Experimental Study on Overcoming Language Rigidity in Second Language Acquisition

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Abstract: At present, there is a serious phenomenon of language rigidity in second language acquisition teaching in colleges and universities, which is because students cannot get rid of the habit of mother tongue output, put more easily into English learning environment and use English flexibly. Therefore, this paper takes the college students as the background to carry out a semester experiment, for their basic english course to carry out the experimental research, mainly adopts the pre-test method, cooperates with the english text translation practice to launch the experiment process, and obtains the experiment result, discovers the effective way to overcome the language rigidity phenomenon in the second language acquisition.

1. Introduction

It is found that there is no significant difference between the pre-test results and the post-test results, which proves that the text-back learning method is helpful to overcome the problem of second language acquisition rigidity.
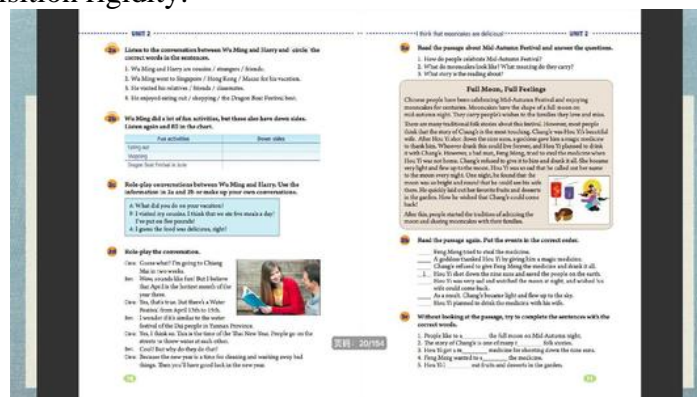

Figure 1 English text

2. The Problem of Language Rigidity in Second Language Acquisition

The so-called language rigidity in second language acquisition is generally a common problem in the process of language learners learning a second language. For example, learners may have a high probability of learning process error patterns in the process of language learning, and this error pattern is difficult to change. As far as foreign scholar richards is concerned, this is a "permanent phenomenon of incorrect linguistic characteristics, which becomes a fixed way of expressing an individual's language, including the use of pronunciation, vocabulary, and grammar." This kind of second language acquisition language rigidity phenomenon is very common in the process of foreign language learning, it has also been solidified or fossilized phenomenon. According to the current theoretical research, the problem of language rigidity in second language acquisition can be divided into two types: one is based on the cognitive psychology level of language rigidity mechanism, learning individuals in the mother tongue environment in the process of learning second language has a typical stubborn output, it has become a phenomenon of plasticity degradation after the critical period of the human brain, which leads to obstacles to the second

language acquisition mechanism. Another is the dysfunction of plasticity-degeneration mechanisms that occur in adults after critical periods of the brain. For example, domestic scholars have pointed out that foreign second language acquisition language rigid phenomenon is the existence of internal and external factors, the two under the interaction of the emergence of second language acquisition language rigid phenomenon.

The problem of second language acquisition rigidity is mainly due to the lack of research in this field, especially the lack of quantitative research on relevant data and data, and the lack of confirmatory content as support. Therefore, from the perspective of experimental research, we should think deeply to explore the problem of second language acquisition language ossification to overcome this problem, and give specific experimental methods before and after testing in order to obtain the truth of the conclusion[1].

3. On Second Language Acquisition Language inflexibility Experimental Analysis of Problems

3.1. Presentation of Experimental Assumptions

In order to improve the students' grammar and vocabulary test results effectively, it is necessary to combine Chinese and English translation to help students overcome the problem of language rigidity in second language acquisition. The English translation teaching mentioned in the experiment comes from the basic English course in colleges and universities. It hopes to translate the English text into Chinese, and then translate the Chinese into English orally with the help of the Chinese translation to ensure that the English translation is consistent with the original content of the text.

3.2. Subjects and Tools

The subjects of the experiment were 49 students in two ordinary undergraduate classes in an English department. The measurement tool chooses the English professional vocabulary grammar to solve the question, among them divides A, B two test papers, A volume is used for the pre-test, B volume is used for the post-test, the two volumes are basically the same difficulty.

3.3. Experimental Methods and Procedures

This experiment adopts a single group of experiments with the test design before and after the experiment, first of all, the pre-test test, combined with the 100 test questions in Volume A (set to 100 points), hope the students to complete the test in 60 minutes. After the completion of the test, the two classes were then returned to the translation exercise, and finally the teacher graded. In the course of grading, the average scores of the two classes under the A-test are listed according to the students' translation scores. At the end of the semester, the average scores of the two classes were re-listed in the course of the B-test. Finally, whether the average scores of A and B tests before and after the semester of the two classes were significantly different or not was statistically significant.

At the end of the day, the students should read the text completely and repeat it at least five times a day. After studying the text, the students should be asked to read the text well. On the basis of returning the text orally, we should try our best to keep the translation authentic, and then take 10 or 15 minutes each time to lead the students to read each paragraph of the text.

3.4. Analysis of Experimental Results

The results of this experiment are divided into pre-test results and post-test results.

Table 1. Analysis of statistical results of volume A pre-test

Group name	n	Mean	Median	Mode	SD
Class I	36	61.88	61.00	55.00	20.89
Class II	33	62.65	64.00	54.00	19.79
Group name	Variance	Min	Max	Range	
Class I	128.67	42.00	91.00	59.00	
Class II	105.87	45.00	80.00	45.00	

The pre-test took place before the start of the experiment, and the stage was also the beginning of the semester. From the A-volume test, it can be found that the English translation scores of the two classes were relatively low, among which the average score of the pre-test of class II was 62.65 and the average score of the pre-test of class I was 61.88. At the same time, the standard deviation of the two groups was 11.89(I) and 10.79(II), respectively.

the significance test hypothesis of the pre-test scores of the two classes is given here. assuming that there is no significant difference in the pre-test scores of the two classes, the independent samples of the two classes can be obtained in the pre-test process, and the t-test statistical results are used to analyze the pre-test scores significance level sig of the two classes. 798, this significance level data is above the significance confidence level of a =0.05. If the variance varies, the hypothesis is acceptable. Therefore, group I should appear as a pre-test high group and group II as a pre-test low group. This shows that the scores of the two groups were basically the same before the translation exercise[2].

Analysis of post-test results

Table 2. Analysis of statistical results of volume B

Group name	n	Mean	Median	Mode	SD
Class I	36	73.50	71.50	86.00	22.04
Class II	33	66.83	65.00	63.00	19.87
Group name	Variance	Min	Max	Range	
Class I	131.78	52.00	96.00	54.00	
Class II	107.33	53.00	91.00	48.00	

The average score of Class I was 73.50, while the average score of Class II was only 66.83, and the difference between the two groups was 6.67. There is a certain difference in the average score and standard deviation between the two classes, and the mode difference is more than 23 points. From the significance test of the post-test results, the average score of the two groups of students is improved, but the range of improvement is different, in which the average score of class I is about 11.62 points, and the range of improvement is 22.5%. The average increase in class II was about 4.18 points, or 7.91%. In order to clarify the test results of this B volume, it is found that the students'test results change before and after, and avoid the system error problem effectively at the same time. On the whole, we also need to combine the difference significance test, considering that the two groups of test samples are different in all aspects, so we should finally list two different groups of independent samples. Here we assume that there is no average score difference between the two groups, using SPS software for statistical analysis, we can get the B volume test score variance of the two classes. for example, if the variance varies at df =73.50, t =2.235, the critical point value of t will be <2.235 at this time. If the hypothesis is rejected, then the average score of class I and class II is significantly different, and class I is significantly stronger in average score performance than class II. The average score of class I is higher than the average score of class II, which is not caused by accidental error, which indicates that English translation is helpful to optimize students' English grammar and vocabulary learning methods, improve English test scores and so on[3].

3.5. Discussion of Experimental Results

In order to realize the benign internalization of knowledge and replace the problem of language fossilization which may exist in the second language acquisition, it is necessary for students to have a high vocabulary and a rich reserve of grammar knowledge. Furthermore, it is also an indirect test of students' English learning activity through tests. Students must show activeness and interest in second language acquisition, which is helpful for them to overcome the difficulty of second language acquisition effectively.

4. Conclusion

In fact, college students in our country still have poor basic English, so they may have a

relatively serious problem of second language acquisition rigidity in the process of second language acquisition. Therefore, this paper puts forward the statistical analysis of English translation exercises, hoping to effectively improve the overall quality of English teaching in colleges and universities, thoroughly overcome the traditional vicious and wrong problems of language rigidity, help students input and output English knowledge in the correct way, improve English learning performance, and make the language learning process more efficient.

References

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