

Analysis of the Teaching Strategy of English Continuation Task in Senior High School from the Perspective of Metacognitive Theory

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Abstract

With the emergence of new question type in the English reform of college Entrance examination, the academia has set off a research craze of "continuation task". This paper uses questionnaires and interviews with teachers to investigate and study the implementation, effect and existing problems of continuation task in senior high school English reading. Based on the teaching status and existing problems, this paper puts forward three strategies to improve the teaching effect of continuation task from the perspective of metacognitive theory, in order to help front-line English teachers in senior high schools effectively implement continuation task teaching, improve students' ability and level of continuation task, and thus improve students' English learning effect.

Keywords: teaching strategy, senior high school, English continuation task, metacognitive theory

1. Introduction

The study of metacognitive theory began in the 1980s when Flavell, an American cognitive psychologist, studied children's psychological cognition. Flavell and Wellman believed that metacognition refers to human cognition of their own knowledge activities, that is, the cognitive subject's ability to understand, control and manipulate their own cognitive processes, such as their own cognitive abilities, tasks, goals, cognitive strategies and psychological activities. By definition of operations, metacognition refers to one's declarative, procedural, and conditional knowledge, as well as the control of related cognitive processes and activities. Flavell (1985, p.14) believed that metacognition mainly consists of metacognitive knowledge, metacognitive experience and metacognitive monitoring. Metacognitive strategy is strategic knowledge in metacognitive knowledge and an organic part of metacognitive knowledge, which has important guiding significance for the cultivation of students' autonomous learning ability. Current foreign language teaching and its focus on the cultivation of students' independent learning language ability. As a new question in the college entrance examination, reading and continuation task focuses on the cultivation of students' original thinking. In the process of reading and continuation task training, students need to monitor and regulate activities such as text interpretation, plot construction and material accumulation, so as to improve their writing ability. Therefore, from the perspective of metacognitive theory, the author attempts to study the teaching strategies of continuation task in senior high school English. On the basis of understanding the implementation status and existing problems of continuation task, the author analyzes the reasons for the problems in continuation task teaching, and puts forward several strategies to improve the teaching effect of continuation task based on metacognitive strategies.

2. The Connotation of Metacognitive Theory and Related Research at Home

Based on Flavell's research on children's psychology, Wellman (1983, p.32) believed that metacognition is long-term factual knowledge about cognitive tasks, strategies, current memory states and consciousness related to cognitive activities. We generally believe that "the essence of metacognition is the self-awareness, self-monitoring and self-regulation of cognitive activities of cognitive subjects". The new curriculum standard of Senior High School English emphasizes students' autonomy, cooperation and inquiry learning, among which "autonomy" is the key to "inquiry" and the premise of "cooperation". After students become independent learners, they will adjust their learning methods and pace according to their cognition of self-progress, which plays a crucial role in learning. Since metacognitive theory emphasizes the correlation between students' cognitive ability and their subjective consciousness, it has profound theoretical inspiration and practical guidance for the cultivation of students' active initiative and the improvement of teaching quality in foreign language teaching.

With the proposal of "highlighting the principal role of students in teaching" in the new curriculum standard, and the importance of metacognition in adjusting students' learning strategies and promoting the cultivation of students' independent learning ability, it has attracted extensive attention and research in education, psychology and language fields. Professor Dong Qi of Beijing Normal University is the scholar who introduced and studied metacognition earlier in China. He believes that metacognitive process is actually the process of guiding and regulating our cognitive process and controlling and implementing effective cognitive strategies. Dong Qi (1989), on the basis of sorting out the historical evolution of metacognitive thoughts, discussed the three components, essence and functions of metacognitive thoughts and how to cultivate students' metacognitive thoughts, and concluded that the training of metacognitive thoughts is an effective way and means to solve the problem of "let students learn how to learn". Wang Ling and other scholars (1999, p.8) analyzed the differences between metacognition and cognition, proposed that metacognition has three components: metacognitive knowledge, metacognitive experience and cognitive regulation, and summarized four methods to evaluate metacognition, such as self-report method and vocal thinking method. It can be seen that when the concept of metacognition theory was introduced in China in the 1980s, the research mainly focused on the definition of concept and theoretical analysis. In the 21st century, more and more scholars have shown great interest in metacognitive theory and conducted multi-dimensional research. Ren Qingmei (2003, p.68-70) studied the relationship between metacognitive factors and autonomous learning ability in the article *Cultivating Learners' Autonomous Learning Ability and Improving the Effect of Basic English Teaching*, and introduced the specific training steps and methods of metacognitive strategies to cultivate students' autonomous learning ability. Wang Yanan (2004, p.93) studied the concept, structure, characteristics and functions of metacognition, and pointed out that metacognition is the core component of intelligence. The development level of metacognition directly restricts the development of individual intelligence and affects individual cognitive efficiency, so as to achieve the established goal quickly and effectively. In addition, metacognition can enhance learning ability, really teach students how to learn, make up for the shortcomings of general cognitive ability, and contribute to the development of students' subjectivity. Previous studies have shown that metacognition has a strong correlation with students' autonomous learning ability. No matter whether students adopt cooperative or inquiry learning methods in English learning, students' autonomous learning should be taken as the premise in order to maximize their participation in the process of cooperation and inquiry with others and achieve the best learning effect.

With the increasing research on the application of metacognitive theory in the field of education, many scholars focus on the actual teaching of English. At present, most of the metacognitive research in the field of foreign language education is empirical research on the correlation between metacognitive strategies and English learning achievements, such as Yuan Fengzhi and Xiao De method (2006). This paper investigates the application of cognitive and metacognitive strategies by 470 English Majors in CET4. The results show that the "monitoring plan" strategy in metacognitive strategy plays an important role in improving the grade of CET4. Shan Shikun and Gu Xu (2008, p.81) conducted a metacognitive strategy survey on 106 unsuccessful learners, of which 48 were trained in metacognitive strategies. The experimental results show that training can greatly improve students' use of metacognitive strategies and academic performance. Metacognition has obvious correlation with English learning achievement and has a certain explanatory power on English language skills. Yang Aiying (2011, p.105) came to the conclusion that "metacognitive strategies can regulate and monitor English reading and are an effective autonomous learning of English reading" by analyzing the impact of four metacognitive monitoring activities on students' English reading comprehension level. Writing, as a language output skill, plays an important role in senior high school English teaching, especially since the reform of the new college entrance examination, English composition has added a new type of continuation task or outline writing on the basis of the original practical writing, which shows that the requirements of the college entrance examination for students' writing skills are constantly improving. The research on English writing skills of metacognitive theory has increased compared with the past. There are many empirical studies on using metacognitive strategies to improve students' writing performance and using metacognition to improve students' writing enthusiasm and self-confidence. Lu Wenjun (2006, p.27) investigated 120 senior English majors and analyzed the relationship between their use of metacognitive strategies and English writing. The results showed that metacognitive strategies had a great impact on English writing performance. He put forward a suggestion to English teachers to "consciously strengthen the training of metacognitive strategies in writing teaching". Based on authoritative Chinese databases such as CNKI, VIP and Wanfang, with metacognition and metacognitive strategies as the main theme and post reading writing as the secondary theme, search relevant classic academic papers and authoritative works with high citation rate in China and relevant cutting-edge research in recent ten years, We find that the research focus of core journal papers focuses on the impact of metacognitive strategies on students' English writing level and its significance for English teachers to improve writing teaching. There are few studies on the impact and significance of this theory on new

writing types, and there are few studies on continuation task teaching strategies, Through the research methods of questionnaire and interview, this paper analyzes the implementation, implementation effect and existing problems of English continuation task in senior high school, deeply analyzes the reasons for the problems in the teaching of continuation task, and puts forward some strategies to improve the teaching effect of continuation task based on metacognitive strategies, in order to provide reference for teachers to improve students' Continuation level, It also has certain reference significance for front-line high school English teachers to comply with the reform of college entrance examination and effectively implement post reading and writing training.

3. Current Situation of English Continuation Task in Senior High School

In 2015, the examination center of the Ministry of education pointed out in its "instructions for the national unified examination for enrollment of ordinary colleges and universities English examination" that "the continuation task provides a language material of about 350 words, and requires candidates to continue writing (about 150 words) according to the content of the material, the opening words of the given paragraphs and the identified keywords, develop it into a short passage with logical connection with the given material and complete plot and structure. As a communication bridge between reading comprehension and written expression, continuation task questions not only test students' understanding of the reading text, but also exercise students' critical thinking and innovative thinking in the writing output link. However, at present, many teachers are facing the pressure of students' entrance examination and their own teaching progress. It is a common phenomenon to ignore the training and effective systematic guidance of students' continuation task. By sorting out and analyzing the data of teachers' questionnaires and interviews, as well as the observation of front-line teachers' continuation task in the process of educational internship, most teachers find it difficult to provide students with sufficient continuation task training opportunities due to the limited time arrangement of curriculum progress and classroom time. Students lack training at ordinary times and have a large number of questions in the examination paper, so the time available for students to conceive the plot is limited, The scores of continuation task questions after reading are generally low.

The author conducted a questionnaire survey on 50 senior one English teachers from three middle schools in Jiangxi Province. The questionnaire is mainly carried out through three aspects: the overall evaluation of teachers on post reading sequel, the teaching methods adopted in post reading sequel teaching and the suggestions for effectively improving students' sequel ability, and three teachers are randomly selected for interview. The purpose is to understand the current implementation status of post reading sequel in Senior high school English in more detail and analyze the causes of the existing problems, Based on this, this paper puts forward some teaching strategies for continuation task. The overall evaluation of continuation task mainly covers seven questions, mainly from four points: the difficulty of students' writing, the difficulty of teachers' teaching, the choice of reading text and the positive impact on students. Among the 50 senior one English teachers surveyed, 80% of them think it is difficult to carry out teaching for the new continuation task section. All the teachers surveyed agree that narrative articles and stories are more malleable. Therefore, when preparing lessons, teachers tend to choose narrative as the material for students' continuation task training. 70% of teachers thought that they spent 5-10 minutes interpreting the text in a continuation task class. From the survey results, up to 90% of teachers believe that the text interpretation before writing is helpful to improve the quality of students' continued writing, and more than half of teachers evaluate students' continued writing works by means of "teacher evaluation". Generally speaking, teachers lack the integration of reading and writing, overemphasize output, and ignore students' daily input and in-depth interpretation of the original text; Because teachers pay too much attention to the standardization of students' language expression and the use of high-level vocabulary and sentence patterns when correcting traditional practical writing, they will unconsciously pay too much attention to the language of the text content rather than the rationality and fluency of the story idea when evaluating students' continued writing works. In the classroom of continuation task training, students ignore the training of students' logic and thinking, lack of process guidance, and students have difficulty in output.

According to the results of the teacher interview, the three teachers participating in the interview all think that continuation writing is more interesting and challenging than practical writing. In practical writing, students need to conceive and express the whole article without corresponding tips, but continuation continuation task will give half of the articles, and it is usually the genre of narrative, It is easier for students to find out the six elements of the narrative, so as to master the development context and main idea of the story. In order to improve students' interest in writing this topic type, most teachers said that they would choose the narrative text familiar to students as the materials for the continuation task training, and will teach students some continuation skills when they first carry out the continuation task training. When choosing the continuation task text, they pay more attention to the readability of the text materials and the emotional attitude and cultural connotation of the article, Achieve the purpose of educating people in the process of students' input and output.

4. Analysis of the Causes of the Problems in the Teaching of English Continuation Task in Senior High School

At present, in view of the reality that "education follows the college entrance examination, and the college entrance examination is the baton of school education", in the face of the great pressure of senior high school students to enter school, senior high school English teachers generally pay attention to listening and reading and ignore the training of continuation task. They think that continuation task is only one of the questions accounting for 25 points, and it is difficult for students to make a breakthrough in this type of question, Therefore, there will be no special training for continuation task, and the writing class takes more time. The course schedule does not allow too many class hours to be spent on a single question type. Therefore, "the proportion of class hours in writing class is less than that in listening and reading" is the normal teaching. Students lack the training of continuation task, and teachers lack the teaching and guidance of continuation task teaching skills, which leads to the general low ability of students' Continuation and the poor implementation effect of continuation task teaching. Generally speaking, there are several reasons for the problems in the teaching of continuation task:

4.1 Teachers do not Pay Enough Attention to Students' Use of Learning Strategies in Continuation Task

In order to ensure effective output, we must maintain sufficient input after reading, that is to say, a large number of extra curricular books and accumulated good words and sentences in the process of reading can ensure that students can have useful background knowledge and material support when they continue to write. However, teachers ignore the systematic classification and arrangement of good words and sentences and the supervision of students' reading quality. Although in the continuation task training class, teachers also show a large number of so-called "universal" template sentences to help students judge emotional expression and encourage students to imitate writing, continuation writing is not equivalent to imitation writing. Continuation writing pays more attention to students' writing "activity" in expression rather than "rigidity" in imitation writing. Continuation writing focuses on cultivating students' creative thinking, Imitation is easy to solidify people's thinking. Continuation is the creative use of words and expressions, rather than copying the previous words and expressions or even avoiding words. Wang Chuming (2017, p.550) once pointed out: "the secret of efficiently promoting language learning is to generate sentences from new words exposed in the context. Learners can easily remember them after imitating and using them once in the process of creating content, and then use them. The" continuation "that binds output and understanding just uses this efficient learning promotion process". It can be seen that the original intention of continuation writing is to closely combine understanding with output, and some teachers violate this original intention due to objective factors such as exam oriented education and class pressure in specific teaching practice.

Due to the course schedule and class hours, teachers ignore the teaching of students' Continuation strategies, and teachers do not provide students with enough time to interpret the text. As teachers do not have many opportunities for students to continue writing, most of the tasks are temporarily arranged by teachers after commenting on the test paper. There are few practical training opportunities for senior one students to continue writing, resulting in that senior one students have not made much progress in the score of continuing continuation task after a semester of training. It shows that teachers are lack of step-by-step guidance for students from easy to difficult, without guiding students' metacognitive strategies, and without systematic training of learning strategies, it is difficult for students to make breakthrough progress.

4.2 Teachers do not Play a Leading Role in the Selection and Interpretation of Texts

Wang Chuming (2012, p.5) once pointed out: "the selection of materials must be interesting and moderate in length, the difficulty should be suitable for students' language level and the instructions should reflect the basic requirements of promoting learning". This requires teachers not only to design tasks with "continuation", but also to consider other potential influencing factors. For example, in terms of the interest of materials, teachers lack to consider whether the selected materials will attract students to the greatest extent. In the interview with teachers, many teachers believe that the extension of text content is very important for students to continue writing, As a concern in the selection of continuation task text, interest has not been given special consideration by teachers. On the contrary, it accounts for the largest proportion of whether it meets the requirements of the college entrance examination, which shows that teachers mainly take the "college entrance examination as the baton" and do not give better play to the role of continuation in promoting learning. Generally speaking, choosing reading texts with strong interest or close to students' actual life can better stimulate students' interest and apply the writing materials contacted and accumulated in daily life, so as to improve students' writing confidence; The language level of students in the same class is not at the same level, and their language level will be uneven. How to accurately design or adapt text materials according to the language level of students is also a great problem for teachers,

which will increase the workload of teachers to a certain extent, thus forcing some teachers to fall into the teaching "comfort zone" passively. According to the continuation exercises in the test paper and textbook, explain the continuation questions after reading step by step. It will not be modified or deleted on the basis of the existing text according to the students' understanding level of the text.

Although more than 80% of teachers in the questionnaire believe that in-depth interpretation of the text before writing is of great significance to students' continued writing, and the interpretation of the text has a good effect on improving students' continued writing quality, teachers lack a rational arrangement of specific teaching steps and links, time and activities before writing. Lack of active thinking on how to make timely adjustments to activities according to students' understanding of the text. As a result, teachers do not play a good role in promoting before writing, which is reflected in the randomness of text selection and the lack of guiding students to deeply interpret the text.

4.3 Teachers' Evaluation of Students' Continuation Works is not Effective and Systematic

The way teachers evaluate students' works will have an impact on students' writing self-confidence and sense of achievement to a great extent. From the data of the questionnaire survey, when asked "which way to evaluate students' sequel works", most teachers prefer the multi-agent evaluation method of "teacher evaluation" rather than the combination of "teacher evaluation + peer evaluation". After interviewing teachers, the author found that many teachers believe that post reading sequel, as a new topic type, is a great challenge for students. On the premise that it is difficult for students to grasp the development trend of the story, they are unable to make a more objective evaluation of others' continued works. The single evaluation subject is easy to cause the incompleteness of the evaluation. The single evaluation of teachers will have a certain subjectivity for the overall framework and outcome of the story. At the same time, there will be deviations in the evaluation of the works due to some other factors. The way of valuing grammar over conception in the evaluation of works is easy to cause students to think that the evaluation of continued works mainly focuses on the application of grammar knowledge, while ignoring their own objective evaluation of plot conception. Although there are five grades of scoring criteria as a reference for teachers to evaluate students' sequel works, it is difficult to help teachers score according to the specific plot conceived by students, resulting in Teachers' incomplete and systematic evaluation of students' sequel works, which can not maximize the learning promotion function of post reading sequel. Due to the questioning of students' ability, it is difficult to compare the new question type after reading with the applied text, and it is impossible for students to conduct peer evaluation with confidence, which not only reduces the opportunities for students to learn from others, but also is not conducive to students' self correction.

In further interviews with teachers, it is found that teachers usually abandon the "model articles" on the reference answers and select the works of excellent students for display. They believe that the works of students and students of similar level are more likely to resonate, so they will share, analyze and learn some excellent continuation works of students in the class. But in this process, ignoring the guidance of poor students may indirectly cause the mental pressure and learning burden of students with low language ability. Some students are easy to feel frustrated and lose confidence in writing because they can't get the encouragement and guidance of teachers. Therefore, this evaluation method can't take into account the common progress of all students. One of the main reasons for the problems of continuation task teaching is that teachers' evaluation of students' Continuation works is single and scattered.

5. Teaching Strategies of Continuation Task from the Perspective of Metacognitive Theory

Metacognitive strategies have been integrated into their own research framework by foreign language teaching researchers at home and abroad. Its goal is to guide students to pay attention to their own learning process, recognize their own characteristics, the essence of learning tasks and the strategies needed to complete the tasks, and reflect and revise their own learning rhythm and process through timely monitoring and adjustment. So as to improve the efficiency of students' learning foreign languages. Therefore, metacognitive strategies have guiding significance for senior high school English teachers in the teaching of new writing types, and can give full play to the guiding role of teachers in students' completion of continuation tasks.

5.1 Planning: Teachers Guide Students to Deeply Interpret the Text and Effectively Understand and Input

All things are established in advance and abandoned without advance. Teachers should make adequate preparation for lessons before continuing teaching after reading. According to the results of the questionnaire survey, many teachers spend half an hour to one hour preparing for the continuation task course, and only a few teachers need more than one day preparing for the course, which shows that most teachers pay less attention to the training of students' individual college entrance examination questions, and the traditional teacher explanation method is usually used in the continuation task teaching. The time used to interpret the text is generally no more than ten

minutes, and there is no special post reading and writing training for senior students. In view of the poor rationality and logic of most students' sequels, teachers should make full use of the opportunity of class preparation group discussion to focus on the methods of text interpretation, adopt appropriate text interpretation methods in combination with the English level of students in this class, lead students to deeply interpret the text before writing, and use mind mapping to guide students to understand the text genre, structure, language. Analyze the context carefully to visualize the text content. Through the first sentence of continuation provided by the topic, draw up the plot tone hidden in the text, and help students build a support for continuation. Continuation task is an organic combination of language input and language output. Only students can understand and read the original text through intensive reading and obtain accurate original information, can they write works with reasonable and smooth plot and meet the scoring requirements on the basis of effective understanding of the original text.

5.2 Monitoring: Teachers Supervise Students to Find Problems in Time and Solve output Difficulties

Helping students draw up a continuation framework through mind mapping is conducive to students' rationality of plot construction in the process of continuation, but this teaching method only helps students avoid mistakes caused by misjudging the emotional tone as much as possible, not to "solidify coordination" in students' thinking, nor to make the continuation works of the whole class uniform. Even if the teaching method of mind mapping is not used, we should pay close attention to the progress of students in writing after guiding students to deeply interpret the text. If we find that the plot deviates seriously from the theme, we should correct it in time. At the same time, in order to take into account students' writing mood or state, teachers should remind students in appropriate ways, and leave some space for students to give full play to their imagination and creativity in the plot trend of the story. Wang Chuming (2012) once pointed out that the primary advantage of promoting learning after reading is to release imagination and cultivate students' innovative thinking ability. Different readers will have different interpretations of the same story. Similarly, the same story will have different story endings in the hands of different authors. If the teacher draws a parabola for the development of the story for each story, it is easy to solidify the students' thinking mode, then the ending of the story will be the same tone, and the students' own thinking will be greatly affected or even limited, which is contrary to the original intention of promoting learning. Students' continuation of the story requires not only language coordination, but also written expression to present their innovative thinking.

5.3 Adjustment: Teachers Organize Multi-Dimensional Evaluation of Works and Give Timely and Comprehensive Feedback

As a new type of college entrance examination, the evaluation of post reading sequel is quite different from the traditional practical writing. Teachers should not only take into account the factors of text content, length and language expression standardization, but also take into account the organization and logic of students' sequel story conception. The English curriculum standard for senior high schools (2017 edition, revised in 2020) once pointed out that it is necessary to highlight the dominant position of students in evaluation, and the evaluation subject should also be dominated by teachers to the mode of combining teachers and students, students and self-evaluation. The new requirements of the new curriculum standard on the evaluation model show that a single teacher evaluation can not implement the teaching concepts of "student-centered" and "students' dominant position". Teachers should adjust the evaluation method of continued writing works according to the learning situation. First, in order to avoid the subjectivity of teachers' personal evaluation, teachers should organize multiple subjects to evaluate students' continued writing works as much as possible. Students should understand the scoring standards and rules of continued continuation task in detail, which will help them pay special attention to the scoring and writing requirements in the process of continued writing. Then, when designing the continuation content, comprehensively consider the cohesion and coherence between sentences and the organization and logic of text structure, and gradually improve their continuation ability in this process. Secondly, only by evaluating students' sequel works from multiple angles can we give comprehensive feedback to students' writing. Different from practical writing, sequel after reading pays attention to the rationality and logic of the text structure. Therefore, the sequel text should not only meet the number of words required by the title, but also the story development of the sequel part should be reasonable and can be connected with the previous reading text. Only when teachers adjust the traditional single evaluation mode and give effective feedback to students' works in a timely and comprehensive manner, so that students can not only have the opportunity to create satisfactory continuation works independently, but also have the opportunity to evaluate and learn other people's excellent works, can students fall in love with continuation task and consciously pay attention to the correct use of language in continuation, It also attaches importance to the logic and innovation of the whole text structure, the conception of thinking and the reasonable expression of imagination.

6. Conclusion

How to make more effective use of teaching strategies to exert the learning promotion function of continuation task is always a problem that worth considering for front-line teachers. Based on the analysis of questionnaire and interview data, this paper makes a preliminary discussion on the role of metacognitive ability in English learning and its guiding role in English reading continuation teaching. In this process, for the teaching practice of teachers' continuation task, classroom observation of teachers' classroom is also needed to obtain more reliable data. Students should be included in the investigation and interview, and the collection and analysis of data should also be improved and adjusted. The above two points will also become the problems that the author will continue to think and do some research in the future.

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