.
4. Giving students online assignments is not recommended for their bad performance, cheating and procrastinating. As for quizzes, the students seem to do better, but this is not necessarily reflected in their performance. However, quizzes can be recommended.
5. Concerning other online related activities, the students are not motivated to do any except for checking attendance and e-mails.
6. Due to students' bad performance in the different E-learning activities, and according to teachers' evaluation in the questionnaires, students lack motivation to work with Bb as a mode of learning.
7. A big number of students do not have Internet connection and therefore the students are unable to fulfill the online requirements.
8. English learning does seem to improve as a result of using this Bb online system.

## 9. Recommendations

It is recommended that

1. a more comprehensive and at a larger scale study to be conducted to evaluate the effectiveness of E-learning at different levels in these two colleges in particular and other colleges and departments at King Khalid University and at other universities.
2. another study should be undertaken to find out students' learning motivation in general.

3. Students' lack of motivation is to be given a considerable attention to find out its causes and effects.

## 10. Suggestions

1. Teachers should avoid giving assignments online. Quizzes could be a better alternative.
2. Authorities should pay attention that Internet connection reaches all students. Otherwise, adequate E-learning labs should be provided and used effectively and should accommodate the increasing number of students.
3. Teachers should not overlook the fact that not all students have access to Internet .
4. All concerned should consider that even in the availability of Internet, it sometimes fails and at other times it becomes slower.
5. Those who are proposing to implement the full level of E-learning should not be over enthusiastic about that and should be cautious when taking such a step. Before taking such a decision, the target group should be tested if they are really motivated and up to the task.
6. If E-learning is to be prescribed fully, then it can be for distant learning and for those who are studying for higher degrees.

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