

Exploration on Multimodal Teaching of British and American Literature Based on Cross-Cultural Awareness

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Abstract: Based on the perspective of multimodal teaching theory, this paper analyzes the construction of British and American literature appreciation quality curriculum in higher vocational colleges, and discusses the necessity of curriculum, multimodal teaching implementation and multiple evaluation of curriculum, in order to provide ideas for English teaching reform and talent training in higher vocational colleges.

1. Introduction

British and American literature course plays an important role in the learning of English majors. It has always been a compulsory course for English majors. It is of great significance in the cultivation of professional talents, such as improving their basic language skills, cultivating their understanding of Western literature and culture, enhancing their ability to appreciate literary works, and improving their own humanistic quality.

However, in recent years, in Higher Vocational English teaching, some colleges put too much emphasis on the practicability and professionalism of higher vocational education, carried out some reforms on English teaching, and ignored the significance of British and American literature courses in cultivating humanistic quality, resulting in the lag of Higher Vocational English teaching concept, single course content and simple teaching means and methods[1]. This greatly hinders the cultivation of high-quality workers with professional ability and sustainable development ability, which makes the English teaching reform deviate from the direction and is not conducive to the cultivation of excellent talents.

2. The Necessity of Setting Up the Course of British and American Literature Appreciation Quality in Higher Vocational Colleges

Todorov, the representative of structuralist criticism, once wrote in his book *Endangered Literature*, "... I can't skip the poet's famous sentences and the novelist's narration. They enable me to form my emotions and reorganize my delicate life. They make me dream and thrill me with anxiety or disappointment. When I am unhappy, I can only read the passionate prose of Marina 9 9 tsvitaeva, and everything else is so boring." It can be seen that literary works have many functions, which can deepen our attention to daily emotions and the common destiny of mankind, help us better understand the world and save our soul. British and American literature is an important part of the treasure house of world literature. Shakespeare's *Hamlet* launched a soul stirring struggle for revenge, and the feelings of *Jane Eyre* and *Heathcliff* written by the Bronte sisters Feeling hot, Wordsworth's poetry watching the natural beauty, Hemingway's tragic hero in the old man and the sea,... All these British and American literary works have brought us a deep touch on life and a tremor and Enlightenment to our hearts[2].

As a young generation of higher vocational students, in order to become highly skilled and high-quality workers needed by the society, their healthy physical and mental growth and development is one of the training objectives of higher vocational education. Therefore, it is necessary to set up British and

American literature appreciation courses to enable students to improve their aesthetic consciousness through literature education, so as to understand life, understand the meaning of life, and cultivate cross-cultural communication skills. At the same time, according to the survey, more than 75% of the English courses hope to set up British and American literature appreciation courses, second only to the demand for CET4 training courses[3].

3. Multimodal Teaching Theory

Modality refers to the interaction between human beings and the external environment through their senses. Multimodality refers to the use of language, images, sounds, actions and other symbolic resources to jointly build meaning. With the diversification of international exchanges and the advent of the new media era, especially the emergence of new media such as the Internet, smart phones and personal mobile digital devices, the way of information transmission began to change. In the new media era, people no longer only obtain knowledge through traditional printed words, but through hearing, vision, gesture, space and other channels[4], the expression of meaning tends to be integrated and multiple; at the same time, local diversity and global connectivity. The trend of global cultural diversity and language variation has become more and more significant. Multimodal discourse analysis theory has developed rapidly since the mid-1990s. Multimodal discourse was first used to explore the interaction between image and language in expressive meaning. This theory takes the perspective of social semiotics and originates from Halliday's systemic functional linguistics. Multimodal discourse mainly refers to the use of hearing, visual, tactile and other senses, communication through language, image, sound, action and other means and symbol resources.

With the in-depth integration of information technology and school curriculum, many scholars began to introduce multimodal discourse theory into foreign language teaching. On this basis, multimodal listening and speaking teaching based on multimodal discourse, multimodal vocabulary teaching, multimodal classroom discourse teaching, multimodal writing teaching, multimodal teaching mode, training of multiple reading ability and multiple reading and writing evaluation have been formed. Multimodal teaching emphasizes making full use of modern teaching resources such as network and multimedia, and mobilizing students' senses to participate in teaching activities by means of vision, hearing and touch. Because its content is closely related to words, pictures, film and television, music, network and other modes, multimodal teaching is possible[5].

4. Construction of Multimodal Course of Appreciation Quality of British and American Literature

According to the survey, due to the limitations of various conditions, few higher vocational colleges specially offer British and American literature courses, which are generally set up as higher vocational literature appreciation quality courses or elective courses. There are few class hours, and the selection of teaching materials and teaching contents is limited. Therefore, starting from the characteristics of humanistic quality course[6], we must try to construct a multimodal teaching mode of British and American literature appreciation in higher vocational colleges, that is, taking students as the main body, taking the network as the means, taking classical literary works as the basis, and through multimodal teaching and learning, we can effectively improve students' reading ability, appreciation ability, cross-cultural communication ability and comprehensive humanistic quality of literary works[7].

4.1 Use the Text Mode to Determine the Teaching Content.

The text mode in literary works has always been in a leading position. In the teaching of British and American literature appreciation course, the text mode is mainly the text in teaching materials, the text in PPT courseware, the text of students' Extracurricular extended reading, the text of homework

submitted by students, and so on. Due to the limited class hours of quality courses and the weak English foundation of higher vocational students, the course of British and American literature appreciation should choose the teaching content[8], highlight the introduction of classical literary works and writers, and delete the discussion on complex literary history and literary criticism schools. Therefore, we should carefully compile selected reading materials of British and American literature, which can be divided into eighteenth, nineteenth century and modern and contemporary literature in chronological order; We can also ensure the accuracy of the text mode of teaching materials according to the category of works, poetry, drama, novels (themes such as women, war, nature, etc.).

The words in the PPT courseware used by teachers in classroom explanation are the refinement and summary of the text content of the textbook. In addition to ensuring the accuracy of the text mode, the font, size, color and arrangement of the text in the PPT courseware should be designed to make the text mode more clear and intuitive, which is convenient for students to watch and understand.

As an extension of classroom reading, extracurricular reading can also be text mode. Teachers can upload the complete original contents of literary works taught in class or multiple manuscripts of different works of the same writer and theoretical articles on introducing literary criticism to the campus network BB platform for students to read and enjoy after class. At the same time, in order to consolidate the teaching effect, teachers can appropriately assign students the task of text mode, such as writing after reading, character analysis of literary works, etc. students can also upload it to the teaching platform for students or teachers to communicate and review[9].

4.2 Reform Teaching Methods by Using Image and Sound Modes.

Literary works are multimodal in nature. When reading literary works, readers should give full play to their strong imagination and imagine language words as scenes. Therefore, in the teaching of British and American literature appreciation, making full use of image and sound modes can not only form an effective supplement to text modes, but also make students feel immersive and deepen their understanding of literary works[10].

Image and sound modes may be auxiliary modes of text modes in PPT courseware teaching. For example, when introducing the poem “chanting daffodils” by the British Romantic poet Wordsworth, you can insert the picture of daffodils in the PPT courseware to let students observe the form of daffodils, compare with the description in the poem, and imagine the poet's writing mood and the artistic conception expressed in the poem at that time. This strengthens the text mode. Of course, the choice of mode in PPT courseware should be the organic integration of text, image and sound, rather than interfering with each other and distracting students' attention.

With the progress of science and technology, compared with the previous “Text Reading Era” dominated by printed words, people have entered the “image reading era” dominated by “images” spread by various mass video media such as comics, books, television, movies and the Internet. Young students are deeply influenced by visual culture, which should be fully used in British and American literature courses. The multimodality of film and television discourse makes it more intuitive and understandable than literary discourse. Many classic literary works have been adapted into film and television plays. Therefore, film and television and literary works can be multimodally integrated to broaden the teaching of British and American literature based on written words. For example, when teaching Jane Eyre, a great feminist literary work, students can watch the adapted film. This work has been put on the screen more than 20 times. The most recent adaptation film is the 2011 version, which narrates the ancient story from a modern perspective, which also reflects the vitality and great appeal of this literary work from one side.

Literature is an art of pure language, while film is a comprehensive art, which uses a variety of resources such as picture, music, color, sound and light, covering interdisciplinary cooperation such as actor performance, scene design, photography technology and background music. In the teaching of British and American literature appreciation quality course, the teaching mode of flipped classroom can

be adopted, so that students can use computers and mobile phones to watch movies before class, use a variety of senses to understand the narrative and language of movies, and reduce the difficulty of understanding literary works; In class, introduce the classic fragments in the novel, let students compare with the film, discuss their similarities and differences, and re-examine the classic literary works; Pay more attention to the original works after class, so as to make British and American literary works glow with new charm. It should be noted that the choice of film and television discourse is to help students better understand the English original, and can not completely replace the reading of the original.

4.3 Use Multiple Evaluation to Conduct Curriculum Assessment.

The assessment of British and American literature appreciation quality course should not be judged by the result of a final test paper. It should adopt the method of process evaluation, pay attention to the students' learning process, and fully reflect the student-centered teaching concept. The subjects of evaluation are diverse, including teacher evaluation, student self-evaluation and group mutual evaluation. This can fully mobilize the enthusiasm of students' participation. The content of evaluation is multifaceted, which can be combined with classroom evaluation and extracurricular evaluation. Classroom performance includes both individual and group cooperation. Extracurricular evaluation is flexible. With the help of the powerful function of computer, it can timely track the records of students' online self-study, statistics of homework submitted on the network platform, interactive communication with classmates and teachers, etc. The means of evaluation are diverse, including literary knowledge quiz, literary works evaluation essay, group cooperation, literary works performance and so on. In the process of curriculum assessment and evaluation, students use multimodal means to actively participate in the process of curriculum teaching and learning. For example, in the performance and display of group cooperative literary works, students should collect information online, adapt scripts and write lines (mainly text mode); Also make the scene into ppt or prompt board (image and text mode); Finally complete the soundtrack, dialogue and performance (voice, text, gesture and other modes). This process has trained their technical reading, autonomous learning and language expression ability; Enhanced their sense of teamwork, self-confidence and self-improvement.

5. Literature Review

The movies were first introduced in the 1896 in China, it fared away that Lumiere brothers showed the movies firstly in public in Paris less than one year. From that time on, plenty of American movies were rush into China from place to place. In the cinema, the American movies had occupied 80% to 85% in all movies. As for a kind of cultural view, Hollywood movies had a deep impact on the development of movies in China. Trace back to 1930, some people once said: Hollywood movies had replaced churchman, educator, businessmen, and literature, it became the main way that china studied western industrial society culture and life.

It was the European who introduced the movies into China, not American, European had ruled the movies market from until the first world war. In 1899, a man who named Galen Boca, he is a Spanish, and he transmitted movies in some tea bar, restaurant and the entertainment. Later, he gave the device to friends Antonio Ranws. He is a business leader and he expanded the dimension quickly. In 1908, he built Hongkew cinema, which is specific cinema. In 1911, the American consulate in Shanton Glwillians delivered a report and said, China is proud of there is a cinema in the port. However, these cinemas were ruled by European. American movies appeared in China 1897. James Ricalton who lived in Edison movies in our tea garden in Shanghai. It is very popular in China. In initial stages, American despoiled the movies market behind European. The reason is that it needed to gain more money to lease and buy the movies. And the American movies were not appropriate for Chinese taste.

After the World War I, cutting off the source of the European movies and weakening the leading role. So American availed themselves of the opportunity to get in and the later corners surpass the formers. In

1909, Benjamin Brodsky came to China and originate a company named China motion on picture company. In a world, after the World War I, American movies entered into the Chinese market, until the end of war. A diplomat once said: “now, the American movies had almost occupied the Chinese movies market.”

Hollywood movies were not only released show in China, but also they shoot production movies in China. Due to complex historical and cultural reasons, Hollywood movies production always was crazy about China and the theme of China. In the 1930s, the movies quickly increased at a large speed manager. But according to a survey in 1934, American exported a half of movies to China among the story movies occupied half. However, other movies were made of short films, documentary films and newsreels. Otherwise, Hollywood exported many finished films, and also exported plenty of filmstrip and equipment. There were three companies which exported the filmstrip to china, they are Kodak and Dupont, and other one is Agfa in German. With time goes by, GuoMington government also looked forward to keeping good relationship with American, and hoped to obtain support between economic and politic. Because of diplomacy, government didn't take ardent effectives. It is precisely because of this, government can help the American to solve the dispute to maintain American profit. However, with the Jiang Jieshi's regime collapse. In 1949, “dominate times” ended.

In 1949, Yuan Muzhi thought the Hollywood movies should be dislodged. The breakthrough of Korean War provided a rippingly opportunity to wipe out the Hollywood movies. After the Founding of new China, They made the Hollywood movies lack the existence evidence of Hollywood movies. In addition to Charlie Chaplin's progress movies and so on. Hollywood movies represented the anti Soviet, anti Communist, pornography, terrorism. From then on, the Hollywood movies were showed in China, until the smashing of the gang of four.

With the Reform and Open Up going on, the cooperation and communication of Chinese movies and American movies increased gradually. Meanwhile, America and China separated appearance to study Chinese scholar and American scholar. What's more, Chinese movies study the Hollywood movies is not only restricted to the skill of modern movies mold, the movies language and the strategy of star, but also they start to reflect the experience and enlightenment of Hollywood movies. In 2001, China entered WTO, Chinese movies enforce the reform industry, decrease the admittance qualification, appeal to the privatization power, and build the unify, open, competition, and order of environment.

American creed was derived from Gen Namira Dahl. American observed at home and abroad regard “American creed” as American identity. In 20th centuries, Daniel Bell put forward to individualism, achievement and the equal choice individualism emphasis the personal benefits, making pursue the personal happiness to reach the common idea. Advocate individual struggle, risk and indomitable fighting spirit.

6. Conclusion

The course of appreciation quality of British and American literature is an important way to cultivate the humanistic quality of higher vocational students. By appreciating British and American classic literary works, students can not only improve their language expression ability, understand western culture and enhance cross-cultural awareness, but also improve their aesthetic taste, form critical thinking, improve their personality and improve their humanistic quality as a whole. Multimodal teaching can enrich the teaching content and form of British and American literature appreciation quality course through various audio-visual resources and means, improve students' interest and classroom participation, so as to improve teaching efficiency. It is an effective supplement to English Teaching in higher vocational colleges.

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