

A Study on the Application of Oral English Test in English Foreign Language Classroom

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Abstract: Oral English evaluation is an important part of English classroom evaluation, English as a language, the fundamental purpose of learning English is to use it for communication, so oral English ability is very important for English learning. The oral evaluation of students can find out the problems existing in the oral English expression of students, and then timely correct, and constantly improve the oral English level of students. This paper will focus on the application of students' oral English evaluation measures in English foreign language classes, so as to achieve the purpose of effective application of students' oral English evaluation.

1. Introduction

Assessment is a key component of English classroom. It can help teachers to further understand students' learning situation by testing teaching results and students' learning effects through oral English assessment, and make targeted optimization plans based on students' oral English assessment results, so as to determine the next teaching direction. It can be seen from this that students' oral English assessment plays a very important role in the actual English classroom development, and teachers need to fully realize the importance of students' oral English assessment and apply it effectively in the actual classroom.

2. The Development Value of Students' Oral Test

The oral test of students has the following values in practical application. First, it can improve the enthusiasm of students and help them develop the habit of active learning. In the assessment of students' oral English, students can have a more intuitive understanding of their own oral English level, and determine their own advantages and disadvantages, and further strengthen the advantages and make up for the specific purpose, so that students can feel their progress in the assessment again and again. The above process is a process in which students take the initiative to learn, and make progress through active learning, so that students have a sense of achievement and thus improve their learning enthusiasm [1-5].

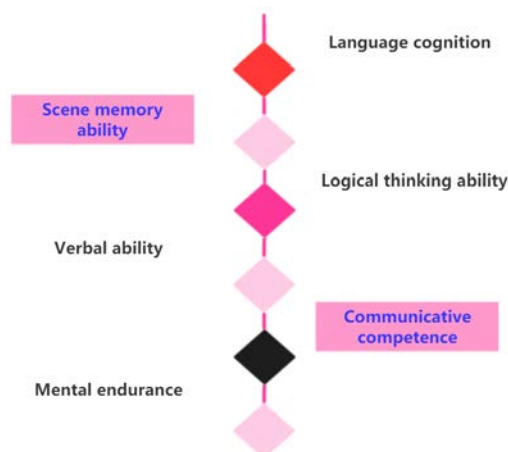


Fig.1 Schematic Diagram of Improving Students' Oral Test Ability

Second, help teachers to have a deep understanding of students, master students' learning situation and learning level, and provide conditions for the following teaching. After completing the oral English evaluation, the teacher will summarize the problems found in the evaluation, determine the causes and solutions of the problems, optimize and improve their own teaching, and improve the overall quality of English teaching. Therefore, students' oral English evaluation can not only improve the teaching effect, but also enrich teachers' teaching experience, and provide correct guidance for the efficient development of teaching activities in the future. FIG. 1 is a schematic diagram of improving students' oral assessment ability [6-10].

3. The Application of Students' Oral English Test in English Foreign Language Classroom

3.1 Comprehensive Application of a Variety of Oral Test Forms

At present, students' oral English evaluation includes various forms, while teachers need to adopt targeted oral English evaluation forms according to the actual situation of classroom development, so that students' oral English evaluation can be highly consistent with the classroom. The form of oral assessment mainly includes the following types: first, self-introduction. This form has a wide range of application and is suitable for more than 95% of English classes. Teachers give students some time to introduce their basic information, hobbies and specialties. Self-introduction is widely used in both study and future work, so it has a high practical value. Second, reading materials, this kind of students' oral evaluation method, the evaluation focuses on the students' pronunciation, intonation and tone conversion, to determine whether the students' pauses in reading are correct. The above test points are also the key points in oral English communication. Thirdly, the question-and-answer model. In this form of oral evaluation for students, teachers need to interact with students, ask questions and students answer. This process focuses on testing students' expression ability and fluency in a single sentence, but the language content is not complicated on the whole. Fourthly, retell the content of the article. In this process, the teacher plays some English material for the students and gives them some memory time to retell the content they just heard. This kind of students' oral evaluation method can combine listening and reading, so it has higher requirements on students' listening level, understanding ability and oral expression ability, and mainly evaluates students' comprehensive quality. Table 1 summarizes the oral test forms of students [11-13].

Table 1 Forms, Contents and Characteristics of Students' Oral English Test

Oral test form for students	To introduce myself	Data read	Question and answer mode	Retell the passage
Content	Introduce yourself	Read the text aloud	Answer teacher's questions	Retell the text
Characteristics	High application frequency	Assess pronunciation and intonation	Highly interactive	Comprehensive strength

3.2 To Achieve the Comprehensive Penetration of Students' Oral Assessment in the Classroom

The traditional oral assessment of students is to carry out the assessment separately, with a certain time interval between each oral assessment of students. Although this oral assessment mode of students can achieve the stage assessment, it cannot achieve the whole process assessment. In view of this phenomenon, teachers can adopt the fully permeable oral assessment method of students. Is the students oral English assessment mutual combination of the each link of classroom teaching, pay more attention to dispersion and dynamic in the learning process, thus realizes the formative students oral English testing methods, students can complete evaluation in classroom learning, reduce the students' psychological pressure at the same time, guarantee the students' oral English assessment of dynamic. For example, in this model, the evaluation index includes the quantity, quality and enthusiasm of the students' speech in class, which is awarded to the students who speak actively in class, while for the students who speak passively, the method of no award and no punishment is adopted. The overall speech quality is determined by the class students. This requires students to actively speak at the same time, carefully listen to the speech of other students, and evaluate it, this

way can avoid students ignore other students to speak, give students the opportunity to communicate with each other. In this process, teachers need to record the overall situation of students' speeches, judge the scores after each class, and finally summarize them at the end of the semester, so as to improve students' enthusiasm and give full play to teachers' supervision and guidance role. Figure 2 shows the thinking of students' oral test.

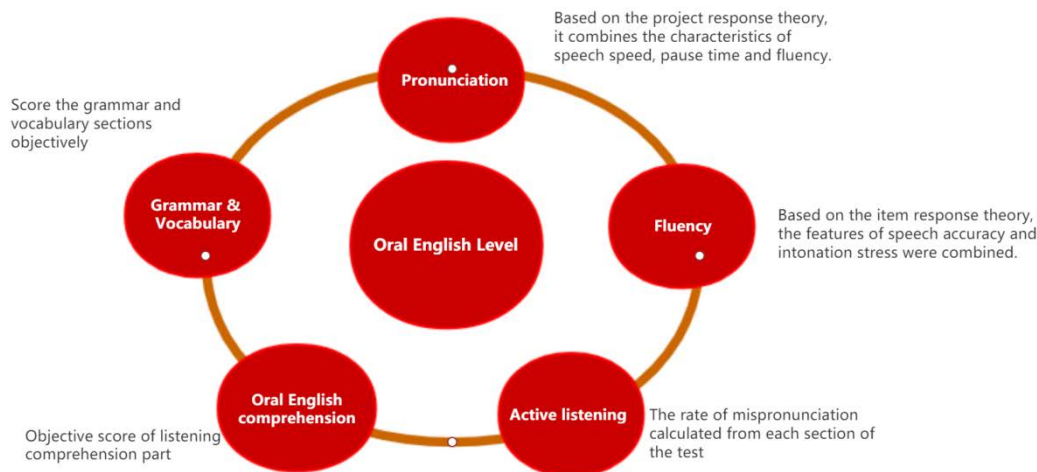


Fig.2 Students' Oral Test Thinking

3.3 Make Clear the Evaluation Content of Students' Oral English

In order to ensure the practical application effect of students' oral evaluation, the following points can be taken as the key content in the final evaluation. First, students' enthusiasm in oral evaluation and whether they are willing to express their opinions in the evaluation can reflect students' ability and confidence. Even if the expression effect is not good, but high enthusiasm, but also can constantly promote the progress of students. Second, students in the process of expression of grammar, pronunciation, coherence and so on. The above points are the basic requirements of oral expression. Once students make mistakes in grammar and pronunciation, they need to correct them at the first time. Only in this way can they continuously consolidate their basic knowledge. Third, the ability to understand and express. Oral communication is a two-way process, so students need to understand each other's content and express their own views accurately in the communication, which requires students to have good understanding and expression ability. Fourth, the use of body language. Body language can assist students to express their own views, but because of English belongs to the cross-cultural communication, in the process of the students in the use of body language, want to make sure of the other party the taboo culture, English learning is not only a knowledge of English learning, and culture study, all communications need to be done on the basis of respect for each other cultural.

Table 2 Evaluation Indexes And Functions of Students' Oral English.

The index	evaluation	Enthusiasm	Coherence	Ability to understand and express	Body language
Role		Correct attitude learning	Improve verbal fluency	Dialogue practice ability training	Culture learning

4. Conclusion

To sum up, the application of students' oral English evaluation in English foreign language class can greatly improve the final English teaching effect. This paper starts with the form of students' oral English evaluation, the penetration of students' oral English evaluation in class, and the evaluation of students' oral English, so as to realize the efficient application of students' oral English evaluation. And give full play to the value of students' oral English test in English classroom, which provides

conditions for the effective application of students' oral English test in English foreign language classroom in the future.

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