

Study on the Mechanism of Formative Assessment for Learning of English Transformational Learning Effect

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Abstract: How to incorporate formative assessment for learning into English teaching activities is the main research topic of this paper. In the process of English teaching, in order to achieve better transformational learning effect, teachers should take cultivating students' scientific culture quality, professional learning spirit and lifelong development attitude as the main training purpose, and implement various principles of formative assessments for learning into the process of English teaching. During the implementation of formative assessment for learning, comprehensive evaluation should be carried out on all aspects of students' learning situation, and at the same time, it should be targeted throughout the whole process of students' learning English. Through the function of effective formative assessment for learning, explore it's the mechanism, so as to obtain better English transformational learning effect.

Keywords: Formative assessment for learning; English teaching; Mechanism; Learning interest

1. Introduction

In the process of English classroom teaching, appropriate evaluation language plays an extremely important role in promoting the development of students. The purpose of English assessment under the new curriculum reform is to encourage students' enthusiasm in learning English and improve their learning methods and attitudes. Therefore, in today's English classes, it is rare to hear teachers evaluate students with harsh criticism or simple negation. Instead, teachers pay more attention to students' shining points, magnify their advantages and actively encourage and praise them, making evaluation become the power source of students' learning English.

2. Mechanism and Current Situation of Formative Assessment for Learning

2.1. Mechanism of formative assessment for learning

In order to ensure the success of English transformational learning process, teachers should properly use positive comment language to have a positive impact on the development of students. In order to ensure the smooth implementation, we will conduct a detailed study on the mechanism of formative assessment for learning from the following three aspects.

Classroom evaluation should strive to change from oneness to diversity.

The new curriculum standards point out that the evaluation of students should be based on positive evaluation, and try to guide students from the positive with encour-

aging words. At present, if we reflect on the process of English transformational teaching, it is not difficult to find that there are still single shortcomings in our evaluation language system. On the curriculum, if the teacher blindly uses simple sentence patterns such as "you are good", "great" and "not bad" to evaluate, it is difficult to achieve good results. Students are not inspired by the ubiquitous language of evaluation, so we should innovate and develop the diversity of classroom evaluation. Using various evaluations not only enrich the classroom content, but also bring students who eager for change a certain sense of freshness and it is easy to stimulate their interest, so as to influence the performance of these students in the process of English transformation.

The way of classroom evaluation should be changed from unidirectionality to multidirectionality. In the evaluation of traditional English classes, teachers' teaching process has always been regarded as the main body, and teachers' evaluation has been emphasized rather than students' learning process. This unreasonable evaluation method does not conform to the student-centered teaching principle under the new curriculum reform. By breaking the monopolistic one-way evaluation method, the multi-dimensional evaluation is carried out by combining students' self-evaluation and teachers' and students' mutual evaluation method, integrating student evaluation and teacher evaluation. In order to develop students' thinking mode to an active direction, students should make an objective evaluation of their own strengths and weaknesses by guiding them to make mutual evaluation or delayed evaluation. In the process of English trans-

formational learning, the self-evaluation in formative assessment for learning can eliminate the negative emotions of the evaluators and arouse their enthusiasm.

Classroom evaluation should be changed from fuzziness to orientation. The concept of fuzzy evaluation is that in the class teaching, teachers do not evaluate students' answers or thinking results, but give general evaluations to protect students' enthusiasm. But this kind of general and fuzzy evaluation will sometimes cause some bad effects. For example, in English class, no matter how students answer, teachers make vague evaluations and do not correct students' mistakes, and this can only bring superficial lively scene in English teaching process, but their thinking is not in-depth enough, so the students only have fuzzy cognitive on the basic concept of knowledge without in-depth inquiry. Therefore, in the process of English transformational learning, the evaluation means with orientation play a great role in creating a good classroom atmosphere.

2.2. The application of formative assessment for learning

In order to stimulate students' learning enthusiasm, teachers should apply evaluation to improve the teaching effect. In the process of English transformational learning, we mainly apply formative assessment for learning from the following two aspects.

Through encouraging evaluation, help students build up confidence in learning. As is known to all, students' interest, attitude and methods and mastering speed on English are affected by innate quality. Undoubtedly, in the current teaching system, under the pressure of performance, teachers make strict evaluations on students' assignments, task mastering and other aspects, but there is still a lack of emotional engagement. The new curriculum standards require teachers to make changes in the teaching process. In a sense, the essence of learning difficulties is that student lost interest in learning. The negative evaluation results in the loss of students' self-esteem and self-confidence, and then student develop a sense of inferiority, which ultimately leads to the decline of English performance. Therefore, for the students who have made mistakes in answering questions in class, we should not blindly make negative comments and reprimands, but encourage every progress of the students and use positive evaluation to make the teaching process in class harmonious and full of emotional exchanges. Only in this way can the students devote themselves to English learning with self-confidence.

Use positive evaluation to stimulate students' interest in learning. Interest will have a direct impact on students' motivation. Learning without interest will kill students' desire to explore the truth. For example, if students lack interest in English, they will give up the role of explorer and just become participants in the learning process. This

kind of psychology will hinder the construction of knowledge system in students' learning process. So teacher should give students enough positive evaluation, and from the perspective of encouragement, make students have positive interest and emotional experience in learning to increase their self-confidence and stimulate their interest in learning. In the process of English teaching, teachers should not only focus on the achievement or the mastery of knowledge, but also pay attention to whether students are interested in the teaching process and take initiative in learning. Teachers should adopt positive formative assessment for learning to actively cater to students' active and competitive personality, turn some explorations in the teaching process into emotional activities, and pay close attention to students' emotions, so that they can be willing to participate in all the activities in the process of English transformational learning.

3. The Implementation and Function of Formative Assessment for Learning

3.1. The necessity of implementing formative assessment for learning

In order to meet the educational requirements in the new era, China has started to implement the new curriculum reform at the present stage, aiming at promoting the development of students comprehensively, and in the process of cultivating students' comprehensive quality, more attention should be paid to students' learning interest, development potential and individual progress and other factors. This principle has some influence on the requirements of teachers to students. For example, in the process of English learning, when some students' performance is not ideal, teachers should use formative assessment for learning to stimulate students' learning motivation, make them interested in English, thus produce the confidence of learning English, and make them realize that good knowledge reserve can bring the feeling of success. As time passes, students' English learning mode will change from passive learning to active learning, and their performance will be improved. It is the specific requirement of the new curriculum reform standard for the teachers to do a good job of formative assessment for learning and apply it effectively in teaching work. On the one hand, in the process of English teaching, this method of evaluation can meet the student-centered requirements of the new curriculum reform. On the other hand, this method of evaluation can play a great role in stimulating students' learning motivation and interest in English transformational learning, enhance their self-confidence and gain a sense of achievement in the learning process.

Therefore, in the process of cultivating students, the application of formative assessment for learning should be implemented as the key factor. This requires the English teachers in the teaching process to form complete evalua-

tion system in which formative assessment for learning as the main part, and other evaluation method as complementary part, to stimulate the enthusiasm of learning English, effectively prevent the gap in students' English proficiency from further widening, and encourage students with poor grades to work hard and try to catch up with the schedule, so as to comprehensively improve the level and quality of English teaching.

3.2. The implementation of formative assessment for learning in English transformational learning

Generally speaking, there are two main reasons for students who do not perform well in English: one is not studying, and the other is unwilling to study. For the former, the problem mainly lies in the learning method and learning ability. If the students' language learning ability is not strong enough and the learning method is not suitable, the learning effect of students in English transformational learning is not ideal. For this kind of students, in order to inspire them, it is necessary to improve the learning method, and make use of formative assessment for learning to improve their performance in English transformational learning in a short time, thus experience the feeling of success in learning, and like studying English. Students who do not want to learn English are not interested in English itself, so they will lose interest in learning the language. If the teachers' evaluation on them is negative at this time, they will not be motivated to learn English, which will inevitably form a vicious circle. Therefore, for this kind of research, we must use cultural evaluation to improve all aspects of learning enthusiasm, improve their interest in learning English as well as their English performance. In the teaching process, students should not only pay attention to the completion of hard tasks such as finishing homework, but also pay attention to the implementation of soft tasks such as reading and reciting. Therefore, for students of English learning, some daily learning projects are indispensable. In view of this, teachers can conduct formative assessment for learning through the process of preview, review and test, so that students develop good learning habits, and constantly develop their own potential, achieving the goal of standardizing students' learning behavior and promoting their overall development.

3.3. The necessity of implementing formative assessment for learning

In the process of English transformational learning, to achieve the effect of combining learning and evaluation, promoting study with evaluation, formative assessment for learning must be implemented. In this process, we must pay attention to its limitations and deficiencies. Although the evaluation process is not like the test pro-

cess which can accurately judge the learning effect of students, formative assessment for learning has a very good stimulating effect on the display of students' speciality and potential abilities. In most cases, the process of English transformational learning generally adopts a rigid approach. In order to have a comprehensive understanding of the realization of teaching objectives, schools generally adopt traditional standardized methods such as tests and examinations, which are easy to create a serious sense of learning environment, and they are not conducive to understanding students' learning results in the process. Although not as formal as the traditional evaluation methods, formative assessment for learning which combines various evaluation methods is very helpful for students to fully display their talents, promote the interaction between students and teachers and the cooperation between students in the process of English learning. Therefore, while paying attention to students' performance, teachers should also pay attention to the influence of process evaluation on students' learning attitude, and only in this way can the teaching goal of promoting learning with evaluation be realized.

4. Conclusions

Objectively speaking, there is a law of evaluation, but no definite law. It is impossible for us to apply the same set of teaching evaluation principles in the process of English teaching, only by keeping pace with the times, updating and perfecting the principles of teaching evaluation, can English transformational learning process achieve good results; Only in this way, can we promote teaching through evaluation, stimulate students' potential strengths continuously, and enable students to make long-term development, at the same time, highlight the charm of formative assessment for learning.

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