Study on the Cultivation of College Students' English Self-Learning Ability Based on Formative Assessment

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Abstract: With the development of society, there are higher requirements for the English level of all-round talents. In this paper, specific explanations are provided on the current situation of college students' English learning and the specific concepts of formative assessment. Then how to use formative assessment theory to improve college students' English proficiency is carried out.

Keywords: Formative Assessment; Self-Learning; College Students; English

1. Introduction

In the 21st century, social development has been rapid, economic globalization has continued to deepen, and the links in the world have become more intense. Under such social background, the improvement of college students' English level is more urgent. This requires the effective improvement of college students' ability to learn English independently, so that the quality education in English can be truly achieved in the future.

2. Concrete Concept of Formative Assessment

The concrete educational concept of formative assessment was first proposed by foreign educationalists. The purpose is to promote the development of national and social education. This educational concept mainly includes students' knowledge improvement, attitude correction and skill acquisition during the teaching process. Teachers need to control problems in students' learning process in the first time and make assessments so that they can understand the actual situation of the students in a timely manner. In addition, teachers can make timely adjustments for teaching plans and teaching methods, and ultimately achieve the goal of improving teaching effectiveness and improving students' ability to learn English independently.

The assessment of the learning situations of college students is not only a requirement for improving teaching effectiveness, but also a practical requirement for college English courses. Whether a timely, accurate and scientific evaluation system for English teaching in colleges can be established is related to whether the English level of college students can be improved and whether the teaching goal can be achieved. Therefore, it is very important to establish an English learning assessment system for college students as soon as possible. The actual information provided by this assessment system is of positive significance for improving the quality of teaching and improving the teaching results. It also has an obvious role in promoting students' ability to learn English independently. Scientific and accurate teaching analysis can help students to correctly understand the actual situation of their own learning, so as to find more suitable, scientific and effective learning methods. So the students can adjust the corresponding strategies in English learning, and effectively improve the efficiency of English learning.

In the process of learning, the final standardized test scores are also important criteria for measuring students' English proficiency, and daily learning performance is also very important. The establishment of a scientific assessment system can promptly understand the students' daily English learning status, and can more fully evaluate the students' English proficiency and application ability. It can supplement the deficiency in traditional English teaching, fully focus on English learning process, truly pay attention to the improvement of students' language proficiency while not make them become victims of exam-oriented education.

In the current era, people in the education sector and even in the society are increasingly focusing on the practical application of English, and they also pay more attention to the cultivation of students' autonomous learning ability. Self-regulated learning is contrary to traditional monitoring teaching. In the traditional sense, both teachers and students are pursuing higher levels of scores under the exam-oriented education system, thus the true meaning of language learning to some extent is ignored. The ultimate goal of language learning is to use it for better communication rather than for mechanical pursuit of higher scores. Compared with the monitor type learning, self-learning emphasizes the learners' own initiative. In

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the absence of outside force supervision, students are expected to form a set of English self-learning abilities and scientifically appropriate learning methods during their learning processes based on their actual conditions. This will effectively improve the teaching effectiveness and enhance the English self-learning ability of college students.

For the improvement of college students' English self-learning ability, formative assessment is undoubtedly a favorable condition. The establishment of such assessment is conducive to the effective monitoring of college students' English learning, mainly by the students' self-assessment, assessment between students, English teacher's monitoring for college students' English learning, and assessment of teaching activities be teaching assessment department. During the assessment process, as part of it, college students are subjects and also objects. Such an information feedback on teaching activities can prompt students to more accurately understand themselves, and can also urge teachers to adjust teaching plans in a timely manner. Ultimately, students can improve their self-learning ability, teachers can improve their teaching ability, and the development of education is finally promoted.

3. Current Status of College Students' English Self-Learning Ability

3.1. Most students are hit by self-confidence

According to the traditional teaching assessment system in China, the assessment of Chinese college students' English proficiency is judged by a terminal assessment method, which refers to that the individual's ability to use foreign languages is determined by students' English test scores and further can judge the students' learning ability and teacher's teaching effectiveness. Under this mode of learning, teachers will over-emphasize the accumulation of English knowledge during the student's learning process while ignore the discipline of students' interest in learning the language. In this way, students' overall learning strategies and training methods will be negatively impacted, which will hinder the establishment of students' confidence for learning English.

Students' self-confidence in learning English has a leading role in the entire learning career, and is not conducive to the students' belief in lifelong learning. This has an important influence on the long-term development and direction in students' life.

3.2. The lack of proper guidance in learning process

In students' learning process in elementary and middle school, students often learn knowledge under the dual supervision of the school and the family. Under such a learning model, it is difficult for students to improve their self-learning ability to meet the requirements of self-learning during the university period. Under such learning circumstances, the enthusiasm of students for learning is relatively lacking, and students' daily learning activities are lack of scientific guidance. Therefore, great blindness will be reflected in the learning process, and the efficiency and effectiveness of learning will be greatly limited.

3.3. Insufficient ability of college students' English self-learning ability

From the results of many scientific surveys on the Internet, it can be found that college students' self-learning ability should indeed be worried. The results show that roughly one-third of collage students are lack of learning plans, 20 percent of them are difficult to implement even if they have a plan, about 40 percent of them do not know enough about themselves, about thirty percent of them said that classroom efficiency was low, 25 percent of them said that they were not prepared before class and 82.5 percent of them said that they did not fully apply their learning strategies.

3.4. Correctly understand the formative assessment

In the recent social surveys, the results show that even if the use of current formative assessments in English teaching has begun to show results, there are still some points that people need to pay special attention to in the actual operation. On the one hand, both teachers and students need to firstly establish a sense of assessment in the teaching process and timely feedback on the problems existing in their work and study. In the teaching process, teachers need to make correct scientific guidance during the students' learning process. They need to make scientific analysis of the students' learning situation and help them develop practical learning strategies. On the other hand, teachers need to coordinate students to carry out their normal work, help students find the direction of hard work, and effectively improve students' ability to learn English independently.

4. Specific Implementation

With the continuous promotion of language learning, the autonomy embodied in language learning has also received greater attention. The language learning is for use, so that it is more convenient to communicate. This is not a phased breakthrough in order to achieve a temporary test result. A wide variety of assessment learning is not only a form, but to a large extent, it can play a role in guiding students to value the learning process, and it can effectively promote students to enhance self-learning ability. This study carries out reasonable research and discussion in mainly learning files, notes, etc.

4.1. Learning files

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In this study, the learning files are not files in the general sense, but are the preservation of all the students' learning results in a certain period. In terms of the general learning process, it includes the detailed learning plan that students develop according to their individual circumstances at the beginning of the learning process, the individual learning outcomes created during the student's implementation process, and the student's reflection and summary based on the learning situation. These specific learning situations are symbols of students' personal efforts, their own reasonable and accurate understanding, and the effectiveness of formative teaching assessment. To a certain extent this is a display of students' personal achievements. It is also the basis for students to carry out the next step of learning and reflect on the previous stage of learning. The improvement of students' self-learning can not only enhance students' academic performance, but also effectively enhance students' application ability.

Therefore, teachers need to guide students to properly understand the important role of the establishment of learning files play in students' learning, and guide students to learn to establish their own learning files. For the collection of the specific contents of the learning files, teachers need to respect the opinions of the students and fully consider the students' opinions. In general, the students' learning files mainly include the students' homework, assessment basis, study plan, and written form of students' reflection and self-examination. Teachers should help students establish a model in which teachers supervise students and students supervise each other. In this way, students and teachers are encouraged to accept the role of learning files in the learning process. Under such circumstances, students are no longer passive recipients in the formative assessment system, but also become active executors.

However, in this process, the issues that exist in the implementation of the learning files program should be paid special attention to. First of all, students should understand that the establishment of learning files plays an important role in their self-learning. Second, it must be made clear that learning files are not just proofs to store learning processes, but improvements for the students. The inclusion of the content in the learning file should be based on the full consideration of the opinions of the students and ensure that the contents of the learning file have the meaning of reviewing and reading. It must be of positive significance to students' learning progress. The most important and final point is that when teachers read students' learning profiles, they must pay attention to correcting the problems that the learning files bring back in a timely manner and promptly make students aware of their own problems. In this way, learning files can fully play the role and help students learn.

4.2. Learn to take notes

In the long learning career, the law of memory curves has already been heard. As the saying goes: good memory is not as good as bad writing. It shows the importance of taking notes in popular terms. Written records can effectively help students to store what they have learned in words, to review and consolidate them to deepen their impressions and understanding, and they can remember these short-term memories firmly and become their knowledge and skills.

Among the students' necessary good study habits and learning methods, taking notes are an important part of them. Teachers should guide students to develop good study habits and learn how to learn. They must help students learn to take notes. In reality, many college students do not take notes and do not have good control over what should be recorded and must be recorded. Therefore, teachers need to adopt a variety of methods to help students form a set of habits for their own record notes. English language teaching should meet the requirements of social development. Not only should educators make efforts, but as students, they should also strive to adapt to such teaching methods. On the basis of students' individual learning methods, students can be guided to form scientific learning methods. Students also need to fully understand the relevant education theories, and persist in exploring scientific learning methods that meet the requirements of reality and are suitable for them. This is the only way to enhance English self-learning ability.

Conclusion: The reality proves that formative assessment teaching can effectively help the class form a good teaching order, improve the teaching quality, protect college students' English performance, and enhance their application ability. Formative assessment teaching pays more attention to the student's learning process, which can effectively help teachers adjust their strategies, help students form a suitable set of learning methods, cultivate talents that meet the actual requirements, and promote the development of education.

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