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## SELF-EFFICACY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE VIA ONLINE COURSES IN HIGHER EDUCATION

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### ABSTRACT

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Aim/Purpose	Higher education institutions face difficulties and challenges when it comes to distance learning. The purpose of this paper is to examine self-efficacy indicators and student satisfaction during online English classes.
Background	E-learning has been very relevant since the Covid-19 era and is still relevant today. It is possible for students to study regardless of their location or time. By measuring students' self-efficacy, instructors can gain valuable insights into their students' ability to create social interaction, cope with technology, and acquire knowledge and tools to manage the learning process.
Methodology	This study uses mixed methods along with two measurements. Before and after the course, quantitative and qualitative data were collected. Higher education students in Israel participated. A total of 964 students enrolled in English as a foreign language courses at the pre-basic, basic, and advanced levels.
Contribution	Analyzing self-efficacy from several angles provides insight into students. What influences students' confidence and belief in their ability to succeed in online courses. Moreover, how students perceive their own learning and how they cope with challenges.
Findings	Compared to the measurement before the course, self-efficacy decreased on average. Most significant decreases occurred in 'creating social interactions' and 'acquisition of knowledge and tools' to manage the learning process. A slight

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	decrease was observed in the ability to cope with technology. Additionally, self-efficacy and satisfaction with the course were positively correlated.
Recommendations for Practitioners	An overview is provided of the most effective tools and techniques for teaching languages in digital format in this paper. This will allow instructors to design and deliver courses in a more effective way. Thus, they will be able to make better informed decisions, resulting in better outcomes for students.
Recommendations for Researchers	Distance Learning courses should resemble the common digital environments in everyday life, rather than imitating face-to-face courses mainly in the field of social interaction.
Impact on Society	Digital tools should be encouraged that facilitate effective learning processes instead of sticking to traditional methods that characterize face-to-face courses. Using common interfaces in daily use among the general population will enable the implementation of these recommendations.
Future Research	Future studies could be helpful if they compared the English courses developed in the CEFR model with those taught face-to-face as well as those taught online. In addition, motivation and self-monitoring should be examined in both synchronous and asynchronous courses as well.
Keywords	information and communication technology (ICT), 21st century abilities, social emotional learning, distance learning, digital environment, e-learning

## AUTHORS

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**Ilan Daniels Rahimi, DBA**, is a faculty member at ONO Academic College, Israel. Lecturer, researcher, and Head of the Pre-Academic Studies. Rahimi's research focuses on E-learning fields: Implementation of E-learning systems, English as a foreign language course, CRM integration in academic instruction and challenges in post-COVID-19 higher education. The main study aspects are- comparative examination of online, HyFlex, hybrid and face-to-face courses. And students' and teachers' coping with the transition to online learning. Ilan also lectures on the integration of AI and Machine-Learning in E-learning, information systems and projects management.



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Zilka's research aims to explain the phenomenon of understanding the younger generation in all aspects relating to global changes following digital developments, in a digital age that crosses all boundaries.