

Exploration on the Teaching Practice of British and American Literature of College English Major Assisted by Multimedia

Yunsheng Song

International College, Yunnan Technology and Business University, Kunming, Yunnan 651701, China

yunshengsong@163.com

Keywords: Multimedia; British and American literature; Teaching practice; College English major

Abstract: As one of the basic subjects of English major, British and American literature plays an important role in the construction of English curriculum system and the improvement of students' English ability. It is the key course of English major teaching in colleges and universities. Multimedia technology integrates video, sound, text and image into one; it has the characteristics of richness of content, novelty of form and flexibility of operation and it is one of the important technical environments for teaching and learning in college English. On the basis of summarizing and analyzing the research results of predecessors, this paper elaborates the development background, theoretical basis and superiority characteristics of multimedia teaching of British and American literature in college English major, and proposes an interactive teaching mode of British and American literature based on multimedia-assisted realistic audio-visual language environment. This model fully integrates the superior characteristics of multimedia technology and closely combines with the actual situation of teaching. This is another exploration of the practice of multimedia teaching in British and American literature, and lays a foundation for further research.

1. Introduction

British and American literature is a high-level main course for college English major. It plays an important role in the construction of English curriculum system and the improvement of students' English proficiency. However, with the deepening of the teaching reform in colleges and universities, the traditional text interpretation mode in the past literature classroom can not meet the needs of the current teaching, but also can not satisfy the desire of learning. The introduction of multimedia teaching has greatly improved the teaching status of literature courses. It can make students more intuitively contact the works of literary writers, and can also quickly connect works of the same subject or the same theme for students to compare and learn, and also provide a large number of videos which is used as a corpus for literature teaching, and thus achieves a good educational goal [1]. The integration of multimedia technology and foreign language teaching has greatly promoted the development of teaching in various subjects of foreign language major, and is making profound changes in people's foreign language teaching methods and learning methods. The application of multimedia technology in professional foreign language teaching is still in its infancy, and it has not been fully applied in the teaching and learning process of British and American literature course. Applying a wide range of multimedia technologies in the teaching of British and American literature class, presenting teaching materials to students in a variety of ways, including text, sound, and video, can stimulate students' senses, attract students' attention, and improve learning efficiency [2]. Its advantages are also: efficient and time-saving training mode, rich and varied teaching activities, personalized and flexible interaction, realistic and ideal language environment and new language practical skills [3]. The theoretical basis of the multimedia-assisted British and American literature teaching concept is the constructivism learning theory, which believes that knowledge is not obtained through teacher teaching, but is obtained by using the necessary learning in the context of social context, with the help of teachers and learning partners and the method of meaning construction [4]. On the basis of summarizing and analyzing the research results of predecessors, this paper elaborates the development background, theoretical

basis and superiority characteristics of multimedia teaching of British and American literature in college English major, and proposes an interactive teaching mode of British and American literature based on multimedia-assisted realistic audio-visual language environment. The detailed chapters are arranged as follows: Section 2 introduces the multimedia-assisted British and American literature teaching realistic audio-visual language environment; Section 3 proposes the multimedia-assisted interactive teaching mode of British and American literature; and Section 4 is the conclusion.

2. Realistic Audiovisual Language Environment of British and American Literature Teaching Assisted by Multimedia

In the multimedia environment, the focus of British and American literary works selection and film fragment appreciation is to cultivate and train students' English communication ability. Therefore, it has strong communicative ability to train students' learning ability instead of pure language knowledge. The purpose of learning is to guide students to comprehensively utilize language knowledge and participate in relevant language practice activities, and gradually develop students' ability to actually use language. It emphasizes the use of context and contextual awareness of language, understanding of language and the use of language to promote the comprehensive use of listening, speaking, reading and writing skills [5]. The multimedia teaching of British and American literature needs to make full use of slides, video files, audio files and network resources to create a realistic audiovisual language environment (Figure 1).

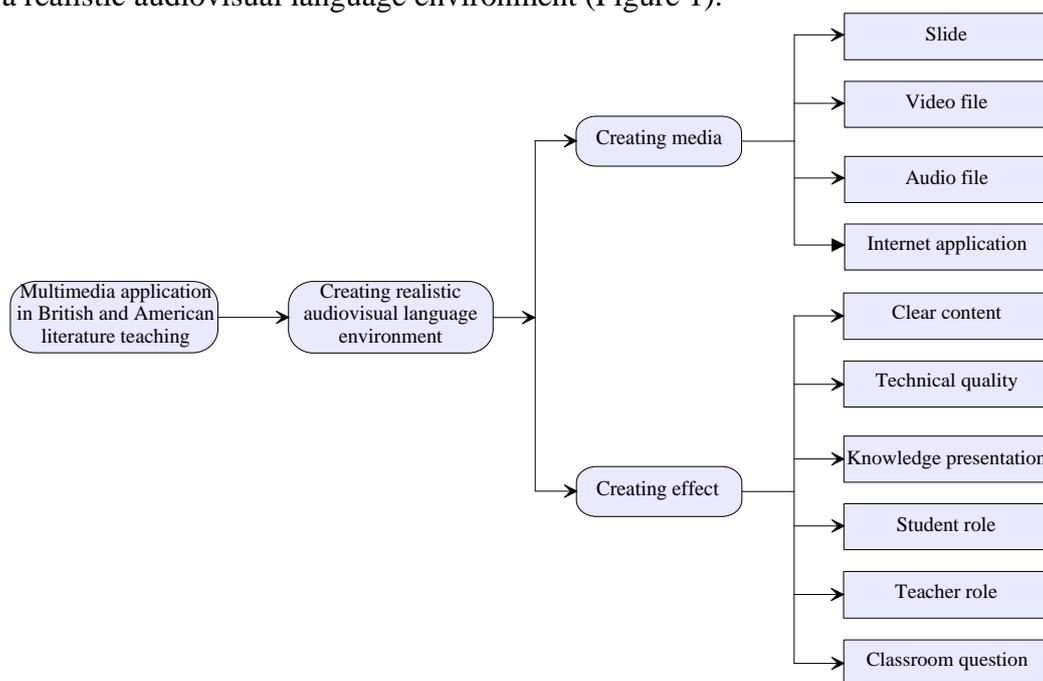


Figure 1. Creation of realistic audiovisual language environment of British and American literature assisted by multimedia

Human visual and auditory stimulation is conducive to enhancing memory and understanding. For British and American literature learners, the use of audiovisual and combined teaching mode is the way to achieve the teaching effect. The use of multimedia teaching in teaching can replace the traditional teacher lectures. The way students listen, with the aid of multimedia computers, through teaching guidance, allows a learner to learn independently, self-examination and self-exploration in the teaching environment of multimedia plus Internet resources. At the same time, it analyzes some doubts and difficulties in British and American literature, and seriously thinks about it, so as to gain knowledge of British and American literature, and greatly improve knowledge and skills.

The literary masterpiece multimedia video, which combines the various functions of multimedia technology, provides dynamic images, pleasing sounds, rendered background music, plus the actors' vivid performances and authentic English, which together constitute a traditional teaching mode.

With exotic flavors, it can be used by students to see and hear. For students of foreign language major, this is undoubtedly an ideal language atmosphere [3]. For example, appreciating English films adapted from classic literary works and faithful to the original works can help students quickly and accurately grasp the characteristics and essence of the original works from the aspects of characters, scenes, plots and themes, and avoid understanding major deviations and mistakes.

3. Interactive Teaching Mode of British and American literature Assisted by Multimedia

For instructional design, teachers must determine which software to use, how to use it, and in what order. The use of multimedia to carry out literature teaching, although the use of a lot of authoritative, standard materials, but the teaching design is still the teacher, the teacher's teaching ideas will be expressed through the teaching design, which affects and even determines the success or failure of teaching. In the multimedia classroom to carry out literature teaching, the role of the teacher has changed from the previous dictation to the design teaching. Teachers create scenarios, provide facts, and demonstrate examples through multimedia, allowing students to use a variety of senses to recognize, analyze, compare, deduct, and generalize, and gradually complete teaching tasks. Multimedia teaching can be divided into demonstration and interactive. The former is suitable for introducing the author's background of the times, the author's life and works, and other related information [6].

The construction of multimedia teaching mode based on computer network is not only the change of teaching methods caused by the adoption of multimedia technology, but more importantly it has triggered a revolution in teaching philosophy. It began to establish a proactive and personalized teaching model based on students. Under the condition of multimedia network, the selection of British and American literary works and the appreciation of film fragments have put forward higher requirements for teachers. Teachers must not only have good professional qualities, but also master the operation and application of multimedia teaching facilities, and know how to use computer knowledge to produce teaching aids such as courseware [5]. The design of the teaching content includes lecture outlines, selected works, works appreciation, literary criticism and other aspects (Figure 2). Any one of them can basically adapt to the teaching tasks of the university literature course. However, the supporting application software is more important, that is, to improve the previously mentioned video library and problem library. Unlimited extensions of limited classroom time allow students to swim in the knowledge ocean of the university.

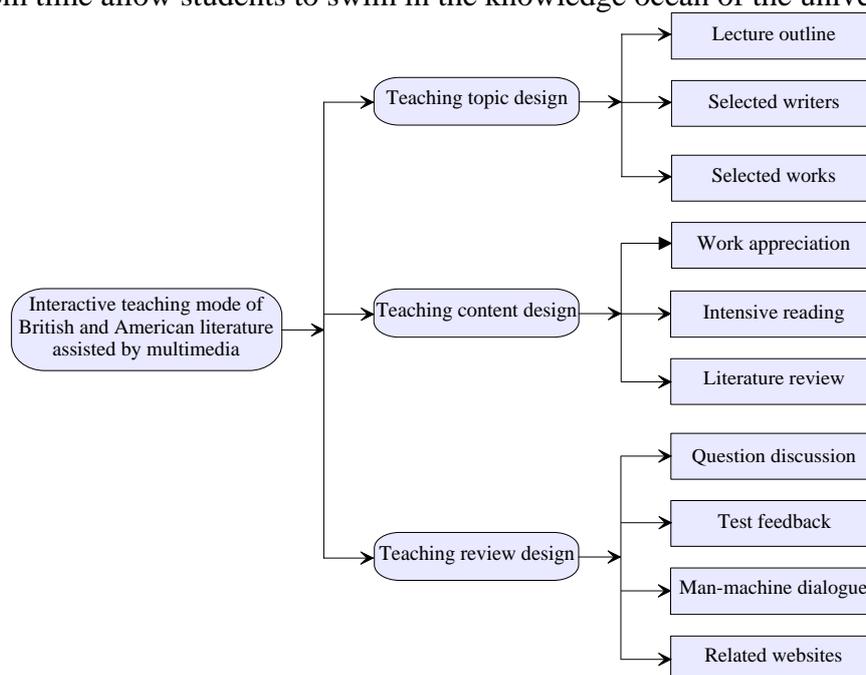


Figure 2. Formation of interactive teaching mode of British and American literature assisted by multimedia

The introduction of the media and network teaching mode enables a single English-American literature teaching to become a vivid and vivid multi-dimensional, three-dimensional information transmission under the influence of multimedia and network. Teachers can make full use of a variety of electrified teaching facilities according to the needs of teaching, and present the rigid characters in literary works in a visual way through the students, and through these imaging devices, they can fully mobilize the students to listen and speak. The ability and vivid images enable students to understand the language and culture of English and American literature more intuitively, thus greatly improving the teaching effect. The teaching environment and teaching conditions have also been greatly improved by the addition of multimedia and network.

The teaching content of the British and American literature courses generally includes background materials, author works, selected works, test questions, and literary reviews. The characteristics of the literature class indicate that it is one of the most suitable courses for using multimedia technology. Teachers can use multimedia technology to conduct visual and visual teaching on a large number of sufficient perceptual materials, interactively inspire teaching, design quiz questions, thinking questions, discussion questions, and have a large amount of information and fast pace. Secondly, the literature course has strong stereo and multi-dimensionality, and multimedia technology fully satisfies this feature from content to form. It can use traditional texts, e-books and other multimedia documents, audio-visual materials and playback equipment, and network practice. The platform and other perfectly combine to form a three-dimensional classroom with flexible conversion, smooth information, and large capacity, time-consuming and outstanding effects. This can only be done with the support of modern multimedia technology.

4. Conclusions

British and American literature is a high-level main course for college English major; it plays an important role in the construction of English curriculum system and the improvement of students' English proficiency. The introduction of multimedia teaching can greatly improve the teaching status of British and American literature courses. It can make students more intuitively contact the works of literary writers, and can also quickly connect works of the same subject or the same theme for students to compare and learn. Constructing multimedia-assisted British and American literature teaching realistic audio-visual language environment needs to make full use of slides, video files, audio files and network resources, so that learners can learn, self-examine and self-exploration in the teaching environment of multimedia plus Internet resources. To create an interactive teaching model of British and American literature with multimedia assistance, it is necessary to design teaching content including lecture outline, selected works, works appreciation, literary criticism, etc., so that students can use a variety of senses to recognize, analyze, compare and interpret and inductively, gradually complete the teaching tasks.

References

- [1] Shen Y. Discussion on practical teaching of English-American literature class in college English major assisted by multi-media. *Journal of HuBei TV University*, 2014, 34(11): 152-153.
- [2] Lv P.C. An exploration into innovative teaching methods in British and American literature course for university English majors. *Journal of Guangxi University for Nationalities*, 2011, 33(2): 179-182.
- [3] Liu Y.H. Multimedia aid teaching in English and American literature course. *Journal of Nantong Teachers College (Philosophy and Social Science Edition)*, 2000, 16(4): 147-149.
- [4] Zhang F.K., Zhang H.X. A study of the approach of teaching British and American literature assisted by the campus LAN. *ETFLT*, 2004, 100: 58-62.
- [5] Zhang Y.L. Probing into the British and American literature teaching mode based on multimedia. *Journal of Hexi University*, 2007, 23(5): 81-84.
- [6] Shui H.F., Wang J.D. The use of multi-media teaching technique in English literature. *Journal of Nanyang Teachers' College (Social Sciences)*, 2003, 2(2): 112-113.