The extent of using e-learning in teaching English grammar and its relationship to learning motivation among students of the Public Authority for Applied Education and Training in the State of Kuwait

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Abstract

The current study aims to reveal the extent to which e-learning is used to teach English grammar and its relationship to the learning motivation of the students of the General Authority for Applied Education and Training in Kuwait, where the study relied on the correlative descriptive curriculum, the identification tools and the impulse scale were developed, and the authenticity and stability of the tools were verified. (130) students randomly, at the General Authority for Applied Education and Training in Kuwait, for the academic year 2022-2023, reached by distributing study tools to the study sample using social media groups The results showed that the use of e-learning in teaching English grammar among the students of the General Authority for Applied Education and Training in Kuwait was significant. The degree of motivation of Public Authority for Applied Education and Training students in Kuwait towards English grammar education was found to be significant and that there is a relationship of e-learning in the development of students of the Public Authority for Applied Education and Training in Kuwait towards the teaching of English grammar and this relationship was positive, The study recommended that the infrastructure of the Public Authority for Applied Education and Training in Kuwait should be modernized and that future challenges to the application of e-learning should be avoided.

Keywords: e-learning, English grammar, learning motivation, General Authority for Applied Education and Training, Kuwait.

Introduction

Foreign language learning enters all educational levels, and English is the most significant foreign language. Communication in English has become necessary and must be developed in all academic contexts English is one of the most popular languages in the world, It is of great importance in various realms of life, economic and cultural, and English is used in scientific and technological fields. This is because most research and studies in these fields take place in English, and most scientific information and research is available in this language.

Learning English grammar is a complex problem influenced by many aspects one aspect is the motivation to learn it, and motivation is an act or process of providing an incentive that can prompt a person to take some action. The concept of motivation is used to explain the degree to which students invest interest and effort in various fields, The student's motivation stems from the students' experiences in the subjects, especially those associated with their craving to participate in and reason for learning activities (Escobar, Muñoz & Velandia, 2019).

E-learning is a type of education based on the use of modern technologies, such as Internet, computers and smartphones, to provide educational materials and remote interaction between teachers and students E-learning uses a variety of electronic means, including specialized educational programs, digital educational content, online educational platforms, live video lessons, voice and text conversations, E-learning is pliable and easy-to-access teaching

materials students can study at any time and from any place that suits them, This makes learning more effective and interactive, and E-learning also allows teachers to customize and present educational materials in a way that suits the needs of different students (Al-Sharari, 2021).

E-learning is how ICT is used to provide information for education, As ICT development progresses, e-learning has emerged as a model for modern education, The distinctive ability of e-learning involves freeing interactions between students and teachers from time and space constraints through a synchronized and non-synchronized learning network model (Mahmoudi, 2020). E-learning, a method that originated from distance education, received special attention from schools and universities in providing lessons, and defined "Online learning" or "e-learning" as learning where the Internet is used to deliver 80-100% content, E-learning is the latest development of distance learning that promotes, provides and facilitates learning anytime, anywhere using interactive network techniques, e-learning is the latest development combining education and training (Tavakoli, 2021).

There are four sources that affect students' motivation to learn English grammar especially, there is an attitude towards learning the language and English. There is an attitude toward language learning and English. Attitude toward the language studied, whether positive or negative, and those surrounding the student, regardless of culture, Their attitude toward language learning will be highly impacted by the influence of those near to them, since peer attitude is important, and motivation is influenced by the teacher. Teachers may use outdated methods and techniques, Teachers need to make the course enjoyable and involve students in the learning process,

and finally motivation is influenced by the teaching method and methods used; The methods by which students are taught by the teacher. Teachers must use modern tools and techniques that have an impact on students' learning motivation, motivation such as e-learning and its tools in teaching English grammar (Escobar, Muñoz & Velandia, 2019).

Based on the foregoing, it has been shown that there is a great importance to e-learning as well as that it is important for students to be motivated to learn, as well as that teaching English grammar needs an appropriate method for students to learn, so this study has come to know how much e-learning is used in teaching English grammar and its relationship to the motivation of learning.

Study Problem

English is an effective tool for thinking, communicating with others and expressing learners' needs English is a great place among different languages around the world because it is used in different fields around the world. The past few years have witnessed rapid developments in all areas of life and scientific and technological development resulting from human civilization education ", prompting scholars and educators to devise different means of upgrading language learning, It has become necessary for specialists and practitioners of the curricula and methods of teaching English to seek new and effective ways of teaching English as a foreign language (Afidah et al., 2021).

E-learning platforms are used in education to improve English teaching and grammar, and there is a trend in the State of Palestine to produce online tutorials specializing in teaching English based on e-learning platforms, which play a key role in developing students' English grammar. The Tavakoli study noted that e-learning enhances

English grammar learning by providing students with an attractive and interesting explanation. Through e-learning platforms and various educational programs, teachers can innovatively provide lessons. The Tavakoli study noted that e-learning enhances English grammar learning by providing students with an attractive and interesting explanation. Through e-learning platforms and various educational programs, teachers can provide lessons in an innovative way.

It can be said that at present, the emergence of literacy and grammar programmes requires teachers to reconsider their style and teaching methods, as well as to keep abreast of technological developments, in order to improve students' achievement in English.

The Sharari Study (2021) recommended that further studies should be conducted on the application of e-learning in the application of English grammar. Based on the foregoing, she has the problem of studying in the answer to the following questions:

1- Is there a correlation between the extent to which e-learning is used to teach English grammar and the motivation of learning among the students of the Public Authority for Applied Education and Training in Kuwait?

2- How much is e-learning used to teach English grammar to students of the General Authority for Applied Education and Training in Kuwait?

3- What is the motivation for students of the General Authority for Applied Education and Training in Kuwait to teach English grammar?

Objectives of the study

The study aimed to detect:

1. the nature of the correlation between the extent to which e-learning is used in teaching English grammar and the motivation of learning among students of the Public Authority for Applied Education and Training in Kuwait ".

2. The extent to which e-learning is used to teach English grammar to students of the General Authority for Applied Education and Training in Kuwait.

3. Students of the General Authority for Applied Education and Training in Kuwait are motivated towards English grammar education.

significance of the study

The importance of the study lies in its applied and theoretical aspects:

Applied Importance

− The results of the study may contribute to opening up a new field for researchers to conduct further research and future studies in the field of the use of e-learning in English teaching.

− The study may provide a template for teaching English using e-learning.

Theoretical signific

− The results of the study may contribute to disclosing the extent to which e-learning is used to teach English grammar to students of the General Authority for Applied Education and Training in Kuwait.

− The results of the study may contribute decision makers in educational institutions to the reality of using e-learning tools to teach English.

Study Terms

The terms of the study are defined as follows:

Extent of use: Al-Sharari (2021: 658) It is the time period when something is used. It is procedurally defined as a sample response score to the study tool developed to achieve the study's objective.

e-learning: According to Scopper (Escobar et al., 2019: 112) Defined e-learning as the use of Internet technologies to provide a wide range of solutions that enhance knowledge and performance, a form of distance learning brokered by the latest technologies such as the Internet and the Global Web. Procedurally defined as all educational platforms and learning management systems used by the Public Authority for Applied Education and Training in Kuwait to teach English grammar.

English grammar: defined by Tavakoli (Tavakoli, 2021: 318) It is the set of rules governing the structure and use of words, phrases and sentences in English, and includes everything from the correct use of punctuation to the correct composition of verb times and sentence structures, English grammar includes a wide range of concepts. Procedurally defined as the set of rules used in the English language book approved by the Palestinian Ministry of Education.

Motivation: Al-Mutlaq defines (2022: 141) It is the reason or set of reasons for acting in a particular way, which is the act or process of giving someone a reason to do something. It is procedurally defined as the degree of response of the sample study to the study tool developed to achieve the study's objective.

Theoretical framework

E-Learning Concept

E-learning refers to the use of digital technologies to support learning and education, which can include online courses, virtual classrooms, interactive educational programmes and other tools that enable learners to access educational materials and participate in online educational activities or other digital devices.(Çam, Çam & Uzun, 2021).

(Afidah, Hanifah & Alkhoyyath, 2021) defined e-learning as a flexible and accessible approach to education that allows learners to interact with course materials at their own speed and according to their own schedule. E-learning often includes features such as self-learning modules, multimedia content and online evaluations that enable learners to monitor their progress and receive feedback on their performance.

Alzu›bi (Alzu›bi, 2018) also defined e-learning as a way to expand and promote classroom-based traditional learning using digital technologies to provide educational content and support learner engagement, which can include a range of activities, such as online discussions, virtual group projects, and simulations, that enable learners to communicate with each other and with trainers in new and meaningful ways.

Advantages of e-learning in teaching English

As for the advantages of e-learning in teaching English, mention the absolute (2022) e-learning provides abundant online teaching resources with an enormous wealth of educational resources and enables students to easily find text information, photos, and voice

data on any subject they would like to learn about, such as using Google search engine and finding a great deal of information on any subject for them, E-learning has convenient tools for students, enabling them to access information quickly and free of charge. Turning part of the content into multimedia curricula, making grammar education more enjoyable, E-learning tools have facilitated students' access to information and are more accessible to the Internet on educational resources needed by students at a low cost.

E-Learning Two main patterns are direct and indirect e-learning, as well as direct e-learning (e-learning synchronized), relies on learning methods and techniques on global information networks to communicate and share lessons and research subjects between student and teacher at the same time as real-time teaching materials such as (Real-time chat) or take lessons through so-called virtual classes, one benefit is that a student can get direct feedback from the teacher for their study (Afidah, Hanifah & Alkhoyyath, 2021). Asynchronous E-Learning , the student receives courses or lessons according to a curriculum that chooses the right time and place for his/her circumstances through the use of some e-learning methods, e-mail and videos. This education depends on students' time to teach the skills they aim for. And one of the advantages of this type of teaching is that the student gets the study according to his preferred pace, The subject can be reviewed and consulted electronically when needed. Some defects are the student's inability to obtain immediate feedback from the teacher upon completion of the course or programme; The student also needs to motivate himself to study because most of the study is one-sided, making one feel isolated (Benyo, Alkhaza'leh, & Kumar, 2022).

E-Learning Objectives

E-learning is based on a set of goals set by (Alzu'bi, 2018) as follows:

1- Increase the possibility of communication between students and the school through the ease of communication between these parties in several directions such as discussion boards, chat rooms.

2- Easy access to the teacher; E-learning made it easier for teachers to access materials and learn as quickly as possible, outside formal working hours, such as e-mail or online discussion forums.

3- Transfer of educational expertise: The creation of distinct communication channels, forums, and educational practices, examples of question banks, model model plans and optimization of relevant audio, video and media technologies can be replicated

4- Modeling and delivering education in standard form; Materials are designed, educational practices can be replicated, model question banks, model lesson plans, optimal use of sound, video and related media.

5- Curricula are available 24/7; This feature is useful for people who want to learn at a given time or have personal responsibilities, and this feature allows everyone to learn as quickly as they fit.

6- Easy and multiple methods of evaluating students; The teacher's instant assessment tools provided different ways to build, distribute and classify information for rapid evaluation.

7- Reduce the administrative burden on the teacher: E-learning allows teachers to reduce administrative burdens that make them

spend quality time on each lecture, such as receiving duties, recording limitations, and correct tests

Forms of e-learning

There are three examples of e-learning practice: web-based training, This type of technology is mainly used to deliver content to the student without significant interaction or support from training professionals, peers, or teachers and includes content compilation, content asset management, educational design and learning management And another type is supported online learning, as in higher education the majority of the course's content can be presented through lectures or through text materials for distance education, But the course is classified as an e-education because interaction with the instructor and dialogue with other students and research of resources, collaborative activities, and access to cycle outlines and supporting materials all take place online. This approach is extended to professional communities and finally informal e-learning. In addition to these "course-based" methods of e-learning, there are growing opportunities for technology to support informal learning in the workplace (Çam, Çam & Uzun, 2021).

Teaching English grammar

English grammar plays its role as a learning aid rather than as an object of knowledge per se In order to be an effective user of the language, the student needs to study the rules thoroughly as the structure of the rules helps them to build and organize words to make them meaningful. and learning and acquiring grammar skills will enable students to build better sentences in speaking and writing performance, A good understanding of the rules will enable students to form understandable sentences, and each language

teaching method and approach gives grammar teaching a varying level of relevance in their curricula or classroom activities (Malkawi, Rababah, Dalaeen, Ta'amneh & Omarim 2023).

English grammar is the set of rules governing the structure and use of words, phrases and sentences in English. and include everything from the correct use of punctuation marks to the correct composition of reaction times and sentence structures, English grammar includes a wide range of concepts, such as names, pronouns, qualities, deeds, circumstances, prepositions and letters of sympathy, In addition to building sentence and phrase patterns, it is important that the student has a good understanding of English grammar in order to communicate effectively and clearly in both written and spoken language (Fallata, 2022).

Some of the common areas of English grammar that people often study include parts of speech, sentence structure, actor agreement, use of conscience, punctuation, writing in large letters, and by following English grammar rules, speakers and writers can accurately and effectively convey their ideas (Al Khotaba, 2022).

Grammar sections of English

English grammar can be divided into several different categories, including (Escobar et al., 2019; Tavakoli, 2021):

1- Parts of speech: These are the building blocks of sentences and include names, actions, qualities, circumstances, pronouns, prepositions, letters of compassion, and intervention.

2- sentence structure: This refers to the way words are arranged in a sentence, including the order of the subject - the act - the object, the order of words in questions and denials, and the use of sentences and phrases.

3- Time of action and aspect: English has many times of different actions, including present, past and future, as well as different aspects such as continuous and perfect.

4- Use of pronouns: This includes the use of personal pronouns such as "me", "you", "he" and "she", as well as property pronouns such as "me" and "you".

5- Punctuation marks: Proper use of punctuation marks such as commas, points, semicolons, and two points is important for clarity and ease of reading.

6- Spelling and writing in capital letters: Spelling correction and overwriting of words are essential for effective communication in written English.

It is important to note that while English grammar has many rules, there are also many exceptions and irregularities, which can make it a difficult language to learn.

Learning Motivation

Al-Mutlaq (2022) defined learning motivation as why a person does something is the driving force behind human actions, the motivation is the process that begins, directs and maintains targeted behaviours and motivation includes factors that guide and maintain targeted actions, Two main types of motivation, external motivation, arise from outside the individual and often involve external rewards such as prizes, money, social recognition or praise s internal motivation and arises from within the individual, such as solving a complex crossword puzzle only to satisfy the solution of a problem.

(Joseph, 2021), noted that the term motivation in education refers to the factors that motivate students and motivate them to

participate in learning processes. s effort, perseverance and success in obtaining knowledge, Motivations affecting student behaviour in the educational environment can be classified into several types Of particular importance is the fundamental motivation that arises from within the individual and is fed by personal interest, pleasure and a sense of achievement, In an educational environment, students with substantial motivation are more involved in learning activities and continue to face difficulties. Because they see the learning process as satisfactory and fun in nature, and external motivation refers to external factors such as grades or rewards, It can be used to encourage students to participate in learning processes, but it is often less effective than the essential motivation in stimulating long-term learning. Individuals with external motivations engage in learning activities because they want to achieve high grades, receive praise, rewards or avoid penalties.

The importance of learning motivation

The theory of motivation for achievement is one of the psychological theories that explains an individual's motivations for success and reaching high levels of achievement. This theory was first developed in the 1950s by David McClelland, This theory illustrates the individual's need for achievement in the desire for success and performance at a high level and motivates individuals with a high need for achievement through the satisfaction they receive from accomplishing difficult tasks and achieving their goals, The theory also suggests that individuals with high levels of motivation tend to perform difficult tasks and set high standards for themselves. and the pursuit of personal growth and development, usually requesting positive feedback and criticism, providing them with information they can use to improve their performance (Markoun, 2021).

Ways to increase learning motivation

Teachers can use many strategies to increase student motivation in the classroom s subjects and their interaction with them individually, By allowing students to choose their own subjects and establishing individual learning plans, integrating their interests and experiences into lessons, and motivation can be increased by providing meaningful and targeted feedback to students on a regular basis, These feedback can help students see their progress and provide them with the necessary guidance to improve their performance and increase their motivation by showing them that their efforts make a difference The positive and supportive learning environment also helps increase student motivation, Teachers can create safe classrooms and promote positive relationships between students and teachers to make students feel valued and that motivation can be increased by encouraging students' autonomy, Teachers can give students some control over their educational experiences and give them a sense of ownership of materials by providing options in tasks or projects that allow students to work at their own pace (Al Muhairbi, 2023).

Related studies

(Al Khotaba, 2022) aimed to detect the interaction of e-learning settings by teaching English as a foreign language by mother English teachers, tested the educational virtual environment in teaching English as a foreign language at Tabuk University in Saudi Arabia during the coronavirus crisis, consisting of 20 students, and selected participants randomly into two groups (experimental 10 and 10 control), the results showed statistically significant differences at level (0, 05) for the collectible test averages of both groups in favour

of the experimental group through the interactive board. The results revealed statistically significant differences at the level of (0, 05) in the development of teachers' trends towards language materials attributable to the use of the interactive board. The research recommends that the media; The board, zoom and interactive panel should be activated in teaching all subjects not only in time of crisis but also in normal times as they have a positive impact on teachers' attainment and increase their attitude towards teaching English as a foreign language at any time and anywhere.

The aim of the study Al-Mutlaq (2022), to reveal the effectiveness of the electronic educational environment was to develop the vocabulary of English language and motivation in it for students of the second grade. To achieve this goal, the semi-experimental curriculum was used, and the sample of the study consisted of 32 Secondary Secondary School students, and the current study relied on two tools: the achievement test to measure students' achievement in the English vocabulary; The measurement of motivation towards learning English, and the most important findings of the study indicated that there are statistically significant differences between the mid-grades of the control and experimental groups in the attainment of English and propulsive vocabulary in favour of the dimensional measurement of the experimental group, There are also statistically significant differences between the average grades of the experimental group in the tribal and postgraduate attainment of English and propulsive vocabulary, in favour of remote attainment.

The Fallata Study (2022) was aimed at identifying the impact of the use of e-learning tools in the development of English grammar among middle first graders. In order to achieve the study's objective, the researcher followed the semi-experimental curriculum, the

sample of the study consisted of 42 female students, the study relied on the test tool, and the study reached the following results: 1) The existence of statistically significant differences at an indicative level (0.05) between the grades of the experimental group and the control group in the bases of the simple implant of the dimensional test for the benefit of the experimental group. 2) The existence of statistically significant differences at an indicative level (0.05) between the grades of the experimental group and the control group on the bases of the continuous rhyming of the dimensional test for the benefit of the experimental group. 3) The existence of statistically significant differences at an indicative level (0.05) between the grades of the experimental group and the control group in the rules of the complete rhythm of the dimensional test for the benefit of the experimental group.

The study of Cam et al. (Çam, Çam & Uzun, 2021) aimed to reveal the readiness and satisfaction of English as a foreign language learners with web-based English courses in Turkey during the COVID-19 pandemic, as well as to study the role of e-learning readiness in e-learning satisfaction Data was collected through questionnaires from 169 students of English as a foreign language who receive online English courses at the A1 level in an intensive English language program at a state university in Turkey during the COVID-19 pandemic. The results revealed that the study sample had a higher than average level of readiness and satisfaction with the English courses they took in virtual environments. Furthermore, e-learning readiness was found to be linked to e-learning satisfaction, and readiness succeeds in predicting satisfaction.

The aim of Al-Sharari (2021) Study is to identify the reality of using e-learning in teaching English at the basic level in the Directorate of

Grash Education from the teacher›s point of view. The researcher used the prescriptive curriculum, where the questionnaire was designed as a data collection tool, and the research sample consisted of 130 teachers and teachers in Jerash governorate schools. The results indicated a (high) level of use of e-learning in teaching English at the basic stage of the Grash Education Directorate from the teacher›s point of view. The field (teaching methods and strategies) ranked first with a high degree, followed by the field (availability and use of technology) with second, followed by the field (basic computer skills) with third with a high, the findings also indicated that there were no statistically significant differences (α = 0.05) attributable to the impact of gender variables and years of experience on the use of e-learning in basic English teaching at the Grash Education Directorate. Teachers› point of view.

(Benyo, Alkhaza ‹leh & Kumar, 2021,) study aimed to emphasize students› views on the use of unfair means in English-language e-education programs at the bachelor level, the prescription curriculum was adopted, and data was obtained from 60 students from English-language bachelor›s programs offering various Indian universities in messaging mode. This study used a hybrid research strategy using a specially designed questionnaire of fourteen closed elements and another open end. The frequency and percentage analysis in the quantitative segment was carried out and open questions were objectively analysed. The data shows that the majority of students deceived others by receiving the right answers from their colleagues or sending the right answers to their colleagues, and the survey further noted that the reasons for fraudulent e-learning programs, often without virtual classrooms, are not always attributable to technical difficulties and to students who want to graduate and gain knowledge.

The Escobar and others (Escobar et al., 2019) study aimed to identify and analyze the motivation aspects of university students› English learning for virtual methods and distance-e-learning. The study relied on a qualitative curriculum, and the study used a semi-organizational individual interview tool. The research participants were a group of 16 women and 3 men. The analysis was conducted through semantic classifications and supported by the NVivo 11 program, which allows the assumption that the motivation to learn English is heavily influenced by external factors.

The study (Alzu ‹bi, 2018) aimed at identifying the degree of application of e-learning at the University of Balqa Applied from the teacher›s point of view, so the researcher designed a 20-paragraph questionnaire to be applied to a sample of 48 lecturers, the study showed that the percentage (64.0%) of the 48 participants apply e-learning in the English departments of Balqa Applied University from the teacher›s point of view so it is average. Therefore, there are some negative views about the use of e-learning in the English as a foreign language environment from the teacher›s point of view in English departments.

Commentary on previous studies

Previous studies have been commented upon in terms of the study's objective and the curriculum used, study tools, thus highlighting the current study's place from previous studies, The current study aims to identify the extent to which e-learning is used to teach English grammar and its relationship to the motivation of learning among the students of the General Authority for Applied Education and Training in Kuwait In this way, it differed from all previous studies in terms of the study's objective, with the aim of studying rhetoric (Al Khotaba, 2022) to detect in the interaction of

e-learning settings by teaching English, aiming to study the absolute (2022) To reveal the effectiveness of the e-learning environment on the development of the vocabulary of English and propulsive language, and the aim of the study of Fallata (2022) To learn about the impact of the use of e-learning tools in the development of English grammar, Cam et al. (Çam, Çam & Uzun, 2021) to reveal the readiness of English learners, and the goal of the evil study (2021) To learn about the reality of using e-learning in teaching English, the study aims to study Beneo, Khazaleh and Kumar (Benyo, Alkhaza ‹leh & Kumar, 2021) to emphasize students› views on the use of unfair means in English-language e-learning programmes, and aimed at studying Escobar et al. (Escobar et al., 2019) To identify and analyze the motivation aspects of learning English, Zoubi›s study aimed at (Alzu ‹bi, 2018) to learn about the degree of application of e-learning at the University of Applied Balqa from the point of view of teachers.

In terms of the curriculum used, the current study relies on the correlative descriptive approach, thus agreeing with all previous studies in terms of the curriculum used, and differing from the study of Al Khotaba, 2022; Al-Mutlaq , 2022; Fallata, 2021) in its reliance on the semi-experimental curriculum.

In terms of the study tool used, the current study relied on the two tools of positioning and the impulse scale, thus agreeing that they differed from all previous studies where each of the studies (Al Khotaba, 2022; Al-Mutlaq, 2022; Fallata, 2021) on the test tool.

As such, the present study has been distinguished as the first to examine the use of e-learning in English grammar education and its relationship to the motivation of learning among the students of the Public Authority for Applied Education and Training in Kuwait.

study curriculum

The current study is based on the Associative Descriptive Approach, a research curriculum used in sociology, psychology, education and many other areas, which aims to study the relationship between two variables without affecting one of them, and therefore the correlative descriptive approach is used to analyze the relationship between the variables and determine the extent of their interrelationship, including the collection of quantitative data through questionnaires and metrics.

Society and Sample Study

The school community included English students in one of the schools of the General Authority for Applied Education and Training in Kuwait (female/male), for the academic year 2022-2023. 130 students were randomly selected from the General Authority for Applied Education and Training in Kuwait and reached by distributing study tools to the study sample using social media groups (WhatsApp)

study tools

In order to achieve the objective of the study and demonstrate the extent to which e-learning is used to teach English grammar and its relationship to the learning motivation of the students of the General Authority for Applied Education and Training in Kuwait, the study tools of the identification tool and the impulse scale were built as follows:

First: Questionnaire tool

The identification tool was developed and consisted of 15 paragraphs. The tool was built in its initial form after identifying the purpose of the identification: to reveal the extent to which

e-learning is used to teach English grammar to students of the Public Authority for Applied Education and Training in Kuwait, and to draft its paragraphs for application to the sample study. The Lakert quinquennial scale was adopted and the result of the questionnaire was five Lakert measures (strictly OK, OK, neutral, not OK, strongly disagreed).

Second: Motivation Scale

The motivation scale was developed, which consisted of (15) items, where the scale was built in its initial form after determining the goal of the scale, which is to reveal the relationship of the use of e-learning in teaching English grammar among students of the Public Authority for Applied Education and Training in the State of Kuwait, and to formulate its paragraphs to be applied to the study sample. The Lakert quinquennial scale was adopted and the result of the questionnaire was five Lakert measures (strictly OK, OK, neutral, not OK, strongly disagreed).

validity and reliability of the tool

First:

E-Learning Scale

The questionnaire tool was presented to a group of arbitrators (9) arbitrators, from lecturers in universities and from different disciplines (curricula and teaching methods, educational technology, measurement and evaluation) to ensure the validity of the questionnaire, and the arbitrators presented their observations on the questionnaire, and the questionnaire was arbitrated by changing and modifying some items to achieve the purpose of the study. The stability of the tool was confirmed by applying the study tool (twice) to an exploratory sample from the study population and

from outside its sample, two weeks apart. Using Cronbach's alpha coefficient, the resolution stability was calculated, and the value was 0.85, indicating a high level of stability, and that it is applicable.

Second: Motivation Scale

The Motivation scale was presented to a group of arbitrators (9) from university lecturers and from different disciplines (curricula and methods of teaching, teaching technology, measurement and evaluation) to ascertain the correctness of the impulse scale. The arbitrators presented their observations on the impulse scale and the scale was adjusted by changing and amending certain items to achieve the purpose of the study. The stability of the scale was confirmed by applying the study tool (twice) to an exploratory sample from the study population and from outside its sample, with a difference of two weeks. Using the Cronbach alpha coefficient, the stability of the motivation scale was calculated, and the value was 0.87, indicating a high level of stability, and that it is applicable.

Statistical processing

The Social Science Statistical Package Program (SPSS) was used, statistical methods were used, represented by the Cronbach alpha equation for internal consistency, and arithmetic averages, standard deviations and the Pearson test were used to indicate the relationship.

Presentation and discussion of study results

This study aimed to determine the extent to which e-learning is used in teaching English grammar and its relationship to the motivation of learning among the students of the General Authority for Applied Education and Training in Kuwait. To this end, the researcher used a questionnaire consisting of (20) A paragraph

distributed in two axes and distributed in a sample consisting of (130) In order to interpret the results of the study, the researchers use the following computational averages:

- Greater than 4.2 degrees too high

- Less than 4.2-3.4 degree high

- Less than 3.4-2.6 degree medium

- Less than 2.6 -1.8 degree application few

- Less than 1.8 degrees application very few

Here is an introduction to the research results:

Results and discussion of study questions

Conclusions on the first question

What e-learning relates to the development of students of the Public Authority for Applied Education and Training in Kuwait towards English grammar education

To answer this question, Pearson's engagement coefficient was designed to clarify the relationship of e-learning in the development of the motivation of students of the General Authority for Applied Education and Training in Kuwait towards English grammar education, and table (1) below.

Table 1:

Pearson's correlation coefficient to Illustrate the Relationship of E-Learning in the Development of the Student Motivation of the Public Authority for Applied Education and Training in Kuwait towards English Grammar Education

variables	SMA	standard devia–tion	Pearson correlation coefficient	significance level
e–learning	3.55	1.13	0.86	0.00
Learning motivation	3.86	1.12		

Table 1 shows that Pearson's correlation factor between the extent of use of e-learning and the development of the motivation of the students of the General Authority for Applied Education and Training in Kuwait towards English grammar education is positive (0.86) at the indicative level (0.00) and this finding indicates that there is a correlation between the degree of application of e-education and the development of the student motivation of the Public Authority for Applied Education and Training in Kuwait towards English grammar education, This result can be explained by the fact that e-learning can further motivate students which provides a set of interactive and attractive tools that classroom-based traditional learning cannot do, E-learning provides students with the opportunity to learn as quickly as and when it suits them e-learning can provide students with a range of multimedia resources, These resources can be more attractive and visually stimulating than traditional textbooks learning experience, which makes the learning experience more enjoyable for students, when students participate and enjoy the learning process The results of the first question were consistent with the results of the absolute study (2022), the results of which indicated a positive relationship

between motivation and e-education.

Conclusions relating to the second question:

How much is e-learning used to teach English grammar to students of the General Authority for Applied Education and Training in Kuwait?

In response to this question, the calculation of the calculations and standard deviations of the paragraphs of the identification of the extent to which e-learning is used to teach English grammar to students of the General Authority for Applied Education and Training in Kuwait, and table (2) below.

Table (2)

SMA and standard deviation The extent to which e-learning is used to teach English grammar

Number	Rank	Paragraph phrase	SMA	standard deviation	Challenge Level
1	1	I watch videos of English grammar posted on YouTube channels	4.36	1.31	very high
2	3	I interact with my peers through e-learning tools better in learning English grammar	4.32	1.19	very high
3	2	I Submit my final tests electronically through teacher-generated test models using cloud computing.	4.25	1.13	very high
4	4	I spend my free time learning English grammar through gamification tools.	4.03	1.14	high
5	5	I use educational forums to practice applying educational platforms.	3.87	1.21	high
6	6	I use e-courses provided to me by teachers to learn English grammar as support courses for traditional courses.	3.43	1.29	high

7	7	I use digital tools so I can access educational resources anytime anywhere.	3.34	1.16	mid
8	8	The teacher sends my duties in English grammar using email.	3.29	1.29	mid
9	8	Using digital roles enables me to replicate content according to my individual need	3.29	1.10	mid
10	9	The teacher instructs me to collect information about English grammar using the Internet.	3.27	1.25	mid
11	9	Interact with educational materials through the interaction tools offered by e-learning tools	3.27	1.06	mid
12	10	I always Make sure to attend virtual quotas to follow the quotas	3.26	956.	mid
13	11	I follow the synchronous classes on English grammar provided by the teacher	3.19	1.55	mid
14	12	I practice applying English grammar using dedicated learning platforms.	3.09	1.32	mid
15	13	I connect with my peers using the communication tools provided by e-learning to share experiences about English grammar.	3.02	1.35	mid
		total score	3.55	1.13	high

Table 2 shows computational averages of between (3.02-4.36) I watch videos of English grammar on YouTube channels at the top of my average account (4.36), While I reached out to my peers using e-learning tools to share experiences about English grammar in the last place with an average account of (3.02) and the computational average use of e-learning in English grammar education as a whole (3.55), This result can be explained by the fact that e-learning allows

students to learn as quickly as possible and according to their schedule. This is particularly useful for students who have difficulty in the traditional classroom, E-learning also provides access to a wide range of educational resources including interactive activities, multimedia materials, and online rules guides, These resources are available 24/7, making it easier for students to access them whenever they need, E-learning platforms often use gaming techniques to increase students' participation and motivation These may include rewards, badges, leaderboards and other interactive elements that make learning fun and attractive, E-learning platforms can be customized to meet each student's specific needs. E-learning platforms also provide instant feedback on students' progress, This allows for monitoring their learning and identifying areas they need to improve

However, the use of e-learning is influenced by the availability of the necessary infrastructure where e-learning requires a strong infrastructure high-speed Internet connectivity, and computer and mobile devices with high efficiency And all students and learners have this infrastructure, and some students have the ability to communicate directly with professors and students in classrooms. education ", which has a positive impact on the level of interaction and motivation. This explains how the use of e-learning in English grammar education among the students of the General Authority for Applied Education and Training in Kuwait has a middle degree.

The results of the second question were consistent with those of a study (Fallata, 2022; Al-Sharari, 2021) whose results showed the impact of using e-learning on students' English grammar learning.

Results of the third question: What is the motivation of learning English grammar among students of the General Authority for Applied Education and Training in Kuwait

To answer this question, calculation of the calculation and standard deviations of the motivational degree paragraphs of English grammar learning among the students of the General Authority for Applied Education and Training in the State of Kuwait, and table (3) below.

Table 3.

Average arithmetic and standard deviation: Motivation of learning English grammar among students of the General Authority for Applied Education and Training in Kuwait

Number	Rank	Paragraph›s phrase	SMA	standard deviation	Challenge Level
5	9	اً am careful to resolve all my duties in English.	4.67	895.	very high
14	8	I am careful to resolve all my duties in English.	4.29	968.	very high
15	9	I feel like English class time is passing fast.	4.27	1.04	very high
4	88	I don›t get bored studying English.	4.21	1.12	very high
7	11	I want to develop my English skills	4.19	1.55	high
1	4	I feel the importance of studying English	4.12	986.	high
2	6	I feel sad to have a low degree in English.	4.09	965.	high
9	12	I›m eagerly awaiting the English class.	4.09	958.	high
11	5	I am constantly participating in English language competitions.	3.87	1.21	high
3	3	I make a great effort to excel in English.	3.82	1.02	high
13	7	I prefer English without the rest of the school subjects.	3.44	1.23	high

8	1	I do my best in studying English before the exam period.	3.36	1.31	mid
12	10	The low marks I get in English prompt me to do more.	3.26	956.	mid
6	2	I feel fun studying English.	3.25	1.33	mid
10	13	I am satisfied with my achievement in English.	3.03	1.35	mid
		total score	3.86	1.12	high

Table 3 shows computational averages of between (3.03-4.67) Where I was keen to solve all my duties in English, First ranked with the highest average calculation (4.67), while I was satisfied with my achievement in English, At the last rank, with an average calculation of 3.03, the average arithmetic was the degree of motivation for learning English grammar among students of the General Authority for Applied Education and Training in Kuwait as a whole (3.86). This result can be explained, e-learning provides an interactive and exciting experience for students, This makes them feel excited and motivated to learn the grammar, and also provides students with access to e-learning materials at any time and anywhere. Easily and easily, which means that they can learn the grammar with a higher level of comfort and flexibility, E-learning is a distinct learning method where a wide range of educational tools can be used including educational videos, illustrations, photos, educational games and immediate assessment, This makes the learning process more inclusive, interactive and diverse. This explains why using e-learning has a high degree of ability to stimulate and improve English grammar learning, and helps them achieve their educational goals in an easier and more effective manner.

recommendations

Based on the results of the research, the following recommendations were made:

1. Work to modernize the infrastructure of the Public Authority for Applied Education and Training in Kuwait and avoid future challenges to the application of e-learning.

2. Rethinking the tools, methods and strategies used by the General Authority for Applied Education and Training in Kuwait to suit all different categories and materials.

3. Further studies on e-education and its tools and strategies, comparing them with developed countries electronically, and finding a mechanism to benefit from developed countries' experiences and application.

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