

Feedback in Formative Assessment and College Students' Oral English Self-efficacy

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Abstract: With the development of education and teaching reform, formative evaluation is based on the concern of students, and is gradually recognized and accepted by educators. According to the theory of self-efficacy, students' evaluation of self-development in college oral English teaching will directly affect their psychological and behavioral changes, thus affecting the level of oral communication. Thus, the feedback process of formative evaluation can provide a certain basis for the formation of students' self-efficacy. In view of this, this paper explores the influence of different feedback modes in formative assessment on college students' oral English self-efficacy according to the formation of college students' oral English self-efficacy.

1. Feedback in formative assessment

Formative evaluation generally refers to the evaluation of the implementation of plans and programs in the implementation of educational and teaching activities. Compared with the result evaluation, formative evaluation focuses on the dynamic development process of practice, and constantly adjusts the practical programs through timely information feedback, so as to achieve the desired goals. With the continuous advancement of modern education and teaching reform, the traditional evaluation method with practice results as the core is more and more criticized. Many educators agree that the formation process of practice can be included in the evaluation results by means of an uninterrupted, dynamic and interactive evaluation process.

Feedback process is very important in formative evaluation. Only when comprehensive and real feedback information is obtained in time can the practice subject constantly correct the deviation in practice and improve the practice effect. In the process of education and teaching, the feedback methods of formative assessment are various, but the characteristics of the feedback process tend to be consistent. First, the feedback process is descriptive. In the traditional teaching model, teachers usually use excellent, good, pass or ABC to evaluate students' learning ability, and the specific score. This evaluation is "simple and crude" and lacks the observation and analysis of students' learning process. In formative assessment, this situation has been improved. Teachers make descriptive analysis of students' comprehensive abilities according to the distance between the established learning objectives and the students' learning achievements. For example, in oral teaching, students' pronunciation, intonation and cross-cultural communication are elaborated so that students can get specific information. A more instructive evaluation. Second, the feedback direction is positive guidance. The ultimate goal of the evaluation is not to combat the enthusiasm of students, but to let students find self-confidence in learning from the problem, and move towards a positive and positive direction. Obviously, it is difficult to achieve the incentive effect to a certain extent, but makes some students feel less self-efficacy, affecting further learning. The power of learning. Formative assessment, on the other hand, helps students to find out which aspects of progress and which aspects need to be improved by judging the learning process of students, so that students can get proper respect and care in objective analysis, find the right direction for improvement and enhance their self-efficacy. Third, feedback is specific. According to the survey of American psychologists, if the teacher gives specific information in the study, the students can make the next judgment based on it. Such evaluation content is more effective than simply pointing out whether the learning results are correct or not. In formative assessment, teachers not only help students to do a good job of problem analysis, but also for students' homework and heavy task errors to make

in-depth study, guide students to discuss the causes of specific errors, and finally provide reference examples and guidance, such evaluation is more specific, more direct than the results of the evaluation of the general and simplified Facilitation is more instructive to students.

From the feedback way of formative evaluation, what can really guide students to keep on advancing in learning and enhance students' learning initiative is descriptive, positive guidance and specific evaluation information. In College English teaching, teachers should make a formative assessment according to the students' oral training, so as to improve the efficiency of oral training.

2. College students' oral English self-efficacy analysis

Self efficacy is a subjective assessment of a person's ability to accomplish certain aspects of his work. The result of assessment will directly affect a person's motivation. This theory was put forward by American social psychologist Bandura. It is of great significance to the inheritance of behavioral psychology and the development of cognitive psychology. With the development of modern education and teaching, the theory of self-efficacy has been gradually accepted by educators and penetrated into educational practice. For example, in the process of learning, we often have low self-evaluation, that is, inferiority, timidity and other psychological barriers, which will directly lead to a low sense of self-efficacy, even in skills and accomplishments. All aspects are well prepared, and the probability of failure in completing individual tasks is also very high. Therefore, in college oral English teaching, teachers should use self-efficacy theory to guide students' psychological development, so as to help students learn and apply oral English in a more efficient way and improve their communicative competence.

In college oral English teaching, the influence of self-efficacy is mainly reflected in the following aspects: First, the choice of attribution. We subconsciously look for reasons when practice is in trouble, and the choice of attribution largely determines the direction to go forward. If a person stumbles in oral communication, in the case of high self-efficacy, it will be attributed to inadequate personal efforts; on the contrary, it will be attributed to limited ability, or even lack of a good external training environment. It can be seen that self-efficacy will enable students to differentiate their personal values in learning, and those students with strong self-efficacy will take the initiative to find reasons from themselves, and improve their efforts, and improve their ability in persistence and effort. Second, behavior orientation and task choice. The process of oral English training is very boring. In this process, the individual's evaluation of self-worth is the key to resist negative emotions and overcome training difficulties. Students with high self-efficacy usually choose tasks that fit their abilities and complete tasks with strong confidence support. On the contrary, students with poor self-efficacy learn. Students are afraid of heavy and light in training, and lack of reasonable evaluation of task and self-worth, which leads to the training is more in the range of ability, lack of challenges and breakthroughs, so it will inevitably reduce the sense of self-efficacy in the face of real training obstacles. Third, the fluctuation of thinking emotions. In college oral English training, if the students' self-efficacy is low, they will gradually accumulate negative emotions in boring training, thinking confined to the level of failure, and even indulge in anxiety and depression; on the contrary, students with high self-efficacy will appear in thinking and emotion. Now fluctuations, but because of the existence of positive subjective judgment of self-ability, their thinking will be more active, in the face of difficulties will be more active to find ways, so that negative emotions will gradually be replaced by positive emotions, and break through the negative, anxious troubles, to achieve new development.

From this analysis, self-efficacy in college students' oral English learning will have a variety of effects, the key to these effects lies in the subjective judgment of self-ability. According to the feedback analysis of formative assessment, students can gradually form correct self-judgment, strengthen self-confidence, and gradually improve their self-efficacy in oral English learning through scientific, comprehensive, dynamic and specific feedback information.

3. Improve students' oral English self-efficacy through feedback from formative assessment.

In the process of Cultivating College Students'oral English self-efficacy, teachers should adhere to the following principles: First, to feel successful. Self efficacy is a subjective judgement of self ability. Feeling success and forming a sense of achievement is the foundation for improving self-efficacy. In college oral English teaching, the design of formative assessment should be based on the experience of success. For example, teachers can design oral tasks step by step, control the level of difficulty, make students feel more successful, reduce the experience of failure, accumulate experience in success, strengthen psychology and form. The subjective judgement of self ability is positive; second, respecting the subject. In the final analysis, self-efficacy is a kind of self-psychological activity. In the process of its formation, the external substitution effect can affect self-perception, but the most fundamental factor is the evaluation of self-ability from the heart. Therefore, in the process of formative assessment of college oral English, teachers should insist on students'subjective status, mobilize students' intelligence and emotion, and let students form strong subjective motivation in oral English training, so as to reflect the role of self-efficacy. Third, differential development. In college students'English learning, the accumulation of individual English knowledge, psychological environment, thinking emotions, language conditions and so on will affect their oral English level. In the process of formative assessment, teachers should respect students' differences in these aspects and understand the influence of differences on the formation of individual self-efficacy, so as to design a specific plan for students. Sex evaluation content and feedback information, let students recognize and face individual differences, within the scope of ability to maximize self-efficacy.

Use reasonable feedback to reflect the advantages of formative assessment. In formative evaluation, different feedback methods can describe the practice process from different angles. Therefore, in order to ensure the quality of feedback information to the greatest extent, teachers should incorporate students, groups and teachers into the feedback system in the process of designing formative evaluation, so that the feedback process is more real and thus better. To stimulate students' sense of self-efficacy. Specifically, first, self evaluation. Self-efficacy is students'subjective judgment of self-competence. Therefore, in college oral English teaching, the implementation of formative evaluation can not be separated from students' self-evaluation. The goal of self-evaluation can be divided into three levels: knowledge, ability and emotion. The analysis of learning interest and learning attitude form self evaluation and reflection; second, group evaluation. Oral English training needs a good interpersonal communication environment, so group learning is an important way to improve the training effect. In group participation, the relationship between individuals and the collective can fully feedback the effect of oral English training and the development of emotional attitude. Therefore, in formative evaluation, teachers should make use of group evaluation to let students grasp the initiative of evaluation, which lies in the correct understanding of their own strengths and weaknesses in the comparison of others, so as to improve their sense of self-efficacy. Third, teacher evaluation. Teachers, as the leading role in teaching, play an important role in formative assessment. In college oral English teaching, teachers can praise and encourage students to improve their oral communicative competence in the form of daily examinations, and make specific analysis of the problems. In addition, teachers should also pay attention to language in class. Non-verbal evaluation can convey positive emotional orientation to students and improve their self-efficacy in oral training.

According to the influence of feedback from formative assessment on College Students'oral English self-efficacy, teachers should give full play to their role in English teaching practice and design more effective teaching measures and programs for students, so as to promote the continuous development of oral English teaching. Specifically, first, teachers should focus on guiding students to design strategies that are suitable for self development. Learning strategies are the guidance of the learning process and the basis for the improvement of students'oral English efficacy. In practice, teachers should guide students to make demands on themselves from the three levels of knowledge, ability and emotion, and help students allocate time reasonably with their own experience so as to

improve the effect of implementing learning strategies so as to form a better one. The feedback of sex evaluation and the promotion of self-efficacy lay the foundation. Second, organize practice activities to enhance oral experience. The improvement of spoken English requires a lot of practical training. In teaching, teachers can help students gradually improve their self-efficacy by designing vivid and intuitive experience situations. Thirdly, setting an example and substituting experience are of great significance to the formation of students' self-efficacy. The so-called alternative experience is the indirect experience gained by the learner through observing the behavior of the demonstrator. The success of the demonstrator can effectively enhance the learner's self-efficacy, and vice versa. Therefore, in oral English teaching, teachers should set an example for students, let students believe that the same task can be accomplished by others, their own ability is equal to the demonstrator, can be accomplished naturally, so as to enhance their hope of success, so that students can participate in practice more confidently under the guidance of example demonstration.

4. Conclusion

In short, from the perspective of psychological analysis and educational practice, feedback from formative assessment can effectively enhance students' self-efficacy in college oral English teaching. At present, from the perspective of College Students' oral English ability, language barriers, lack of self-confidence in oral communication, lack of cross-cultural awareness, lack of good example and demonstration, make students' oral English self-efficacy is relatively low. Therefore, in college students' oral English teaching, teachers should make good use of feedback in formative assessment to enhance students' self-efficacy, stimulate students' interest and motivation in English learning, so as to improve the effect of oral English training and enhance students' English cross-cultural communication ability.

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