The Influence of Formative Assessment on College Students' Oral English Proficiency and Its Enlightenment

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Abstract: Formative evaluation focuses on the process of college students' learning, aiming at letting college students tap their potential, diverge their thinking, cultivate their creativity and strengthen their learning motivation in the process of learning. Aiming at the present situation of formative assessment and college students' oral English teaching and evaluation. Introduce formative evaluation into college oral English teaching, construct a formative evaluation program with university characteristics, and conduct experimental research in college students' oral English teaching. The research shows that the formative evaluation method in oral teaching stimulates the enthusiasm and enthusiasm of college students' oral learning. It not only provides teachers with timely information feedback guarantee, but also the quality of oral teaching effectively improves the overall oral expression ability of college students.

1. Introduction

In the actual English teaching process, it is not difficult to find such a phenomenon, most college students in learning English, this subject is difficult to show interest in learning [1]. In the process of learning, we pay more attention to grammar and language. We neglect the practical use of language while learning points. We generally have high marks and low abilities. We only know the points of language and can not communicate with others [2]. College students' learning evaluation should adhere to the principle of paying equal attention to both formative evaluation and summative evaluation, paying attention to both the results and the process [3]. In response to this call, we will cooperate with a new round of curriculum reform. The Curriculum Textbook Development Center presided over the "Basic Education, English Teaching Evaluation Pilot Project" with the formative evaluation as the core [4]. The traditional English test focuses on the examination of language knowledge and lacks the examination of college students' English application ability. Ignore oral English, test and evaluation, and lack of a reasonable and effective oral evaluation system [5]. This is mainly manifested in the incoherence of communication and the inability to accurately express their opinions and opinions. College students participate in everyone, dare to speak, are willing to open, shape, and become a good communication habit of English, in order to improve the ability of oral English communication. The research in this paper is devoted to exploring the influence and enlightenment of formative evaluation on college oral English teaching [6].

2. Materials and Methods

Evaluation is the evaluation of the participants in educational activities as the evaluation subject. The self-evaluation of English learners is to evaluate and reflect on their learning behavior and results, form self-feedback information through evaluation, and give full play to the enthusiasm of the evaluation subject by receiving such information. Taking college students as the main body. At the same time of the teacher's evaluation, the self-evaluation of college students helps college students to form a learning style that clearly and effectively conforms to individual characteristics, making them the masters of learning. The formation of oral English skills is one of the basic purposes of oral English learning. English oral skills are mainly reflected in whether students can be proficient in oral English. In order to promote the formation of oral skills, they generally adopt a "speak" in teaching. Skill method.

Formative evaluation is a process evaluation. It is an evaluation aiming at students' learning behavior and their ability development. It is an important part of the teaching process. Formative evaluation covers a wide range of contents. Traditional evaluation schemes can not really play the role of promoting English learning by evaluation, and then realize the use of College Students' spoken English, so that the college students trained can achieve the requirements of pre-treatment oral English teaching. An effective task of the formal evaluation of the university students' learning process is to provide timely and first-hand information for the teaching and learning subjects, and to feedback to teachers and college students so that they can adjust their teaching and learning. Its essential characteristics and fundamental purpose are a task completion process, and also a process for college students to acquire knowledge and form ability. Formative evaluation is a record and reflection on what college students can do and what they can do.

After college students complete the link of autonomous and cooperative learning, the author always organizes teachers and college students to jointly complete the evaluation of College Students' cooperative learning results. Whether college students can maintain a strong thirst for knowledge depends to a large extent on the results of teachers' evaluation of College Students' cooperative learning. By improving the proportion of online learning tasks and listening and speaking tasks, college students are guided to attach importance to audio-visual training, and severe penalties are imposed on college students who violate the requirements. Teachers use formative evaluation as a management tool to complete the supervision of independent learning. In general, the evaluation of knowledge and skill learning may be performed first, followed by the evaluation of non-knowledge skills. But in fact, from the actual implementation process of the two aspects of evaluation, it is interlaced, there is no absolute order of who is in front and who is in the back.

3. Result Analysis and Discussion

The common forms of formative assessment include observing students' classroom performance. Classroom discussion or dialogue between teachers and group students; college students write down their understanding and thinking of what they have learned in diaries and weekly diaries. In the formative evaluation system, these contents will be incorporated into non-quantitative evaluation content, such as how many classroom questions college students answer, how much quality they answer, and whether they preview the learning content before class. In the quantifiable evaluation content, the classroom tasks include the learning tasks to be completed in the college students' classroom. Pay attention to the differences in personality of college students, and encourage students to compare themselves vertically. Promote development. So that every college student can get the motivation of learning from the evaluation, the success of the experience, gradually establish the confidence to learn English, form a strong learning "inner drive", in order to achieve different development of different students.

In English teaching, we should also take into account the teaching points that are conducive to the development of College students, and introduce formative assessment into English teaching so as to stimulate students' learning motivation, promote their development and stimulate their interest in learning. Through feedback information to help college students find problems in development. In the process of learning, the awareness and degree of participation, the spirit of cooperation in group activities, and the intellectual development, comprehensive quality and the formation of values of college students in the process of learning. These are all important factors in learning English well. Under the new situation, college English teaching must cultivate talents that adapt to the country's economic development, and improve the comprehensive ability of college students to use speech-based language. A very important part of formative evaluation is the ability to hear and learn online. Dividing college students into groups can make their mental and language skills develop in cooperation with each other, reducing the tension and anxiety of college students using foreign languages.

Give proper evaluation to individual participation, initiative and originality in cooperative learning activities. Individual learning evaluation can enhance learners' sense of responsibility and make them realize that in cooperative learning environment, each learner is a member of the

collective. Students with good oral English are obliged to help other members make progress together. Various language competitions, English corner activities, English short play competitions, English film appreciation, morning reading activities and so on have greatly enriched the content of College Students' extracurricular English learning, and guided them to make effective use of their extracurricular time. The improvement of college students' oral English needs the attention of English teachers and measures to actively respond. The implementation of formative evaluation in spoken English can guide college students to train and help college students improve their oral English. Let college students learn to actively compare their learning status with expected learning goals, and let college students regard evaluation as something related to themselves. In this way, in the process of comparing with the target, college students will actively realize their own deficiencies and clarify where they need to improve and work hard.

4. Conclusion

This paper studies the influence of Formative Assessment on College Students' oral English proficiency and its enlightenment. College English curriculum is conducive to promoting the development of College students. In today's society, it is very important to communicate smoothly in English. It is also the quality that college students need in today's economic globalization. Language is a tool of thinking and communication. College students choose learning content according to teachers' guidance and their own actual situation, control learning progress, and cultivate self-learning ability in the time of online self-learning. Teachers should pay attention to the guidance of self-evaluation and mutual evaluation of College students, and strengthen the cultivation of autonomous and cooperative learning ability. Although the self-evaluation data will have certain subjectivity, the effect of formative evaluation is worthy of recognition. The self-learning awareness of college students is obviously strengthened, the participation in the classroom is improved, and the atmosphere of English learning after school is obviously improved. The formative evaluation in the use of college oral English avoids the separation of teaching and test content, is conducive to cultivating college students' language use ability, enriching and improving some teaching evaluation systems, and ultimately promoting their oral English and overall performance.

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