

An Analysis of the methods of Integrating British and American Literature into College English Teaching

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Abstract: This paper first introduces the concepts and characteristics of British and American literature, and then proposes the methods of integrating British and American literature into college English teaching from the perspective of teaching objectives (inspiring aesthetic standpoint) and teaching context (student-dominated, teacher-led). In the exploration of teaching measures, this paper focuses on inspiration, literary literacy, aesthetic value and other aspects for reference.

Keywords: British and American literature; College English; Method of teaching

Introduction

The effective penetration of British and American literature in college English teaching not only cultivates students' thinking ability, but also cultivates students' critical thinking ability, cooperation ability and problem solving ability. In order to ensure the integration effect of British and American literature, teachers should build a teaching classroom with text interaction, enlightening questions and aesthetic appreciation, so as to enhance students' literary literacy and at the same time make students feel the unique viewpoints and connotations in British and American works, which is also the key to inspire students' patriotic feelings and cultivate students' literary thinking.

1. Overview of British and American Literature

1.1 Introduction

The teaching content includes four chapters of Myth, Drama, Poetry and Novel. From the theme, technique, creative features of three levels, set up questions. The four chapters cover four different literary forms in terms of genre. The contents not only involve the ancient times in Britain and America, but also follow the teaching purpose of problem-oriented and logical thinking as the core in terms of content form and theme. This course not only takes English as a world language, but also presents its cultural heritage more completely, and pushes it to a new realm of deep learning, deep thinking, interaction and practice^[1].

1.2 Positioning

In October 1956, Charles Percy Snow put forward the "Snow proposition" in his *New Statesman* on the theme of "Two cultures". He believed that the separation of science and humanities made two different cultures or groups not only ignorant of each other, but also suspicious and opposed to each other in terms of understanding and values. Therefore, the English and American literature courses in colleges and universities should strive to break through the traditional cultural barriers and carry out interdisciplinary teaching aimed at all college students learning English in science and engineering colleges, so as to build a bridge of communication between Chinese and Western cultures for students, promote their scientific thinking and creativity, expand their horizons, and enable them to master English knowledge. Besides, it can better serve the society after having the foundation of cross-cultural communication and British and American literature^[2].

1.3 Target

(1) Expand students' thinking, make students get rid of the original thinking mode and fixed function, and give play to their own innovative thinking ability.

(2) Broaden their horizons, guide students not only to appreciate British and American works, but also to pay attention to the

foreign ideas contained in the works, and use this to solve problems and contents, so as to extend their English knowledge and expand their cultural vision.

(3) Cultivate creativity, cultivate students' advanced cognition of creativity in analyzing relevant situations beyond the real situation to seek solutions to problems, and promote students' active thinking and divergent thinking.

2. Methods of integrating British and American literature into college English teaching

2.1 Teaching objective: To stimulate the aesthetic standpoint

From the perspective of integrating British and American literature into the teaching of English majors in colleges and universities, the teaching goal should be to stimulate students' aesthetic stance as the core. Chinese scholars put forward that the reader's point of view is the basis of reading, and the position determines the goal of reading. When the reading activity begins, the position of the reader shifts between two extremes: "output" and "aesthetics"^[3]. The former aims at obtaining information, which is objective and non-literary in nature. The former refers to a kind of immersion reading, that is, the reader's attention is always focused on "what he has experienced". In the previous teaching of British and American literature, the teacher did not know the teaching objective of the construction, so that the teacher paid too much attention to the "output" position and ignored the "aesthetics" position. The cost is that the students do not understand the similarities and differences between British and American culture and Chinese culture and produce the digestion of value.

Therefore, in order to properly infiltrate British and American literature into college English teaching classroom, teachers should clarify the infiltration method and formulate reasonable teaching objectives, that is, inspire students' aesthetic consciousness and combine it with real life experience, rather than apply the existing analysis system or vocabulary to the article. The reflection of the aesthetic position should focus on a part or side of the story. Such as images and reproductions, postulates, continuations or reflections to generate empathy and evoke associations.

2.2 Teaching context: student-dominated and teacher-dominated

Compared with the traditional "new criticism" theory, "interaction" is the "classroom situation" in which teachers consciously construct the student subject and the teacher leads. However, this new classroom situation highlights and reflects the subject status of students. In classroom teaching, there is no "template" or "standard answer", and students can freely express their own ideas and interpretation of British and American literature^[4]. At the same time, teachers should strive to create learn-centered teaching classrooms, but this does not mean that the identity of teachers will be destroyed. According to the interactive theory, teachers should play the role of "tour guide", create an inclusive and relaxed environment and atmosphere through carefully selected reading materials, and encourage students to share their views. Cultivating their "literary insights, judgment and awareness of moral and social issues" not only guarantees the classroom teaching effect, but also realizes the principle of two main subjects and the teaching concept of output-oriented.

3. Measures to integrate British and American literature into college English teaching

3.1 Inspired question-based classroom introduction

In the enlightening question-based classroom teaching, the aforementioned dual-main principle teaching classroom can be constructed, in which the teacher is not the interpreter of knowledge, but the instructor of the classroom. In this process, teachers should ensure that the questions set should conform to the teaching direction of integrating British and American literature into college English majors, and set teaching objectives and classroom questions according to the Introduction to English Literature.

For example, in the lesson of Dead Poets Society, the teacher can import it with two questions. 1) How do you feel about the experience of "me" in poetry? 2) Use three adjectives to describe death. Both questions are based on the "heuristic aesthetic perspective", which aims to move students from analysis to perception and to seek connections with real life. In other words, the teacher does not need to direct the question to the subject, but guides the students to answer the question and grasp some abstract concepts to obtain the memory of the information. To this end, teachers need to inspire students to design open questions aimed at more personalized meaning experiences, such as: What makes you interesting, angry, familiar, weird in the passage?

For Chinese students, the language difficulty of the poem "Because" is relatively high. Therefore, in order to guide students from "output" to "aesthetics", teachers need to design problems such as "find out the words that the text is difficult to understand". Under the inspiration of this problem, students can transfer from the aspects of word meaning and grammar to more subjective experience and feelings. For example, instead of listing the meanings of gossamer, tippet, tulle, the narrator in the poem is depicted in pictures:

a thin robe, and a scarf that resembles a veil. For another example, when explaining “Or rather -- He passed Us --” (or rather, the sun passed by us), the teacher may ask the students to recall the scene of their own transportation and try to poeticize it. Here, Inspired by teachers, students’ attention is transformed from word meaning to richer visual and emotional experience^[5].

3.2 Multi-group mutual teaching

Group discussion is one of the most effective ways to build a learning-centered classroom. Here, the teacher follows the following principles to construct a “diversified group teaching” classroom. First, create a relaxed and free teaching environment, so that students have enough time to discuss. Second, the interaction of different aesthetic points of the same work can cause different degrees of emotional experience. In this process, teachers should ask students to overcome their cognitive limitations as far as possible, and learn more and accept more. Third, the organization form of the group fully reflects the characteristics of the “double main principle”. Discussion groups should be 3-4 people and open to questions. For example, in the lesson “Black Swan”, through student-centered discussion, almost everyone can establish a connection with the text content, and through “indirectly understanding the experience of others, students will also find their own experience of confusion and deficiencies”. When discussing the symbol of color, teachers should let students base their argumentation on a deep study of the text, so as to stimulate students’ understanding of the artistic expression of film experience. Students can feel the richness of the story in the film through in-depth discussion .

Closing Remarks

To sum up, British and American literature can be said to be an important part of the world literature treasure house. When infiltrating British and American literature into college English teaching classroom, teachers should not only clarify the teaching objectives and methods, but also adopt effective teaching methods to help students establish an interactive relationship with the text, so as to take improving students’ literary literacy and understanding ability as the main line. When strengthening students’ understanding, Also, students are aware of Western culture, feel the differences of regional culture, and realize the significance and value of learning language for Chinese development.

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