Exploration of Establishing Multimedia and Computer Network-aided Classroom Teaching Model for College English and American Literature Course

Liyan Yu\textsuperscript{1,\*}

\textsuperscript{1}Shandong Institute of Commerce and Technology, Shandong, China

\*Corresponding author e-mail: 1621194649@qq.com

Abstract. The British and American literature course is a professional theory course required for senior English major students in colleges and universities. It is of great significance for cultivating the humanistic quality and comparative awareness of culture and literature in students. However, many colleges and universities pay insufficient attention to English and American literature course of English majors. There are general problems such as relatively few class hours, obsolete teaching contents, backward teaching means, low interest of students in learning, and poor teaching effects, etc. In this paper, a new model of English and American literature classroom teaching is established based on multimedia, computer network, and other modern educational means to make active exploration and research and change the current situation.

Keywords: English and American Literature Course, Multimedia and Computer Network-aided Teaching Means, Teaching Model

1. Introduction

The Anglo-American literature course is a main course for English major students in Chinese colleges and universities, which is very important in talent training and teaching plan \cite{1,2}. The purpose of opening literature courses is to improve students' cultural accomplishment and aesthetic taste, cultivate students' sentiment, purify their souls, let them contact and comprehend the classics of human civilization. However, since the 1990s, the teaching status of this course is worrying, facing many difficulties and deficiencies \cite{3,4}. It is undeniable that the British and American literature courses play an important role in cultivating students' humanistic spirit, humanistic literacy, and proper cultural cultivation \cite{5,6}. “The goal of humanistic quality education is to improve people's cultural cultivation, theoretical cultivation, and moral cultivation, i.e., teaching students how to behave and how to do things. The study of English and American literature and the cultivation of humanistic quality are
inseparable.” Through the history of British and American literature, literature and art. The systematic study of ideas and works on behalf of writers at all stages can improve students' aesthetic, appreciation, and perception skills, and facilitate their in-depth understanding of background knowledge such as history, culture, and national psychology of major English-speaking countries such as Britain and the United States, thereby improving students' comprehensive English language capability. However, at present, under the influence of utilitarianism, the teaching focus of English majors in many colleges and universities has been excessively inclined to some practical and practical courses. Courses such as English and American literature are often considered to be “slow”, “not practical”, and even it is considered to be “redundant” in the English professional curriculum system, and it is simply deleted when equationing talent training programs. Even if it is established, many English and American literature course teachers still use the traditional teaching model of “a piece of chalk, a book, a blackboard, a mouth”, applying modern education, teaching technology, and multimedia education such as multimedia and computer networks. The means are generally insufficient. Many teachers even conservatively believe that courses like English and American literature are “inadvisable” to use modern educational methods in classroom teaching.

British and American literature has a long history, many works, and many literary schools. The theory of literary criticism is obscure and difficult to understand. The teaching tasks are heavy. The teaching means are single. Most of the young and middle-aged teachers are responsible for teaching tasks. It is necessary to improve their theoretical level, literary and cultural cultivation, scientific research capability, etc. The teaching means should be improved to adapt to the teaching of this main course. Finally, the learning psychology and learning strategies of students. Many English majors in colleges and universities think that the study of English and American literature is meaningless and useless, and students who do not take postgraduate studies have a repulsive thought. In addition, some English major students have learning strategy problems. They usually “take literature courses as intensive reading courses. They lack the awareness of actively interacting with authors and works. They have a single learning method and do not make good use of modern information technology. Learning services.”

Given this situation, this article uses multimedia and computer network and other modern educational methods to construct a new English and American literature classroom teaching model for some analysis and exploration.

2. Implementation of Multimedia Teaching in English and American Literature

2.1. Use of Slides
Students of the American Literature course are unfamiliar with many writers and their works. For the relatively unfamiliar content, they should be told in a way that will arouse the interest of the students. The cover of the writers and representative works will be shown to the students in the form of slides. It can deepen students' understanding of writers' works, stimulate their interest in reading original English and American literature, and can introduce more reference materials related to classroom content, which can greatly broaden students' knowledge and enable them to understand more while understanding literary texts Anglo-American social culture in different eras.
2.2. Use of Video Files
As many movies based on British and American literary masterpieces are introduced into the country, students have more extensive exposure to the English language and literature and can more directly understand all aspects of British and American society. In addition, the English and American literature courses involve a wide range of content, and the analysis of the works without students having a whole picture of the works is not effective. Hence, teachers can arrange students to watch movies adapted from the original works of British and American literature, and then use classroom time to focus on analyzing the content of selected works in the textbooks to form their literary views and improve the teaching effect of the British and American literature courses.

2.3. Use of Audio Files
Audio files are suitable for teaching English and American poetry. Hearing and imagination are the keys to understanding poetry. The students can hardly get the rhythm in English and American poetry through written explanations alone. Only when students directly hear the rhythmic rhythm can they feel the beauty of poetry. As people pay more attention to the use of the English language, audio files that recite famous English and American poems have been widely distributed on the Internet. These audio files are used in the classroom teaching of English and American literature courses, making them another way of English and American literature.

2.4. Use of the Network
In literary teaching, teachers cannot understand the works for students. The significance of the work comes from the students' appreciation of the work itself. It is not in the teacher's mind or the language of the work. It can only be understood and understood by the students themselves. The Internet is used as a tool to assist students in extracurricular self-study. Teachers can guide students to use the network to understand the writers and works to be explained in class before class and use a few minutes in class to examine students' self-study before class. In the case of simple questions, students can be familiar with the life of the writer and the background of the work, and propose their own views.

3. Preliminary Explorations on Establishing Multimedia and Computer Network-aided Classroom Teaching Model for English and American Literature Course
1. Actively introduce and use modern teaching means such as multimedia technology and computer network to improve the classroom teaching conditions of English and American literature courses. With the help of modern educational technology and methods, change the previous teaching model of knowledge transmission based on teacher teaching, teaching place, enhance the interaction and interest of the teaching, and fully mobilize their enthusiasm to establish a dominant position. In this way, the teaching can develop towards individualized learning and proactive learning.

2. Rationally apply and proactively develop curriculum resources, expand learning methods, integrate text, pictures (as shown in Figure 1), audio, video and other three-dimensional teaching resources to provide students with rich curriculum resources. In the classroom, teachers can give a more intuitive explanation to writers and works by displaying related pictures, playing related audio and video materials. Currently, many English literary classics have been made into film and television dramas. Teachers in the classroom can carefully select representative video materials as auxiliary materials for students to play. These teaching materials are more intuitive and targeted, which can effectively enhance the interest of students in learning English and American literature, fully arouse their
enthusiasm for studying English and American literature, and help them understand and analyze literary works better.

Figure 1. English picture teaching.

3. “The application of multimedia and computer network technology to the teaching of English and American literature courses should not be limited to the classroom. Instead, its role should be fully exerted outside the classroom.” The application of multimedia and computer network technology in the teaching of English and American literature courses can achieve Autonomous learning extends effectively beyond the classroom. In the teaching practice, the instructor can divide students into learning mutual aid groups according to the actual situation of the students, encourage and support students to use multimedia and network technology to collect and organize related materials and help students of literary works through the form of re-creation. Good learning effect. Teachers can also selectively download some text (as shown in Figure 2), audio and video materials from the Internet as a reference to guide students to read out literary works (more suitable for literary works such as poetry and prose) or perform in roles (more suitable for novels, dramas, and other literary works), and then made into PPT courseware or recorded into audio and video materials (students can use digital video recorders or even mobile phones with video recording function to record). The PPT courseware, audio and video materials developed by students can be uploaded to the campus network platform so that the students of each group can watch and evaluate each other. Teachers can spend some time in the classroom to organize students' mutual evaluation, and teachers can also give comments. This approach can not only highlight the dominant position of the autonomous learning by students but also significantly enhance their interest in learning. Stimulated students' interest and desire to study the history of English and American literature, literary thoughts and literary works, achieved good learning results, promoted the in-depth study of the English language, and improved the humanities and cultural literacy of students.
4. Practice Arrangement in Multimedia Teaching of English and American Literature

The first is preparation before class. The teacher arranges appropriate tasks for the students before the class and asks them to complete them through the network. The whole process of the preview is not conducted under the supervision of the teacher. However, the students do it according to their personal interests and abilities. For example, when talking about Henry Fielding, you can first allow students to search online about Fielding’s biography, essential works, creative characteristics, and techniques. Meanwhile, they can also download Fielding's portrait photos and pictures of related works as the students will be impressed by the pictures. Students are encouraged to organize the information they find, and it is preferred to prepare a slide show, with suitable music to play in the classroom. These are very expressive media forms. However, due to the limited class time, excerpts from the film can be selected, especially those highlighting highlights in teaching, difficulties, or classics.

Secondly, presentation in the classroom. Classroom presentations require the use of multimedia equipment. Multimedia includes text, pictures, still images, animations, video images, sounds, and music. Students consolidate the text materials, pictures, videos, etc. collected on the Internet before the class to make a slide. Good ideas are consolidated and presented in the classroom. Certainly, in the course of explanation. Then the teacher should comment on the situation of the student's completion of the task, propose the advantages and disadvantages, give priority to encouragement, and make corresponding supplements.

Thirdly, exchange and discussion. In this link, the idea that “let a hundred flowers blossom and a hundred schools of thought contend” should be fully reflected, because the interpretation of the literary text is that the benevolent sees the benevolent and the wise sees the wisdom, not sticking to start a lively discussion. The students could discuss the theme, characters, writing techniques, narrative skills, prototype criticism, image analysis, etc. Through different forms of discussion, students can develop ideas and learn from each other. It has been verified in practice that that exchanging experiences and discussing perceptions are effective in the literature study.

Fourthly, classic reproduction. Now a large number of classic literary works have been remade into animation and movie works, making the traditional classic texts valued and appreciated by people again. Films have rich historical, cultural, and social values. It can present the contradictions and conflicts between the content, plot and characters of novels and dramas in a new form, so it is very popular among students. Students can intercept some videos to play in the classroom, such as Jane Austin's “Mansfield Manor”, Fitzgerald's “The Great Gatsby”, Walker's “Purple”, Tan Enmei’s “The Joy Luck Club” “, Harper Lee's “Killing a Robin” and so on, to deepen the impression. At the same time, teachers can require students to imitate the dialogue in the film to perform or make voiceover demonstrations to achieve visual and auditory effects. “In this link, teachers are absolute bystanders, and students are the main group in the classroom, which truly reflects a student-centered teaching concept.”

Finally, review after class. Teachers can arrange some questions for students. The test questions can be subjective or objective, such as asking students to write a short paper, or doing some judgment questions, multiple-choice questions, noun interpretation questions or discussion questions, so that
students can be online Finish, submit the answer. In this way, students can check the effect of this section or this chapter and understand their mastery of what they have learned. Although English and American literature courses have limited hours, students can also extend the classroom through the Internet to digest the content of the classroom after class. At the same time, students can develop the capability to learn independently.

The following evaluations are based on multimedia English and American literature classroom teaching:

$$A = \begin{bmatrix} x_{11} & x_{12} & \cdots & x_{1n} \\ x_{21} & x_{22} & \cdots & x_{2n} \\ \vdots & \vdots & \ddots & \vdots \\ x_{m1} & x_{m2} & \cdots & x_{mn} \end{bmatrix}_{m \times n}$$

(1)

It can be transformed into the following, as shown in equation (2):

$$y_i = f(x_{i1}, x_{i2}, \cdots, x_{in}), i \in N$$

(2)

5. Conclusion

The application of multimedia and computer network to aid the English and American literature can not only expand the professional knowledge of students but also improve their English language level. The use of the Internet, a merging teaching means, can also stimulate the interest of students in learning and their engagement to some extent, thereby cultivating their self-study awareness and problem-solving capability. However, in the development of online courses, the principle of “useful and easy to use” should be followed in the development and design to avoid falling into the situation of high investment, low usage, focusing on construction, and ignoring application.

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