

Study on the Acquisition Analysis of Corrective Feedback in Chinese Classroom Interaction

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Keywords: 4G technology, English education, Android system, Interactive, Micro learning.

Abstract. Corrective feedback is the main content of interaction feedback in Chinese classroom, and it has a promotion effect on the acquisition of language. However, many scholars both hold different views at home and abroad. Some people think that corrective feedback is helpful to the acquisition of the second language, especially restatement as the main means of feedback can cause the attention of language learners, to promote the acquisition of language learning. Other scholars believe that corrective feedback is not helpful to language acquisition, and learners will ignore the repetition of the mother tongue when they use the second language exchange, so restatement is not much promotion for the learning of the second language. Based on this, this paper presents an analysis model of correction feedback in classroom interaction, and constructs the framework system of feedback test. Finally, the use of subject teaching experiment and laboratory test methods makes a deep analysis on the correction feedback effect of Chinese classroom teachers. Through the research, we find that corrective feedback is helpful to Chinese learning, especially the restatement is helpful to the study of second language acquisition, so they should as much as possible the use of corrective feedback types when the teachers in the classroom meet students' mistakes, to improve the effect of classroom teaching.

Introduction

Since the last century 80's, the classroom interaction has become the focus of teaching research. Through the study of second language acquisition, scholars have found that the negotiated interaction between native speakers and non-native speakers has a significant effect on the learning and development of language [1-3]. The long proposed the interaction hypothesis in 1983, claiming that the classroom interaction will help to improve the second language acquisition, and suggestive proposed that corrective feedback was interactive learning a very good method [4,5]. Corrective feedback is an important aspect of classroom interaction, which is not only a kind of essential interactive behavior, but also is the highest frequency of use in the classroom feedback type. Therefore, corrective feedback is the key content of the two language teaching research, which has important significance for the study of its development.

Chinese Classroom Interactive Corrective Feedback Test Method

Whether corrective feedback can be effective in second language acquisition, many experts and scholars both have done some research at home and abroad, some scholars have doubts about corrective feedback [6-8]. For example, Chaudron research in 1986 showed that corrective feedback seldom appear the interaction between native and non-native speakers; In 1995, a survey by Roberts showed that most of the students could not pay attention to the teacher's feedback in the Japanese class, and they did not understand own mistakes indicated by teachers in the feedback [9-10]. In order to further study the effect of corrective feedback in Chinese classroom interaction, this paper carries out a large number of teaching experiments and tests on the Chinese acquisition, and the measurement process is shown in Figure 1.

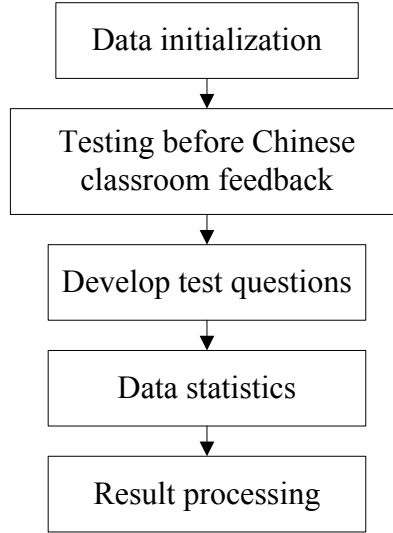


Fig. 1 Chinese classroom corrective feedback testing process

Figure 1 shows the test procedure of corrective feedback in Chinese class. In the formulation of corrective feedback test questions, we first investigate the feedback correction of Chinese classroom interaction, and then the effect of the short term and long term on the corrective feedback is investigated by the correction test, so as to get the effect of Chinese classroom corrective feedback test.

Classroom Interactive Corrective Feedback Acquisition Analysis Model

In order to study the effect of Chinese classroom interaction feedback acquisition, it is necessary to carry out the experimental verification for a large amount of classroom teaching, and then all kinds of data carry out classification statistics, to achieve the high speed processing of mass data [11]. First, the statistical analysis data is divided into $[m, n]$, the establishment of data processing model is.

$$\begin{cases} M(m, n) = x_1 + x_2m + x_3n + x_4mn \\ N(m, n) = y_1 + y_2m + y_3n + y_4mn \end{cases} \quad (1)$$

Where x and y represent the feedback project, and M and N indicate the feedback score. Assuming that the computer's memory allocation value is

$$E^T = [E_1, E_2, E_3, E_4] \quad (2)$$

Then the formula (1) and formula (2) can be written as the form of a matrix.

$$E(m, n) = \alpha x \quad (3)$$

Among them,

$$\alpha = \begin{bmatrix} \alpha & 0 \\ 0 & \alpha \end{bmatrix} \quad (4)$$

For each storage node, there is

$$H = MN \quad (5)$$

Among them, assuming that the generalized coordinates is

$$\bar{E} = H^{-1}\bar{x} \quad (6)$$

Then, the distributed computing formula for the feedback test results is obtained.

$$E(x, y) = \alpha(x, y) \bar{E} \quad (7)$$

Through the above formula, we can realize the distributed computing of feedback test results. Based on this system, the feedback calculation system is compiled, and the framework is shown in Figure 2

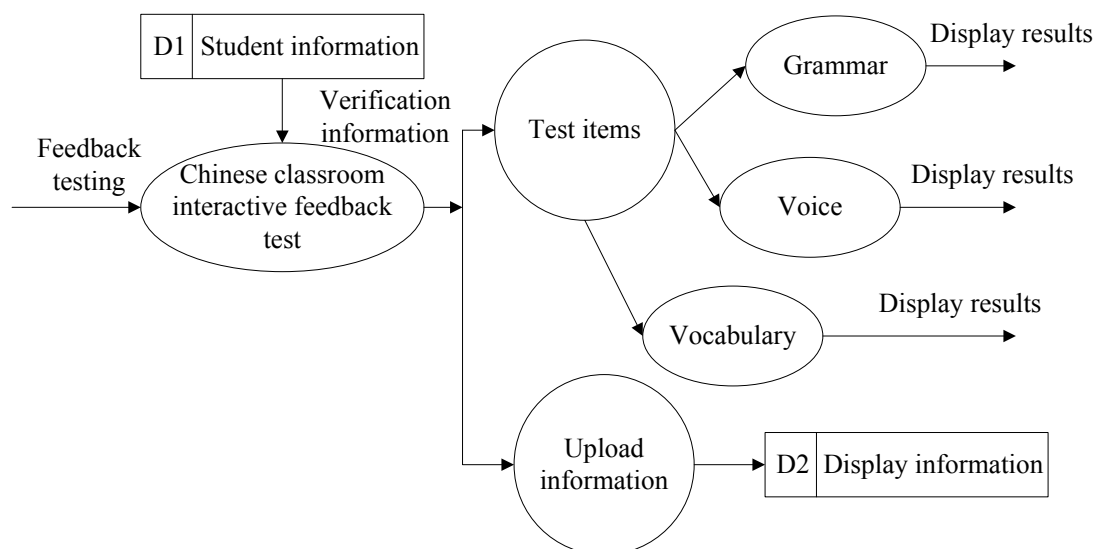


Fig.2 Chinese classroom interactive feedback test system

Figure 2 shows the structure of the Chinese classroom interactive feedback test system. Before the test, we need to enter the students' information to verify, and then the students need to upload information after the test is completed, and the system can display the full information of the students. The feedback test items mainly include voice, grammar and vocabulary, and the test results can be displayed and queried in the system.

Experimental Testing and Data Analysis

Experimental test. In order to investigate the acquisition of classroom corrective feedback for long-term and short-term Chinese, the students can understand the negative function in the environment, to expand the Chinese teaching experiment. The experiment selects a class as the object, and we go through the test of several classes as a pretest. In the experiment teaching, the teaching content includes the attention environment, for example students go through the content of the text to answers the questions and discuss the text contents [12]. For the classroom observation, teachers mainly use the fragment form of environment in the classroom to record by using the method of recording, all the forms write into the form of test questions in accordance with the text contents, and test questions mainly include grammar, translation, reading and so on. Use these test questions test the observation class, the students answer to different questions according to the different of fragment form. Each fragment form is tested for two times, study time is the first and fifteenth days to test the effects of feedback on short-term and long-term Chinese acquisition, and the results of the test is recorded by using the recording method.

The test is carried out in the form of grouping, each group are four people that are basically the same in the Chinese level, but their spoken language level is poor, there are a lot of pronunciation, grammar and vocabulary errors, they are more emphasis on the meaning of dialogue in Chinese learning, but not pay attention to the form of dialogue.

Data analysis. The number of the formal segments of the Chinese classroom teaching experimental test is 98, including corrective feedback 68, non-repeated feedback 25 and repeated feedback 25, in which the number of repeated feedback is 65.18% of the total number of feedback. In order to increase the reliability of the experiment, this paper selects the 28 error form fragments without corrective feedback as the control, and the test results are obtained as shown in Table 1.

Table 1. The test scores of student feedback types

| Feedback type | Student response | Short term test accuracy (%) | Long term test accuracy (%) |
|------------------------|------------------|------------------------------|-----------------------------|
| Repeated correction | 78.2% | 68.22% | 71.32% |
| Other correction types | 85.6% | 59.33% | 51.23% |
| No corrective feedback | 0 | 32.78% | 28.28% |

Table 1 shows the test scores of students Chinese acquisition obtained by using different feedback types for long-term and short-term tests, it can be seen that the response rate for students is 78.2% after using the restatement corrective feedback, and the accuracy rate of long-term and short-term tests are respectively 68.22% and 78.2%; after using the other corrective feedback types, the response rate is 85.6%, and the accuracy rate of long-term and short-term tests are respectively 59.33% and 51.23%; students will not respond if teachers do not use corrective feedback in classroom, the accuracy rate of short-term and long-term tests is only 32.78% and 28.28%, and the accuracy rate is lower.

Table 2. Test scores before and after corrective feedback

| Feedback type | Speech accuracy rate (%) | Vocabulary grammar accuracy (%) |
|------------------------|--------------------------|---------------------------------|
| Repeated correction | 72.3% | 76.2% |
| Other correction types | 82.4% | 73.8% |
| No corrective feedback | 0 | 32.78% |

Table 2 shows the test scores of students' different feedback types after Chinese class corrective feedback, it can be seen that the form of fragment speech error is 39, the lexical and grammatical errors have 52; after providing students with the restatement of corrective feedback, the accuracy rate of pronunciation and vocabulary grammar are respectively 72.3% and 76.2%; after providing students with the corrective feedback of other correction types, the accuracy rate of pronunciation and vocabulary grammar are respectively 82.4% and 73.8%; students who do not provide corrective feedback, their the accuracy rate is 41.2% and 21.5%. Providing corrective feedback to students whose accuracy is significantly higher than that of students who do not provide corrective feedback, and the difference is significant.

Summary

Through the classroom teaching and experiment testing, this paper can obtain the relationship between corrective feedback and Chinese acquisition. The experimental results show that the corrective feedback has a significant effect on the short-term and long-term acquisition of language learners, which can improve the performance of language learning. According to the experimental results, it can be concluded that the repeated words are helpful to the short-term and long-term acquisition of language, especially restatement can obviously improve the accuracy of pronunciation in pronunciation. Therefore, when teachers meet a student who has an error in the classroom, teachers should try to use all kinds of corrective feedback to correct the students' language errors and improve their language learning ability.

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