The Relationship between E-learning and English Language Learning Motivation on Iraqi EFL Students

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Abstract

E-Learning has become possible by integration of information and communication technologies into efficient learning methods, which helps to increase students' motivation to learn and have additional opportunities to enhance their learning through virtual environments thanks to information and communication technology. Study examines the relationship between E-learning and the motivation to learn English as a foreign language among students from the Department of Translation. The research involved (160) participants from first, second, third, and fourth-grade students in College. The data were collected through e-learning scale (Thapa, 2021), and the learning motivation scale Wimolmas, R. (2013). After collecting, unpacking and statistically analyzing the data by Program (SPSS) Version 22. The findings reveal a significant relationship between E-learning and motivation for language learning English and the students have the desire to use E-learning and enjoy a level of learning motivation. The researcher presented some conclusions and suggestions.
Keywords: e-learning, Motivation, English language learning motivation.

المستخلص

أصبح التعلم الإلكتروني ممكنا من خلال دمج تقنيات المعلومات والاتصالات في أساليب التعلم الفعالة، مما يساعد على زيادة دافعية الطلاب للتعلم والحصول على فرص إضافية لتعزيز تعلمهم من خلال البيئات الافتراضية بفضل تكنولوجيا المعلومات والاتصالات، تبحث الدراسة العلاقة بين التعلم الإلكتروني والدافعية لتعلم اللغة الإنجليزية كلغة أجنبية لدى طلاب قسم الترجمة. وشمل البحث

(١٦٠) مشاركاً من طلاب الصفوف الأول والثاني والثالث والرابع بالكلية. وتم جمع البيانات من خلال مقياس التعلم الإلكتروني (Thappa, 2021) ومقياس دافعية التعلم Wimolmas, R. (2013). وبعد جمع البيانات وتفريغها وتحليلها إحصائيا بواسطة برنامج (SPSS) الإصدار ٢٢. كشفت النتائج عن وجود علاقة ذات دلالة إحصائية بين التعلم الإلكتروني والدافعية لتعلم اللغة الإنجليزية وأن الطلاب لديهم الرغبة في استخدام التعلم الإلكتروني والاستمتاع بمستوى التعلم تحفيز. وقدم الباحث بعض الاستنتاجات والمقترحات.

الكلمات المفتاحية: التعلم الإلكتروني، الدافعية، دافعية تعلم اللغة الإنجليزية.

1.1 Background

E-learning is widely used in several educational institutions. This has made it such that online teachers need to be well-versed in both subject and technology; for many educators, this knowledge has become indispensable. E-learning has improved conventional learning methods and has had a significant influence on both the corporate and academic sectors. It has allowed for the widespread use of distance learning (Haverila & Barkhi, 2009).

E-learning contributes greatly to educational institutions. Motivational factors that aid engagement in educational tasks have been studied using several theories, including reasoned actions (TRAs) and planned behavior (Garavan et al., 2010: p.155).

Technology helps facilitate distance learning and is crucial. The Web is frequently used in education as a source of knowledge or even as a teaching tool and distance learning was popular before the advent of the Internet. However, technological developments have elevated ICT into a more important tool for many types of learning. Regardless of the model or strategy, inspiring students to learn is essential (Mahieu & Wolming, 2013).

1.2 Statement of the Problem

To deal with issues like information overload, an increase in learners, challenges, cultural differences, large class sizes, limited resources, and high student expectations.

As a result of these transformations, several educational approaches have emerged to address it. Recently, we have noticed that some students who have graduated from the undergraduate level are unable to continue a brief speech, according to Al-Shamiri (2003). After spending many years learning English, students have not made much progress in their language skills, which has wasted the time and effort of many students and teachers (Al-Shamiri, 2003: P.114). Recently, we have noticed that students feel bored and uninterested in their classwork due to their lack of motivation to complete their assignments, and the learning materials become irrelevant to their interests or skills and provide an excuse for them not to participate in class which causes a drop in the scientific, (Dörnyei & Ushioda, 2011:P. 23),

The problem is to know the relationship between the variables.

.1.3 Significance of the Study

More people speak English making it one of Iraq's most significant subjects. Thus, all majors and academic levels—including higher education.

E-learning has become made feasible by the integration of information and communication technologies into efficient learning methods, which helps to increase students' motivation to learn and have additional opportunities to enhance their learning through virtual environments thanks to information and communication technology. It facilitates the process of accessing the courses at any time and place of the student's choosing and limits the effort expended (Clark, 2004: p. 32).

" Motivation is an emotional state associated with arousal that results in making a clear decision to act that requires intellectual and physical effort, It stems directly from the student's need to learn a language, and the greater the desire to learn, the greater our

motivation, and it varies according to age, gender, experience, ambition and will of the learner. (Williams& Burden,1997: P.120).

Studies examining the research variables have shown that university students are aware of the benefits of e-learning and its importance in enhancing and motivating their motivation and developing different strategies. It is considered an effective method for motivating the practice of English language learning skills, and students enjoy a high level of satisfaction with e-learning . Students who study via e-learning have a higher level of motivation than students who study via traditional classrooms. The curriculum can be classified according to four different factors such as the independent environment for learners, multimedia, and e-learning aides (Alhumsi eta., 2021: p. 15).

In his research, Sadiq (2020) emphasized the desire of students to use e-learning techniques in teaching the English language to Iraqi students. It refers to the platform that students use for the learning they receive at the university. Their widespread use has changed the pace of foreign language acquisition as a result of technological advances and innovations that have enabled the integration of language learning influences (Shyamlee & Phil, 2012).

he e-learning platform displays presentations related to the course material, which allows for additional training with aids that help them acquire, understand and practice the language they are learning in class and provides them with assignments to complete. This method works to stimulate motivation to learn using various educational methods. (Anderson, 2003).

When e-learning is implemented, pupils exhibit a higher level of motivation than before students have a greater chance of achieving their educational objectives if they are successfully engaged. As a result of this, it is considered a tool for teaching university students and a means for educational purposes so requires some consideration (Kim & Frick,2011: p.20).

Motivation plays an important role in learners' independence; a student who is passionate about learning a language may succeed despite encountering difficulties. An individual is either driven or

uninspired based on his inner requirements, prospective outcomes, and personal judgment to achieve these desired outcomes. Determining motivation is as complex as many psychological concepts (Brehm & Self, 1989: p110).

It depends on the learner's capacity to Perceive oneself as a competent, successful L2 user, the greater the desire to learn, the greater our motivation and it varies according to age, gender, experience, ambition and will of the learner. (Williams& Burden,1997: P.120).

Studies examining the research variables have shown that university students are aware of the benefits of e-learning and its importance in enhancing and motivating their motivation and developing different strategies. It is considered an effective method for motivating the practice of English language learning skills, and. Students who study via e-learning have a higher level of motivation than students who study via traditional classrooms.The curriculum can be classified according to four different factors such as the independent environment for learners, multimedia, and e-learning aides. (Alhumsi eta., 2021: p. 15).

The study by Lawa, Lee and Yu (2010) indicated that students typically need to practice a lot to enhance their skills, which cannot be sustained if they are not motivated enough. The adoption of a study model relating to various motivational variables effects, additionally, findings suggest an effective E-learning condition boosts learning motivation (Lawa et al,2010: p.218).

Students have a strong motivation when they join e-learning platforms, and vice versa. It appears when they get high grades in higher education institutions and affects students' motivation. The researcher studied the relationship due to the importance of the subject in students' lives. The knowledge gathered can be very valuable in enhancing students' motivation to learn English. (Hrandi, 2015: p. 423).

It is clear from the foregoing importance of research and the importance theoretical can be determined by highlighting the research variables, clarifying their importance in the areas of education, success, reducing the low level of motivation finding

programs and methods that encourage the student to learn and their contribution to improving motivation, as practical importance highlights the important contents that benefit educational counselors, providing assistance students to raise their level, providing them with skills.

1.4 Purpose of the Study

Revealing the strength of the relationship between e-learning and motivation among university students. Provide valuable encouragement programs to attract students' attention and encourage them to continue learning. The strategies contribute to improving the quality of educational outcomes in Iraq.

1.5 Research Questions

Is there any significant relation between e-learning and learning motivation among Iraqi EFL learners at the Department of Translation, College of Arts Al-Mustansiriya University?

1.6 Research Hypotheses

H0. There is no statistically significant relationship at the level (0.05) between E-learning and learning motivation among Iraqi EFL learners.

1.7 Limitation and Delimitation of the Study

This study focuses on students of Translation Iraqi EFL learners. These participants were males 80 females 80. , the year 2022-2023.

1.8 Definition of the Key terms

The present research is comprised of the following key terms

1.8.1 E-learning includes various electronic technologies and means new or well-established technology, or fresh learning material. It's local and remote. Recent expansions include mobile and wireless learning apps, through electronic educational platforms (Ong et al, 2004).

1.8.2 Motivation is a latent energy an organism that stimulates it to behave in a certain way in the outside world. This is done by selecting the response that is functionally beneficial to it in the process of adapting to the external environment and putting this response in place of precedence over other possible responses and results in satisfying a specific need or obtaining specific goal (Brophy, 1998).

1.8.3 English Language Learning Motivation

An internal state student moves his thoughts, awareness, prompts him to pay attention to the academic duties and tasks of teaching and to undertake and perform all the required subjects, duties and activities, or to continue until learning is achieved as a goal for the learner. Procedurally, self-power drives the behavior of the individual and directs him, will be measured through the measure of motivation towards learning English used in the current study. (Tawq & Adass, 2003:p. 211).

1.8.4 **Operational definition**

The grade student gets when he responds to the two scales.

Chapter Tow/ Review of the Literature

2.1 Overview

It includes presenting and discussing the research variables, identifying the concepts, the historical background, the most important theories related to each of the research variables, the contribution of previous literature in interpreting them. And previous studies related to the current study.

2.2 Theoretical and conceptual literature

2.2.1 E-learning

An educational process that employs an extensive array of educational resources in the service of training, education, makes for goals of training, spreading content, communicating between students and teachers. utilizes PowerPoint presentations and the delivery of these materials to students outside of the time that they are in class (Laurillard, 1993: p.131).

Training and education based on the web. Training can be made more effective by offering individualized, interactive, just-in-time experiences as well as up-to-date knowledge at any time and in any location, as well as the dissemination of knowledge and education through the use of computer network technologies, most prominently the Internet (Terry, 2000: p.27).

It also addresses the shortcomings of traditional classroom teaching, especially its lack of resource flexibility (Moore, 2002)

Allows for learning to occur at the learner's convenience, regardless of schedule, location, or subject matter. To achieve this goal, one must first establish a strategy for e-learning and then incorporate it into routine operations. Technology in the form of the World Wide Web allows for just-in-time instruction (Maurer & Sapper: 2001)

2.2.1.1 Historical Review

E-learning has only been around for a short time, and its past is marked by rapid changes in technology. In the early 1920s, Sidney Bryce built a machine that provided his first-year students with training and exercise materials. Like a typewriter, his invention presents a question and four options for the student to choose from. Press the appropriate button on the keyboard. The device stores the response once the user presses the key. The scorer then inserts the completed test sheet into the machine and records the user's score using the meter. It also addresses the shortcomings of traditional classroom teaching, especially its lack of resource flexibility (Moore, 2002: p. 61).

It allows learning to occur on the learner's time, regardless of schedule, location, or topic. To achieve this goal, one must first develop an e-learning strategy and then integrate it into routine operations. Technology using the World Wide Web allows for just-in-time learning (Maurer & Sapper: 2001).

2.2.1.2 The benefits

It makes it easier for the students to talk to each other and to the professor. This is because discussion boards, email, and chat rooms make it easier for students to talk. These things help them join in and talk about the things that are being brought. Online forums allow students to share their thoughts on the topics being raised. This increases the chances of using the opinions and suggestions of others and integrating them with their opinions and building a strong knowledge base for them up.

Equality, as it gives every student the opportunity he deserves to participate in it, because he can send his opinion and voice through tools such as e-mail, discussion boards…etc. Because this way of learning gives them more courage to share their ideas and search for facts than would be the case in a standard classroom.

Which is not possible because of the way the seats are arranged, studies have proven that online discussion helps and motivates students to face more problems.

Ease of communication with the professor as quickly as possible, even when he is not working by email, it's useful for students whose hours don't always coincide with the professor's, or when there's a question that just can't wait. Access to the curriculum gives the student a sense of stability because he can get the knowledge he wants when it is convenient for him, it is not related to the opening and closing time of library thus the student feels comfortable, does not feel bored, reducing working time and obtaining test results through platform (Moore, 2002).

2.2.1.3 Kinds of electronic learning

2.2.1.3.1 Synchronous

It is a type of learning in which the teacher and students share the same course and time simultaneously. Everyone must be present in the same room and chat and audio conferencing technology is used, and vice versa, allowing students to log in and participate whenever they want. The reason it is called this is because applicants must check in at a specific moment and classes are scheduled to last a specific amount of time. Lessons may range from one session to multiple sessions spread over several years. The board can show everyone that the synchronous approach is most similar to traditional classroom instruction. Synchronous training sessions are typically conducted using websites, Internet telephony, or audio-visual conferencing media (Gilbert & Han, 1999).

2.2.1.3.2 Asynchronous learning

It refers to educational materials that students can access when necessary. This content ranges from simple to advanced difficulty and includes text and image lessons. It is possible to embed CD, DVD-ROM. Students usually study at their own pace. This may include message boards, discussion groups, and online e-mail. Stand-alone programs can access reference materials using appropriate technology. Asynchronous e-learning allows students to learn from anywhere (Gilbert & Han, 1999: P .149).

Asynchronous methods allow users to access course materials even when the instructor or other students are not available at the same time (Hiltz 1994: P.35).

2.2.1.3.3 Blended Learning

It is a blend of several learning strategies. This can be achieved by integrating "blended" virtual and physical resources into the lesson; the deeper relevance comes from getting students to participate in instructional strategies to which they are accustomed. It happens by integrating teaching aids and methods, students attend classes electronically. Its goal is to combine formal learning activities with informal on-the-job activities. uses a range of learning modalities, including as live e-learning, face-to-face classroom activities, and self-paced learning. A whole-school experience in which students split their time between classes is the fourth type, titled "Enriched Virtual (Moskal et al., 2006:p.27) **2.2.1.4Theories**

2.2.1.4.1 Behavioral

Learning is regarded by behaviorism as a change in behaviour that can be seen and focuses on the factors that cause behavior changes in organisms. Behavioural scientists advise using an organized and deductive approach when creating online courses so that students can swiftly pick up important ideas, abilities, and factual knowledge. Practice, material division, measurement of learner accomplishment levels, and external feedback can all add to the benefits of online learning (Jonassen, 1991: p.10).

. Learning is strengthened when a stimulus and response are continuously and repeatedly paired. Learners' needs and talents must be evaluated in order to make education meaningful and relevant for changing behaviour in a learning environment. Then, measurable objectives can be documented. A hierarchy has been used to systematically arrange the learning tasks. The effectiveness of activities performed by learners is evaluated in relation to objective standards for mastery and reinforcement, which depends on the completion of each stage successfully and upholds previously taught behaviors (Atkins, 1993: P.256).

2.2.1.4.2 Constructivism

Students build new concepts, models, structures, and ideas and relate them to what they already know.

In order for e-learning to be an effective process. Examples of high-level activities that keep students engaged in e-learning include asking them to apply what they've learned in real-world situations, providing their own interpretation of the material, and discussing it in small groups (Murphy & Cifuentes, 2001).

it is essential for students engaged in E-learning to be provided with sufficient time and opportunities to engage in practices pertaining of the learning materials. Throughout the class, questions about the material can be utilized, and information processing. By providing examples and practical cases for theoretical information, learning should be made understandable. Additionally, should compel students to apply and customize the provided learning material

To encourage learning, instructors emphasize active learning activities The challenge with e-Learning is phased since learning is focused on creating new knowledge, abilities, and attitudes. Therefore, recommend offering additional means of realising such didactical characteristics, the use of e-Learning relies heavily on these learning theories. The use of collaborative tools, which are frequently seen as crucial to e-Learning is a key component of this strategy (Mödritscher & Sindler, 2005).

2.2.2 English Language Learning Motivation

Motivation is a multifaceted psychological process encompassing thoughts, actions, feelings, and choices. Students, benefit much from having a strong drive to study. As the process of learning English in a virtual environment is ultimately completed by the learner, understanding its trajectory is crucial (Pandya et al., 2016).

A great number of pupils rely on their instructors to inspire them, and successful education is directly proportional to the degree to which instructors are able to sustain the enthusiasm that draws pupils into the classroom. Regardless of the level of provides, the results will either be positive or negative depending on what is going on in the classroom. A person's level of motivation can be influenced by a number of things, such as their level of topic,

awareness, interest, desire to achieve something, level of self-esteem, patience and perseverance. Some pupils get their drive from the approval of their peers, while others get their drive from overcoming obstacles. To get motivation independent learners need positive feedback. Students gain knowledge by engaging in activities such as doing, writing, designing, creating, analyzing, questioning, and making educated guesses about the outcomes of the situation at hand. (Ghobari & Abu Shaira, 2008: p.339).

2.2.2.1 Motivation

It is an urgent need desire moves and drives the skills of learners to study more to complete the need: He explains: "It is assumed that motivation stems directly from the need to learn a language, and the stronger the need to learn, the more likely we will have stronger motivation. These demands fluctuate depending on the learner's age, gender, previous experience, first language versus target language prestige, and cultural variables (Thomas et al., 2010).

One of the most important elements of effective education is fostering a desire to learn new languages; motivation is frequently founded on the premise that we do not act arbitrarily, but that everything we do has a purpose, someone is either motivated or not motivated based on his internal requirements, prospective outcomes and personal appraisal of his ability to achieve desired ends, (Bentham, 2002:120).

2.2.2.2 Learning Motivation

learner's ability to construct a distinct vision of himself as a competent, good and intelligent language learner will be crucial to this motivation represents cognitive and emotional excitement (Csizér & Dörnyei, 2005)

Increasing students' drive to learn is crucial to quality instruction, according to the research of Kim and Frick (2011). Students' interest in and effort put into a training exercise is indicative of their drive to learn, as stated by Garavan et al. (2010), a person's desire to study is a matter of attitude. There are two common ways to classify student motivation: extrinsic and intrinsic (Kim & Frick, 2011) .

2.2.2.3 Some theories related to the motivation of learning English

2.2.2.3.1 Gardner's and Lambert's Socio-Psychological Model (1972)

Gardner's contributions introduce the two main motivational types: integrative and instrumental, the term "instrumental motivation" is a desire to acquire a language for "utilitarian," interpersonal objectives. The term "instrumental orientation" refers to the pursuit of language learning to use it for a particular objective, such as (career promotion, admission to higher education, landing a job, or travel). Extrinsic motivation refers to a concept, where behaviour is motivated by the pursuit of a goal, intrinsic contrasts with extrinsic, which pleasure experienced when engaging in an activity rather than its use (Dec i& Ryan, 2000).

Integrative orientation is absorbing a culture, as opposed integrative (learning a language), integrating into the target language, learning about community customs and being open ways life, In the maximum level, discrimination of aim community and potential disengagement from original group are implied ((Dörnyei & Ushioda, 2011).

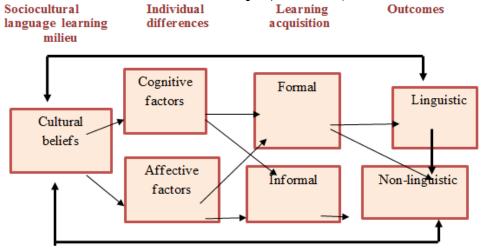### 2.2.2.3.2 Gardner's Socio-Educational Model (1982)

Encompasses interest in languages towards the L2 community.
These traits represent a person's desire and interest to connect with members of different groups in social circumstances, motivation effort in learning situations and achieving needs(Csizér. & Dörnyei, 2005)

There are two key motivational elements in Gardner's theory of motivation:

1. A social/emotional component, which is also known as an integrative motivation.

2. A pragmatic or utilitarian component, linked to the tangible advantages achieved by advancing one's language skills (such as a higher income). Gardner's concept focuses especially on learning a second language in a controlled classroom setting as opposed to in a natural situation. The model shows four aspects of learning a second language (Gardner, 1985).

The term "social or cultural milieu" refers to the learners' perceptions of foreign cultures and languages as shaped by their immediate surroundings. These ideas significantly influence the learning of second languages (Gardner& MacIntyre, 1992).

Figure 2.1

(The Socio-Educational Model (Gardner & MacIntyre, 1992 as cited in MacIntyre, 2002:47).

2.2.2.3.3 Self-Determination

Intrinsic motivation, which is based on competency and autonomy, defines a condition in which students feel joy. Extrinsic motivation calls for doing an activity and getting a reward or staying away from harm. Intrinsically motivated students engage in activities "for their benefit, "The fun, learning and achievement they inspire self-regulation occurs when an individual engages in an activity for its perceived value (for when they study a foreign language because it relates to their interests or hobbies(Lepper, 1988: P.292)

2.3 Previous Empirical Studies

E-learning has been the focus of numerous research studies.

The study addressed Wimolmas, R. (2013). The type of motivation for learning English among 30 students from the first stage at the Institute of Technology in Thailand. A modified motivational study adapted from Gardner's Attitude Test Battery was conducted. The data was analyzed statistically using percentage and standard deviation. The results show that the students have

"high" and effective motivation and this indicates that motivation is an important factor for English language learners. The results contribute to our understanding of the factors that influence improved learning. Motivational methods, programs, and related activities must be used to enhance motivation (Gardner, 1985).

The study conducted by Harandi (2015) aimed to explore the relationship between e-learning and motivation among a sample of students at the University of Tehran. After distributing questionnaires to them during the application, the data was collected and analyzed by calculating the correlation matrix. The research results showed that there is a relationship between e-learning and student motivation. I also mentioned that when applying e-learning, it results in more motivation for learners and encouraging and motivating students leads to good learning as well. There are no differences at different ages and levels in the relationship between e-learning and student motivation

It has been shown that e-learning has great importance considered one of the powerful aspects that influence motivation. The study's conclusions should be generalized because they will be useful and meaningful for their impact on motivation.

Chapter Three/ Methodology

3.1Overview

Includes a display all procedures, the design, sample, how to select them, tools used to measure variables, that are followed and analyzing data statistical methods.

3.2 Design

This study used the simple correlative descriptive approach describing variables quantitatively because the purpose of data collection is to determine the degree to which quantitative variables are related to each other (Frankli, 2011).

It is the design that fits the current research to identify relationships, questionnaires are distributed to participants, clarify the purpose of applying them and how to answer them.

3.3 Participants

The sample consists of 160 participants 80 males and 80 females who are EFL learners of Translation, Al-Mustansiriya University.

They are studying English for 4 years. The participating students majored in the field of English Translation.

3.4 Instruments

The following instruments were used to collect the data in this research

3.4.1E-learning scale The researcher used the e-learning scale (Thapa, 2021). It consists of 18 items, and the response is evaluated on a graduated pentatonic scale (5-1). It was translated from English into Arabic, and the translated version was presented to specialized experts to find out the extent of congruence between the two versions, adapt the scale to the Iraqi environment, the clarity of the paragraphs, and ensure the validity of the wording of the paragraphs, and all the paragraphs were approved.

3.4.2 Learning motivation scale

The researcher used Wimolmas, R. (2013). Learning Motivation scale. It consists of 20 items and five alternatives for evaluating the responses on the scores of the items of the scale, which are (Strongly agree=5, Strongly disagree=1). is translated into Arabic to be sure, it was presented to specialized experts to find out Matching between the two versions and adapt the scale to suit the Iraqi environment.

3.5 Data Collection Procedure

Data collection procedures included an e-learning inventory and learning motivation for the participants and collected information about their motivation toward e-learning related to the English language. The data collection process was carried out through the application of questionnaires to the research sample. They were encouraged to answer honestly and to the best of their abilities.

And not to reveal their identity. All data collected was handled with utmost care and stored securely to maintain participants' privacy and confidentiality.

3.6 Data analysis

After applying the necessary procedure and unloading the data it is processed statistically using (SPSS) Version 22 in addition to Mean, Standard deviation, Coefficient Alpha and Correlation.

3.7 Ethical Considerations

Ethical considerations are of paramount importance throughout the research process to ensure the rights of the participants.

participants were provided with clear information. All data collected were treated with the utmost care and stored securely. Personal identifiers are removed and replaced with unique codes to ensure participant anonymity. The data were used solely for research purposes.

maintaining their confidentiality and anonymity and the data were stored in password-protected electronic files for the specified duration required by the institution and then securely destroyed by data protection regulations.

The researcher took necessary measures to protect the integrity and security of the collected data. Access to the data was restricted to the research team only, and the data were stored in password-protected electronic files for the specified duration required by the institution and then securely destroyed under data protection regulations. These ethical considerations were taken seriously to ensure the research adhered to the highest ethical standards and respected the rights of the participants.

4   **Chapter Four**/ Results

4.1 Overview

We present the results of the analysis conducted on the data collected from the 160 Iraqi EFL students who participated in the study. The data were obtained through the administration of two instruments, e-learning Inventory and the learning motivation Scale, by a comprehensive examination of the data. The results will provide a detailed picture of learners, it highlights the important findings that emerged from the analysis, relevant statistical analyzes and interpretations will be presented.

4.2 Descriptive Statistics

Table 4.1
(The research sample)

Cologe of Art	stage	Female	male	number
Department of translation	FIRST	20	20	40
	Second	20	20	40
	Third	20	20	40
	Forth	20	20	40
total		80	80	160

4.2.1 Normality of Test
Table 4.2
(Normality of Test)

Variable	N	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
E-learning	160	.169	.192	.007	.381
Learning Motivation	160	-.278-	.192	-.153-	.381

Table shows that (160) EFL learners participated in the present study

Table 4.3
(Scores of E-learning and Learning Motivation)

Variables	N	Minimum	Maximum	Mean	Std. Deviation
E-learning	160	59.00	80.00	69.35	3.88
Learning Motivation		63.00	85.00	76.31	4.031

4.2.2 Reliability Analysis
4.2.2.1 Validity
It indicates whether the scale actually measures the same characteristic. Every valid test is a constant and the best way is for a

number of specialists to estimate the validity of items represent the measerment. Face Validity is the presentation of the items of the scale and its instructions to a group of experts who are characterized by experience that enables them to issue a judgment on the suitableof the items of the scale for the studied phenomenon take their opinions about amending or deleting some (Ebel, 1972, p.78).

4.2.2.2 Reliability

It means the extent of consistency or accuracy in measurement, and it is measured in the following ways

4.2.2.2.1Test-Retest Method

A sample of 20 participants was selected and the two scales were applied to them. After a period of time, the test was repeated, and the Pearson correlation coefficient was used to calculate reliability. The e-learning scale of .86 and the learning motivation .93

Table 4.4

(Reliability coefficient by Test-Retest)

Scale	Number items	N	Test -Retest Method
E-learning Questionnaire	18	20	.86
Learning Motivation	20	20	.93

4.3 Result of Research Hypothesis

Table 4.5

illustrates value of the t-test for the significance of the Pearson correlation coefficient

Variable	N	Pers-Cor.	df	a	t
E-Learning Learning Motivation	160	0.403	158	0.05	5.521

It was found from the result presented in Table (4.5) that there is a positive, statistically significant relationship between e-learning and learning motivation, which indicates that the higher the student's degree in e-learning, the greater his motivation toward learning.

Chapter Five/ Discussion and Conclusion

5.1 Overview

This chapter comprises an analysis of the findings Subsequently, deductions are made conclusion, the pedagogical implications of the study and Suggestions for future research are presented.

5.2 Discussion

The findings of the study indicate a statistically significant positive relationship between students' scores on the e-learning scale and their scores on the motivation scale, with a correlation coefficient of 0.403. This connection was determined to be significant at the 0.05 level of significance. This finding suggests a positive correlation between a student's e-learning score and their degree of desire to study, as well as the subsequent impact on educational transformation. The growing prevalence of e-learning inside educational institutions.

This finding is consistent with several previous studies that examined the relationship between the two variables. In line with the study conducted by Harandi (2015), which investigated the relationship between e-learning and motivation, our study highlights the importance of considering motivation and using different methods of encouragement in the educational process. This is an important aspect in higher education since performance is important in their careers and students are more motivated when they enter e-learning. Thus, they will engage in it greatly and successfully and achieve the goals they seek. It will certainly be a valuable tool in measuring their education, and this requires attention from educational institutions. The content must be taken into account, its suitability for learning and its connection to modern technology.

this has greatly contributed to the high level of student motivation towards learning, as it saves effort and time that is commensurate with students and is considered a motivating factor and It encourages the completion of studies and achieving the ambition of individuals. "One of the crucial factors for students' success in the e-learning process is motivation".

The incorporation of information and communication technology into the educational process is contingent upon the individual

motivation of the participants. This finding aligns with the results of other research, including those conducted by Ghaedi and Jam (2014), Sengodan and Iksan (2012), and Keshavarz and Hulus (2019). The findings of the study provided evidence supporting the presence of a statistically significant positive relationship between the two variables.

5.3 Conclusion

This study concluded that students tend to use e-learning in their studies and are more motivated and able to achieve their goals when using this type of learning and it is a basic tool. Motivation Unique role in learning and learning style contribute greatly to motivating students towards learning. Motivation is a great source of knowledge to practice multiple activities related to learning that are more motivating. Strongly motivated students will become good language learners.

Finally, the study emphasized the alignment of e-learning methods with educational practices to enhance student outcomes. And use more engaging, meaningful educational experiences. Emphasizing the design of instructional materials, activities can promote a student-centered and culturally responsive approach to language teaching, ultimately benefiting student engagement, motivation and academic achievement.

5.4 Pedagogical Implications

The study has implications for enhancing motivation and academic satisfaction, which supports learners of English as a foreign language. Recognizing the impact of learning can guide the development of targeted interventions and support systems to enhance persistence and academic achievement. Collaboration between professor and student in practicing the educational process, designing programs to attract attention, alignment and creating a positive study environment.

It can provide a platform for exchanging experiences by providing them with effective mechanisms to adapt the educational system in Iraq and enhancing their ability to overcome challenges

and maintain their adaptation in the university environment throughout their academic life.

5.5 Suggestions for Further Research

Future studies can delve deeper into studying the cultural, technological and educational factors that affect learning the English language and student motivation. Comparative studies can be conducted to examine e-learning and its relationship to student motivation in other university environments, allowing comparisons between universities in Iraq and a broader understanding of the impact of intelligence and creativity. Conducting studies to find out the relationship of e-learning with other variables such as (test anxiety, cognitive need, academic self-efficacy study and learning styles, level of ambition, and self-confidence). And linking the motivation of learning the English language with other variables like self-concept Self-efficacy and some teaching methods of the English language for high school students, primary, middle schools and technical institutes.

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