

A Study on the Infiltration Methods of British and American Literature in High School English Reading Teaching

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Abstract: Reading is the key content of high school English teaching, which can improve students' mastery of words, grammar, and other knowledge, and can expand their horizons. British and American literature is the essence of British and American culture, and its application in high school English reading teaching can help improve students' English proficiency. This paper outlines the problems of high school English teaching, analyzes the role of British and American literature in high school English reading teaching, and explores the infiltration methods of British and American literature in high school English reading teaching, in order to provide references for teachers.

Keywords: British and American literature; High school English; Reading teaching

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1. Introduction

The new English curriculum standard puts forward higher requirements for high school English teaching, and teachers need to optimize and adjust the reading teaching program to increase the amount of extracurricular reading of students, so as to promote the improvement of students' reading comprehension skills. In traditional high school English reading teaching, teachers choose a relatively single reading text and focus on explaining grammar, vocabulary, and other knowledge in the teaching process, and students' interest in reading is low. British and American literature is representative of British and American culture, which contains a variety of themes and related knowledge of high school English, and its application in reading teaching can achieve ideal teaching results.

2. Problems in English teaching in high schools

Reading is the core focus of high school English teaching, which can have a relatively huge impact on students' growth and development. At this stage, some teachers are influenced by the concept of exam-oriented education. They adopt the excessive assignments tactic in reading teaching, provide students with reading materials of

poor quality and relatively single topic, focus on the explanation of words, grammar, and other knowledge in the teaching process, and fail to cultivate students' cultural literacy. Due to this, students' reading skills cannot be effectively improved, which leads to students' significantly lowered learning interest ^[1].

3. The role of British and American literature applied to high school English reading teaching

The new high school English curriculum standards clearly indicate that teachers need to focus on cultivating students' comprehensive humanistic literacy in the process of teaching and promote the overall development of students' values, emotions, attitudes, and minds ^[2]. In order to achieve this requirement, teachers need to optimize the adjustment of high school English reading teaching strategies. British and American literature is the essence of British and American culture; in the process of reading related works, students can come into contact with a large number of beautiful and vivid phrases and understand authentic English expressions, which can promote the improvement of students' English reading through the continuous input of English. At the same time, the reading of British and American literature can expand students' horizons, allow students to learn about foreign cultures, enable students to establish cross-cultural awareness, reduce anxiety in the process of cross-cultural communication, and improve students' humanistic qualities and cultural cultivation ^[3]. In addition, high school students are emotionally rich and full of curiosity about new things, the infiltration of British and American literature in English reading teaching can significantly increase students' interest in learning, improve their learning experience, enable them to form the correct values of life, and have a healthy aesthetic concept, realizing the comprehensive quality of the overall improvement.

4. The infiltration methods of British and American literature in high school English reading teaching

According to the relevant requirements of the new curriculum standards, teachers should pay attention to students' emotional experience in the process of high school English teaching, so that students can establish cross-cultural awareness, master cross-cultural communication methods, improve their independent thinking and judgment through the comparative analysis of Chinese and foreign cultures, enhance the sense of national mission, establish the spirit of patriotism, and form a positive value of life, thus creating good conditions for the growth and development of students. To realize the above teaching objectives, teachers can incorporate British and American literature in high school English reading teaching.

4.1. Utilizing British and American literature to enhance students' learning interest

Under the traditional high school English teaching mode, students' reading materials are mostly textbooks and after-school assignments, which cannot satisfy students' diversified reading needs. Moreover, students in high school have a heavy burden of schoolwork, so they lack sufficient time to read British and American literature, which is inconducive to the enhancement of their cross-cultural competence. In order to solve such problems, teachers need to optimize the reading teaching mode, reasonably incorporate the relevant knowledge of British and American literature, explain the British and American culture to students, and guide the comparative analysis of the differences between Chinese culture and the British and American culture, in order to expand students' horizons and improve their learning interest and reading comprehension skills ^[4]. For example, when explaining the content of poetry, teachers can apply the British poet Shelley's classic poem "If Winter comes, can Spring be far behind?" and ask students to translate the poem. After translation, the students found that this

verse is often used in daily communication, which can bring them closer to the English verse and stimulate their enthusiasm for learning. When explaining the content of *The Million Pound Bank Note*, teachers can recommend movies and dramas adapted from famous British and American literature, and ask students to write after-thoughts in English after watching them, so as to facilitate students' understanding of the relevant content more accurately ^[5].

4.2. Enhancing students' reading skills through reading British and American literature

In high school English reading teaching, teachers should encourage students to take the initiative to read classic British and American literature, guide students to analyze the grammar in the process of reading, increase the mastery of words, enrich their knowledge reserves, and then promote the overall improvement of students' reading skills ^[6]. For example, when explaining poetry-related content, the textbook contains poets written in the *Bible* reading materials, teachers can explain the classic stories in the *Bible* in the teaching process, quoting the classic statements in the *Bible*, such as "the apple of one's eyes," "put new wine into the old bottles," etc., in order to enliven the classroom atmosphere, so that students can concentrate on reading the article, correctly understand the English vocabulary, and be able to maintain a high level of interest in the learning process, which in turn promotes the overall enhancement of students' reading skills ^[7].

4.3. Adopting diversified teaching methods to carry out British and American literature reading teaching

Along with the development and progress of science and technology, the scope of application of modern educational technology continues to expand. In the process of high school English reading teaching, teachers can use audio, video, courseware, and other teaching resources to assist in the teaching of British and American literature through the multimedia teaching mode, in order to enhance students' interest in learning and to help them correctly understand the content of British and American literature, and then to obtain satisfactory teaching results. At the same time, in the process of teaching British and American literature, teachers need to guide students to take the initiative to think about the content of the reading materials, analyze the author's growth experience, living environment, the significance of the work, and the theme of the times; students can think about any questions they may have while reading, and carry out Internet search after reading to understand the relevant comments on the work, so as to more accurately understand the value of the work ^[8]. For example, in the process of explaining British and American literature, teachers can use multimedia technology for teaching, and show the students the relevant information of the author and the characters in the work using slideshows, allowing students to more intuitively understand and memorize the relevant content. In addition, many works of British and American literature have been remade into movies and television dramas, and teachers can play suitable versions for students according to teaching needs. For example, the classic British and American literature *Jane Eyre* has been adapted into several versions, of which the version starring Susannah York and George C. Scott is faithful to the original, with a compact story structure, a clear theme of love, and superb acting skills of actors, and the students can realize the poignant and touching love story after watching ^[9]. After watching the film, the teacher can quote the dialogues in the film and television works to explain the reading knowledge to the students, thus deepening their understanding and memorization of the relevant knowledge points and enhancing their interest in English reading.

4.4. Enriching English reading teaching content with British and American literature

The infiltration of British and American literature into high school English reading teaching can improve students' interest in learning and enrich the content of English reading teaching, so that students can obtain

more valuable English knowledge; it can also enhance students' thinking ability and literary literacy, creating favorable conditions for their future in-depth study of English knowledge. For example, teachers can play the clip of *Forrest Gump* for students in the teaching process, and refine the classic phrase "Life was like a box of chocolates, you never know what you're gonna get," "Miracles happen every day," etc. Teachers can explain the vocabulary and grammatical knowledge contained therein to students, guide students to master the method of reading similar phrases, and then improve students' English reading skills. At the same time, British and American literature has strong readability, with a variety of subjects in the content, its infiltration into high school English reading teaching can effectively solve the problem of insufficient reading materials and single content. Students can deepen their knowledge of grammar and vocabulary usage in the reading process and understand the subtleties of language use in classic British and American literary works, thus enhancing students' ability to appreciate literature and art, so that they can accurately understand the characteristics of the culture of British and American countries, and then improve their cross-cultural communication skills^[10]. For example, the famous American writer Ernest Hemingway shaped a large number of heroic characters in his works. Fully displaying his thoughts, will, and spiritual characteristics, which have a profound impact in the world, students can deeply appreciate the author's ideological quality characteristics in the process of reading and deepen their understanding of English grammar and vocabulary and other knowledge. Frost, a poet, showed the truth, wisdom, and thinking about life in his works, teachers can guide students to read his classic work *The Road Not Taken*; in the process of reading, students can find that the connotation of the work is similar to China's traditional culture of "one cannot have both the fish and the bear's paw" (one cannot have the cake and eat it too)^[11].

3.5. Enriching students' language knowledge through British and American literature

In the process of high school English reading teaching, teachers can make use of British and American literature to provide students with sufficient and competent input, correct the students' learning mode of analyzing the statements one by one, and adjust the application-oriented teaching mode to the study-oriented teaching mode, so that the students can master the rules of grammar and single usage patterns through continuous reading practice and correctly analyze the ideas expressed in the articles^[12]. For example, in English reading teaching, teachers choose Shakespeare's classic articles as reading materials, and instruct students to read and analyze the content of the articles. Many students remember the classic phrase "All the world's a stage, and all the men and women merely players" after reading; by analyzing this phrase, it can be found that its main role is to sublimate the depth of thought of the article, triggering the reader's emotional resonance^[13]. In the process of reading the classic *Pride and Prejudice*, many students remember the opening statement "It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife." Teachers can guide students to translate the statement by themselves, many students directly translated it as "there is a common understanding that a rich single man in possession of a good fortune must be in want of a wife," but this translation is cumbersome and the text lacks aesthetic; teachers suggest to translate it as "Beautiful girls, gentlemen's desire." This teaching mode can enrich students' language knowledge and improve their cultural cultivation^[14].

4. Conclusion

Reading is the focus and difficulty of high school English teaching, teachers can reasonably incorporate British and American literature in reading to improve students' learning interest, expand students' horizons, and consolidate reading-related knowledge in order to improve the quality of teaching.

Disclosure statement

The author declares no conflict of interest.

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