

The Washback of Self-efficacy on English Writing Teaching

Gu Wenhui¹ and He Xiaorong²

^{1,2} China West Normal University, Area 2, Huafeng street, Shunqing District,
Nanchong City, Sichuan Province, China
E-mail : 1163542383@qq.com

Abstract

In 1977, the theory of self-efficacy was put forward by Bandura according to the theory of socialism. Self-efficacy refers to the self-judgment of individual about whether or not he or she can perform a task or activity. As a global language, English is an indispensable and important subject in China. Self-efficacy is an important factor in learning, which directly affects the ability of listening, speaking, reading and writing in English. Among them, English writing is an overall reflection of English proficiency. This paper aims to provide some enlightenment for senior high school English writing teaching by analyzing self-efficacy theory.

Keywords: self-efficacy; English writing; enlightenment

1. Introduction

Self-efficacy was proposed by American psychologist Mr. Bandura in his book “the social basis of thought and behavior” in the 1970s. Since the mid-1980s, the theory of self-efficacy has been greatly developed and supported by a large number of empirical studies. Bandura defines self-efficacy as “the degree to which people are confident that they can use their skills to accomplish a task.”

2. Influence factors

2.1 Personal experiences

This is the biggest factor affecting self-efficacy. Generally speaking, successful experience will improve self-efficacy expectations, and repeated failure will reduce it. For example, students who have been successful or praised will have greater interest and confidence in their next task. On the contrary, if they fail again and again, their self-esteem will be frustrated and they will no longer be interested in completing the task

2.2 Vicarious experience

The key here is the consistency between the behavior of the observer and the behavior of the role model, that is, the situation of the role model is very similar to that of the observer. Or through the role model, the observer will consciously model the behavior of the role model, and then they will make efforts to become the role model.

2.3 Verbal persuasion

Dictates of value is that it is in line with the actual requirements, if lack of the basis of the actual reality, so language to persuade is not much on the improvement of self-efficacy, and the language to persuade and personal directly combined experience or another alternative, the effect will be better.

2.4 Personal emotion

When people are not troubled by bad stimulation or negative emotion, they are more able to eliminate all difficulties and devote themselves to the task. However, when an individual is faced with an activity task, the negative emotion will affect the behavior taken to complete the task and reduce the sense of self-efficacy.

2.5 Environmental condition

Different environments will also bring different psychological feelings to people, and different psychological feelings will lead to different behaviors. For example, when people came to an unfamiliar environment, but were asked to complete a certain task, can create a tension and uneasiness, under the influence of the mood, subjects tend not to take any action. Self-efficacy is also greatly reduced.

3. Function

Self-efficacy affects people's choice of activities, effort, persistence, attributional style and emotional reaction, etc., and then affects the completion of tasks.

3.1 self-efficacy affects people's behavior and task selection

In daily life, such as study and work, people have an inner judgment on whether they can complete a task and what kind of task they are good at. People with high self-efficacy generally do not have a picky attitude to task, even though they chose a more difficult task, they will through unremitting efforts to complete it, and never complain about their choice. On the contrary, with low self-efficacy, they tend to avoid difficult task, selecting a relatively simple task within the scope of their abilities.

3.2 self-efficacy affects the degree of people's efforts

People with high self-efficacy will be willing to devote more energy and more time to the task. They will not be afraid of difficulties and setbacks. Even if they have difficulties, they will be more likely to inspire their hearts and minds to eliminate all difficulties and stick to the last step. But for people with low efficiency, they may choose to give up after a little difficulty.

3.3 self-efficacy affects thinking mode and emotional reaction

People with a strong sense of self-efficacy have more energy and more active thinking in the completion of the task. They can fully understand the tasks from all aspects. Facing difficulties, they will actively think about the problems and seek solutions to the problems with calm. They rarely produce negative emotions such as tension, anxiety and so on, which will have a bad influence on the process of completing the task.

3.4 self-efficacy affects the attribution style of individuals

Individuals with a strong self-efficacy often attribute failure to lack of effort, not think that their ability is not enough, meanwhile, they will have a holistic reflection on the failure, and learn a lesson from the failure to the next task; and individuals with low self-efficacy will attribute their failure to their ability, which will have a negative impact on the next choice of tasks and the completion of tasks.

4. The enlightenment of self-efficacy to English writing teaching

In the traditional teaching of English writing, teachers often arrange their compositions. Students hand homework to teachers after they finished. The students' writing process has never been considered, therefore, the students' writing skill has not been promoted. Combining with the influencing factors and functions of self-efficacy, this article puts forward the following suggestions:

- 4.1 In the Chinese education is given priority to with exam-oriented education, the teacher may arrange their teaching content in accordance with the examination composition test to teach their students, in such education mode of students, thinking is not active, also is not creative. Therefore, teachers should try their best to arrange compositions of different types and themes to meet the preferences of different students, so that they can experience the success brought by their successful experience.
- 4.2 high school students most likes to get praise in public, especially from the teacher's encouragement and support, which will let them produce more interests in learning, therefore, in the process of teaching of writing, the teacher should praise student in public who have a wonderful completion. Even if only one sentence pattern in the composition is used properly, it should be praised and encouraged.
- 4.3 The teacher can also make the writing file for every student to document the progress of each student, the teacher can to encourage student who make progress. By the way, whether poor or eugenics, the teacher should be equally treated them without difference, the teachers should pay more attention to the poor students to in order to improve their interests of study.
- 4.4 the teacher should also build a good learning environment for students, to reduce their anxiety and uneasiness in the writing process, formative assessment has been advocated as a way of teaching, it focuses on students learning process rather than result, it has high value on improving students' interest, reducing anxiety level .Therefore, teachers should combine formative assessment with final assessment to achieve the overall evaluation of students

References

- [1]. 李航, 刘儒德, 刘源. (2017).大学生外语写作自我效能感在写作焦虑对写作成绩影响中的中介效应. *心理发展与教育*
- [2].唐芳, 徐锦芳. (2011).大学生英语写作自我效能感调查与研究. *外语界*第 6 期
- [3].司继伟. (2000).写作自我效能感的研究进展. *心理学动态*