

## **British and American Literature and College English Teaching Reform Based on Demand Analysis**

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**Abstract:** College English teaching is an important public basic course in Colleges and universities. In many years of teaching, it has accumulated some experience, teaching practical experience and teaching technology. It needs to make further development. Bringing British and American literary works into College English teaching can have a subtle impact on College English teaching. This paper discusses the significance of introducing British and American literary works into College English teaching, and further makes strategic thinking, in order to make enlightenment for the development of teaching.

### **1. The significance of british and american literature in college english teaching**

#### **1.1 The Significance of British and American Literature Itself**

Bringing literary works into teaching is because literary works themselves have the significance of being applied to teaching. First of all, the reading of literary works itself can provide students with a good teaching context. In the past English teaching process, there was always a problem that teachers lacked context. Teachers supplemented the context for students, but it was difficult for students to resonate. Literary works themselves are a world. The literary works constructed by writers are full of imagination but consistent with reality, which can produce a good supplement for students' learning. Literary language is an artistic language and the highest level of language. It has artistic charm and logic of language, which can bring students into it and produce attraction. In addition, most literary works have Chinese translations, which can make students interested in reading and consciously participate in it.

#### **1.2 In Line with the Trend of Teaching Development**

The introduction of British and American literature, a higher-level language carrier, into College English teaching is also inevitable to comply with the development and reform of teaching. In other words, the development of teaching reform to a certain extent makes it possible to introduce English literature. Looking at college English Teaching in recent years, we can find that the idea of the new curriculum reform is increasingly deep into the hearts of teachers, has an impact on teaching all the time, and students' initiative is increasingly mobilized. Multimedia technology has been fully used in teaching, which has pushed College English teaching to a new stage of development. Although we should see the problems in English teaching itself, it is also an opportunity.

#### **1.3 The Internal Relationship of Language Discipline Itself**

Literature itself is the art of writing and a relatively advanced language. Integrating British and American literature into College English teaching is actually stretching language teaching from a higher stage. In the new historical period, the demand of society for talents increasingly emphasizes comprehensive quality. Literary works not only provide basis for English learning from the perspective

of language, but also carry out English teaching from the perspective of humanism. Just as Chinese teaching is the most important humanities discipline in China at present, English, as a language discipline, should also bear such responsibilities. When we learn English, we should not only see its instrumentality, but also explore its humanism and explore the charm of western culture itself, which is also the more internal significance of the integration of British and American literature into College English Teaching [1].

## **2. Strategic Thinking on the Integration of British and American Literature into College English Teaching**

### **2.1 Learn from Some Mature Teaching Attempts**

In the current college English teaching, the integration of British and American literature has already been reflected and tried in the teaching of other subjects. For example, in the teaching of history, many colleges and universities have specially set up Chinese and foreign literature reading and foreign literature history as professional public courses. In the teaching of these courses, although it seems to focus on the history discipline, the materials cited include the epic of Gilgamesh and the king of Oedipus. These contents are not only a reference to history, but also the world famous literary works that shine up to now. In these courses, English literature will be introduced, and teachers will guide students to read, which has accumulated experience for the reading and learning of British and American literature. In foreign language teaching, we can learn from these accumulated English literature reading teaching experience to lay the foundation for the introduction of British and American Literature in English Teaching [2].

### **2.2 Arouse Students' Interest in Learning with the Help of British and American Literature**

Literary works themselves have artistic charm and can be cited in English teaching to improve students' interest in English learning. In the whole teaching process, teachers can bring students into learning with the help of English paragraphs consistent with the contents of the teaching materials. In the teaching process, teachers should pay attention to the interesting, short and concise paragraphs and the richness of content, which must be paid attention to in the development of teaching. Only by skillfully selecting paragraphs can students feel the charm of language learning, consciously integrate into it, and consciously learn and explore. It is noteworthy that with the development of film and television art, many classic literary works have been adapted into film and television works. Through these works, teachers can transmit literary works to students in richer forms for students to watch and learn [3].

### **2.3 Pay Attention to the Interpretation of Students' Views in Reading**

In the teaching process, teachers should not only let students read famous literary works, but also let students try to write their impressions and reading experiences, so as to express their feelings. Although it needs a certain process to achieve this goal, we should constantly try and explore in teaching. Literature learning itself is a process of communication. Through reading, students can feel deeper humanistic connotation and language logic, which can not be realized in the current English reading teaching. Teachers guide students and Xining to explain their views and express their views. In fact, this process is also a process for students to understand English culture. When students can read and analyze the feelings expressed in the works, it means that they have understood the culture of English speaking countries and have a certain resonance. In the process of English teaching, reading teaching itself is the most basic part. Without reading, English listening and speaking practice is like a tree without roots and water without a source. Therefore, reading teaching on a higher basis can lay a solid foundation for the all-round development and progress of English learning, which is the practical impact of the introduction of literature into English teaching.

### **3. A Questionnaire Survey on the Feasibility of Integrating British and American Literature into College English Teaching**

This paper discusses the feasibility of integrating British and American literature into College English teaching, using the method of questionnaire survey and analysis. Firstly, the current situation and needs of some students of North China University of technology for setting up the course are widely collected in the form of questionnaire. Through statistics and analysis of the data of the questionnaire, it further provides reference suggestions on the rationality, curriculum, textbook selection, teaching methods and course assessment of setting up the elective course of British and American literature.

#### **3.1 Purpose of Investigation.**

The purpose of this investigation and research is to understand the current situation of humanistic quality of non-English majors, their needs and feelings for the elective course of British and American literature, and their suggestions on all aspects of the course. Based on the students' real feedback, this paper explores the feasibility of setting up British and American elective courses into College English teaching.

#### **3.2 Respondents.**

The subjects of this survey are freshmen of three different majors in North China University of technology. A total of 160 questionnaires were distributed, of which 156 were effectively recovered.

#### **3.3 Investigation Methods.**

In the process of carrying out this study, based on previous studies and observation of students in North China University of technology, the relevant questionnaire is designed. The main contents of the questionnaire focus on the following aspects: 1) the current situation of students' literary literacy; 2) Interest in offering the course and obstacles; 3) The specific teaching contents and needs of setting up British and American literature courses; 4) The teaching methods of British and American literature; 5) Curriculum and examination methods of British and American literature.

#### **3.4 Analysis of Survey Results**

The first survey investigated students' interest in offering elective courses in British and American literature. The proportion of students who like very much accounts for 15% of the total number of students, 35% of the total number of students who like it, 37% of the total number of students who generally like it, and 10% of the total number of students who don't like it. From this data, we can understand the students' interest in the elective course of British and American literature, and 87% of the students said they could accept the course. Question 20 (subjective question) mainly investigates what students prefer to choose among the English elective courses with strong professional purpose (such as newspaper reading, business English or tourism English) compared with the elective courses related to British and American literature. 65% of students choose elective courses with strong professional use, 34% choose elective courses of British and American literature, and 1% think it is OK. When communicating with some students. It is found that many students are busy with the examination of English grades and qualification certificates because of the great employment pressure and strong pragmatism, and have no time to take into account the study of British and American literary works. Because I don't understand. Therefore, the understanding of British and American literary works is not deep enough. Question 19 (subjective question) mainly investigates whether students will take the initiative to read the literary works (original works or Chinese translation) after the elective course of film and television appreciation is opened. 80% of the students said they would read the original works if they were interested, and 11% said they would not read the original works. If teachers actively guide students in respecting their interests, most students will also take the initiative to read literary works.

The second survey is mainly to find out what specific teaching materials students are interested in in the literature course. The second question is about the survey on the interest of British and American literature curriculum genres (poetry, prose, novel and Drama). 10% of students tend to poetry literary works, 8% of students tend to prose, 54% of students tend to novel and 21% of students tend to drama. The third question: which elective course do you prefer? The survey results show that 42% of the students choose to enjoy British and American novels, 26% choose to enjoy British and American dramas, 16% choose to enjoy British and American poetry and prose, and 12% choose to read biographical works. The fourth question is still to investigate the students' interest in the course. 14% of the students choose short stories, 63% choose English film and Television Appreciation (mainly films adapted from literary works), 10% choose English drama performance, and 6% choose British and American poetry appreciation. The results of the data survey show that most students are more inclined to understand and learn novel genres and film and Television Appreciation courses. The form of question 16 (subjective question) mainly investigates what subjects students like. 23% chose travel notes, 34% chose social life and 32% chose life philosophy. Question 18 (subjective question) mainly investigates whether students will actively participate in drama performance and the factors that hinder their participation if the school offers elective courses in drama performance (such as Shakespeare's plays). 59% of the students said they would participate and 34% said they would not.

The third is to investigate students' literary literacy. The fifth question is mainly about the students' usual reading. 32% of the students said they had not read literary works. 58% of the students said they had generally read some, 3% said they had read more, and 4% said they had read a lot: questions 7 to 10 mainly investigated the students' literary knowledge: Question 7 mainly investigated the well-known works of Shakespeare, and 83% of the students made the right choice; The eighth question examines the place where the well-known work *Pride and Prejudice* takes place. 73% of the students' answers were correct; The ninth question mainly examines the author of *Wuthering Heights*, with a 43% accuracy rate; The tenth question is also the author of the well-known work *Jane Eyre*, with a 48% accuracy rate.

The fourth is to investigate the obstacles students encounter in choosing British and American literature courses. The sixth question mainly investigates the factors that affect your reading of British and American literary works. 69% of the students feel that they lack vocabulary and grammar knowledge and can't understand it. 15% of the students feel that they lack common sense of British and American culture and can't understand it thoroughly. 5% of the students feel that the schoolwork burden is too heavy and they don't have time to read. 5% of the students feel that they don't take the exam. It's no use reading it. Question 18 (subjective question) mainly investigates whether students will actively participate in drama performance and the factors that hinder their participation if the school offers elective courses in drama performance (such as Shakespeare's plays). 59% of the students said they would participate and 34% said they would not. Most students' obstacles are oral pronunciation and word memory[4].

The fifth is to investigate teachers' teaching methods. Question 11: in the reading and writing class of College English, whether the teachers will extend the explanation of the writers or works mentioned in the article, 6% of the students choose to introduce them in depth, 47% of the students think they can give a brief introduction, and 42% of the students think they pass by and don't explain them at all; In question 12, it was investigated whether the teacher paid attention to supplementing some literary works in the lecture, and 3% of the students thought they paid attention to it. 10% of the students think they pay more attention, 56% think they are average, and 28% think they don't pay attention. The fourteenth question investigates what form students want to take in the elective course of British and American literature. 27% of the students choose to teach introductory courses. 24% of the students chose independent cooperative inquiry[5], 13% chose interactive question and answer, and 32% chose different texts and different ways. Question 17 (subjective question) is mainly to investigate the teaching methods that students want if the school offers the elective course of British and American short stories. Most suggest that teachers should interact with students more in class and attract students with

humorous words and rich knowledge. In the process of teaching the novel, explain the cultural background knowledge related to the content of the novel, the era background of the author's life, and play videos related to the novel.

The sixth item mainly investigates the curriculum arrangement and assessment methods that students want. Question 14: 8% of the students think that there are two sessions a week. 43% of the students thought it was a week. 31% of the students thought it was a two week Festival, and 15% thought it was a month. Question 15 40% of the students hope to write a book report, 15% of the students hope to write a small research paper, and 36% of the students hope to combine their usual learning performance with the mid-term and final exams[6].

#### **4. Conclusion**

In the whole process of English reading teaching, the introduction of British and American literature has brought more accumulation of materials and creation of context for teaching. The integration of British and American literature into College English teaching can have a subtle impact on teaching. This attempt of teaching reform has been reflected as early as in teaching, but it has not been popularized and systematically constructed. Therefore, the teaching reform needs to make further attempts to connect with teaching practice, so as to comprehensively change the face of English teaching. College English is one of the most important educational courses in Colleges and universities, so it is very necessary to explore college English Teaching in China at this stage. Study of British and American literature. In addition to improving students' learning interest and initiative. To improve students' cross-cultural communication level, it is more important to cultivate gradually missing cultural literacy and humanistic spirit, which provides a new perspective for College English teaching curriculum[7].

This paper mainly analyzes the results of the questionnaire. According to the data, students are more interested in the curriculum of British and American literature without utilitarian color, and in the common literature knowledge survey. The accuracy is not very high, and there are many obstacles to learning English and American literature, which also provide a reference for teachers to improve their teaching contents and teaching methods in the future. Based on the current learning situation of these students, the follow-up research will further put forward some suggestions on various aspects of setting up elective courses of British and American literature, such as further suggestions on curriculum setting, textbook selection, teaching methods and curriculum assessment of British and American literature teaching.

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