Exploration of Multi-modal English and American Literature Teaching Based on Computer Network

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Abstract. At present, to teach British and American literature is still in the traditional bondage, and has not followed the rapid progress of social economy and culture, so it has come to various problems and difficulties. Based on the development of computer network technology and various forms of network derivative technology, this paper puts forward the concept of multi-modal teaching, and briefly describes its feasibility, mainly through the practical application of multi-modal computer network and theoretical exploration to explain the problem.

Keywords: Computer Network, Multimodal, Anglo-american Literature, Teaching

1. Introduction

In the face of this situation, teachers must change their concepts, take educational ecology as the starting point, improve the teaching system of British and American literature, on the basis of summing up the teaching experience and lessons, deeply analyze the root causes of the problems, study the complement and improvement of deficiencies, adjust the teaching curriculum arrangement, and actively promote the reform of teaching mode. Although Anglo-American literature is very different from our traditional literature, it also has very distinct characteristics and advantages in the long history formation process, especially the way of thinking summarized by the western nationalities in getting along with nature, which can be used as a reference in the process of building our motherland [1]. The arrival of the information age has created many new sciences and technologies, and the computer network has been sought after by people because of its characteristics of fast transmission of information, high accuracy of information and no longer single expression of information [2]. In this case, the school applies computer network to the teaching of British and American literature, concretizes the teaching through the multi-modal teaching theory, can connect the characters, images, music and other symbols, vividly and vividly present the plot or scene of the course, make the vitality of British and American literature present in front of students, stimulate students' senses, make students understand British and American literature more deeply, and improve
the effectiveness of British and American literature teaching. Therefore, it is very meaningful to develop the multi-modal English-American literature teaching based on computer network.

2. Current situation and existing problems in teaching

2.1. Existing problems
(1) The emphasis of course teaching is unreasonable. The development of market economy has created a false impression for many people in society and even some colleges and universities, that is, economic practicality is the first place in teaching. Flexible use of language and the ability to change between different languages are only an added part, not a main part. We should go back to the track of literature teaching. (2) The unsustainability of teaching ideas. All along, the education in our country is easy to appear the imbalance phenomenon in the teaching goal and the object, at present, also has the above question in the British and American literature curriculum. The old idea often neglects the main role of the students in the teaching process, and mistook the teacher or the teaching material as the subject, thus the confusion between the subject and the object makes it difficult for the students to play the subjective action in their study, but completely in the state of passive acceptance. Obviously, this state is unsustainable. (3) The evaluation of teaching effect and the assessment benchmark of students are unreasonable. Many colleges and universities spend most of their energy on the course setting and teaching process, so they pay more attention to the students' test scores, and the evaluation teaching almost only takes the students' grades as the measure standard, but neglects the soft power such as imagination, creative innovation, humanistic accomplishment in literature, which leads to the incomplete education of English literature.

3. The concept of multi-modal teaching

Multi-modal refers to a mixture of different symbolic modes in a finished product or in an activity, while it can indicate various ways in which different symbolic resources are mobilized to jointly construct meaning in a particular text [3]. This theory is based on Halliday's functional grammar from the perspective of social semiotics, and integrates the traditional paralanguage, such as image, color, music, action and other symbols into the text symbols to form a broader symbol resource and participate in the construction of meaning together. The corresponding multi-modal teaching focuses on the integration of characters, images, colors, music and other symbols into the teaching, mobilizing students' various senses to work together and participate in language learning. In the implementation of modern education, multi-modal teaching can use a variety of advanced technologies, such as network technology, multimedia technology, and so on, and then use characters, images, colors, music and other symbols more scientifically and reasonably in teaching, strongly stimulate and drive students' hearing and vision, arouse students' good mood, stimulate students' interest in learning, so that students can devote themselves to teaching activities and make students learn knowledge effectively. It needs to be pointed out that under the framework of multi-modal teaching, the school needs to choose the mode carefully according to the actual situation of teaching, which is beneficial to the improvement of teaching effect.

4. Characteristics of British and American literature courses

4.1. Situational
British and American literature is more involved in the history of English and American literature,
writers and literary works, which enables British and American literature to present scenes of literary situations in front of readers, students can feel the emotional state, life state, social phenomena and so on of the characters in different situations, and then understand the British and American countries more deeply, deeply understand the literary connotation and enlighten themselves. This fully shows that one of the characteristics of British and American literature courses is situational.

4.2. Plot

Although the content of Anglo-American literature course involves literary history, writers and works, it is more often presented in front of students in the ups and downs of the plot, show fresh characters in front of students, or feel the feelings of characters, or experience the bitterness of life, or understand the complex social environment, so that students are deeply touched and impressed by British and American literature. This fully shows that the course of British and American literature also has plot characteristics.

5. The feasibility of multi-modal teaching of computer networks in British and American literature

Based on the above understanding of the characteristics of British and American literature courses, it is very feasible to set up a multi-modal teaching framework in British and American literature teaching. This is because in the course of British and American literature teaching, we need to use the symbols of image, text, color, music and other symbols to present the ups and downs of the plot or scene, so that the characters can be vividly presented in front of the students, so that students can deeply understand British and American literature, feel emotion, understand connotation, and understand the true meaning.

Based on the analysis of the above multi-modal teaching theory, it is very suitable for the school to set up a multi-modal teaching framework and integrate it into British and American teaching. It can be flexibly, reasonably and effectively apply the symbols such as image, text and music to British and American teaching, enrich the teaching content and improve the interest, education and effectiveness of British and American literature teaching [4]. Figure 1 is the basic framework of multi-modal teaching in a computer network.

![Diagram](image)

**Figure 1.** Basic framework of multi-modal teaching in computer networks

British and American literature teaching is aimed at contemporary college students. Considering
that contemporary college students are more interested in new technologies such as Internet, multimedia and computer, we should apply computer network science reasonably to teaching, concentrate on processing symbols such as words, pictures and music, and present dynamic plots or situations.

6. Multi-modal teaching practice of English-American literature course based on computer network

In the multi-modal teaching environment, the factors that affect the progress of teaching work cannot be fully discussed, and not only cannot be considered from one mode alone, even if all the modal factors are taken into account, they cannot be considered separately, but should be considered in the whole teaching of English literature under the environment of computer network, to study their individual effects while also studying the effects of their interaction on teaching work \(^5\). This requires us to grasp the main mode but also take into account the overall situation, the primary and secondary clearly with a main line to lead all the modes that are helpful to teaching. Figure 2 is a schematic diagram of the teaching practice and exploration direction of multimodal English and American literature courses.

![Figure 2. Schematic illustration of multi-modal assisted English-American literature course based on computer network.](image-url)
6.1. Practice and exploration of text modality
Compared with other modes, the text mode is in the main position in the multi-modal English and American literature teaching. For improving the effectiveness of English and American literature teaching, teachers must make clear the teaching objectives and students' actual situation, determine the teaching contents, such as literary works, literary history, etc., and then use the PPT to write the teaching courseware of the text part, so that the text mode can be better presented in the subsequent English and American literature teaching process. In the course of class, the image content and video content in the courseware act on the learners at the same time which brings the learners a consistent impact on vision and hearing, plus subtitle display. The interaction between the three and their multi-dimensional impact on learners resonates, impress students and enhance their experience in this course.

6.2. Practice and exploration of image model
Image mode includes all kinds of materials used in the literature course of image display service, and the use of image mode can stimulate students' vision, so that students can understand the situation or plot described in British and American literature at a glance. For this reason, in the process of image mode shaping, teachers need to combine the teaching content, make clear the teaching emphasis and difficulty, and then select the picture or video clip of the material, and insert it reasonably into the PPT of the text mode, so that the text and the picture can be matched in the subsequent teaching, and the English and American literature can be presented accurately.

6.3. Practice and exploration of sound modality
Sound mode is a concrete description of text mode or image mode, and the greatest significance of its application is to make text mode and image mode more vivid, so that the vitality of British and American literature presented in front of students. Of course, in order to make the sound mode fully functional, teachers can refer to the text mode and image mode to record, so as to ensure that the sound mode and image mode, text mode matching. Teachers use computer network to present these three modes, which can make English and American literature teaching more vivid, vivid and interesting.

7. Conclusion
In the light of the declining situation of British and American literature education, the author puts forward a multi-modal teaching strategy in the light of the rapid development of computer network, and demonstrates it in many aspects, and is partly supported by teaching practice. The current multi-modal teaching is not mature, need a lot of research to promote and develop perfect, then can popularize the application, hope to make the computer network multi-modal teaching in the education industry through the research of this paper.

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