

Research on College English Reading Teaching Based on Metacognitive Strategies

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Abstract

The thematic teaching of comprehensive reading for college English courses based on metacognitive strategies focuses on guiding college students to discover and think about the source of the comprehensive reading section of the English subject from life, and use life materials to construct the basic English subject comprehensive reading section thinking of college students. In view of the differences in cognition and thinking of college students, in the actual teaching operation stage of comprehensive reading for English courses, teachers should transform traditional educational thinking and use the topics of comprehensive reading for English courses to teach college life and daily English curriculum integration. A variety of teaching methods and models such as thematic teaching of reading and the integration of books in the comprehensive reading section of regional English subjects have stimulated college students' interest in participating in the comprehensive reading section of English subjects. Combining the current status of the teaching of comprehensive reading for college English courses, as well as the thinking and practice of the teaching of comprehensive reading for college students, it effectively promotes the life-oriented teaching of comprehensive reading for English courses to help college students build a good comprehensive reading section for English subjects. Thinking and mode.

Key words: Metacognitive strategies; College English; Reading teaching

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1. INTRODUCTION

Metacognitive strategy is a typical learning plan strategy, which refers to a learning development plan strategy for students to effectively monitor and effectively control their own cognitive operation stages and results. The learning development plan strategy of self-awareness supervision and control effectively controls the process of data information, monitoring and the progress of the teaching cognition operation stage, including three types of planning strategy, attention planning strategy and adjustment planning strategy. Nowadays, English reading teaching is combined with the personal experience of various senses such as vision. For college students, college students' exposure to books, listening to teachers telling stories, retelling stories by themselves, and expressing their opinions on stories are all in the category of English reading teaching.

2. CURRENT SITUATION OF COLLEGE ENGLISH READING

2.1 Questionnaire Survey

2.1.1 Questionnaire Design

Based on this research, the author designed a set of questionnaires "A Survey Questionnaire on the Cultivation of English Reading Ability in Higher Education Institutions".

2.2.2 Questionnaire Distribution and Recovery

A total of 150 questionnaires (110 males and 90 females) were formally distributed at colleges and universities this time, with a recovery rate of 98%. After inspection, 133 questionnaires were returned (102 males and 90 females), and the effective recovery rate was 98%.

Table 1
Statistics on the issuance and recovery of questionnaires

Number of issued/ copy	Recycled number/ copy	Effective number/ copy
150	17	133

2.2.3 Discussion and Analysis

(1) Basic situation of a colleges and universities

The key survey of this design from A students of institutions of higher learning elementary data research aspects of information, carry out summary summarized the basic situation.

Table 2
Gender summary of college students in A colleges and universities

Category	Number of people	Percentage	Effective percentage
Male	67	51	51
Female	66	49	49
Total	133	100	100

Source: Obtained in conjunction with SPSS statistical data.

(2) Analysis of the current situation of teacher allocation in A colleges and universities

As far as cognition is concerned, the teachers of higher education institutions in A are more evenly equipped, and all have obtained corresponding professional titles.

Table 3
A summary of academic qualifications of teachers in colleges and universities

Category	Class A	Team B	Class C
Post-doc	0	0	1
PhD	5	4	7
Undergraduate	3	4	4
Total	9	8	11

2.2 Analysis of the Status Quo of College English Reading

2.2.1 In terms of colleges and universities

The survey data shows that the basic ability teaching arrangements of the comprehensive reading section of college English in Class A, B, and C are basically implemented in accordance with their curriculum standards.

Table 5
Basic competence teaching contents of comprehensive reading section of college English subjects in colleges and universities

Category	Class A	Team B	Class C
School-based background explanation	Have	Have	Have
Read the outline	Have	Have	Have
Reading Extended Teaching	Have	Have	Have
Explanation of reading method	Have	no	no

Combined with the survey in Table 5, it can be seen that in the basic ability teaching content setting of the comprehensive reading section of colleges and universities, the teaching content exists, including school-based background explanation, reading outline overview, reading extension teaching, and reading method explanation. However, in the reading method explanation, only the A group has carried out the explanation.

2.2.2 For College Students

The investigation combined with Table 6 shows that college students mostly have a positive attitude towards

the basic ability teaching of the comprehensive reading section of the English subject in colleges and universities, and they believe that the teaching is very necessary.

Table 6
Undergraduates' attitudes towards the basic ability teaching in the comprehensive reading module of college English

Category	Class A	Team B	Class C
Very necessary	74	62	63
More need	41	42	41
general	14	18	20
Not much needed	4	11	10
Can not be set	0	0	0

2.3 Result Analysis

2.3.1 Design English Reading Task Types Are Not Rich Enough

Teachers set time meter reading arrangement of an integrated mission English plate discipline university, task type is lacking, students get a comprehensive exercise, which makes the student may still be part of the knowledge does not exist familiar situations. Therefore, in the stage of designing and assigning tasks, teachers should appropriately increase the types of tasks in the comprehensive reading section of the English subject, so that students can get comprehensive exercises every day, and promote their comprehensive understanding of knowledge. In addition, teachers should let students take the initiative to find learning materials to make up for their shortcomings in the learning operation stage.

2.3.2 Correct the Reading Exercises Not Carefully Enough

Correcting exercises in reading time, some teachers will correct reading exercises without serious situation, to read the marking plate reading exercises just judge right or wrong, and do not indicate the wrong place, resulting in some students because they do not know where their mistakes, Which can not be carried out in a targeted manner. In the process of designing and assigning reading module tasks and correcting reading exercises, teachers should carry out in-depth, carefully correct and mark the wrong places, so that teachers can recognize the deficiencies in their teaching and make better improvements.

2.3.3 The Arrangement of Tasks Ease Unreasonable

The difficulty level of the teacher's design and arrangement of reading module tasks is unreasonable, which causes some students to not do the module tasks, which does not play a supporting role. In the current stage of teaching operation, teachers must first understand the situation of each college student, and make a reasonable and hierarchical design according to the student's situation when designing and assigning tasks, so as to ensure that each student can use English subject comprehensive reading Plate tasks help oneself learn. In addition, teachers should be combined with real life, reasonable

arrangements for the task content, so that students understand them more easily, it is possible to recognize the learning and life are closely linked.

2.3.4 Part of the Reading Task Design Lacks Scientific and Systematic Design

The task design guidance for the comprehensive reading section of English subject is single. Young teachers lack the correct guidance and operation system, the necessary education and teaching theories, and the correct task design guidance methods. Some teaching theories lack the necessary scientificity and systemicity, and there are major drawbacks in the practical operation stage, and there is a phenomenon that they fail to follow the in-depth development and guidance of the comprehensive reading section of the English subject.

The guidance standards for the task design and arrangement of the comprehensive reading section of the college English subject require teachers to use relevant teaching theories and strive to optimize their spirit and behavior, closer to the real potential of college students. Task design guidelines mean that every teacher must try to force students innate cognitive learning exploration, which originated from students in the running order of brain development in cognitive stimulation and love of paragraph eager to learn.

3. COLLEGE ENGLISH READING TEACHING STRATEGIES AND SUGGESTIONS BASED ON METACOGNITIVE STRATEGIES

3.1 English Teachers Should Reasonably Adjust the “Quantity” of Reading Task Design

At this stage, due to the growing pressure students to learn, to teach teachers to students design task of reading is also increasing. As a result, teaching teachers must correct their attitudes toward reading and correcting the design task, to avoid excessive negative emotions, thus affecting the students in the classroom. The new curriculum standard attaches great importance to the integration of subject knowledge, social life and college students' experience, strengthens the mutual penetration between subjects, and changes the current curriculum that overemphasizes the subject standard. Therefore, comprehensive English learning should be based on the integration of English itself, and teachers should adjust the number of reading tasks reasonably based on the actual learning situation of college students.

Therefore, the efficiency of reading task design is very important. In the design of reading tasks, the emphasis on knowledge, light on ability, grades, light operation, weight and quality will make college students miserable and make them feel that it is difficult and troublesome to learn English, and they gradually lose their right to learn

English. interest of. For teachers, considering the class situation and the acceptance of students, further rationally adjust the “quantity” of reading task design to avoid causing students' after-school study burden.

3.2 Reasonably Balance The Difficulty Of Reading Task Design

First of all, before assigning reading tasks, teachers must understand the habit of college students in comprehensive reading tasks in the English subject, and the level of reading tasks. In the specific design and assignment of tasks, teachers should carry out a reasonable design in accordance with the differences of each student. Promoting enter college students get some relaxation in an English-disciplinary task when reading the plate to avoid the subject because some students had difficulty reading English and able to fulfill the task, or because some students read the task is too simple and not properly Practice effect.

Based on the previous teaching, teachers have already mastered certain experience. In addition, the teacher has improved the previous correction method in the correction of reading exercises. It is not only to score or judge right or wrong on the students' English reading task, but also to further indicate where the students are wrong, so as to further promote the students' learning.

Combined with the students' actual learning situation, rationalizing its after-school English reading task difficulty, design and layout for after-school reading tasks difficult, so not only can play an effective help, but also to avoid because of high reading task difficulty caused by students' psychological burden, to learn enthusiasm for learning students has been hit. Based on a reasonable balance adjustment of the difficulty of reading tasks after class, students can effectively consolidate the knowledge points of the day, so as to achieve a multiplier learning effect.

3.3 Further Innovate the Type of English Reading Task Design

The reading task is a powerful means to consolidate the teaching effect, and it is also one of the important ways to feedback the teaching effect. Therefore, it is necessary to arrange the extracurricular reading task reasonably. Compared with the traditional form of reading tasks, further innovating the layout and design of English reading tasks plays an important role in consolidating what students have learned and stimulating their interest in learning. When teachers design and arrange reading tasks after class, they must be based on the students' tolerance to avoid innovation for the so-called “innovation”, which will cause students to be unable to control their time in the after-class time, which will easily cause students' problems. negative emotion.

Based on in-depth study on Course after-school reading task in the presence of the main issues, understand the after-school reading tasks in existing shortcomings and

influencing factors in English reading design tasks and marking the further integration of innovation, facilitate its after-school reading. The quality of tasks is improved. At the same time, teachers to students 'individual learning needs of individual ability, its own characteristics as a basis for Innovative Design of an English Yu-disciplinary task of reading the plate, according to the students' daily learning correcting reviews, this innovative design approach reading tasks, and task in comparison, more efficient, innovative, can make up for the traditional English school subjects reading task shortcomings prevent the hollowing out of after-school reading tasks appear, effectively enhance students' enthusiasm for learning, after school to complete the task of reading the operational phase To further consolidate the knowledge and experience, thus achieve high efficiency and quality of learning, reverse the passive acceptance of knowledge by students in the past, enhance students' learning enthusiasm, and promote the development of college students' comprehensive literacy.

3.4 I Have Some Doubts in the Middle School of the Comprehensive Reading Section of the English Subject

The study habit of diligent thinking and questioning is the need for students to understand and master knowledge, and it is also a key way to cultivate the comprehensive reading ability of college English subjects. The cultivation of this habit should be included in the whole stage of the ability teaching of the whole college English comprehensive reading section, and it requires an organic combination of ability teaching and the cultivation of ideological and professional qualities. Deeply dig into the intellectual factors inherent in the textbooks and create questionable situations. Large student already has a strong curiosity, in teaching to take full advantage of this psychology to stimulate students' interest in learning. For example, teachers in the choice of English text books, to select a few larger font sizes, a clear image of the main key to highlight the perception of an object, to minimize students of color interference, and lays out a clear outline of the background to distinguish the story is appropriate. At the beginning, students may not be able to fully understand the content of the story, but at the beginning of the teaching activity, they can choose a story based on repetition of words and regular sentences. For the text content, it should be clear and defensible, and choose one or several standardized short sentences. Another example: Combining with the narrative questioning method, to give students some chances to guess. Students tell, or ask questions and explain problems while speaking, and guide students to understand teaching materials. This can promote emotional integration, stimulate students' interest in teaching activities, improve professional quality, and help student's master skills such as orderly reading.

4. CONCLUSION

Based on the learning development plan strategy of self-cognition supervision and control, master the content, methods and exercise corrections in the tasks of the comprehensive reading section of the college English subject, explore the planning strategy to improve the design of the reading task and the quality of the college English subject, and explore a kind of planning strategy A brand-new task mode for the comprehensive reading section of the college English subject that is beneficial to the comprehensive development of college students. The self-awareness of learning and development supervision and control planning strategies throughout the teaching of reading has always been combined with reading materials, teachers and more self-awareness design supervision and control learning and development program strategy, more for students to create learning opportunities for experience, so that students in Under the active state, more effectively understand and use the learning development plan strategy of self-cognition supervision and control, so as to improve the reading comprehension ability.

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