

Research on the Integration of Classic Readings in British and American Literature With College English Instruction Based on CREAM Model

Min She¹ and Fen Zhang^{1,*}

¹*Foreign Language Teaching Department, Chengdu Medical College, Chengdu, Sichuan, 610083, China*

**Corresponding author. Email: shirleycs@163.com*

ABSTRACT

The paper aimed to analyze and put forward the effective strategies for the integration of classic readings in British and American literature with college English teaching on the foundation of CREAM model. This study adopted literature research, questionnaire, interview and empirical comparison. Findings suggested that this teaching mode reflected the literary education of English teaching, enhanced students' practical abilities and made up for the lack of humanity in college English teaching. Conclusively, this teaching experimentation practically contributes to the improvement of student's English language output ability as well as the prevention of the shortcomings of current English teaching.

Keywords: *British and American Literature, classic readings, college English, integration*

1. INTRODUCTION

During the learning process in college, students need to conduct in-depth exploration and analysis of their chosen majors, so as to improve their professional ability. In addition, students also need to learn some popular subjects to strengthen their basic knowledge, and surely English course is a basic course. Guide to College English Teaching points out, "College English curriculum has practical significance and long-term impact on the future development of college students. English Learning helps students set up a world vision, cultivate international awareness, improve humanistic quality, and provide a basic tool for knowledge innovation, potential development and all-round development, and prepare for the challenges and opportunities in the era of globalization." [1] In this way, college English teaching must comply with the trend of science and technology, information technology and international diversification in the 21st century, and carry out corresponding reform and adjustment in order to cultivate more international talents who can acquire and exchange professional information skillfully via English. By means of English and American classics reading, teachers can provide students with standard and authentic language learning materials so much so that students can learn more about western countries culture and ways of thinking, and promote students' cross-cultural communication ability; students can learn the classic literature and cutting-edge trends of students' professional fields, which can help them optimize their knowledge structure, improve their knowledge map, expand their research horizons, and cultivate their abilities in logical thinking, writing level, academic research and practical innovation. Therefore, in the teaching process, English teachers should not only cultivate students'

application ability, but also enhance students' humanistic quality, so as to promote the development of college students' English ability.

2. NECESSITY OF THE INTEGRATION OF ENGLISH AND AMERICAN LITERATURE CLASSICS READING AND COLLEGE ENGLISH TEACHING

Teachers more often than not find such a phenomenon when they carry out English teaching activities, students clearly have mastered the relevant knowledge, but when they ask the students to go about the corresponding English translation and application tasks, their language logic expression is not very fluent. The main reason for this phenomenon is that students do not form their own logical thinking in English. It is true that the applicable teaching content is an English textbook, but these contents are either compiled by the textbook editor or intercepted from a famous passage, which will cause students to be unable to form complete language logic. The logical failure to form a correct sort of language will naturally affect students' overall perception of the materials. If the teachers integrate the reading of British and American literature classics with public English teaching, students can gradually improve their English logical thinking ability and English comprehensive ability in daily life. In addition, from the current academic research direction, more and more scholars have explored the integration of English classic reading and public English teaching. For example, Yi Fan demonstrated the role and methods of applying British and American literature to English classroom teaching from the perspective of curriculum level orientation and teaching reform of British and

American literature[2]; Guojun Huang, Jimei Xia, Jie Du and other scholars discussed the application of British and American Literature in English reading teaching; Yaping Qi, Li Xu, Chunhua Qin and others explored the auxiliary function of English literature teaching. This relevant academic research has provided a series of theoretical basis for the integration of British and American literary classics reading and public English teaching. These theoretical arguments can't only guide the better direction of the integration of British and American literary classics reading and English teaching, but also enable teachers to effectively promote the integration between English and American literary classics reading and college English teaching[3].

It is not difficult to see that although experts and scholars are competing to explore the integration of British and American literary classics and college English teaching practice, there are few studies on the effect of British and American literary classics applied to college English teaching. Secondly, the practice of English literature reading oriented college English teaching is rarely carried out. Thirdly, the choice of literary classics is to ignore the past and pay more attention to the present, or to ignore the present and pay more attention to the past? At present, there are no unified standards and requirements. In addition, experts and scholars rarely carry out empirical research on the organic combination of classic reading of British and American literature and college English teaching under CREAM model. In view of this, this study intends to analyze and discuss the integration of British and American literary classics reading and college English teaching based on the relevant teaching contents in the current situation of college English teaching.

3. RESEARCH DESIGN

All the students of clinical medicine, medical imaging and pediatrics of Grade 2019 are selected as the experimental group, and the students of clinical medicine, imaging and pediatrics of Grade 2018 are selected as the control group. There is no significant difference in the comprehensive English test scores between the two groups. In the experiment, teachers use the same teaching materials, and the teaching hours are the same. However, the control group focused on the "teacher-student" one-way knowledge transfer, teachers used non communicative, pure analysis, injection teaching methods, students' inquiry activities were less. In the experimental group, the teacher plays a variety of roles, such as controller, organizer, coordinator and guide. Firstly, questionnaire survey is carried out on the topic content of the text to screen out the topics that students are interested in. Then, guided by CREAM model, the relevant literary works are integrated into the teaching process to guide students to understand the surface meaning of the text and explore the vocabulary and language used by the author in expressing ideas. Through reading, thinking, analyzing, discussing, reporting and role playing, students can improve their reading comprehension ability, critical thinking ability and

academic writing ability. Teachers should pay attention to the process evaluation.

The problems discussed in this study include: (1) what are the problems in the integration of classic reading and college English teaching? (2) What are the strategies and suggestions for the effective integration of English classics reading and college English teaching? (3) What are the effects of the integration of English and American literature classics reading and college English teaching?

The members of the research group use literature research, questionnaire, interview, teaching experimentation to summarize the strategies and suggestions for the effective application of British and American literature resources.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Main Problems in the Process of Integration of English and American Literature Classics Reading and College English Teaching

In hope of doing a good job in the integration of British and American literature reading and public English teaching, teachers need to investigate and analyze the current situation of college English classroom teaching. Only through the corresponding investigation, teachers can know what kind of problems will appear in the integration process of British and American literature classic reading and public English teaching, so as to find the appropriate teaching methods in the process of subsequent strategy selection, and implement the integration between British and American literature classic reading and public English teaching.

4.1.1. Teachers seldom find a suitable fusion point

When teachers realize the integration of English and American literature classics reading and college English teaching, they do not find the appropriate integration point. The so-called appropriate integration point, in fact, is to let teachers from the perspective of teaching materials, combined with the content of teaching materials, the appropriate application of classic works of British and American literature. For classroom teaching activities, teaching materials are the main teaching content after all, and teachers can't design courses without teaching materials. Therefore, in order to enable students to realize the linkage between the textbook and British and American classic literature, teachers need to find a suitable integration point, and then effectively apply the British and American classic literature to the classroom. However, contents in the textbook are not suitable for the

combination of British and American classic literature, after all, this integration point is not easy to find.

4.1.2. Teachers adopt direct integration teaching method

Many college English teachers are accustomed to using the direct integration teaching method to carry out the corresponding classroom teaching; such a teaching method will greatly affect the students' learning experience and can't achieve practical integration. Direct integration teaching, in fact, means that most English teachers will explain the content of the textbook first. After explaining the teaching materials, the teacher is showing the classic British and American literature works to the students for reading. Although this method is feasible, if there is no connection between the textbook and the classic literary works, it is easy to divide the whole classroom into two parts. Students can't form a complete knowledge series, so they can't really feel the charm of British and American classic literature.

4.1.3. Students cannot internalize the knowledge framework and humanistic spirit of British and American literature

For students, they do not know the knowledge framework and humanistic spirit of British and American literature. In the questionnaire, 57.3% of the total respondents choose "don't know", 23.6% choose "understand little", 14.2% choose "know superficially", and 4.9% choose "understand". The reason why such a situation is formed is related to the traditional education and teaching concept.



Figure 1. Students' feedback

For a long time, under the advocacy of the concept of education and teaching, teachers strongly advocate that students should read ancient and modern masterpieces in their daily learning process. Although students have read the corresponding classic literary works, most students tend to choose Chinese classic literature. Even if they have the choice of foreign literature, they will only choose the Chinese version or bilingual version, because the Chinese version is convenient for students to read, and the connotation and spirit conveyed by Chinese classic literature is also convenient for students to understand and feel. In addition, when communicating with some students, it is found that many students hold a strong pragmatism in

the process of English learning. Passing CET-4 and CET-6 is regarded as the ultimate goal of English learning, and there is no time to take into account the study of British and American literature and the improvement of comprehensive humanistic quality. Very few students will take the initiative to read English literary works, which leads to students' ignorance of British and American literature knowledge and humanistic spirit. Therefore, in the classroom learning process, even if teachers use the classic works of British and American literature, students can't form a resonance.

4.1.4. Students fail to understand the content and emotion of literary works

The results of the questionnaire show that 51.4% of the students seldom read British and American literature and 26.8% of the students have never read British and American literature. In view of the fact that students seldom take the initiative to read British and American classic literature and can't form corresponding accumulation, they naturally can't experience the content and emotion of classic works in the process of classroom learning. Liberal arts knowledge is different from science knowledge. It is not that after a certain node gets through, the corresponding answer can be obtained instantly. The knowledge of liberal arts courses needs students to accumulate constantly in the long-term study, so as to gradually form their own perception. However, it is precisely because students do not accumulate enough, so that they can't have a deeper understanding of classic works in their study, which affects the integration of classic reading of British and American literature with public English teaching.

4.2. Strategies and Suggestions on the Integration of Classic Reading of British and American Literature and College English Teaching

After English teachers have identified the problems in the process of the integration of British and American literature classics reading and public English teaching, they need to start from these problems and choose appropriate ways to solve these problems, so as to realize the development of students' overall knowledge level.

4.2.1. Introducing British and American literary classics appropriately

In order to achieve the integration of British and American literature classics reading and public English teaching, teachers need to introduce literary classics properly when teaching public English. In the application of this strategy, one of the most critical points is to be appropriate. In order

to do this well, teachers should improve their knowledge ability and professional quality, so as to make the class achieve the desired effect. To be specific, teachers are focusing primarily on Unit 2 Text A *How Deep is Your Love*, Unit 3 Text B *After Twenty Years*, Unit 5 Text A *Three Days to See*, Unit 5 Text B *My Debt in Life*. When designing the teaching of the chapters, teachers can search the corresponding teaching content through the network materials and literature books, so as to analyze and integrate the relevant content, and see how other teachers integrate British and American literature. Then the teacher finds out the relevant theme, explains the theme and introduces the corresponding British and American literature works in the classroom teaching, so as to achieve the proper integration of English classic reading and public English teaching.

4.2.2. Creatively designing teaching activities under the guidance of CREAM model

As a new learning method, CREAM model refers to creativity, reflection, effectiveness, activeness and motivation. This model focuses on students' self-creation, self-reflection, self-motivation, self-control and self-planning, as shown in Figure 1[4]. It can effectively improve the current situation that students' learning needs are dominated by teachers, enrich teachers' teaching resources and teaching methods, stimulate students' motivation and enthusiasm in English learning, and improve the quality of college English teaching.

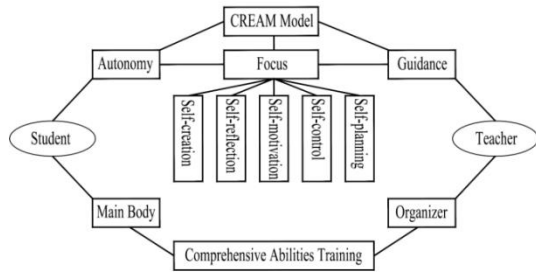


Figure 2. CREAM Model

English teachers should be innovative in classroom teaching. In other words, teachers should fully mobilize the enthusiasm of students and give full play to their main role, instead of using the same way of direct teaching. The reason is that the traditional classroom teaching activities, can't necessarily fully mobilize students' interest in learning, but the creative classroom can attract students' participation. For college students, they have a more mature thinking, and their level of task completion and inquiry is relatively high. Therefore, in the implementation of the teaching process, the teacher plays a variety of roles, such as controller, organizer, coordinator and guide. Combined with the unit theme of teaching materials and the learning needs of the experimental group students, the integration of British and American literary classics is

guided by *Guide to College English Teaching*, CREAM model runs through the English classroom. It uses English and American literature to create problem situations, mobilize students' schemata, provide research questions, comment on students' learning achievements and make in-depth analysis of problems. Students are encouraged to conduct comparative study on reading materials, sort out and analyze information, draw opinions and communicate with each other. Teachers pay attention to process evaluation, especially to cultivate students' creativity. The following teaching methods are adopted: (1) Discussion: discussion teaching takes students as the main body, abandoning the exchange of ideas on the foundation of standard answers. Teachers play the role of regulator, responsible for providing students with a platform for communication and discussion. Students become the principal part of the classroom to discuss the different perceptions of classical literature works. Discussion teaching can't only urge students to read through collective compulsion and natural digestion, but also promote students' independent thinking and creativity on the basis of communication. (2) Role Playing: teachers can use the way of "small theater" to integrate the reading of British and American literature classics with public English teaching. For British and American classic literary works, most of them have certain literary color. Teachers can let students deduce the specific characters and plots, so as to realize students' learning and feeling of curriculum knowledge, and help students improve hardware indicators such as memory, recitation, rewriting, imitation writing, and continuation after reading, In order to enhance the interest and motivation of English learning, and implement the integration of English classic reading and public English teaching. (3) Presentation: students present the plot, theme, background, perspective, characterization and writing style of British and American classic literary works through ten minutes of language expression, adding their own understanding, reflection and inspiration. The report can't only help students form an overall grasp of literary works, but also expand their research horizons and improve their academic writing ability. (4) Online Teaching: online teaching is an extracurricular teaching mode based on information technology, With the help of online communication, students can communicate online in English. Teachers supervise students' communication by means of spot check and regular inspection, so as to promote students' reading and discussion of British and American literary works and improve their comprehensive English level.

4.2.3. Convenience of making full use of information resources

When conducting classroom teaching activities, teachers can make full use of the convenience of information resources, so as to do a good job in the integration of British and American literature classic reading and public English teaching. For the college students, their ability to

use information resources is much stronger than teachers, so teachers can use this advantage for classroom teaching. To be specific, teachers can give students some homework, search for a classic British and American literature, and read it in their spare time. There are many ways to read, including listening to books, watching videos, or logging into MOOCS and WE Learn App, UMOOC, Netease Open Course, as well as other apps for English learning.

4.2.4. Guiding students to think and explore based on the teaching plan of British and American classic literature

In college English classroom teaching, teachers can also carry out specific teaching by combining teaching plan method. As for the teaching plan teaching, it is not a very new teaching method, mainly through the British and American literature classics condensed into a teaching plan, and distributed to students in the classroom, so that students can analyze and explore[5]. For this kind of teaching method, it can be carried out in two forms. The first is to let the students read the teaching plan by themselves, so as to get the key content of this teaching plan article and clarify the relationship between it and the knowledge points created in the course. This form can train students to think about British and American classic literature. The second is to divide the students into groups, and then get the corresponding answers by asking them to explore and analyze the knowledge points in groups. For students, compared with the first one, this method is easier for students to participate in it, and also can obtain better results.

4.3. Effect of Integration of Classic Reading of British and American Literature and College English Teaching

It is effective for teachers to promote the integration of English and American literature classics reading and public English teaching in a certain way. Through the integration of British and American literature classics reading and public English teaching, the gap of English literature education can be filled. English itself is a liberal arts course. For the teaching of liberal arts courses, it has a certain role of literature education. However, in the past teaching, teachers pay more attention to the practicality of English curriculum, and seldom analyze the corresponding English content from the perspective of literature. Through reading and explaining the classic British and American literature, 68.4% of the students in the questionnaire admit that they have obtained the common sense of English and American cultural background, and 53.8% of the students in the experimental group say that they have improved their English reading comprehension and writing ability. It can be seen that this teaching mode can reflect the literary education of English teaching, make up for the lack of humanity in college English textbooks, and promote the

common development of students' practicality and humanity.

5. CONCLUSION

To sum up, the teaching mode of integrating college English textbooks with classic works of British and American literature can effectively mobilize students' enthusiasm and creativity in English learning and professional learning, meet the needs of students' independent development, cultivate students' habit of reading British and American literary classics, and improve the students' critical analysis ability, literary appreciation level and English language output ability, besides, the instrumentality and humanity goal of English education can be achieved.

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