Research on the Current Situation and Strategy of British and American Literature Teaching Based on Computer-aided Technology

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Abstract: Research in this paper will be a beneficial exploration and attempt to explore how to improve the British and American literature education based upon the modern computer science and information technology. Proceeding from advantages and feasibility of the computer-assisted teaching model to the strategies and methodological exploration of computer-assisted classroom teaching mode, this paper has concluded that the combination of computer information technology with the virtual classes will stimulate students' interest in English learning, and the application of modern computer information technology to practical English teaching can't only promote the teaching efficiency, optimize learning resources but also modernize collage education as being separated from the traditional teaching ideology, and that the profound ideological connotations and historical values of the British and American literature are of great guiding significance to the development of literature and the progress of humanistic qualities of students if the computer-assisted British and American literature teaching is constantly implemented with cultural instruction ,which could be highlighted as a new reform in modern English teaching.

1. Introduction

To learn a language, one must first understand the cultural background of the language. Just as any culture in the world embodies its own national characteristics, British and American literature also reflects the ideological connotation, humanistic value and aesthetic concepts of the western countries and regions to a certain extent. After a long period of historical and cultural accumulation, the British and American literature gradually formed its own cultural connotation. Therefore, to master English, we need to read a lot of British and American literary works and deeply understand the historical, geographical and humanistic factors of these productions, so as to better improve English knowledge and cultural competence [1-3]. In this sense, in the modern English teaching system, the British and American literature has taken a pronounced position in the English teaching process, whose methods need to be further improved.

However, in reality, students have paid too much attention to such language structural knowledge as grammar rules and vocabulary, but neglected the cultural competence and performance. And their language competence marches forward with great difficulty as their language proficiency stays static as their interest in learning. Therefore, English teachers should deeply analyze the English teaching factors, and organically combine them with the traditional Chinese culture education carried out by universities, so as to highlight the important significance of British and American literature learning.

2. State of the Art

With the deepening of reform and opening up, international trades and foreign communication opportunities are increasing, and the demand for English major students is also growing. Practical communicating abilities are gradually paid attention to in college English major education. The learning of English background and culture, and the construction of English literature quality are no longer regarded as a focus for research. This practice of focusing only on English skills while ignoring basic English foundation education gradually alienates students from excellent foreign literary works, and even makes students think that reading a lot of English literary works is a waste

of time and has no practical significance. In addition, English teachers' professional competence, basic literary quality and understanding of the national culture of English-spoken countries also exert a subtle influence on students in the teaching process. Therefore, teachers' comprehensive quality of English has great influence on students.

At present, the teaching method and idea of foreign language teaching in college is still in the way of monologue interpretation of the text. Teachers focus on the study of vocabulary, grammar and sentence structure, and do not dig the spiritual connotation and cultural background [4-6]. This method of teaching is not beneficial to improve students' performance and competence in language learning and is inconsistent with the purpose of college English education. In the long run, this English teaching system makes students only focus on their English skills but doesn't generate the interest of learning English because teachers only explain the basic knowledge of the textbook instead of digging the connotation of the works through these surface phenomena. This passive education method prevents students from forming active learning concepts. They are tired to cope with various English tests and don't establish correct English aesthetic taste in the learning process. It is also difficult to achieve good English teaching effects. These problems deviate from the correct development direction of English education and are worthy of deep rethinking by the college English education practitioners.

3. Methodology

3.1 The Value and Practical Significance of British and American Literature

There are many British and American literary works with a long history and rich culture connotations, which are mainly characterized by three aspects: (1) the language is concise and easy to understand; (2) the style is simple but the moral is profound; (3) the stories in the works are thought-provoking and easy to arouse readers' interest. The function of these British and American literary works also includes three aspects: (1) they have strong education function; (2) they can reflect the cultural background and profound ideological connotation of British and American countries; (3) universal value is an important function of British and American literature and contributes to the continuous progress of human civilization.

Table 1 Characteristics and functions of British and American literature.

Characteristics of British and American literature	Functions of British and American literature
Plain language	Strong education function
Simple but profound writing style	Showing the characteristics and charm of British and American culture
Good readability	Promoting the development of human civilization

British and American literary works are of important practical significance and historical value, which are mainly shown in three aspects, as shown in figure 1.

Firstly, it enriches the historical value of British and American literature. The relationship between British and American literature and history is close. To some extent, British and American literature is an important witness of their national culture. Since the Renaissance literary masters have written each representative historical moment with their own superb writing [7-8]. It can be said that their works reflect the profound historical context, deepen the close relationship with history, and show important historical value.

Secondly, it causes readers to think deeply about life. These works are concise and easy to understand, flexible in style, and have both theoretical basis and factual basis, showing certain ideological depth. The figures in the works are vivid and lively. It is of great practical significance to reflect the author's deep thoughts on the value of life through detailed description of the characters and the characteristics of the times.

Thirdly, British and American literature reflects the author's spirit. The positive thinking spirit of writers has inspired generations of writers and lovers of literature. Throughout the development history of British and American literature, there are masters of literature who embody the

characteristics of their times in each period. For example, the profound ideological connotation and philosophy shown in Shakespeare's literary works not only reflect the real society at that time, but also have a profound and positive influence on future generations.

Fourthly, British and American literature has profound influence on readers' thoughts. In Shakespeare's Romeo and Juliet, the conflict between two families and the love between the two protagonists is the clue, showing the enmity between the two families and the social environment at that time. It reflects the author's thought of breaking away from confinement and boldly pursuing beautiful things, which can't help making readers feel.
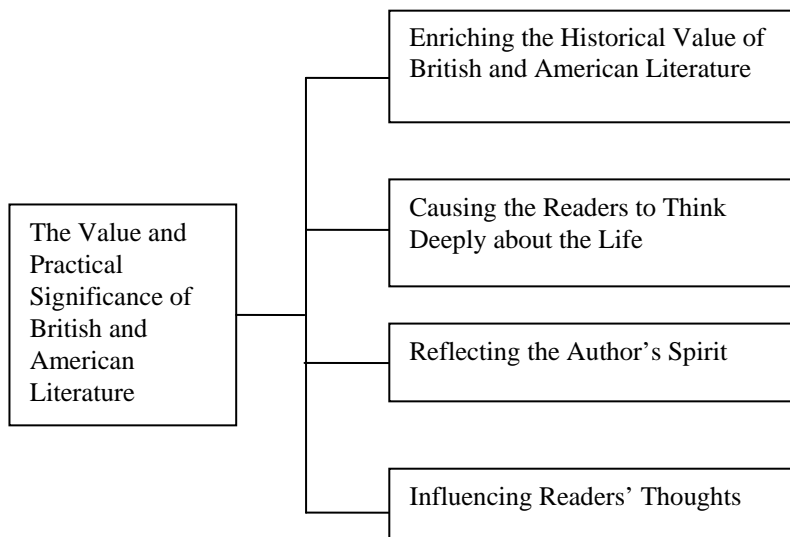

Figure 1 The Value and Practical Significance of British and American literature.

3.2 Advantages and Feasibility of the Computer-assisted Teaching Model of British and American Literature

First, computer-aided teaching is under the help of advanced computer technology and infrastructure. The rapid development of computer science and technology information has provided favorable conditions for colleges and universities to carry out multimedia English online teaching and set up electronic reading rooms. With the popularization and application of these high technologies, it has become a reality to use computer and network technologies to innovate English classroom teaching methods, and it will push forward the major reform of English classroom teaching theories, concepts, forms and methods, providing new impetus for the teaching of British and American literature.

Second, students already have the initial ability to use computer resources. With the popularity of computer in recent years, students already have a certain computer skills, and they have information tools such as smart phones which can provide audio, video and other materials about English literature, so that they can feel and learn English more intuitively and directly at any time. Thus the influence of English on students is enhanced and it is conducive to the students' profound grasp of English literature.

Third, the computer network teaching can make the classroom lively, enhancing the students' interest and the classroom teaching efficiency. To carry out the teaching of British and American literature is to improve students' comprehensive English application ability. Interest is the best teacher. Guiding students to gradually generate interest in learning English is conducive to cultivating good English learning habits, so as to improve their English learning performance. However, the traditional English teaching class is dull, boring, with rigid patterns and an inactive atmosphere, which is not conducive to raising students' interest. The computer multimedia system, featuring diversified forms and novel patterns, can effectively attract students' attention, thus overcoming the shortcomings of traditional English teaching.

Fourth, the computer information technology which integrates the information such as text, images, sound can display the English teaching content conveniently and vividly in a dynamic form.

Students experience the artistic charm of English and American literature works from two aspects of visual and auditory, so as to better grasp the ideological connotation and cultural background rich in the literature works and improve the effect of learning [9].

Fifth, the use of computer network information technology and multimedia technology can enrich the English teaching mode and enable students to form cooperative and co-adjutant learning style, so as to meet the demands of students with different foundation and characteristics for studying English hard.

Sixth, it breaks the constraints of the original classroom teaching model to apply computer network information technology to teaching. For example, the teaching tasks must be completed in the specific time and space before. However, the application of multimedia technology can greatly enrich the teaching content and free learners from the bound of time and space, making the key points prominent and easy to grasp. This teaching mode is more flexible and diversified, which can complete the teaching plan of the whole unit, as well as the broader teaching content. Meanwhile, it can also expand some knowledge related to the text content, so that students can develop a broader horizon of knowledge and enlarge their range of knowledge.

To sum up, compared with the traditional English teaching methods, using the computer-aided teaching technology can greatly animate teaching atmosphere, fully mobilize students' subjective initiative of learning English, promote the formation of divergent thinking in the process of learning and raise their English comprehensive ability in constant practice, so as to achieve the best effect of English teaching [10].

4. Discussion

4.1 Computer-assisted British and American Literature Teaching Program

English teachers can use the Internet information technology and multimedia platform to realize the cooperative teaching mode with students. For example, students register corresponding accounts and log on to the network platform to communicate online and achieve the purpose of learning together. This mode of using modern information technology to carry out British and American literature education mainly includes four aspects: instant discussion, teachers' guidance, collaborative learning, and searching for information. See figure 2.
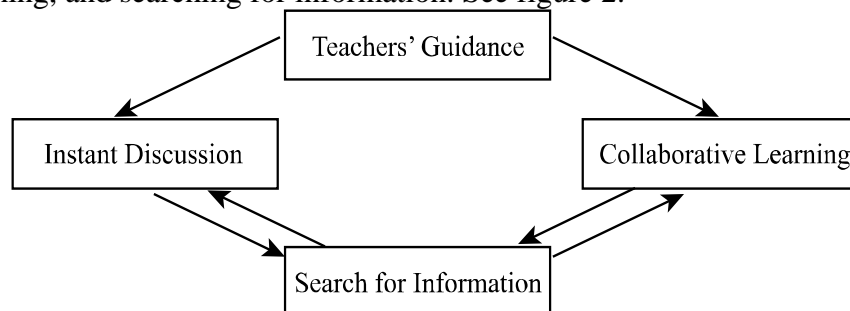

Figure 2 The Composition of Collaborative Teaching Mode.

It can be seen from figure 2 that through the instant discussion a virtual environment for communication between teachers and students and among students is established, so as to improve the students' English level. The links of computer-aided teaching involves assigning homework, discussing questions, consulting and answering questions, and completing assignments. See figure 3.
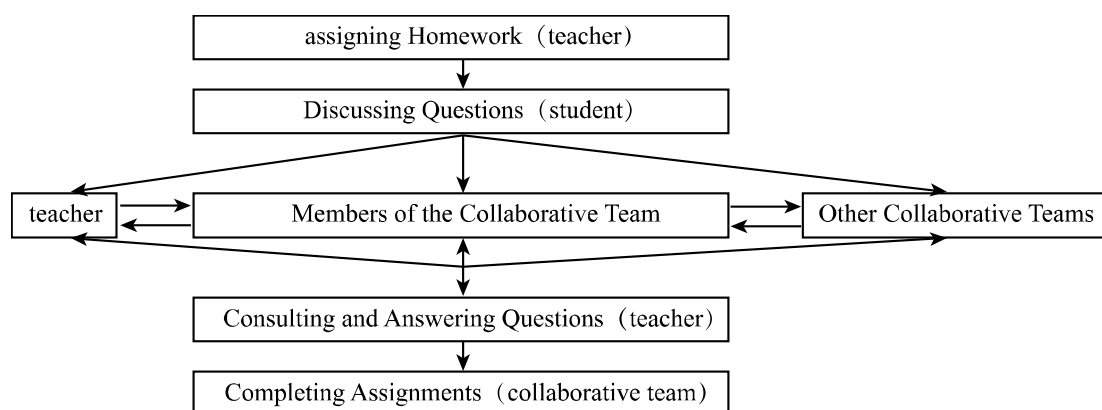
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          assigning Homework（teacher）
                    ↓
          Discussing Questions（student）
                    ↓
teacher ⇄  Members of the Collaborative Team  ⇄  Other Collaborative Teams
                    ↕
       Consulting and Answering Questions（teacher）
                    ↓
       Completing Assignments（collaborative team）
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Figure 3 Links of Computer-aided Language Cooperative Learning.

4.2 Strategies of British and American Literature Teaching Reform

Firstly, according to the characteristics of British and American literature, we should change our teaching ideas. Different literary works represent different literary value systems. The British and American literature is a comprehensive reflection of the background culture, national customs and regional features of Britain and America, and a direct embodiment of the British and American culture [11-12]. In practice, if you only master English vocabulary, grammar and other basic knowledge, you cannot communicate accurately, because the communication process is to understand and grasp the profound cultural background of Britain and America. Therefore, the study of British and American literature is conducive to deepening the profound understanding of their national history and culture, and more conducive to the accurate use of English as a tool for communication.

While setting up this teaching idea, teachers should exert a subtle influence on students in teaching practice. By understanding of the theory of multiple intelligence, the teacher further develops and applies it to the practical teaching of English. Teachers should have objective and correct evaluation on themselves and point out the different characteristics of each student to improve the teaching level and students' comprehensive quality. In the concrete teaching process, teachers should understand the characteristics of British and American literature and help students to learn British and American literature works by combining with the national customs and background culture of Britain and America, so that the students understand the importance of stimulating multiple intelligence in the long-term process of learning, and further realize the features of western culture, turning into highly qualified English talents.

Secondly, keep up with the trend of the times, deepen teaching content, and make full use of teaching resources to improve students' comprehensive quality. The study of British and American literature should be combined with relevant historical materials, and the classroom teaching should be dominated by students, giving full play to students' subjective initiative. At present, there are many kinds of textbooks of British and American literature, and the qualities are also different. Relevant resources are even more on the Internet. Therefore, in the process of compiling textbooks of British and American literature, it is necessary to reflect the characteristics of the times and highlight the individual differences of students, so as to make them better meet the requirements of English majors in colleges and universities.

In class, teachers should understand the different needs of students, and master the teaching content and relevant extension materials in the process of lesson preparation. In the teaching process, teachers should make use of modern scientific and information technology to design the teaching plans of British and American literature, and highlight the intellectual advantages of students in each plan, which is conducive to increasing students' interest and confidence in learning English.

Thirdly, pay attention to teaching students according to their aptitude diversifying the teaching methods. According to the theory of multiple intelligence, students are always the subject in English teaching activities, which requires teachers to carry out education according to the characteristics of

each student. When learning a literary work, students should read the original version completely and efficiently. Teachers should encourage students to express their opinions on the characters and events in the work while making enlightening explanations, which can strengthen students' language expression ability, writing ability and divergent thinking ability. The characteristics of each student are different [13]. Teachers should carry out differential education according to individual intelligence differences, so that the students' multiple intelligence develop fully and students experience the joy of learning and harvest truly. The multimedia English teaching has the advantage of displaying sound and dynamic images, strengthening the students' impression of learning content, thus fully mobilizing the student's multiple intelligence. Students themselves can design learning activities and learn English in various ways.

Fourthly, apply emotional education according to the individual intelligence difference of each student to improve the teaching effect. Students grow up in different environments that affect their intelligence and interests. In the teaching process, teachers should respect individual differences and adopt corresponding teaching methods according to the characteristics of each student, so that each student can give full play to his/her strengths and achieve the goal of common progress, improving the overall learning effect.

Fifthly, use network system to establish self-study platform and strengthen self-study consciousness. In the process of studying British and American literature, it is far from enough to study only in class time. We should make full use of our spare time to learn actively. Therefore, colleges and universities can take advantage of network system to establish self-learning platform, which is conducive to promoting timely communication between teachers and students and among students [14-15]. If students have any question, teachers can make relevant video solving the question and give unified explanation. On the platform, both parties interact timely, solve various problems in the learning process, exchange learning experience, and establish We Chat group for communication at any time. By the modern network information means, the learning effect is enhanced, the pure friendship between the students is strengthened, and the goal of studying and making progress together is also achieved.

4.3 Exploration of Computer-assisted Classroom Teaching Mode of British and American Literature Courses

Firstly, make advantage of network technology and multimedia technology to improve the teaching level of British and American literature. The application of new technology animate classroom atmosphere, greatly change the traditional teaching process in which teachers explain knowledge mostly in a rigid mode, increase the interest and enthusiasm of the study of English and American literature within the limited time and place, strengthen students' subjective initiative and main body status, and help students develop a habit of autonomous and active learning in a subtle way.

Secondly, by integrating the relevant teaching texts, pictures, video and audio effectively with the help of the network, research new teaching methods actively and enrich teaching means and resources constantly. In the actual teaching process, teachers can make use of dynamic teaching materials, which are lively with pictures and texts, to explain the teaching contents visually, so as to enhance the teaching effect. As a lot of excellent British and American literature works has been made into video, teachers can make use of multimedia technology to play them in the class. This visual and vivid teaching method can increase students' learning interest, exert their subjective initiative, help them better understand the original essence, and provide them a good learning way.

Thirdly, the application of multimedia network technology to the teaching of British and American literature subverts the traditional classroom teaching mode and makes teaching a form of artistic expression, which is more in line with students' psychological expectations and personality characteristics. Computer-assisted classroom teaching stimulates students' interest in learning and enables them to learn independently, which not only embody students' dominant position in the learning process, but also promotes the formation of students' personality. At the same time, the

learning efficiency of students is improved and good learning effect is achieved.

Fourthly, network multimedia technology should not only be applied in class, but also actively expanded at extracurricular time to give full play to it. In the practical application process, teachers can organize various interest groups according to students' characteristics. The interest groups collect related literature works and materials on the Internet and then recreate them, so as to deepen students' understanding of the ideological connotation and background culture of literary works, and achieve better learning effect. Teachers can collect relevant text and dynamic data according to students' needs and make corresponding courseware for students to deeply understand the spirit of the original work. Teachers can also show the students' learning materials of the original work on the corresponding platform for reference and evaluation. In order to strengthen the classroom teaching effect and stimulate students' interest in learning, they can share the feeling of reading literary works in groups, which not only embodies the leading role of teachers and dominant position of students in the teaching process, but also stimulates students' enthusiasm and self-consciousness.

In short, the use of network information technology and multimedia technology has changed the original monotonous and boring teaching mode, enriched the classroom teaching content, enhanced students' confidence in learning British and American literature, and helped students form good learning habits in the process of continuous practice, thus improving students' comprehensive quality.

4.4 New Requirements for Teachers Based on the Computer-assisted Teaching Mode of British and American Literature Courses

With the development of high-tech information technology and multimedia teaching, new requirements have been put forward for teachers' qualifications.

Firstly, teachers should have certain network knowledge, computer knowledge and multimedia courseware production ability while having the professional ability of British and American literature. At the same time, teachers are required to create new teaching methods according to different students' personality characteristics to adapt to the changing teaching situation.

Secondly, teachers should constantly summarize the experience of integrating teaching content, process and computer technology in the process of teaching so as to obtain the best teaching effect. They should carefully prepare lessons, and always understand that multimedia teaching is just a supplementary means, whose role should not be exaggerated and be used wrongly, taking place of traditional teaching mode into the extreme. In the teaching process, the teacher's leading role and the student's dominant position cannot be violated, and the students' initiative and enthusiasm in learning should be stimulated. This puts forward a higher requirement for teachers' comprehensive quality to highlight the effect of multimedia technology in teaching British and American literature.

Thirdly, when downloading relevant materials, teachers should select in accordance with the teaching plan, which is targeted to achieve the overall teaching objectives.

Fourthly, the multimedia teaching should focus on students, highlight students' dominant position in the teaching process and give play to their subjective initiative. The teacher plays a leading role in this process. The teacher designs relevant teaching situations by means of multimedia technology so that the students can have a deep understanding of literary works to achieve the established teaching objectives. At the same time, the teacher should timely analyze students' learning results, encourage them to bring forth new learning methods, stimulate their creativity and enthusiasm, and promote their comprehensive quality while teaching them knowledge.

Fifthly, students should be encouraged to make corresponding courseware and summarize learning experience according to their understanding of literary works, which can be represented in the form of PPT with audio or video. Of course students' actual level as well as the time and the energy should be considered, striving to be appropriate rather than excessive to avoid side-effects.

Sixthly, different teaching methods are applied according to students' individual characteristics.

In the process of growing up, students will have different intellectual performance due to the influence of different family environments and social environment, which requires teachers to create appropriate teaching methods according to different students' conditions combining modern multimedia technology, so as to stimulate each student's potential and achieve better teaching results.

5. Conclusion

Network and multimedia teaching is a total new teaching method and the inevitable result of the development of information technology, of which the application on the British and American literature promote the teaching efficiency. But generally speaking, the multimedia network teaching is always a supplementary means, whose role cannot be overemphasized. In the process of classroom teaching, teachers' leading role is indispensable, and students' potential should be fully explored under the guidance of teachers, so that students' independent learning ability is gradually developed in the process of continuous learning and the best learning effect is achieved. With the development of information technology, teachers are required to have certain information knowledge, computer knowledge and application skills, so as to adapt to the constantly developing teaching situation.

Under the influence of the new concept of talent education, colleges and universities should update the concept of talent cultivation, change the utilitarian teaching idea of putting knowledge to use into the construction of comprehensive quality of students, and highlight the humanistic concept of knowledge. This requires colleges and universities to pay attention to the cultivation of students' humanistic quality and their subjective status in the process of practical teaching instead of paying too much attention to the improvement of professional skills of British and American literature. Only with high quality and all-round development can the students meet the needs of the continuous socialist construction.

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