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Exploring English Major Students' Readiness and Its Influence on the Students' Motivation for Online English Courses

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***Abstract*—The intent of this study is to explore the views of EFL undergraduate readiness to e- learning. More precisely, it probes how readiness will affect students' motivation to learn online and whether the students' gender and year of study have a relation with their readiness and online learning motivation. The researchers have administered an online survey with a 5-Likert scale (Microsoft Form) to259 EFL undergraduates from Al-Balqa Applied University of various study levels of English. The scale for data collection was adopted from a study by Hung et al. (2010). Results showed a positive relation between online learning readiness and online learning motivation, and the most significant predictor of online learning motivation was learner control readiness. Moreover, results revealed no significant relation between students' e-learning readiness and their learning motivation due to the students' gender and their year of study variables.**

***Index Terms*—e-learning readiness, online learning motivation, EFL students, English courses**

I. Introduction

In higher education sector, shifting from face –to face learning to e-learning has grown continuously and remarkably. And to achieve effective e-learning progress, determining the students' online readiness becomes a necessity. According to Luu (2022), the great transition from traditional learning system to e-learning system needs a great degree of students' online readiness.

Online readiness, which some researchers define as the ability to get benefits of the e-learning process and its resources, platforms, in addition to its technologies (Sevim et al., 2023), is one of the crucial factors in achieving a successful learning process. In other words, students, who are not ready fair enough, may fail in their e-learning courses (Hung et al., 2010; Yurdugul & Demir, 2017). Gugliemino and Gugliemino (2003) pointed that students who do not feel ready for e-learning process might not be motivated to attend and take part in the e-learning courses; accordingly, they might have negative attitude towards the whole e-learning process. It is seen that motivation is one of the most significant inputs and requirements that helps in achieving an effective and successful e-learning process (Torun, 2020). In the same context, Gonzales (2020) stated that the students, who are highly motivated, are more ready for online learning courses. Other researchers as Lim (2004), Moore and Kersley (2012), and Yilmaz (2017) assured that online-learning readiness enhances students' motivation towards e-learning process.

In addressing the significance of both: online readiness and motivation, many studies showed a positive and significant relation between them (Bovermann et al., 2018; Ahmad et al., 2020); whereas Thibeaux (2020) did not show any relation. Therefore, investigating and identifying any possible relation between the level of students' online readiness and online learning motivation is the objective of this study.

II. Literature Review

The adoption of technology is currently one of the imperative factors steering tertiary education in Jordan and worldwide. Whatever the format, universities all over the world have incorporated electronic learning into some or most of their courses (Means et al., 2014). Bearing in mind that this experience is not novel (Hung et al., 2010), universities' officials, instructors and students are still developing their understanding of the integration of electronic learning into learning-teaching process. At this point, knowing students' perceptions plays a pivotal role in this understanding (Hung et al., 2010) since they are the final product. Accordingly, this research has focused on addressing the determinants that impact preparing students for e-learning because identifying these determinants may enhance the students' reception of technology as an efficient learning tool.

While focusing on certain domains, several scholars have investigated EFL learners' reception of online learning. Faqeeh (2011) studied the factors influencing EFL Saudi students learning of online English courses, their self-efficacy, and their readiness to accept online medium of the Learning Management System (LMS) of Blackboard™ according to their level of study. His findings proved that "the factors related to learner control and motivation for learning in an online context impact EFL students' learning of the online undergraduate courses in the English department" (2011, p. 20). As for how students perceive their self-efficacy during online learning, Faqeeh (2011) reported that they are aware of the self-efficacy of their online communications. Moreover, they are also aware of "their perceptions of their readiness to accept" online learning medium (2011, p. 28).

Yadollahi et al. (2013) linked EFL students' online readiness to their English proficiency in Iran. The researchers found a positive relation between students' mastery of English and their readiness to learn online. Furthermore, access to technology and motivation were among the positive drivers of readiness. Hung et al. (2010) examined the relation between students' online learning readiness in the Taiwanese context using the five OLRs constructs. They have not found any correlation between students' online learning readiness and their gender. The same findings resonate with Hoang and Hoang (2022). Hoang and Hoang (2022) explored the constructs of online learning readiness (OLR) in Vietnamese context in terms of external variables of gender, year of study, and prior online experience. Their finding showed that learning motivation, students' self-efficacy, and self-directed learning were significant predicators of OLR while the students' year of study and gender were insignificant.

On the other hand, Firat and Buzhorh (2020) study in Turkey revealed that female students are better in their acceptance of online learning. These findings concurred with Chung et al. (2020) findings in Malaysia. Among other variables, Chung et al. (2020) investigated the effect of demographic factors of EFL undergraduates on their readiness to learn online. The results proved that students delivered a slightly moderate level of readiness to learn online. Yet, female students feel more comfortable and satisfied with online learning than male students do. In addition, the computer/internet self-efficacy construct occupied the highest level of readiness among students while the learner control construct occupied the lowest rank.

These findings echoed those of Hung et al. (2010) who disclosed that the mean score of OLRs domains ranged from the highest to the lowest. The highest is self-directed learning (SDL), online communication self-efficacy (OCS), motivation for learning (MFL), computer/internet self-efficacy (CIS), and the lowest is learner control (LC). In contrast, Benabed and Abdelhadi (2021) inferences were relatively neutral regarding EFL students' willingness to learn online in Algeria. Their findings indicated that Algerian students "demonstrate a low rate concerning experience of online learning, self-directed learning and (computer and Internet) self-efficacy time management, online communication/participation in interaction and motivation (2021, p. 20). Moreover, their students' online learning motivation is less than both self-efficacy and self-directed learning.

Obviously, many studies have been carried out to investigate the relation between online learning readiness and motivation. Still, there is a lack of empirical research on online learning readiness (OLR) in Arab countries in general and on the relation between online learning readiness and online learning motivation in particular. This study claims to be one of the few studies, if not the first, to examine Arab EFL students' online learning readiness and its relation to online learning motivation in higher Education sector. Accordingly, the study aimed to test the following hypotheses:

H1: Students' e-learning readiness will positively affect their online learning motivation.
H1a. Students' computer/ internet self-efficacy will positively affect their online learning motivation.
H1b. Students' online communication self-efficacy will positively affect their online learning motivation.
H1c. Students' self-directed learning will positively affect their online learning motivation.
H1d. Students' learner control will positively affect their online learning motivation.
H1e. Students' motivation for learning will positively affect their online learning motivation
H2: There is a statistically significant relation between students' e-learning readiness and their learning motivation due to the students' gender.
H3: There is a statistically significant relation between students' e-learning readiness and their motivation due to the students' year of study.

III. Methodology

A. Research Method

The researchers have delivered a self-administered survey to English major students at Al-Balqa Applied University to gather their responses toward the model variables. We adopted the scale for data collection from a study by Hung et al. (2010). We collected data during January 2023 and sent a cover letter with the survey to provide respondents with instructions and purposes of the study and to assure students that confidentiality of data is maintained. We required a sample comprising of around 200 observations to maintain 1:10 ratio for each item per observations, in order to fulfil requirements of analysis. Moreover, students at four academic year level were targeted; therefore, each level should be represented by around 25% of the sample to avoid any biases in the sample results. Finally, for statistical analysis methods, we used IBM SPSS as it fitted the requirements of the analysis. To examine moderation analysis by gender and academic year, we used descriptive, multiple and simple regression models and PROCESS macro to examine moderation analysis by gender and academic year.

TABLE 1
SOURCES OF ITEMS USED IN THE SURVEY

The Item	The Source
Computer/Internet self-efficacy (CIS) CIS1: I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint). CIS2: I feel confident in my knowledge and skills of how to manage software for online learning CIS3: I feel confident in using the Internet.	Hung et al. (2010)
Self-directed learning (SDL) SDL1: I carry out my own study plan. SDL2: I seek assistance when facing learning problems. SDL3: I manage time well. SDL4: I set up my learning goals. SDL5: I have higher expectations for my learning performance.	Hung et al. (2010)
Learner control (LC) LC1: I can direct my own learning progress LC2: I am not distracted by other online activities when learning online (instant messages, Internet surfing). LC3: I repeated the online instructional materials on the basis of my needs.	Hung et al. (2010)
Motivation for learning (MFL) MFL1: I am open to new ideas MFL2: I have the motivation to learn. MFL3: I improve from my mistakes. MFL4: I like to share my ideas with others.	Hung et al. (2010)
Online communication self-efficacy (OCS) OCS1: I feel confident in using online tools (email, discussion) to effectively communicate with others. OCS2: I feel confident in expressing myself (emotions and humor) through text. OCS3: I feel confident in posting questions in online discussions.	Hung et al. (2010)
Online learning motivation (OLM) OLM1 I feel online classes are as convenient as traditional class room. OLM2 I feel the overall environment is favorable and motivate me to take online classes OLM3 I feel comfortable in participating in online classes. OLM4 I really enjoy online classes.	Rahman, Md and Uddin, Mohammad (2021)

(a). Data Coding and Preliminary Check

Data collection started on 2/1/ 2023 and finished on 20/1/2023. Collected data consisted of 279 students and data was coded into the PC by assigning weights to assessments. Validity of responses was checked by dropping invalid assessments due to following reasons: 8 responses were dropped due to same consistent assessment on all items in the questionnaire [B-liners]. Furthermore, 12 responses were dropped due to unengaged assessments based on negative phrased item in learner control scale. Outliers were not a concern. Cook's distance provided by multiple regression model scored a maximum value [0.09343] < [1] cutoff in accordance to suggestions by Kim (2017). Accordingly, the sample after dropping invalid responses consisted of 259 valid responses that fitted the requirements of analysis.

Valid dataset was deemed for preliminary check, and normality concerns were not seen in this study. Data was found symmetric, referring to Table 2. Skewness coefficients were within -2.2/ +2.2, meanwhile, kurtosis coefficients were within -3.6/ +3.6 in accordance to suggestions of George (2011). Thereby, parametric analysis is valid for this study.

TABLE 2
PRELIMINARILY CHECK - NORMALITY (N= 259)

Construct	Normality	
	Skewness	Kurtosis
Computer/ internet self-efficacy	-0.845	0.903
Online communication self-efficacy	-0.758	1.195
Self-directed learning	-0.726	1.080
Learner control	-0.547	1.684
Motivation for learning	-1.181	3.480
E-learning readiness	-0.841	2.546
Online learning motivation	-0.322	-0.825

Additionally, high collinearity concerns were not seen based on findings at Table 2. Variance inflation Factor [VIF] coefficients were far below [10] cutoff. Tolerances were above [0.10] cutoff, and all correlations between dimensions of the independent variable were significant positive not exceeding [0.90] cutoff satisfying guidelines of Pallant (2020) for checking multi-collinearity issue. Finally, common method bias that rises of using self-reported measures was not an issue in this study, Harman single factor test accounted for 34.854% of variation < [50%] cutoff as suggested by Podsakoff et al. (2012).

TABLE 2
PRELIMINARILY CHECK – MULTI-COLLINEARITY (N= 259)

Construct	Multi-collinearity		Pearson Correlation				
	VIF	Tolerance	1	2	3	4	5
Computer/ internet self-efficacy	1.394	0.717	1				
Online communication self-efficacy	1.857	0.539	0.509**	1			
Self-directed learning	2.342	0.427	0.392**	0.514**	1		
Learner control	1.901	0.526	0.340**	0.532**	0.643**	1	
Motivation for learning	2.007	0.498	0.338**	0.537**	0.667**	0.536**	1
e-learning readiness							
Online learning motivation	** Correlation is significant at [0.01] level						

(b). Measures Quality

Quality of used measured were examined based on Cronbach alpha coefficients and internal consistency of individual items to its total construct score. Statistical reliability was satisfied based on Cronbach alpha coefficients that were found greater than [0.60] cutoff proposed by Bougie and Sekaran (2019) showing adequate reliability for measures. On the other hand, all items were found having positive significant correlations to its total construct score, all correlations were greater than [0.20] cutoff showing adequate internal consistency as proposed by Pallant (2020).

TABLE 3
MEASURES QUALITY CHECK (N= 259)

Construct	Statement	*r*	Factor	Statement	*r*
Computer/internet self-efficacy	CIS1	0.835**	Learner control	LC1	0.698**
Cronbach alpha [0.764]	CIS2	0.879**	Cronbach alpha [0.603]	LC2	0.806**
	CIS3	0.758**		LC3	0.750**
Online communication self-efficacy	OCS1	0.810**	Motivation for learning	MFL1	0.687**
Cronbach alpha [0.738]	OCS2	0.808**	Cronbach alpha [0.772]	MFL2	0.830**
	OCS3	0.812**		MFL3	0.793**
Self-directed learning	SDL1	0.721**		MFL4	0.787**
Cronbach alpha [0.770]	SDL2	0.558**	Online learning motivation	MOT1	0.894**
	SDL3	0.797**	Cronbach alpha [0.923]	MOT2	0.912**
	SDL4	0.833**		MOT3	0.892**
	SDL5	0.681**		MOT4	0.908**

** Correlation is significant at the 0.01 level

(c). Students' Demographics

Table 4 gathered frequencies and percentages of students' demographics. The sample had higher percentage of female students 76.4% in compare to male students 23.6%. Meanwhile, the sample was seen having students from all academic years in reasonable portions as follows: 1st year 34.4%, 2nd year 23.9%, 3rd year 19.7% and 4th year 22.0%.

TABLE 4
STUDENTS' DEMOGRAPHICS (N= 259)

Sub-group	Frequency	%
Gender		
Male	61	23.6%
Female	198	76.4%
Academic year		
1st year	89	34.4%
2nd year	62	23.9%
3rd year	51	19.7%
4th year	57	22.0%

(d). Descriptive and Correlation Matrix

Table 5 gathers descriptive analysis and correlation matrix. Mean values showed that surveyed students have high agreement levels toward all dimensions of e-learning readiness. This shows that such students have high levels of e-learning readiness that teachers should focus on to promote online education process. Mean value for overall e-learning readiness counted [3.94]. Meanwhile, for the dimensions of e-learning readiness, mean values counted: computer/ internet self-efficacy [3.97], online communication self-efficacy [3.84], self-directed learning [3.93], learner control [3.71], and motivation for learning [4.24]. Furthermore, neither of std. coefficients for dimensions of e-learning readiness was found greater than [1], indicating homogeneity in students' assessments. On the other hand, online learning motivation scored a mean value of [3.32], showing a moderate level of online learning motivation among students. Furthermore, scored std. was [1.19] which is greater than [1] indicating non-homogeneity in assessments. As a result, teachers should consider investigating reasons for such moderate and non-homogeneous agreement toward online learning motivation among their students.

Pearson correlations showed that neither of e-learning readiness components has high correlation to any other component, indicating no serious collinearity in the model. Besides, all e-learning readiness components correlated to its variable total score that is e-learning readiness in significant positive correlations supporting the operationalization of e-learning readiness construct. On the other hand, correlations between e-learning readiness components and online learning motivation were significant positive showing a support for the proposed hypotheses by this study, strongest correlation was with learner control [0.473**].

TABLE 5
DESCRIPTIVE AND CORRELATION MATRIX (N= 259)

Construct	Descriptive			Pearson Correlation						
	Mean	Level	STD.	1	2	3	4	5	6	7
Computer/ internet self-efficacy	3.97	High	0.72	1						
Online communication self-efficacy	3.84	High	0.78	0.509**	1					
Self-directed learning	3.93	High	0.61	0.392**	0.514**	1				
Learner control	3.71	High	0.66	0.340**	0.532**	0.643**	1			
Motivation for learning	4.24	High	0.61	0.338**	0.537**	0.667**	0.536**	1		
e-learning readiness	3.94	High	0.52	0.684**	0.818**	0.812**	0.780**	0.777**	1	
Online learning motivation	3.32	Moderate	1.19	0.378**	0.467**	0.339**	0.473**	0.168**	0.481**	1

** Correlation is significant at [0.01] level

B. Hypotheses Testing

This section gathers results of regression models to test the proposed hypotheses. First main hypothesis was tested by applying multiple regression model to examine the influence of all proposed dimensions of e-learning readiness on online learning motivation. After that, simple regression model was applied to test the influence of each dimension of e-learning readiness on online learning motivation. Meanwhile, moderation influences by gender and academic year were tested using PROCESS macro model.

H1: Students' e-learning readiness will positively affect their online learning motivation.

TABLE 6
RESULTS OF MULTIPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF DIMENSIONS OF E-LEARNING READINESS ON ONLINE LEARNING MOTIVATION

(R)	Adjusted (R^2)	Construct	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.596	0.343	Computer/ internet self-efficacy	0.167	2.807	0.005*	27.900	0.000*
		Online communication self-efficacy	0.310	4.502	0.000*		
		Self-directed learning	0.088	1.136	0.257		
		Learner control	0.358	5.143	0.000*		
		Motivation for learning	-0.305	-4.265	0.000*		

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

Referring to results at Table 6, a support for first main hypothesis H1 was found. The model had F calculate [27.900] which was significant at 0.05 level. The model explained 34.3% of variation in online learning motivation showing a support for model explanatory power. The model has a moderate correlation coefficient [0.596]. Moving to the influence of each dimension of e-learning readiness, all t values were significant expect for self-directed learning. It showed that this dimension was non-significant in influencing e-learning readiness. Remaining dimensions were found having significant influences at 0.05 level. Learner control had a positive influence by [0.358], which is the strongest predictor of online learning motivation. Then online communication self-efficacy had positive influence by [0.310], and computer/ internet self-efficacy had positive influence by [0.167]. On the other hand, motivation for learning had a negative influence by [-0.305]. Findings allow for supporting H1.

Sub hypotheses were tested using simple regression models as results were as follows:

H1a. Students' computer/ internet self-efficacy will positively affect their online learning motivation.

TABLE 7
RESULTS OF SIMPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF COMPUTER/ INTERNET SELF-EFFICACY ON ONLINE LEARNING MOTIVATION (N= 259)

(R)	Adjusted (R^2)	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.378	0.140	0.378	6.550	0.000*	42.900	0.000*

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

Results at Table 7 showed a support for sub hypothesis H1a. The model had F calculate [42.900] which was significant at 0.05 level. The model explained 14% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.378]. The influence of computer/ internet self-efficacy on online learning motivation counted [37.8%] which is a significant positive influence.

H1b. Students' online communication self-efficacy will positively affect their online learning motivation.

TABLE 8
RESULTS OF SIMPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF ONLINE COMMUNICATION SELF-EFFICACY ON ONLINE LEARNING MOTIVATION

(R)	Adjusted (R^2)	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.467	0.215	0.467	8.458	0.000*	71.545	0.000*

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

Findings at Table 8 showed a support for sub hypothesis H1b. The model had F calculate [71.545] which was significant at 0.05 level. The model explained 21.5% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.467]. The influence of online communication self-efficacy on online learning motivation counted [46.7%] which is a significant positive influence.

H1c. Students' self-directed learning will positively affect their online learning motivation.

TABLE 9
RESULTS OF SIMPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF SELF-DIRECTED LEARNING ON ONLINE LEARNING MOTIVATION (N= 259)

(R)	Adjusted (R^2)	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.339	0.111	0.339	5.777	0.000*	33.373	0.000*

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

Following regression results at Table 9, a support for sub hypothesis H1c was found. The model had F calculate [33.373] which was significant at 0.05 level. The model explained 11.1% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.339]. The influence of self-directed learning on online learning motivation counted [33.9%] which is a significant positive influence.

H1d. Students' learner control will positively affect their online learning motivation.

TABLE 10
RESULTS OF SIMPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF LEARNER CONTROL ON ONLINE LEARNING MOTIVATION (N= 259)

(R)	Adjusted (R^2)	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.473	0.220	0.473	8.597	0.000*	73.903	0.000*

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

Results at Table 10 showed a support for sub hypothesis H1d. The model had F calculate [73.903] which was significant at 0.05 level. The model explained 22% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.473]. The influence of learner control on online learning motivation counted [47.3%] which is a significant positive influence.

H1e. Students' motivation for learning will positively affect their online learning motivation

TABLE 11
RESULTS OF SIMPLE LINEAR REGRESSION MODEL FOR THE INFLUENCE OF MOTIVATION FOR LEARNING ON ONLINE LEARNING MOTIVATION (N= 259)

(R)	Adjusted (R^2)	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.168	0.024	0.168	2.733	0.007*	7.467	0.007*

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

Findings at Table 11 showed a support for sub hypothesis H1e. The model had F calculate [7.467] which was significant at 0.05 level. The model explained 2.4% of variation in online learning motivation showing a very weak model. Further, the model has a low correlation coefficient [0.168]. The influence of motivation for learning on online learning motivation counted [16.8%] which is a significant positive influence.

C. Testing Moderation Influence

PROCESS macro model was applied to test for moderation roles by gender and academic year on the influence of e-learning readiness on online learning motivation.

H2: There is a statistically significant relation between students' e-learning readiness and their learning motivation due to the students' gender.

TABLE 12
RESULTS OF PROCESS MACRO MODEL FOR THE MODERATION ROLE BY GENDER ON THE INFLUENCE OF E-LEARNING READINESS ON ONLINE LEARNING MOTIVATION

(R)	Adjusted (R^2)	Entered variable	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.499	0.249	e-learning readiness	1.060	8.564	0.000*	28.111	0.000*
		Gender	-0.312	-2.043	0.042*		
		e-learning readiness x Gender	-0.299	-1.066	0.287		

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

The model, reported in Table 12, showed that the model was significant having F calculate (28.111). The model explained 24.9% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.499]. The direct influence of e-learning readiness on online learning motivation was positive and significant; however, the interaction term which is the product of e-learning readiness × gender was negative and non-significant [-0.299]. This indicated that gender was not seen having a significant moderation influence, thereby, H2 cannot be supported.

H3: There is a statistically significant relation between students' e-learning readiness and their motivation due to the students' year of study.

TABLE 13
RESULTS OF PROCESS MACRO MODEL FOR THE MODERATION ROLE BY ACADEMIC YEAR ON THE INFLUENCE OF E-LEARNING READINESS ON ONLINE LEARNING MOTIVATION (N= 259)

(R)	Adjusted (R^2)	Entered variable	Beta	Value (T)	Sig. (T)	F Calculate	Sig (F)
0.509	0.259	e-learning readiness	1.046	8.423	0.000*	29.664	0.000*
		Academic year	0.124	2.213	0.028*		
		e-learning readiness × Academic year	-0.209	-2.079	0.039*		

Dependent variable: Online learning motivation
*Significant at the level ($\alpha \leq 0.05$)

The model, reported in Table 13, showed that the model was significant having F calculate (29.664). The model explained 25.9% of variation in online learning motivation. Further, the model has a moderate correlation coefficient [0.509]. The direct influence of e-learning readiness on online learning motivation was positive and significant. Moreover, the interaction term, which is the product of e-learning readiness × academic year, was negative and significant [-0.209], indicating that academic year was seen having a significant negative moderation influence, thereby, H3 is supported. Moderation role displayed at Figure 1 showed that academic year was dampening the positive influence of e-learning readiness on online learning motivation. Hence, one can conclude, as students at their final years, their e-learning readiness in enhancing online learning motivation is reduced.

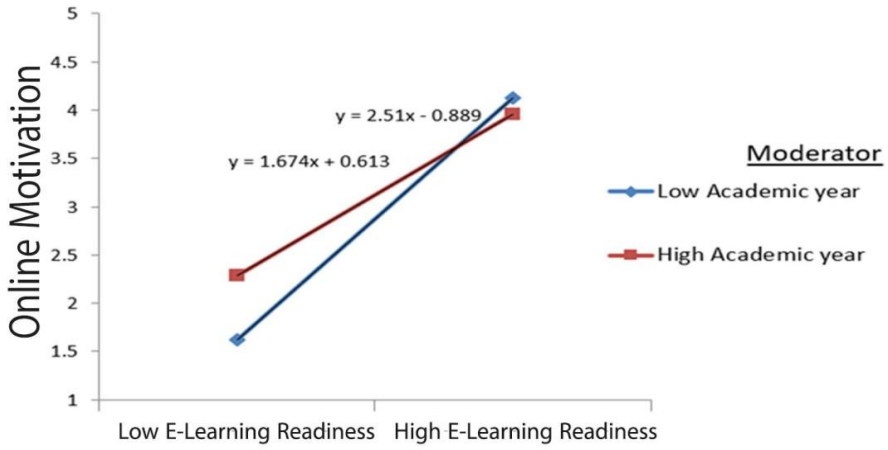

Figure 1. Two-Way Interaction Plot of Moderation Role by Academic Year on the Influence of E-Learning Readiness on Online Learning Motivation

IV. DISCUSSION

This study investigated the relation between students' online learning readiness' components and online learning motivation. The study provided a support for the association between e-learning readiness and online learning

motivation in higher education institutions in Jordan. Based on assessments provided by 259 students, analysis was proceeded and regression models were examined.

Results showed that the most significant predictor of online learning motivation was learner control showing the vital role of providing students with complete control over this process in fostering their online learning motivation. These findings were consistent with Fageeh (2020), Hung et al. (2010) and Benabed and Abdaelhadi (2022), whose studies' findings assured a clear and strong relationship between the learners' control and their motivation towards online learning courses.

Furthermore, the remaining aspects of e-learning readiness such as computer/ internet self-efficacy and online communication self-efficacy were found having significant influences. Thus, they demonstrated the crucial role of maintaining such aspects for students. This point is similar to results of Fageeh (2011), Hoang and Hoang (2022), Chung et al. (2020) and Hung et al. (2010) that confirmed a positive relationship between computer/internet self-efficacy and online communication self-efficacy, and the students' motivation of online courses.

Additionally, self-directed learning and motivation for learning showed positive influence in fostering online learning motivation, and this result may due to the assumption that the learners are aware of their responsibility for their learning and the great role they have in an e-learning environment. These results are in agreement with the study of Hoang and Hoang (2022).

Overall, students with high level of online learning readiness, showed greater motivation towards online learning courses. It is worth mentioning that students' high level of online learning readiness may account for their adoption and acceptance of online learning as a substitute for face-to-face learning.

Further, two moderation roles were investigated to deepen our understanding of students online learning motivation. Firstly, we were able to support that students at higher academic years have fewer levels of benefiting from their e-learning readiness to improve their online learning motivation. Hence, such critical issues should be considered and required actions should be taken to improve students in their final years' benefit of their e-learning readiness to enhance their online learning motivation. This finding is in agreement with Hoang and Hoang's (2022) study. Secondly, we were able to support that the gender variable showed no significant influence of the students' online learning motivation indicating that male and female students have similar level in online learning readiness. In other words, males and female share equal attitudes toward online learning. This finding is congruent with Hung et al. (2010) and Hoang and Hoang's (2022) findings that gender was insignificant in its influence on online learning readiness and, accordingly in motivation towards online learning courses.

V. Conclusions and Limitations

This study investigated the level of students' online readiness and its relation with motivation towards online English courses. Thirty-five (35) scale items corresponding to five dimensions; computer/ internet self-efficacy, online communication self-efficacy, self-directed learning, learner control and motivation for learning were used for investigation. We also explored the role of gender and level of education variables in online readiness and online motivation. The study's analysis showed that students' e-learning readiness positively affected their online learning motivation, and the relation between students' e-learning readiness and their learning motivation due to the students' gender variable was insignificant as well as the year of education variable.

Finally, this study is limited to the variables of gender and academic years as factors affecting students' e-learning motivation. In addition, this study also has limitations in its participants who are English major students enrolled in Al-Balqa Applied University for the academic year 2022-2023. Based on the limitations of this study, the researchers recommend further research to reveal other important variables to enhance students' e-learning readiness and their online learning motivation.

VI. Implications

The positive attitudes of undergraduate students and their willingness to learn online can help them learn English effectively. However, instructors should give more attention to senior undergraduate EFL learners due to their lack of interest in e-learning. University instructors could enhance autonomous and long life learning as a key concept in foreign language learning and future career development. Graduates could achieve these goals by staying tuned to online courses offered by universities worldwide. The moderate level of online learning motivation among students necessitates that the instructors need to reconsider their methods and strategies of teaching English in online setting that could help in motivating students to be active in the online courses. Concerning the insignificant value of self-directed learning as one of the components of online readiness, instructors should aware the students before beginning online teaching of the students' responsibility of online learning, and that they are the core of the online learning system.

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