

The Teaching Efficacy of College English Teachers under the Background of Teaching Reform

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Abstract: The teaching efficacy is the teachers' belief in the ability of education, which reflects the subjectivity, initiative and creativity of teachers in education activities. Teaching efficacy not only has positive influence on teachers' teaching behavior, teaching effect, students' achievement, students' development, but also has an important positive effect on teachers' own development. The paper put the current college English teaching reform as the background, made a brief introduction to the teaching efficacy, on the basis of analyzing the main factors influencing self-efficacy of college English teachers' teaching, finally puts forward the teaching strategies to develop efficacy for college English teachers'.

1. Introduction

The current college English teaching reform in teaching idea, teaching goal, teaching mode, teaching methods and teaching evaluation and so on. comprehensive reform has brought about great challenge to college English teachers, and has put forward higher requirements to their ability and quality. Teachers are the main body of the implementation of "college English curriculum requirements", is the key to promote college English teaching reform, college English teachers' stress and challenge it goes without saying that English teachers shaken and deconstruct the traditional image, status. How can teachers cope with challenges and develop themselves in the reform?

2. Teachers' teaching efficacy

The teacher's efficacy, the concept of first by the Rand Corporation in 1976, the theory is derived from the famous American social psychologist Bandura. Self-efficacy refers to the individual for their ability to organize and execute the judgment of certain behaviors, belief and subject self-feeling, it is the concrete embodiment of self-confidence in a task (Bandura, 1997). HongXiuMin and li-juan pang (2006) integrated domestic and foreign research on teaching the teachers self-efficacy is defined as: teacher education value, do a good job and positive impact on education, their students' education of the development of self-judgment, beliefs and feelings. The teacher' self-efficacy is a multifaceted holistic concept, both cognitive component, also include the emotional component (Luo Xiaolu guo-liang yu, 2000), its essence is a teacher's belief in your ability to education, reflect the subjectivity of teachers in the education activity, enthusiasm and creativity (HongXiuMin li-juan pang, 2006).

The influence factors of self-efficacy of college English teaching based on bandura's self-efficacy theory (1997), the formation and development of teaching self-efficacy is based on some experience and information, the experience and information mainly includes four aspects: the first is the teachers' mastery experience, namely the teachers for their own education teaching activity success or failure experience, successful teaching experience can improve teachers' teaching efficacy, while many failures will reduce the teaching efficacy; The second is the vi-carious experience , view the success of the excellent teachers teaching, teaching effectiveness for learners vicarious reinforcement effect, especially when learners conditions similar to those of role-models degree has a greater impact; The third is the evaluation of others, to persuade, namely teachers accept others on your ability to perform the teaching evaluation, encouragement or persuasion, verbal persuasion depends mainly on the

effect of persuading the prestige, status and persuade the credibility of content and so on; The fourth is the emotional and physiological and that states, tension, anxiety and irritability negative emotions is easy to reduce the teachers on the teaching effectiveness of judgment, successful, happy and happy positive emotions can improve teachers' evaluation of teaching effectiveness. Below is based on the four kinds of self-efficacy information sources, combined with the current development of higher education, under the background of the reform of college English teaching, discusses the main factors influencing the self-efficacy of college English teachers'.

Challenge of college English teaching reform according to the ministry of education promulgated "college English curriculum requirements" (2007), the college English teaching reform is to realize from the teacher-centered, simple teaching of language knowledge and skills teaching thought and practice, to take the student as the center, both to teach language knowledge and skills, pay more attention to cultivate the language application ability and autonomous learning The change of the teaching thought and practice of force is also the transformation of lifelong education which is oriented towards the cultivation of lifelong learning ability of students. Reform required improvement of single teaching mode is given priority to teachers' teaching, based on the computer and the classroom English teaching mode, new teaching model based on modern information technology, especially network technology to support. Therefore, teachers need to learn and develop the communicative competence of classroom teaching and the organization and management ability of communicative activities, so as to improve the computer application ability. These new requirements bring many challenges to the teachers, the teachers' ability and quality put forward higher request, in the face of new ideas, new model and new means of English teacher's traditional image, the position is moved with the deconstruction, followed by teachers of vacant, helplessness and teaching self-efficacy.

College English teaching is a public compulsory course for non-english majors in colleges and universities, and many schools are arranged for four semesters. In recent years, with the development of the popularization trend of education, the number of college students has skyrocketed, resulting in serious shortage of teachers in college English courses, and teachers are generally overworked. The college English teachers of a nationwide survey in 2008, the results shows that college English teachers' heavy workload, more than half of the teachers' weekly workload is 8-12 hours, weekly workload for 16 hours, more schools accounted for a quarter of the total number of colleges and universities surveyed (wang yangming, 2008). This heavy exhaustion of body and mind, low level repeated teaching, don't have adequate time and energy, prepares a lesson earnestly, communicate with colleagues and students, view outstanding teachers, explore the educational reform in class teaching, the teaching level is difficult to improve the teaching work without a sense of achievement, it has greatly influenced the formation of self-efficacy and affect teachers' teaching.

College English teachers' professional training system is not perfect at present, our country is lack of system of college English teachers' professional training system, college English teachers' pre-service education, after the college English teachers' teaching task, rarely has the opportunity to attend in a advanced studies and sabbaticals. Especially after the enrollment expansion of colleges and universities in our country, a serious shortage of college English teachers, a large number of young university teachers of English in the case of a prepare adequately for the hasty mount guard, do not have enough time to help and teaching view, knowledge of teaching still stays at the perceptual level, teaching can be difficult to obtain a lecture at the beginning of a sense of accomplishment, this will affect the formation and development of young teachers' teaching self-efficacy.

3. The improvement of teaching efficacy for college English teachers

Create a harmonious campus environment. The school environment is an important factor that affects the teaching efficacy of teaching. In order to improve the self-efficacy of university teachers' teaching, universities should create a harmonious campus environment: (1) universities should create a beautiful natural environment and harmonious campus construction layout, perfect school support system, hardware configuration, improve school teaching provides convenient conditions for teachers' work. Optimize the school interpersonal environment, good coordination between teachers

and students, teachers, interpersonal relationship, between the teachers and school leaders to make teachers in a relaxed, free and harmonious, warm positive interpersonal atmosphere, to help teachers give full play to their potential, promote the development of teaching self-efficacy.

Strengthen teaching management. Arrange the teaching work according to the different stage of development of teacher's self-efficacy, because of the lack of practical experience in teaching for the new teacher, as far as possible to reduce the workload, make enough time preparing for them and to learn. Organize teachers to observe and analyze the teaching activities of excellent teachers, analyze the successful teaching so as to play an alternative and reinforcing role to the teaching efficacy of the observer. Implement mentoring young teachers to have rich experience in scientific research of teachers as a young teacher, young teachers by observing the teacher career development path of success, provide reference for their own development model, thereby enhancing their confidence in achieving the same, gradually improve young teachers' sense of teaching efficacy.

In order to adapt to the new situation, to strengthen college English teachers' in-service training, and constantly create opportunities for further training for teachers, the teachers' knowledge constantly updated, teaching ability development, constantly improve the teaching level, to enhance education belief. The connotation of teacher' training should be promoted from pure English business to the height of teachers' development, covering reflection is considered as the core factor of professional development and self-growth of English teachers. College English teachers should get reflection through logs, video of their teaching concept, teaching process, teaching means and methods and so on. found in constant reflection and evaluation on the basis of good teaching ideas and teaching strategies, and in the next step of teaching with good ideas, strategies, to monitor and regulate their own teaching behavior, improve the teaching ability and teaching self-efficacy.

Strengthen rational attribution training. The teaching attribution is the process of analyzing the results of the completed teaching activities and forming the causal explanation. Psychology has shown that the attribution of human behavior, emotions, and has important influence. Positive and reasonable attribution can help teachers build up confidence to oneself, make it on their own in the progress of efforts. Teachers' proper attribution has positive significance for motivating achievement and improve teaching efficiency (zhang yanxia, 2003). Self-efficacy of college English teachers should improve their teaching, should take a manageable, unstable and internal attribution to the problems, and realized that as long as work hard and grasp good teaching strategies, they will enhance the sense of responsibility and complete the task successfully.

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