

An Analysis of the Appreciation and Reading of English and American Language and Literature Works from the Perspective of Linguistics

Juan Wang

Xinyang Agricultural and Forestry University, Xinyang, Henan Province, 464000, China

Keywords: Linguistic Perspective, English Literature, Reading Aesthetics

Abstract: British and American classic literary works have high literary value, which is that students understand the ideology and culture of British and American countries. Therefore, in the process of appreciating British and American classic literary works, it is necessary to combine the then British and American cultural background to understand the essence of the works. By reading these literary works, students can understand western culture, improve their literary appreciation ability, and at the same time improve their reading aesthetic ability of literary works. Reading and appreciating British and American classic literary works is not only helpful for students to be familiar with the western cultural background, but also helpful for students to discover the differences between Chinese and western cultures. Based on the characteristics of British and American literary works, this article explores and analyzes British and American literary works through the perspective of linguistics, presents opinions on how to convert English literature, and explains how to help students appreciate the classics of English literature, with the aim of improving students' overall quality.

1. Introduction

According to the theory of system functional linguistics, language is essentially a system's semantic network, which mainly expresses potential meanings through conceptual functions, interpersonal functions, and conspiracy functions [1]. The realization of language communication is not accomplished by a certain sentence or vocabulary, but the final language communication is completed by a series of complete texts in a specific context. In the history of the development of western literature, classic British and American literature has great influence. Reading and appreciating British and American classic literary works is not only helpful for students to be familiar with the western cultural background, but also helpful for students to discover the differences between Chinese and western cultures [2]. In particular, the appreciation of some British and American classic literary works is helpful for students to understand the unique charm of western literary language in terms of characterization, main structure and language features. Students can continuously improve their ability to appreciate English and American literary works through appreciation of English and American classic literary works [3]. The poetry in British and American literature is reflected in the adaptability to narration in linguistics. There are many different cognitive consciousness in the literary circle for the works transformed from the language of British and American narrative literature. It is this different voice that fully embodies the importance of British and American literature research. From the perspective of systemic functional language, this paper will appreciate British and American literature, aiming to continuously strengthen people's cognition of systemic functional language, improve people's appreciation of British and American literature, and better enhance personal cultural and artistic accomplishment [4].

2. The Appreciation Process of English and American Literature from the Perspective of Linguistics

British and American classic literature works have high literary value, which is an important channel for students to understand the ideology and culture of British and American countries and

improve their own cultural literacy. The history and culture of Britain and the United States are rich and colorful. The background of the times and many social customs will be written into literary works. Many well-known writers in the world's literary world are from Britain and the United States, and their works are widely praised. For example, the works of Hemingway, Emerson, Shakespeare and Mark Twain have relatively distinct language style, showing specific humanistic thoughts and unique era background. Therefore, in the process of appreciating British and American classic literary works, we need to combine the British and American cultural background at that time to understand the essence of the works. To interpret English and American literary works from the perspective of linguistic theory, first of all, it is to analyze how and why the works express the theme. Therefore, it is necessary to combine the interpretation of literary works with the analysis of grammatical functional systems, so as to clearly understand how the thematic meaning of literary works realizes its ultimate practical significance and thought transmission in the expression of language functions [5]. And the actual expression of any British and American literary works is actually achieved by the system context of the literary works through three semantic functions. These three semantic functions are: concept functions, which means that language affects people in the real world. The expression of behavioral activities and their life experiences in social life. Therefore, the conceptual function can also be called the experience function, which mainly refers to the verbal transitivity system in the language system; the interpersonal function of language is the expression of language Language expression based on the identity, status, motivation, etc. of the speaker is a function of establishing, maintaining, and reflecting a certain social relationship. From a grammatical perspective, it is mainly the mood and modality in the English-American grammar system; discourse function It is explained from the perspective of the function of language organization that composes the entire article, and from the perspective of grammar, it is the specific thematic structure, information structure, and cohesive structure when forming all literary works in English and American literature. The ultimate aim of appreciating English and American literature from the functional perspective is to understand the intrinsic meaning and artistic conception of literary works through functional analysis. We know that for any literary work, the outline of the context is essential. Any form of literary work is actually a description of the final result in a specific context. At the same time, for the literary work itself, it is also restrained to some extent by the expression of such context. When linguistics carries out specific English and American literary works, it begins with sentence analysis. In the structure of systemic functional linguistics, clause is the most basic unit structure in the grammatical meaning of systemic functional linguistics, which well embodies the three functional meanings of systemic functional linguistics in the basic unit of grammatical structure-clause. Therefore, when analyzing English and American literary works from the perspective of systematic functional linguistics, the analysis begins with the clauses in the works as the first step in the analysis of literary works. The specific method is: start with the conceptual meaning in the work, analyze the various processes centered on verbs in British and American literature, and interpret how these processes and their accompanying components are arranged; from the perspective of analyzing the meaning of interpersonal relationships in literary works Set out to analyze, take each clause as a concrete representation of the meaning of interpersonal relationships in literary works, and each clause is an organic part of the language communication process; proceed from the layout of the entire literary work to the grammar Functional analysis identifies the structural composition of the sentence by thematic interpretation of the entire work. Then, focusing on the interpretation of clauses, we can conduct a systematic functional linguistic analysis of the entire literary work. The principles and ideas for constructing a functional English reading teaching model with textual characteristics are based on the general reading teaching purpose, and describe systematically, comprehensively, and in-depth the theoretical basis, functions, and functional teaching goals of functional reading as shown in Table 1. As shown.

Table 1 Transformation of the Relationship between Systemic Functional Linguistics and English Reading Teaching Objectives

Composition framework	Students' English reading ability
Context view	1. Have the ability to speculate the meaning of words 2. Have the ability to predict the general idea of a large article 3. The ability to understand the meaning of the article and the attitude and mood of the author of the trophy
Conceptual function and interpersonal function	
Textual function	1. Develop the whole of inferring the central idea of the article 2. Master the general idea of the article 3. Basic ability to understand the semantic relationship between the whole and part

3. The Way of Appreciating British and American Classic Literature and the Analysis of Reading Aesthetics

3.1 Interpretation of British and American Classic Literature from Multiple Perspectives

To realize the cultural adaptability of the output language of British and American narrative literature, the author believes that the following principles and methods should be followed. The first is to follow the direct transformative output of the source text language. This output method fully respects the inherent characteristics of the original text, does not process or polish the text language, but only focuses on the characteristics of its national culture, and focuses on semantic and linguistic expression. In other aspects, it is difficult to find the corresponding words in the category of output language and culture. Then, try to maintain the language characteristics of the original work when outputting. The second is the language extension output. This method is to maintain the context and characteristics of the national color and cultural connotation inherent in British and American narrative works. It can meet the needs of readers for language output, and it is easy for readers to understand and master literary works. This method can completely make up for the shortcomings and deficiencies of direct output language. The third method is to abandon the characteristics of the national culture used in the original text as much as possible when doing language conversion, and to retain the semantic equivalent method of the original. Then the last method is to flexibly adopt a variety of methods, on the basis of keeping the national cultural color of the original works as much as possible, paying special attention to the cultural connotation of the works will not be damaged. In particular, British and American narrative literature works are full of allusions, proverbs, idioms and many cultural and folk expressions. For these languages with national and cultural characteristics, there are many difficulties in language conversion. Therefore, in addition to following the above four main methods, the author of language output will also use metonymy, annotation, simplification and other conversion methods to improve the integration of English and American narrative literature works and the culture of the output destination in order to enhance the acceptance effect of language output and make it easier for readers to accept. British and American classic literary works, the content of which is closely related to the background of the times and the author's thoughts [6]. Therefore, in the process of appreciating British and American classic literary works, we should guide students to comprehensively interpret the linguistic features and creative techniques of the works through multi angle analysis, so as to correctly grasp the connotation and theme of literary works.

3.2 Form a Deep Emotional Resonance with the Work

In the process of reading and appreciating British and American classic literary works, we should understand that different readers will have differences in the appreciation process due to different cultural backgrounds and different knowledge and experience. However, the profound thoughts contained in British and American classic literary works are unchangeable. Through deep reading, we can achieve the emotional resonance of literary works. In addition, in the process of appreciating works and reading, we can form a new understanding of literary works and achieve a deeper

understanding of the theme of works through discussion and communication with others. For example, in the old man and the sea, there is a description of the fishing process of the old man, which is completed by eight grammar sentences. The old man catches the smaller fish, and a series of fishing related actions of the old man after fishing, as well as the actions to deal with the wounds. This series of action process successfully shows the skillful fishing technology and the endurance to the pain of the old man. Come out, the image of the old man San Diego is also shown in this series of actions. In the language transformation of British and American narrative literature, the original text will lose some essential things in the process of transformation. However, we look at it from another angle. If the translator has superb linguistic literacy in the application of the language, then the high-quality British and American narrative literary works provided by the translator will be in the cultural field of the target country after dissemination and reading. Has an important impact. British translator Frederick Jin pointed out: As a linguist of British and American narrative literature, in carrying out the work, the relationship between the source text and the text should be fully considered [7]. First of all, the lexical and grammatical factors of British and American narrative literature work on this level, and language research and language conversion workers need to perform close recoding of the output text on the source text. This coding process actually affects the characteristics and effects of the text. Various factors of literary language conversion are coordinated and coordinated, in order to enhance the adaptability after the output of British and American narrative literature [8]. Especially when it comes to the study of languages other than the English language, the concepts of register and category have been successively proposed. Each discourse has its own register, and each register belongs to a certain category. Register components can be said that register is the basic position and category is higher. As shown in Figure 1.

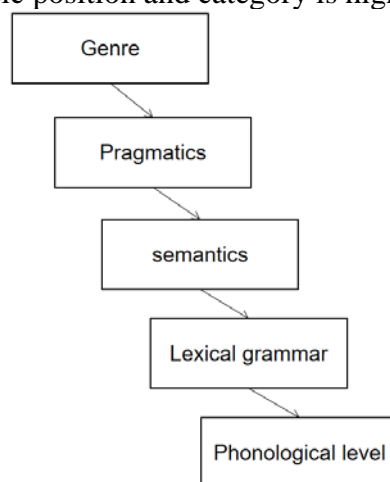


Fig.1 Language Symbol Model

3.3 To Realize the Deep Understanding of Works

In the process of appreciating British and American classic literary works, in order to achieve a deep understanding of the work, we must be fully prepared before reading to avoid the phenomenon of blind reading. We should understand that appreciation of literary works should include the creative background, creation time, and literary form of the works. The ultimate purpose of appreciation should be to achieve a deep understanding of literary works. Therefore, the perspective of appreciation is very important, for example, the appreciation of the relationship and the process of existence in *The Trip to India*. The grammatical clauses in the relationship process are mainly used for environmental description in literary works. As far as this work is concerned, Foster uses a lot of brushwork to describe the differences between Indian-style architecture and British architecture. Indian architecture has a long history and mysterious style, but it is also mixed, with no fixed form or style. Even many buildings seem to be unfinished. This also reflects India's chaos and disorder. It proves Mrs. Moore's final perplexity and the conflicts between Britain and India in culture, belief and aesthetics.

3.4 The Way of Creation Affects the Aesthetic Perception of the Work

Many British and American poems are composed by the repeated use of alliteration, in line rhyme and final rhyme. Therefore, teachers should fully realize this point in the teaching process, and carry out American pronunciation training for students. Reading with emotion will make students fully feel the beauty of cadence. In the process of reading, students have ideological resonance with the author, so as to improve their reading aesthetic ability and literary literacy. We take the language conversion of Emily Dickinson's *savage night* and *crazy night* by two famous literary translators, Wu Juntao and LV Zhilu, as an example to see whether the British and American narrative literature can adapt to the target language culture, and whether it can maintain the formal beauty of literary works after the language conversion, and whether there is a change in the cultural expression of poetry Comparison. From Wu Juntao's translation, we can see that no matter the punctuation or the writing style, it is very consistent with the characteristics and techniques of the original author's literary creation. It's just that the dashes used in poetry are very different, which is mainly reflected in function. In fact, Wu Juntao copied the original dash in Chinese poetry. It only reflects the "comma" function in the works. If it is placed in the category of linguistics, it is acting as a pause. It is the ups and downs of poetry.

4. Conclusion

In the cross-cultural literary communication, to convert the language of English and American narrative literary works into Chinese, we should not only consider the cultural differences and cultural adaptability of the language of literary works, but also consider the richness of the connotation of literary works. We should put an end to superficial language appearances, combine the respective characteristics of Chinese and western cultures, do a good job in the Chinese language conversion of English narrative literary works, use the implication of Chinese culture to embody the charm of English literature, and interpret English and American literary works from the perspective of linguistics. From the analysis of grammatical clauses of text meaning, this paper analyzes the characters and meaning implication of English and American literary works from a new perspective, breaking through the traditional interpretation method and making the works present more novel inner implication. Finally, in the process of appreciating British and American classic literary works, we should pay attention to guiding students to study the rich historical background and important artistic value of literary works, so as to cultivate their reading aesthetic ability and improve their comprehensive quality. From the perspective of linguistics, discourse and context can form an organic whole of literature and text, which helps to strengthen the appreciation ability of literary works in an all-round way. In the future, when we analyze British and American literature, we should strengthen the exploration and thinking of it. Only in this way, can we continuously strengthen our appreciation of British and American literature and effectively improve the appreciation of foreign works Understanding, enhance cultural exchange and mutual understanding at home and abroad.

References

- [1] Ma Haiyan. *Appreciation and Reading Aesthetic Analysis of British and American Classical Literary Works*. Publishing Wide Angle, 2015 (15), 112-113.
- [2] Ji Yan. *Appreciation of Color Terms and Literary Works from the Perspective of Cognitive Linguistics: Taking Mo Yan's Literary Works as an Example*. *Journal of North University of China (Social Science Edition)*, 32, 2016 (3), 80-83 .
- [3] Liu Yanping. *Research on English and American Literature Education from the Perspective of Ecolinguistics*. *Language Construction*, 2016(23), 7-8.
- [4] Hui Qinyuan. *A Study of the Same Origin and Foreignization of British and American Cultures from the Perspective of Linguistics*. *Journal of Guiyang University (Social Science Edition)*,

11,2016 (5), 94-95.

[5] Jing Jing. Research on the Characteristics and Development of New Word Formation in Network English Based on the Perspective of Cognitive Linguistics. Journal of Hubei Correspondence University, 29 ,2016(13).

[6] Li Lu. (2016). Cultural Motivation of Vocabulary Formation from the Perspective of Cognitive Linguistics. Journal of Chinese Language and Literature ,2016(14), 1-2.

[7] Huo Yongshou, & Pan Meijing. Pragmatics Studies from the Perspective of Linguistic Philosophy: A Review of Huang Yan's Pragmatics (Second Edition). Journal of Zhejiang Foreign Studies University,2015 (04), 2- 7.