

A Review of the Research on Language Teaching Self-efficacy in Recent two Decades

-- From China and the World Perspective

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Abstract

Since Bandura put forward the theory of self-efficacy in the 1970s, there have been an endless stream of relevant studies in the field of linguistics. In the past 20 years, the empirical research on self-efficacy in linguistic circles at home and abroad has different tendencies in the selection of research objects, but its research methods and research topics show diversified characteristics. This paper will review the empirical research on self-efficacy in linguistic circles at home and abroad from three aspects: research objects, research methods and research topics, trying to show the whole picture of empirical research in this field so as to provide guidance for the next research.

Keywords

Language teaching; Self efficacy; Research review.

1. Introduction

Bandura (1977) put forward the theory of self-efficacy in the 1970s and systematically discussed it in the book social basis of thought and behavior-social cognition in 1986. Self-efficacy is the individual's subjective judgment on whether he can successfully perform a certain behavior. It is affected by direct experience, indirect experience, verbal persuasion and physiological emotion. Direct experience refers to an individual's own success or failure experience. If an individual has a successful experience of similar behavior, he has a higher belief in the successful implementation of this behavior. Indirect experience is that individuals refer to the success or failure experience of other individuals similar to themselves to judge their own effectiveness. Verbal persuasion refers to the encouragement of others, that is, individuals accept the encouragement of others and believe that they have the ability to accomplish something. The influence of physiological emotion on self-efficacy is reflected in that positive and stable emotion often makes individuals more confident when facing an activity, and vice versa.

After Bandura put forward the theory of self-efficacy, the mainstream educational circles began to study the sense of self-efficacy. The attention of the educational circles to the sense of self-efficacy also happens to reflect the prevalence of humanistic theory in education. From the behaviorist theory focusing solely on the behavior result model to the humanistic theory, they begin to pay attention to the psychology and cognition that lead to people's behavior. According to different teaching behaviors, self-efficacy can be divided into learning self-efficacy and teaching self-efficacy. Learning self-efficacy refers to an individual's psychological judgment of whether he can succeed in learning. Teaching self-efficacy refers to teachers' subjective judgment on whether they can carry out classroom teaching and achieve teaching objectives. Various disciplines in the educational field have carried out research on self-efficacy, and the research on self-efficacy done by different disciplines also has its own characteristics.

This paper intends to review the empirical research on self-efficacy carried out by linguistic circles at home and abroad for more than 20 years (from the beginning of the 21st century to now) from three aspects: research object, research method and research theme. The purpose of the research is to summarize the development trend and prominent characteristics of empirical research on self-efficacy in language teaching at home and abroad, and try to provide reference for the development of this field in the future.

2. Overview

2.1. Selection Principle

This paper follows the three-level selection method to select papers (see Table 1). The three-level selection method requires the selected articles to meet the requirements of the first level and the second and third levels as much as possible. We choose empirical papers on self-efficacy over the past 20 years as review articles. The reasons for choosing core journal papers and empirical papers are as follows: 1) core journal papers have large influencing factors, a large number of readers, and can be included, indicating that the articles have been fully reviewed and have strong reference. In addition, most international core journals use English as the common language, and researchers can only interpret and comment on articles written in English due to their own language level. 2) Empirical papers have the characteristics of combining with practice, great operability and repeatability. Language teaching is a discipline closely combined with practice, so empirical papers have great reference significance.

Table 1. A review of language self-efficacy three-level selection method

Level 1	An empirical study on language self-efficacy Published after 2000 Articles written in English
Level 2	Officially published in domestic or foreign core journals It can be retrieved from common academic websites, excluding articles that are not easy to find, such as master's and doctoral dissertations, conference papers and monographs
Level 3	The number of words in the article shall not be less than 5000

2.2. Retrieval Process and Results

In the retrieval of Chinese core journal papers, we used the advanced search of HowNet, took "self-efficacy" and "English" as the retrieval subject keywords, set the time to 2000 to now, and limited the searched papers to Chinese core papers (Peking University core and CSSCI). A total of 76 papers were found. Excluding the non-empirical and irrelevant papers, there were 47 qualified papers. When searching for papers in foreign journals, we use the commonly used electronic database search engine (Science Direct), take "self-efficacy" and "language teaching" as the search keywords, and set the time for nearly 20 years. A total of 55 papers were retrieved. After preliminary screening, the papers with low correlation with self-efficacy and non core journals were eliminated, and finally 16 papers meeting the conditions were determined. Therefore, there are 63 qualified journal papers at home and abroad.

The retrieved paper data mainly has the following characteristics: first, there are various methods of paper research data collection. Most studies use the methods of interview, questionnaire, classroom observation, meeting minutes, group discussion and so on. Most of the papers use the self-efficacy scale to collect data. Second, the research topics are diverse, including the cultivation of self-efficacy in language teaching and the relationship between self-efficacy and another variable in language teaching, specifically involving the fields of reading

and writing in language teaching. Third, the regional scope of the study involves the United States, Britain, Germany, Singapore and other countries and regions.

3. Research on Language Teaching Self-Efficacy

3.1. Self Efficacy

The subjective judgment of an individual on whether he can successfully perform a certain behavior is called self-efficacy (Bandura, 1986). In short, self-efficacy is an individual's confidence in completing something. As an emotion, self-efficacy directly affects people's behavior choice, motivation, effort, thinking process and emotional process (Bandura, 1993). It includes the following two aspects: first, the individual speculates the result of performing a certain behavior, that is, the result expectation. The second is the ability of individuals to judge their successful execution of a certain behavior, that is, efficiency expectation. Generally speaking, if individuals have a higher level of self-efficacy, they will have greater self-confidence and initiative to complete the task, so they will have more tendency to engage in the behavior. (for example) if individuals have a low level of self-efficacy, they will have negative emotions about the behavior, so they take the practice of avoiding the behavior., For example, students with low English self-efficacy are afraid of English classes and don't like English classes. In language teaching, according to different teaching behaviors, self-efficacy can be divided into learning self-efficacy and teaching self-efficacy. According to language skills, self-efficacy can be divided into oral self-efficacy (Zhong Ling, 2010), reading self-efficacy (Zhang qingzong, Liu Xiaoyan, 2009) and writing self-efficacy (Han Liping, 2010; Li Hang, Liu rude, Liu Yuan, 2013; Gu Shimin, Li Liping, 2018). Research on self-efficacy of language teaching at home and abroad Once Bandura's self-efficacy theory came out, it soon attracted the attention of the linguistic community. Relevant studies in language teaching at home and abroad emerge one after another, mainly involving the investigation and cultivation of self-efficacy in language teaching, the relationship between self-efficacy and other variables, as well as different research methods and research objects. This paper summarizes the empirical research on self-efficacy in language teaching at home and abroad in recent 20 years from three aspects: research trend, research object, research method and research theme.

3.1.1. Research Object

According to the sorting and analysis of the selected literature, we find that the research on self-efficacy in domestic linguistic circles mainly focuses on students, with a total of 42 articles, accounting for 89.36% of the screened literature. According to the different stages, the student groups include middle school students and College Students. Among them, there are 38 papers taking college students as the research object. For example, Xu Jinfen and Li Banban (2014) selected 416 college students as the research object when studying the mediating role of self-efficacy. Similarly, when studying the relationship between self-efficacy and English learning autonomy (Liu Ping, 2014) and motivational behavior (Chen Ying, 2019), they also took college students as the research object. In contrast, there are only 4 core journals with middle school students (including junior high school students and senior high school students) as the research object; The study also found that there are few core journals on Teachers' self-efficacy in China, with a total of only 5, accounting for about 10.64% of the screened literature. According to the in-service situation, it includes in-service teachers and pre service teachers. Among them, four articles studied the self-efficacy of in-service teachers, only one took pre service teachers as the research object, and there was only one research on middle school teachers.

There are great differences in the choice of research objects in the research of self-efficacy at home and abroad. The research on self-efficacy of language teaching in China mainly focuses on students, while in foreign countries, it mainly focuses on teachers, with a total of 19 articles, accounting for 70.37% of the total foreign literature. Among them, there are 9 papers,

accounting for 33%. For example, Suleyman davut goker (2006) took 32 pre service teachers as the research object to investigate the impact of peer counseling on their self-efficacy. Think Hoang and mark Wyatt (2021) also investigated the relationship between self-efficacy and self perceived English ability of pre service English teachers. There are 8 papers with students as the research object, accounting for 29.63%.

3.1.2. Research Method

Self-efficacy is a subjective emotion, which is an individual's psychological judgment of himself. It is generally difficult to observe with the naked eye, neither see nor touch. How to collect the self-efficacy data of the research object is a difficult problem. At present, the linguistic circles at home and abroad mainly collect the self-efficacy data by quantitative research methods, supplemented by qualitative research methods. Because of its high efficiency, objectivity, unity and universality, questionnaire survey method often becomes the main method for most studies to collect data. For example, when investigating the self-efficacy level of research objects, research objects will be asked to fill in the relevant self-efficacy scale (eunjeong Choi, 2016; Kim Daniel VATT ø y, Kari Smith, 2019). This scale is usually a questionnaire compiled by researchers using Likert scale according to the purpose of the study. Tschannen Moran and Hoy designed the teacher self-efficacy scale from three aspects: teaching strategy, classroom management and student participation in 2001, which has been widely adopted and adapted because of its good reliability and validity. In addition to collecting data with quantitative research methods, there are usually relevant qualitative research methods to assist in collecting data, such as interviews, observations, logs, etc. For example, in the study of English teachers' self-efficacy, Shao Siyuan (2017) not only collected the data of 164 middle school teachers with a questionnaire, but also used interviews to investigate the important factors affecting the formation of teachers' self-efficacy. Fang Xueqing and Chen Jianlin (2013) also used interviews and classroom observation to collect data when investigating the impact of self-efficacy on the frequency of teachers' classroom motivation strategies, so as to make up for the lack of data collected in the questionnaire survey.

Although the linguistic community often collects self-efficacy data by quantitative research methods, there is no lack of research that mainly collects data by qualitative methods. For example, when studying the attribution of self-efficacy of younger language learners, Julie Waddington (2019) used the data analysis methods of group discussion, classroom observation and questionnaire survey to find that communication skills, pronunciation and language competition are the main reasons for low self-efficacy. When discussing the relationship between feedback practice beliefs and self-efficacy beliefs, Kim Daniel VATT ø y (2020) interviewed 10 middle school foreign language teachers and proved how teachers' beliefs affect students' self-efficacy by using the method of comparative analysis. When exploring the self-efficacy in peer cooperative writing, Xuyan Qiu (2020) also used personal writing, reflection notes, task discussion and other methods to collect data.

3.1.3. Research Themes

The research topics of self-efficacy in linguistic circles at home and abroad mainly focus on three aspects: one is to explore the relationship between self-efficacy and a certain variable, that is, relational research; The second is to investigate the self-efficacy of the subjects, that is, investigative research; Third, explore how to cultivate self-efficacy. The research on self-efficacy in linguistic circles at home and abroad presents similar characteristics in theme.

A total of 39 papers in the selected literature explored the relationship between self-efficacy and another variable, accounting for 61.9% of all literature, such as exploring the correlation between teachers' professional learning community and self-efficacy (Yu Jinming, 2015), the relationship between English self-efficacy and English new media nutrition (Luan Lin, Dong Yan, Zheng Chunping, 2020), and the relationship between self-efficacy belief and English ability

(Think Hoang, mark Wyatt, 2021). The most common theme of relational research is the correlation between self-efficacy and academic achievement and learning strategies. The results of the research are also relatively consistent, that is, there is correlation between the three. For example, when min (2015) investigated the relationship between 92 students' language learning strategies, self-efficacy and academic achievement, it was found that there was a significant correlation between the three. Khodadad and Kaur (2016) not only found that there is a positive correlation between learning motivation, self-efficacy, learning strategies and English learning achievement, but also found that learning motivation, self-efficacy and learning strategies interact to jointly promote the improvement of students' English learning achievement.

Investigation research is to investigate the self-efficacy level of the research object. In the field of language teaching, students' self-efficacy and teachers' self-efficacy are investigated according to different objects. Zhang Shufen and Yu Wendu (2010) investigated 379 Freshmen 'English learning self-efficacy. Shao Siyuan (2017) investigated 164 middle school English teachers' self-efficacy and influencing factors. Some researchers also investigated the specific self-efficacy of reading, writing and listening according to different language skills. For example, Tang Fang and Xu Jinfen (2011) investigated 218 Non-English Majors' writing self-efficacy and found that students' writing self-efficacy was at a medium level. In such studies, questionnaire survey is the main tool to collect self-efficacy data. Sometimes researchers only use self-efficacy scale to collect data. For example, when investigating teachers' self-efficacy of online teaching content knowledge, researchers only use online questionnaire to collect data of 120 pre service English teachers (Suzan kavanoz, H. g ü LRU y ü ksel, Emrah ozcan, 2015).

Training research is to explore how to improve self-efficacy. In the field of language teaching, researchers affect their self-efficacy by applying educational measures to their subjects. In this kind of research, researchers often use the experimental method to explore the methods of cultivating students' writing self-efficacy. For example, Wu Yuhong (2013) found that peer review can significantly improve college students' English writing self-efficacy through experimental method. Meng Yanli (2011), Yang Xiaoqiong and Dai Yuncai (2015) also used the experimental method to integrate multimedia and online writing platform into teaching, which improved students' writing self-efficacy. Researchers also use a variety of methods to cultivate students' general self-efficacy in English learning. For example, Wang Jiong (2005) greatly improved the self-efficacy of students in the experimental class through metacognitive strategy training. Ling Qian et al. (2016) introduced wechat platform into English learning. The results show that the platform can significantly improve students' self-efficacy. Action research is also one of the methods to cultivate self-efficacy. For example, in the study of nese cabaroglu (2014), 60 pre service teachers participated in action research, and their self-efficacy increased effectively.

4. Conclusion and Limitations

After the review of these 63 articles, the research on language teaching self-efficacy at home and abroad presents the following characteristics: first, the research object presents different characteristics at home and abroad, that is, the domestic research object is mainly students, the research object of teachers is less, and the opposite is true abroad; Second, the research methods in this field are mainly quantitative research methods, supplemented by qualitative research methods, and there are few relevant studies based on qualitative research methods; Thirdly, the research topics of language teaching self-efficacy at home and abroad show the same characteristics, focusing on three aspects: 1) the relationship between self-efficacy and other variables; 2) Investigate self-efficacy; 3) Explore how to improve self-efficacy. When the linguistic circles at home and abroad study the sense of self-efficacy, they have different

tendencies in the selection of research objects. There is less research on Teachers' sense of self-efficacy at home, while there are more empirical research on Teachers' sense of self-efficacy abroad. Therefore, we can learn from the relevant research at home and abroad to expand the research on Teachers' sense of self-efficacy. In addition to using quantitative and qualitative methods to study self-efficacy, linguistic circles at home and abroad also use experimental methods to carry out relevant research. However, in the literature collected this time, a total of 9 papers were studied by experimental method, accounting for 14.3% of the total papers collected, which shows that there are not many studies on self-efficacy by experimental method. Therefore, in the future research, researchers can take more experimental methods to study, making the research methods in this field more diversified.

It is necessary to point out the shortcomings of this review, mainly the literature. First, due to search technology and methods, it may not cover all articles that comply with the review principle; Second, because the author searches with English keywords, the author cannot obtain articles about self-efficacy in other languages; Third, the master's thesis is not included as a review article, so the integrity of the data volume will be affected. This paper summarizes the research objects, research methods and research topics, and roughly draws the above research conclusions, which provides a perspective for the language community, helps researchers form a preliminary understanding of the research on self-efficacy in the field of language teaching, and provides some reference value for the next related research.

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