The Role of Self-efficacy in Improving English Performance

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Abstract: Self-efficacy refers to a person's subjective judgment on whether he or she can successfully perform a certain behavior, which has an important and direct impact on the behavior of the individual. According to Bandura's theory of self-efficacy, learning self-efficacy not only directly affects students' academic achievement, but also indirectly affects their academic achievement by affecting other psychological processes closely related to academic achievement and regulating and controlling motivation. Therefore, in the process of English writing teaching, how to stimulate students' English writing motivation and cultivate students' good self-efficacy in English writing has important theoretical and practical significance in the research of English writing teaching. This article first studies the current situation of English teaching, and then uses questionnaires to analyze the role of self-efficacy in improving English performance, and puts forward relevant suggestions and countermeasures for current problems in English teaching. The research results show that self-efficacy can effectively improve English performance, but at present, the self-efficacy of high school students in China is relatively low, and there is no relevant system training program. However, by stimulating students' interest in English and improving their self-confidence in English learning, the school can educate and guide students in learning strategies, and formulate suitable goals for students. Self-efficacy in English learning.

1. Introduction

As China has always used Chinese as its mother tongue for a long time, the vast majority of people rarely use English for communication, study and work. In addition, the huge differences between the two languages, English and Chinese, make many Chinese students' English learning performance unsatisfactory. For more than 30 years since the reform and opening up, although the level of English teaching has been greatly improved along with the development of economic technology, the sharp contrast between the rapid expansion of education scale and the quality of education has led to the majors of English majors in many universities in China. The foundation is weak, failing to pass the skills test of this major, which will adversely affect the improvement of their English skills and future employment. Therefore, the English language learning in China is unabated. What is inconsistent with such a large English learning population is that the English ability of English learners in China is not optimistic. For many Chinese people, learning English (or other foreign language learning) is something that is both loved and hated. From elementary school to junior high school, high school and even college, English learning difficulties are a common phenomenon. Therefore, how to improve English learning performance, especially that of high school students, is a common concern of Chinese people. In response, many educators and psychologists have focused their attention on improving the self-efficacy of English learning among high school students.

Lisbona A's team researched the effect of self-efficacy on individuals in work and study. The results show that self-efficacy can affect personal work performance or academic performance. At the same time, it proves that strong self-efficacy can promote personal work and study. More positive achievements have been made in other aspects, and it will also have a positive impact on individual mental health to a certain extent [1]. The Salavera C team believes that self-efficacy can affect students' academic performance, which may be related to people's social skills and emotional intelligence. It shows the relationships between these structures and how students' perceived self-efficacy changes based on their social skills and emotional intelligence. Gender does not affect self-efficacy, social skills, and emotional intelligence. One suggestion is to investigate the links between gender identity and self-efficacy, social skills, and emotional intelligence to better understand how these structures participate in adolescent development [2].

This paper investigates the self-efficacy and academic performance of senior high school students in English, analyzes some of the factors that generally affect performance in high school students' English learning, and puts forward some suggestions for improving students' motivation to learn English, so as to improve students' English Grades provide an idea. It also provides reference theoretical suggestions for students to improve their self-efficacy.

2. Method

2.1 About Self-efficacy

Self-efficacy is put forward by American psychologist Bandura. It aims to explain the self-confidence of an individual's ability to complete a certain task. It is a judgment and belief about the ability of one's own ability. He believes that self-efficacy affects people's behavior choices, commitment to tasks, perseverance to overcome obstacles, and emotional and thinking patterns. Once the concept of self-efficacy was proposed, it attracted widespread attention and was widely applied in the fields of psychology, pedagogy and management [3-4]. Research on self-efficacy in English learning involves all stages of education, such as primary school, middle school, and university. People are
concerned about the impact of self-efficacy on English learning performance and methods to improve self-efficacy in English learning [5]. Some studies have confirmed that there is a close relationship between English learning self-efficacy and English performance, but due to differences in research objects, measurement tools, and research methods, some differences in results have occurred. At the same time, some existing research on the relationship between English learning self-efficacy and English learning achievement of high school students lacks a specific investigation and analysis, and it is urgent that we need further and more detailed studies [6-7]. Self-efficacy has the following characteristics: it is subjective rather than the actual performance of the behavior itself; it has the nature and characteristics of cognition, has an impact on behavior, is a key factor in human behavior motivation, and it affects individual cognition by affecting Processes, motivational processes, emotional processes, and selection processes to regulate human activities; at the same time, it is also a personality characteristic that people can monitor and cultivate [8]. In addition, self-efficacy includes three dimensions of level, intensity and breadth [9].

2.2 Research Methods

In China, English learning has been valued from elementary schools and even kindergartens. Although the proportion of English scores in the college entrance examination has relatively decreased, it is still an important subject in the college entrance examination. Therefore, English is a subject that high school students must study hard to enter university. [10]. Secondly, high school students are a key stage in the development of comprehensive English ability. Exploring how to improve English learning performance is related to the individual's future English ability development. Therefore, it is of great practical significance to study the impact of high school students' English learning performance and self-efficacy. From a practical point of view, studying the relationship between self-efficacy and on-demand learning is actually a way for English teachers to help students deal with English learning difficulties, and from a deep psychological perspective, it provides a way to improve students' English learning efficiency. Improve the path [11-12]. The study of students' self-efficacy in the process of learning English is helpful to the improvement of teachers' teaching method design and teaching implementation methods. From a broad application perspective, the study of student's self-efficacy in learning English can help improve students' English learning ability, thus improving the current situation of students' low interest in English learning as a whole [13].

3. Experiment

3.1 Experimental Object

The "New Senior High School English Curriculum Standard" (2003) states, "In order to meet the high school students' actual needs and cognitive development level, high school English teaching must pay more attention to the cultivation of students' ability in the following aspects, namely: the reasonable use of English for interpersonal communication Ability; the ability to acquire and transmit information in English; the ability to analyze and solve problems in English; the ability to understand cultural differences in language communication; the ability to develop preliminary forms of cross-cultural awareness and the ability to critically think. Cultivate students' ability to acquire and process information, that is, the rational use of comprehensive language skills. This paper investigates the effects of self-efficacy on the improvement of English performance in senior high school students' second-year students in a certain place, and analyzes the feasibility and effectiveness of improving English performance by improving the self-efficacy of high school students.

3.2 Experimental Methods

The research uses questionnaires and data analysis methods. The questionnaire consists of 23 items, including basic information and English self-efficacy information. It involves attitudes to English learning, the use of learning strategies, and sources of self-efficacy in English learning. Then analyze the results of the questionnaire, focusing on the two aspects of self-efficacy in the English test and the source of self-efficacy in English learning, and analyze the results of the survey on the role of self-efficacy in improving English performance and make some suggestions. Suggestions for improving self-efficacy.

4. Discussion

4.1 General Situation of Self-efficacy in English Test

Count the effective questionnaires that were collected, and each of the efficacy options was based on "1 = 1 point, 2 = 2 points, 3 = 3 points, 4 = 4 points, and 5 = 5 points." The average number of feelings of efficacy, according to their English test scores, the top 10 of each class as a high group, and the last 10 of each class as a low group, respectively, calculate the average number of self-efficacy of the high group and the low group. The larger the average value, the higher the self-efficacy of the students in this group. If the average of each item is between 3.3-5.0, it indicates a higher self-efficacy; if it is between 2.4-3.2, it indicates that the self-efficacy is normal; if it is between 1.0-2.4, it indicates a lower self-efficacy. The survey results are shown in Table 1:
Table 1. Overall self-efficacy of the English test

<table>
<thead>
<tr>
<th>English test self-efficacy</th>
<th>Total average</th>
<th>High group average</th>
<th>Low group mean</th>
<th>Difference between high and low groupings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks (1-6 items)</td>
<td>2.803</td>
<td>3.423</td>
<td>2.416</td>
<td>1.007</td>
</tr>
<tr>
<td>Skills (7-12 items)</td>
<td>2.531</td>
<td>3.126</td>
<td>2.261</td>
<td>0.865</td>
</tr>
<tr>
<td>Total English test</td>
<td>2.563</td>
<td>3.268</td>
<td>2.351</td>
<td>0.917</td>
</tr>
</tbody>
</table>

It can be seen from Table 1 that the average performance of students' English test tasks is between 2.803 and 2.4-3.2, which indicates that the students' sense of test task performance is average and low; the average of skill performance is 2.531, which is between 2.4-3.2, indicating that Students' test skills efficacy is average and low.

4.2 Sources of Self-efficacy in English Learning

Analyze the source of students' self-efficacy in English learning in the questionnaire results. The results are shown in Figure 1:

![Figure 1. Sources of self-efficacy in English learning](image)

Figure 1 shows that mastery experience, verbal persuasion, learning strategies, psychological emotions and other factors are the main sources of English learning self-efficacy.

At the same time, we also see that English learning self-efficacy also comes from some other non-mainstream factors, and English learning self-efficacy is more or less affected by these factors. In the implementation process of actual English teaching, these factors must also be properly considered, benefiting and avoiding harm, and promoting the formation of students' English self-efficacy in all aspects.

4.3 Suggestions to Enhance Students' Self-Efficacy

Among the factors that affect the learning effect or achievement, in addition to personal effort, the most important factor is the learning strategy. The more effective the strategy is used, the higher the grade, the higher the self-efficacy, and the students with low self-efficacy. It is often due to the lack of effective strategies for English learning. Therefore, education and guidance on students' learning strategies can effectively improve English learning performance and self-efficacy. For example, the training of listening strategies for high school students includes the use of strategies such as note-taking, self-assessment, self-monitoring, self-encouragement, pre-planning, anxiety reduction, and imagination. Efficacy was significantly positively correlated. Reasonable goals give people a sense of challenge and satisfaction, thereby enhancing their sense of self-efficacy. And guiding students to set reasonable learning goals to start can effectively promote the improvement of students' self-efficacy to a certain extent, so that students' performance improves.

5. Conclusions

This paper finds that high school students have a low self-efficacy in English learning, and this result is related to the current environment and methods of middle school English teaching in China and the attitude of middle school
students to English learning. First, high school students lack interest and internal motivation in learning English, which leads to poor mastery of English knowledge and skills, which in turn affects their self-efficacy in English learning. Because Chinese students use their mother tongue to communicate in daily life, there are very few occasions in which English is actually used. Therefore, most people have not realized the value of English in daily life, and they have not paid enough attention to English learning. Therefore, although China has attached great importance to English learning from elementary schools and even kindergartens, the enthusiasm and self-confidence of middle school students in English learning are still insufficient. Many students are passive and test-oriented in learning English, which leads to low self-efficacy in English learning. And to improve students' self-efficacy in English learning, the most important thing is to stimulate their interest in English and improve their self-confidence in English learning. In addition to the individual efforts of the students, the school can conduct students' learning strategies. Educate and guide, and teach students according to their aptitude. Adopting different educational programs for different students, especially setting an appropriate goal, can greatly improve students' self-efficacy in English learning.

References