

The Promises and Challenges of Multimodal Online Learning in Saudi Arabia

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Abstract

Under the current circumstances of the (covid-19) pandemic. The kingdom of Saudi Arabia has insured to continue the educational process by creating E-learning opportunities for students in order to accomplish the academic year. This study aims to investigate the effectiveness, challenges and promises of the multimodal E-learning after applying it in the kingdom of Saudi Arabia as an alternative of the traditional face-to-face learning due to the recent global (covid-19) pandemic. The researchers of this study have selected a randomly representative sample of (168 males/females high school students) and (182 English language teachers) in Saudi Arabia. This study followed a mixed methods research methodology consisting of two surveys to collect data in which were published via whatsapp. The findings have revealed that E-Learning has positive impact on students' language skills, particularly enhancing their reading skill and grammar comprehension but in contrast, has a limited impact on their writing skill. Also, students felt more engaged in E-learning and therefore less distracted. Moreover, online learning has enhanced teachers, ability to express creativity. In addition, the present study highlights that E-learning has made some challenges for both teachers and students like; technical obstacles, students facing group-work difficulties and additionally, teachers needed more time to learn about E- learning and preparing multimodal content for English curriculum. In light of the results, the researchers recommended to Develop training programs in order to improve teachers' technological skills. Also, Establishing a specialized committee that is responsible of discussing the developmental suggestions towards E-learning. Moreover, designing options in the platforms that allow student-student task-oriented discussions.

Keywords: E-learning, multimodal learning, teaching English, challenges, promises.

Introduction

The recent world conditions have imposed some solutions. Consequently, some concepts became on the lead as an obligatory replacement instead of being an alternative or supplement. E-learning is considered to be the savior and the safeguard shelter that guarantee the continuity of the educational process. COVID19 shakes and changes the regular normal routines around the globe; as closing down schools was an essential step that might last for as long as the pandemic is inflicting the Earth. E-learning is defined "as an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centered, open, enjoyable,

and interactive learning environment supporting and enhancing the learning processes". (Rodrigues et al., 2019, p. 95). All educational institutions have adopted e-learning as an alternative of real classrooms. Regardless of the challenges that have arisen from this step, the experience has been proved to be a success. Teachers and instructors are now able to harness all the available technological devices and the technical applications to carry out their regular everyday real classroom tasks.

Moreover, the multimodal polishes the current online experience, deepen its impact and boost its effectiveness. Multimodality is a theory which looks at the many different modes that people use to communicate with each other and express themselves. This theory is relevant as an increase in technology tools, and associated access to multimedia composing software, has smoothened people's usage of many modes in art, writing, music and every-day interactions with each other (Kress, 2009). As a result, the experience has become much

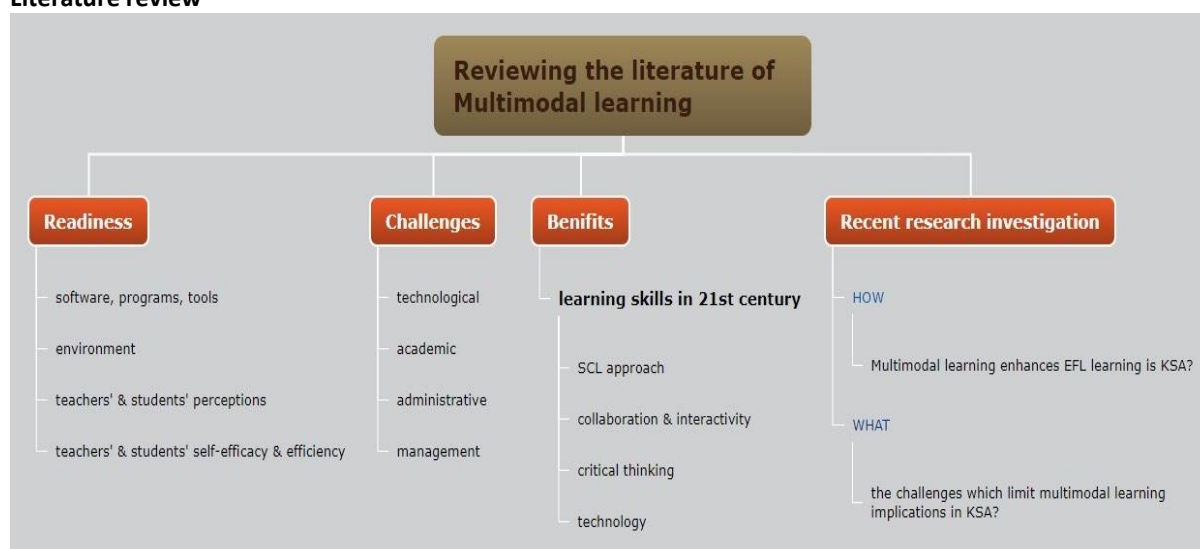
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more effective and a diverse teaching style has been created. The outcome is tangible and indelible. Therefore, multimodal e-learning has been regarded as an encouraged concept that promotes much more interaction in a quality manner. Interaction is the core of teaching English language. Accordingly, multimodal e-learning contributes to language acquisition in gigantic manner, particularly for the Saudi students as they proved to be enthusiastic about technology and a fast adopter of latest trends in technology. This cultivates an environment where learning practices and language acquisition can flourish.

Yet, the experience has encountered a lot of challenges. The recent conditions, however, are not ideal to maintain a sound environment that can result in quality results. Much support should be given on both professional and economic levels; as not all the persons involved have the expertise and professionalism on the adequate levels. On this study, a lot of attention, consideration, and reviews will be given to the recent experience. It will also shed light on the recent applications of multimodal online learning, including a probe for all the challenges followed by the suggested recommendations.

Literature review



E-learning readiness

Measuring the capability of E-learning and e-readiness as well as assessing its effectiveness is an essential step. As Hashim & Tasir (2014) pointed out, E-learning readiness is indicated as the capability of prospect e-learning users in using a new learning environment as well as the usage of alternative technology. They claimed that the implication of e-learning which is conventionally known for its use within only educational institutions has been widened up to include many organizations and corporate industries and it is always important to assess the readiness of e-learning environment implementation. The employment of multimodality in e-learning has also reshaped the types of assessments teachers use. Instead of paper-based assessments, a shift towards multimodal computer-based assessments was suggested, Hind Al Fadda, Muhammad Afzaal, Phillip J. Haberman (2020). However, as reported in AlMusharraf's research study (2020) there is a minimal incorporation of computed-based

assessments by Saudi EFL instructors. Investigating the E-learning readiness includes spotting the types of online software programs most frequently used by Saudi instructors. AlMusharraf has also stated that online dictionaries, online videos, and social programs are used to engage learners in a more dynamic learning experience.

Afzaal, M., & Xiangyi, J. (2020) focused on the academic writing and attitudes and environment are another aspect that should be assessed as some studies claimed that self-directed learning is the strongest predictor of education achievement. In addition to that, motivating both internal and external, toward e-learning is found to be another predictor of academic achievement. Some predictors were not found to be among significant predictors such as Internet/online/computer self-efficacy and learner's control. Education, especially with the spread of Covid-19 world- widely, is currently switching from face-to-face to online learning in an immediate and unexpected way, therefore e-learning readiness has to be carefully

taken into consideration within this new educational paradigm (Tourn, 2020).

The E-learning challenges

The use of E-learning encountered many challenges even in developed countries. Donnelly(2012) said that many teachers had no training and little experience in the use of communications and information technology as an educational tool. Sai et al. (2015) reports the challenges faced by adult distance learners to learn English at the School of Distance Education, Universiti Sains Malaysia. There was a lack of training for communication skills using the English language, insufficient hours of lectures and face-to-face interactions.

In an attempt to highlight, the challenges that face students in learning EFL remotely, Fauzi, I.,Khusuma, I. (2020) have listed many challenges that face both teachers and students during E-learning sorting them as technological, academic, and administrative challenges. They also examined the perspectives of elementary school teachers about online learning in a COVID-19 pandemic condition and concluded that teachers understand the context of online learning. However, during their implementation there were various problems

Found, such as availability of facilities, internet usage, planning, evaluating of the learning process, and collaboration with parents.

The E-learning benefits

E-learning changes the relationship between teachers and students from compared traditional education and provides a platform for them 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. They can promote lectures, presentations and facilitate communication. The main advantages that there is no limitation in terms of time and place. Furthermore, the E-learning system can adapt to the aims of improving communications and enriching students' learning experiences. It has also been stated that E- learning can improve the students' skills in electronic devices due to the participation throughout the term. Nonetheless, the implementation of E-learning in schools is limited. Efforts are just recently starting to improve its utilizations and implanting it in schools. Kanglong, L. and Afzaal, M. (2020) & Alamir, (2015) found out that Saudi EFL students perceived their instructor-student online interactions more positively than their student-student online

interactions. They valued the online interactions of their EFL instructors as more important and useful for their L2 learning than the online interactions of their EFL peers. The online presence of instructors appeared to encourage their students to think critically, express their thoughts, and develop their grammatical and spelling accuracy. Towards the social constructivist paradigm, it was reached to conclusion that both ESL and EFL students perceive a number of benefits can be gained from participation in online discussions, and both groups are receptive to online discussions being set as part of the assessment. ESL students consider online discussions to be beneficial for achieving a range of cognitive and social learning outcomes, as well as developing some important graduate skills and for providing a convenient forum for communication. ESL students reported that they enjoyed participating in the online discussions and considered online discussion assessment to be a good idea and that online learning enriched the approach of student-centered- learning (SCL) (Brich & Volkov, 2005). In addition, interactivity is viewed as an essential key in any learning process. In terms of the attributes of e-learning to interactivity, Haberman, P., Afzaal, M., Ghaffar, A., & Alfadda, H. (2020) and Mutabik (2019) argue that both teachers and students believe that e-learning can be considered as an interactive tool that facilitates communication among students or with teachers. Moreover, Mutabik (2019) highlights that a great number of participants agree that e-learning provided opportunities for them to devolve the essential skills of speaking and listening that might be lacking in the current curriculum.

Considering E-learning as a cultivator of multimodality in learning and teaching, this research will expatiate the challenges and the promises of multimodal learning in the COVID-19 pandemic lockdown by investigating the Saudi EFL teachers and students perceptions.

Research questions

- 1- How the implications of multimodal practices are enhancing the online EFL teaching and learning in Saudi Arabia during the COVID-19 pandemic?
- 2- What are the challenges that can limit the multimodal implication in online EFL teaching and learning in Saudi Arabia during the COVID-19 pandemic?

Methodology

Instruments

The researchers selected a quantitative method design in which data were collected via the survey

instrument. Two surveys with sixteen total questions in each one were developed for this study. The two surveys showed a statement to the participants that shows the purpose of the survey, and defines multi-modal E-learning. The statement says: this survey is presented for English language teachers\ students in the Kingdom of Saudi Arabia. It aims to measure multi-modal e-learning indicators which is teaching\learning by using different audios and videos to convey meanings of the English language, and the challenges that teachers\students face while teaching\ learning through virtual classrooms.

Procedures

The two surveys with sixteen total questions in each one were developed for this study and was administered online through Google Forms. The surveys were also translated into Arabic which is the mother language of the participants to facilitate better understanding. Via WhatsApp groups created by school teachers for remotely communicating with their students, participants were asked to voluntarily complete the surveys. They were asked to choose the survey that they

should answer according to their role as teachers or students; if they agreed, they were redirected accordingly to the survey's page. The survey that was meant for the teachers contained eight questions designed to measure their challenges, four questions designed to measure their contributions to education, and four questions designed to measure their perception about multimodality. The survey that was meant for the students contained eight questions designed to measure their challenges, five questions to measure their contributions to education, and three questions to measure their perception about multimodality.

Participants

A total of 350 participants voluntarily answered the two surveys, 182 of them were teachers and 168 were student from different public secondary schools in Saudi Arabia. Within this section, the results of this study are organized according to the topics investigated in the survey and the objectives of the study.

Results

Effects of online learning on language learning

Table 1. Effects of online learning on language learning

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N	Mean	SD
E learning develops students' ability to write information in English	11.5%	31.3%	17%	26.4%	13.7%	182	2.994	1.263
My students are learning as much now as they were before switching to remote learning	13.7%	34.1%	18.7%	17.6%	15.9%	182	2.879	1.303
I notice better interaction among students now with e- learning	11.5%	34.1%	20.3%	19.2%	14.8%	182	2.917	1.260

A descriptive statistics pertaining to teachers' views on the effects of online learning on language learning is reported in table 1. As shown in this table, their responses have varied from neutral to negative. A substantial number of teachers (13.7% strongly disagreed and 34.1% disagreed) that students are learning as much now as they were before switching to online learning. An almost equal number of teachers also, have reported that online learning lacks options that allow students space to interact.

Challenges of multimodal online learning

The teachers' self-reported challenges of multimodal online learning are displayed in table 2. As can be seen in the descriptive statistics, a large number of teachers (34.1% agreed and 29.1% strongly agreed) have reported that online learning has enhanced their ability to express creativity and

as a result they have become less anxious. Additionally, a significant number of teachers have agreed that maintaining a work-life balance while teaching remotely is not a challenge. An almost equal number of teachers also, have reported that they were underprepared to move every lessons and resource to an online platform and that they needed more time to learn about it. On the other hand, a large number of teachers have *disagreed\strongly disagreed* that they do not have enough technical skills to be successful in online teaching. The displayed results also, indicate that the most problematic challenge faced by teachers (33.5% agreed and 20.9% strongly agreed) are the technical obstacles. The other challenging factor has been reported to be time; as an almost equal number of teachers considered time as a challenge they face when composing multimodal materials.

Table 2. Challenges of multimodal online learning

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N	Mean	SD
teaching language online encounters technical obstacles	8.2%	25.3%	12.1%	33.5%	20.9%	182	3.335165	1.284
I needed more time to learn more about online teaching	5.5%	22%	13.2%	38.5%	20.9%	182	3.472527	1.201
I don't have enough technical skills to be successful in online teaching	28%	31.8%	16%	12.7%	11.5%	182	2.335165	1.218
English online classrooms make me more creative and less anxious	3.3%	12.6%	20.9%	34.1%	29.1%	182	3.730769	1.111
I can maintain a work-life balance while teaching remotely	11.5%	12.1%	17.6%	35.2%	23.6%	182	3.472527	1.290
English curriculum takes too much time to be prepared through multimodal e-learning	5.5%	22.5%	20.3%	31.3%	20.3%	182	3.384615	1.196
E- learning affect the economic side of the families negatively	10.4%	28.6%	20.9%	23.1%	17%	182	3.076923	1.272
The online course format affects my teaching style for the subject	11.5%	21.4%	19.8%	31.9%	15.4%	182	3.181319	1.259

Perceptions about multimodal online learning

Table 3. Teachers' perceptions about multimodal online learning

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N	Mean	SD
I am ready to adopt the multimodal online learning as a model of teaching	8.2%	16.5%	12.1%	36.8%	26.4%	182	3.565	1.267
The multimodal e-learning made me shift towards digital multimodal assessments	2.2%	10.4%	18.7%	46.2%	22.5%	182	3.763	0.988
I represent meaning through different modes and media	1.1%	7.7%	11.5%	50%	29.7%	182	3.994	0.907
Multimodal learning fosters the student-centered learning approach	6.6%	10.4%	18.1%	36.3%	28.6%	182	3.697	1.180
I enjoy remote multimodal teaching	4.4%	9.3%	11%	41.8%	33.5%	182	3.906	1.101

Perceptions about multimodal online learning, as reported by teachers within the survey, are detailed in table 3. From these results, it is evident that multimodality is perceived positively by teachers. Over 50% teachers (50% agreed and 29.7% strongly agreed) reported that they implement multimodality in teaching language by representing meaning through different modes and media. An approximately equal number of teachers reported that they enjoy remote multimodal teaching. In terms of readiness, a substantial number of teachers (36.8% agreed and 26.4% strongly agreed) have reported that they consider themselves ready to adopt the multimodal online learning as a model of teaching. Additionally, 68% of the teachers *agreed/strongly agreed* that employing multimodality in teaching language, made them also shift towards digital multimodal assessments.

4.1 Students' Challenges of multimodal online

learning

Students challenges with online learning is shown in table 1. The highest percentage is reported regarding peaceful environment at home with 65.7% strongly agree. The harm caused by working long hours on the computer comes second in rank with 48.5%.

Results reveal that there is a slightly negative indication by students toward E-learning on some aspects, with 30.2% percentage strongly agree that online learning made them struggle with focusing on the screen for a long time and another challenge reported difficulties on technical and group work wise with the percentages 18.9% and 17.8%. However, positive indications are shown with 20.7% disagree strongly to the statement that suggests going back to face to face classes in the English subject, also strongly disagree to the negative effects of online learning on their English grades or on the family expenses with 20.7% and 25.4% percentages.

Table 1. Challenges of multimodal online learning

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N	Mean	SD
Online learning has made me struggle with focusing on the screen for a long period of time	3.6%	21.3%	16.0%	28.4%	30.2%	168	3.6071	1.223697
Technical difficulties that I encountered while I took the online course frustrated me.	7.7%	25.4%	18.3%	29.0%	18.9%	168	3.261905	1.248895
I think I should go to school to attend some special face-to-face classes such as English	20.7%	31.4%	17.2%	16.0%	14.2%	168	2.714286	1.345397
The peaceful environment at home while teaching is important.	2.4%	3.0%	7.1%	21.3%	65.7%	168	4.458333	0.927647
working long hours on the computer can be harmful.	3.0%	5.9%	8.9%	33.1%	48.5%	168	4.190476	1.026315
My English grades are affected by e-learning negatively	20.7%	29.6%	23.7%	14.2%	11.2%	168	2.654762	1.271465
E- learning affect the economic side of the families negatively	25.4%	30.8%	22.5%	14.2%	6.5%	168	2.452381	1.202839
It is difficult to work in groups in online learning.	14.8%	27.8%	19.5%	19.5%	17.8%	168	2.976190	1.340088

4.2 Online learning Contributions to Student's education

Table 2 shows online learning contributions to students' education. As shown on the table, a significant number of students reported they enjoy attending electronic classes for English subject (29.6% strongly agreed and 35.5% agreed). There is a similarity between results in regard of the effect of online learning on students' language skills and anxiety. Both of which indicated positive attitude with numbers reported (34.3% agreed and 18.9 % strongly agreed) that learning English through the

online classes reduced the second language anxiety. Additionally, the majority of students agreed that E-learning improves their grammar understanding. Reading skills also reported to be enhanced with online learning with significant number of (37.9 % agreed and 20.1% strongly agreed). Respective percentages (31.4 % agreed and 26.0% strongly agreed) have shown that students are not disturbed by multimedia that is involved with the electronic learning. Students statistically stated that the Overall results of online contribution to their education is positive.

Table 2. Contributions to Student's education

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N	Mean	SD
E learning improves my grammar understanding in English classes	5.3%	11.8%	25.4%	37.9%	18.9%	168	3.535714	1.093765
learning English through the online classes reduced the second language anxiety.	2.4%	18.3%	25.4%	34.3%	18.9%	168	3.494048	1.072224
I get less distracted when there are combination of representations such as PowerPoint with audio	5.5%	14.4 %	20.7%	32.4%	27.0%	168	3.600000	1.183216
learning EFL online enhances my reading skills	7.1%	13.0%	21.3%	37.9%	20.1%	168	3.511905	1.163250
I enjoy attending virtual classes for English	8.3%	7.7%	18.3%	35.5%	29.6%	168	3.708333	1.210504

4.3 Students' perceptions about multimodality

Table 3 presents students' perception about multimodality. As shown in the table above, the majority of students have positive attituded toward multimodality learning. Respective percentage (42.0 % agree) indicated that multimodality is of interests to students. More than the half of

students feel more engaged in such learning that incorporates multimodal designs than traditional ones with single modes. Nevertheless, Substantial percentage (23.1 % strongly agreed and 26.6 % agreed) has stated that students think they are not yet skillful to practice using multi modals resources within the set class timeline.

Table 3. students' perceptions about multimodality

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N	Mean	SD
Time is a limitation in the use of multimodal resources	1.8%	14.8%	33.1%	26.6%	23.1%	168	3.547619	1.059937
I feel more engaged in learning that incorporates multimodal designs than traditional ones with single modes.	8.3%	21.9%	22.5%	20.7%	26.0%	168	3.345238	1.304015
Multimodality in online courses stimulated my interest.	2.6%	9.7%	22.9%	42.2%	22.6%	168	3.736527	0.995191

Discussion

This section provides a review on the findings and drawn conclusions. Based on the results of this study, the conclusions are categorized into three domains as follow:

Effects of online learning on language learning

The study numbers indicate that eLearning has positive impact on students' language skills, with large number of students agreeing that e-learning enhanced their reading skill (37.9 % agreed and 20.1% strongly agreed) and over 50% of students positively viewed that E-learning is improving their grammar comprehension (See Figure 1).

This result comes in accordance with the Abdulaziz Abdulrahman (2012) who ascertained the

positive impact of the internet on the students overall reading comprehension ability in term of raising motivation among of EFL learners. Additionally, Mohsen Mahmoudi (2020) whose study indicated that online model has a significant positive effect on EFL students' English development especially on students' grammar achievement along with t developing students' motivation for English learning. However, teachers showed contradicting view and estimated number of disagreements against E-learning develops students' writing skills, with almost half of the teachers disagreeing to that statement, as well as disagreeing that their students are learning now as much as they were before switching to distance learning.

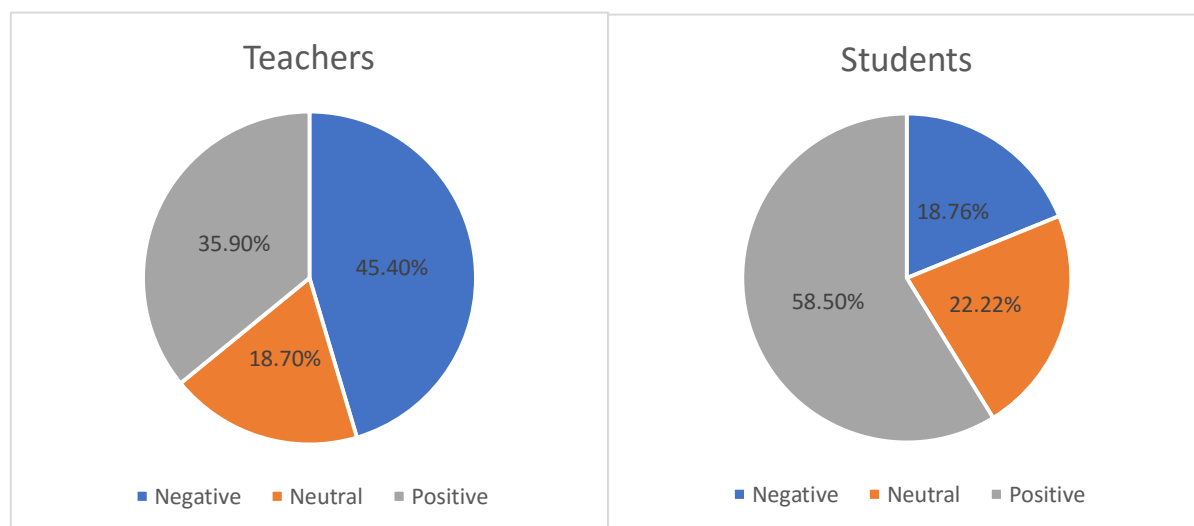


Figure 1. Comparison Between Teachers and Students in Effects of Online Learning

These results are inconsistent with Mohammed Omer Alamin (2018) who noted that E-learning allows students to work independently and brainstorm their minds to come up new thoughts and ideas in their writings. Moreover, teachers reported that students are not learning well in virtual classes, this finding is in disagreements with the results of Dr. Afaf (2018) who illustrated that

the diversity and use of the presentation items in e-learning environments such as text, image, animation, and video clips attract students' attention to the content and develop learning by many senses simultaneously and this increases their academic achievements as well as supports students concept of self-learning.

Perceptions about multimodal online learning

A novel finding in among the perceptions about multimodal online learning, is that online learning, as reported by a high number of teachers, has enhanced their ability to express creativity (See Figure 2). This accords with Morrow(2010)'s findings that online teaching provides them with a freedom to practice what he coined as "purposeful creativity" in which the teacher is able to find new ways to engage students and accommodate their

learning styles by using the right choices of multi modes and the most appropriate elements for their online classes. This also, is in line with more than half of the students' statements about their interests being more simulated by multimodality in online courses and feeling more engaged and therefore less distracted. These results support Rao and Tanners(2011)'s claim that the varied digital formats provide students with multiple means of engagements through online learning.

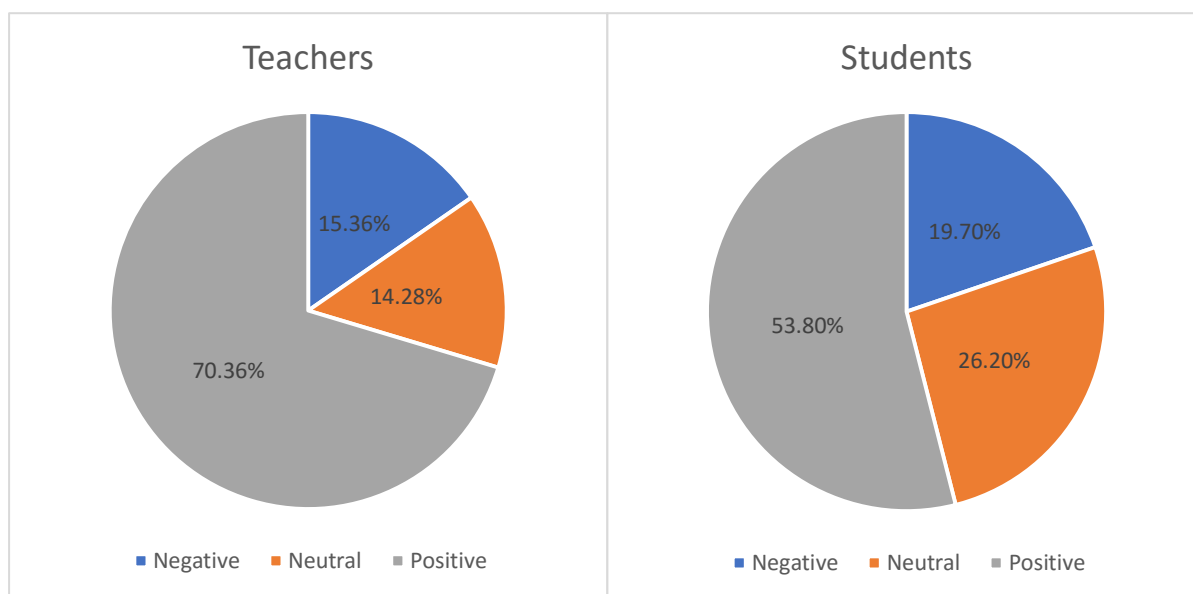


Figure 2. Comparison Between Teachers and Students in Perceptions about Multimodal Learning

Another interesting finding is that due to the nature of online learning, teachers have reported a shift towards multimodal digital assessments. Inconsistent with the findings of Almusharaf (2020)'s study that was conducted prior to the implication of online learning. In her study she has stated that there's a very minimal use of multimodal digital assessments, and rather teachers were using paper-based assessments. Having said that, the findings of the present study indicate that teachers are incorporating multimodality in digital assessments. These varied digital formats can take the form of audio, video or text formats allowing students the option to choose the preferred mean of expression and representation of knowledge.

Challenges

The present study also highlights that online learning lacks options that allow students space to interact together, which concurs with findings stated by students regarding group-work difficulty (See Figure 3). This result ties well with Sun and Chen,(2016')'s study that tackled the lack of sense

of community in online learning environment and its importance in achieving success in online learning. Given the nature of online environment, it is crucial for students to develop a "social presence"(Sun and Chen's,2016), that is regarded to be a key component of a strong sense of community. The social presence is indicated by social bonds and group cohesion that enable students to feel visible and secure.

A further key finding reveals that the technical obstacles are the most problematic challenge faced by both teachers and students. This finding is in accordance with findings reported by Sai, Lin and Belaja (2014) and Almusharraf (2020), who stated that internet connectivity is the primary obstacle to the online language learning experience, in addition to the lack of technical support. Results also reveal that there is a challenge regarding the time factor faced by both teachers and students, in regard of designing content to teach in a timely manner and as a time management skill required to be developed by learners in order to get the best experience of E-learning.

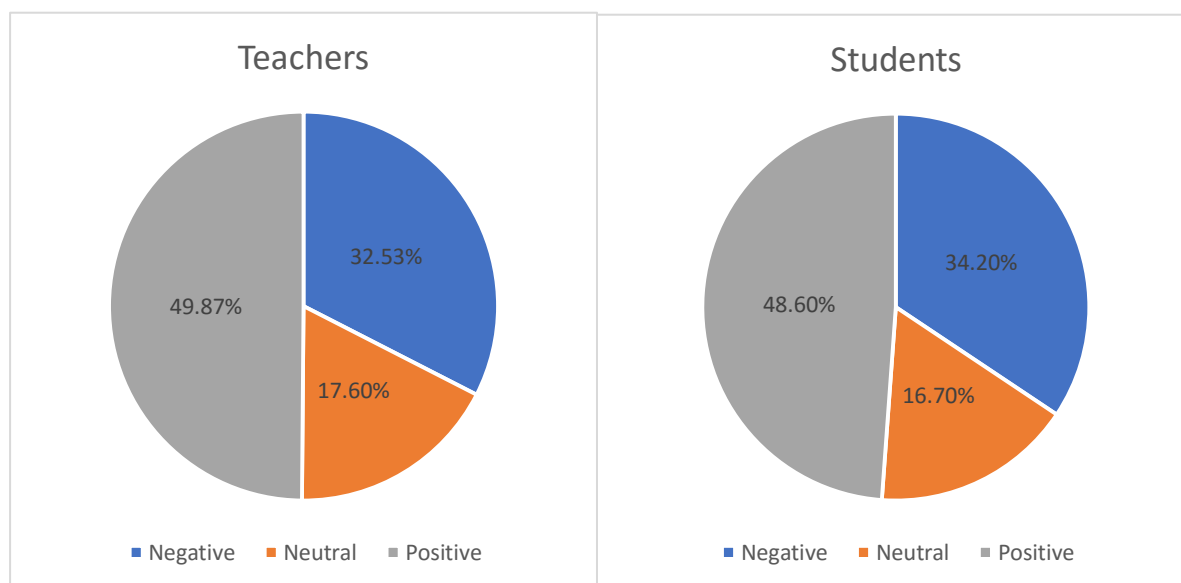


Figure 3. Comparison Between Teachers and Students in Challenges

The present study finds, according to teachers, that preparing multimodal content for English curriculum is a struggle, this challenge is also observed by Mohammed Nasser (2020) whose findings highlight the academic challenges faced by the teaching staff in terms of creating E-learning content and online exams and assignments is a time-consuming to the teaching staff who are already busy with routine teaching and other job tasks. This idea is also supported by Cavanaugh (2005) who found that teaching staff spent more than twice the amount of the time spent by other faculty in order to prepare and facilitate online courses which resulted to frustration and job dissatisfaction. The time factor can also affect learners negatively if not managed well in learning online. As reported by teachers in the present study that multimodal learning fosters the student-centered learning approach, Time management skill helps learners to grow their self-regulated learning skill which is very essential in E-learning environment. This assumption comes from Daeyeol, Sunnie, and William (2020) who asserted the importance of learners' use of Self-Regulated Learning strategies for effective online courses.

The sudden transition to remote teaching, as seen above has entailed various challenges for teachers including the forced readiness. Although majority of teachers have reported that they possess digital literacy, they also have reported that they needed more time to learn about online learning. As stated by Mohalik (2020) it is crucial to differentiate between general digital technology knowledge that surrounds personal endeavors and

techno-pedagogical content knowledge. Thus, the results support AlZahrani (2019) findings that, prior to the pandemic Saudi teachers were not receiving sufficient training on approaches and teaching methods associated with online learning.

Conclusion

The learning process in the kingdom of Saudi Arabia has witnessed a major shift from the traditional learning to the E-learning due to the outbreak of the (covid-19) pandemic. The sudden transition in the way of learning has arisen many challenges in various aspects for both teachers and students in addition to its effect in many different ways. The purpose of the current study is to investigate the effectiveness, challenges and promises of the multimodal E-learning after applying it in the kingdom of Saudi Arabia as an alternative of the traditional face-to-face learning due to the recent global (covid-19) pandemic. The findings of this study have multiple positive aspects that included both teachers and students. Firstly, students have witnessed an improvement in many language features especially in their reading skill and grammatical comprehension. In addition, E-learning has made students less distracted and more engaged in the learning process. Moreover, E-learning has risen teachers' creativity in different ways. For instance, the shift in the nature of assessment. The findings also have marked challenges in the educational process that both teachers and students have faced like; technical obstacles, student's difficulties in interacting together, learners' lack of conscious for the time

management skill , teachers struggle in preparing multimodal content for English curriculum and the teachers' need for longer period of time to learn more about E-learning . In general, The implementation of E-learning in the kingdom of Saudi Arabia due to the outbreak of the (covid- 19) pandemic has its benefits and challenges particularly in the matter of teaching and learning English language.

Recommendations

In light of the previous results, the researchers recommended the following:

- Establishing a specialized committee that is responsible for discussing the developmental suggestions towards E-learning, made up of representatives from teachers, students and parents.
- Developing a training program that is only concerned with improving teachers' technological pedagogical knowledge to enrich the E-learning experience.
- Creating a sense of community and social presence in the E-learning environment by designing options in the platforms that allow student-student task-oriented discussions.

Limitation

The researchers have drawn clear boundaries in order to help limiting the researching process in a clear framework. First, the study took place in The Kingdom of Saudi Arabia. It included both public and private schools. Second, this study spotlights only the effectiveness, challenges and promises of the multimodal E-learning in Saudi Arabia. Third, the participants were randomly selected (168 males/females high school students) and (182 English language teachers) in Saudi Arabia. Finally, the study was applied during the first semester of the year 2020.

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