

# Theoretical Construction of Language Education Safety Based on Artificial Intelligence Multimodal Discourse Analysis Theory

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## Abstract:

The world has entered the era of cultural multipolarization and economic globalization. As a global common English, it is particularly important. Based on the theory of multimodal discourse analysis, this paper studies the construction of natural ecological model of British and American literary education. This study shows that in the past, domestic British and American literature education often paid attention to its instrumentality and ignored its internal cultural connotation. As a result, the domestic British and American literature education is boring and rigid. In this way, students' lack of interest makes English teaching more and more difficult. Through the research on the means and principles of cross-cultural awareness, this paper improves students' cross-cultural awareness. The experimental results show that cross-cultural integration based on multimodal discourse analysis theory can make British and American literature education play a better role.

**Keywords:** Multimodal Discourse Analysis, Artificial Intelligence, Educational Ecology, Model Construction.

## I. INTRODUCTION

When English majors enter the University, they have established a relatively solid foundation of mother tongue culture [1]. It is not realistic to completely change students' thinking mode of Chinese culture, and it is neither possible nor desirable to completely eliminate the influence of mother tongue culture [2-3]. Because the ultimate goal of cultivating cross-cultural awareness is not to eliminate a certain culture or compare the advantages and disadvantages of the two cultures, but to help students rationally analyze the reasons for the differences on the basis of recognizing the cultural differences, and finally achieve a new understanding of the mother tongue culture [4]. The purpose of language learning is "to enable learners to experience the characteristics of the target language in the conflict between culture and language forms, learn new culture, and learn to show their mother tongue culture [5]. In the past, the teaching mode of American Literature in undergraduate colleges focused on Teachers'" full irrigation "and" one speech " , or because of the difficulty of choosing reading chapters, the focus of literature course is on the explanation of sentences [6]. The cultivation of students' cross-cultural awareness and advanced cognitive ability are often ignored [7]. To solve this problem, we must start from exploring new teaching methods of American literature course. This paper discusses how to select and learn from appropriate teaching modes in American literature teaching, so as to Realize the cultivation of cross-cultural awareness [8-9]. Multimodal discourse analysis model is a teaching method that appeared in undergraduate teaching in American colleges and universities at the end of the 20th century. The main characteristics of this teaching method are based on network support, highlighting teaching interaction and large information capacity. Its characteristics can effectively realize the expectation of language perceptual knowledge in American Literature Classroom Teaching and promote students' realization of literature [10]. The speculative exploration of image and cultural phenomena, and finally realize the cultivation of cross-cultural consciousness.

## II. OVERVIEW AND IMPORTANCE OF CROSS-CULTURAL AWARENESS

As the exchanges and trade between countries become more and more frequent, it is particularly important to understand the cultures and customs of various countries, which can be reflected through literature. If we can have the awareness of cross-cultural learning, we can avoid language and cultural barriers between different nationalities in the process of communicating with foreigners. For a nation, language is the carrier of culture and

the basic tool to understand the nation. The ultimate goal of learning a foreign language is to understand foreign customs and culture through it, as well as the study of British and American literature. Only by improving their cross-cultural awareness can we get twice the result with half the effort and learn English and American literature well in the real sense. For the teaching of British and American literature, cross-cultural awareness plays an important role, which can broaden teachers' foreign language teaching ideas, enrich the content of foreign language teaching, and then improve the teaching level. For the international stage, it can play a positive role in cultural exchange, political communication and economic integration. Cross cultural awareness can also explain the relationship between language, culture and communication, and make students realize that language learning is cultural learning, and foreign language communication is cross-cultural communication. One of the main purposes of foreign language teaching is to cultivate cross-cultural awareness and tap the great potential of cross-cultural communication. Cross cultural awareness can also eliminate the obstacles between foreign language learners and foreigners and ensure the smooth and pleasant communication process. In British and American cultural education, cross-cultural awareness can enable students to understand the connotation and background of reading works, understand multiculturalism and enhance international understanding. Learning foreign culture can not only learn new cultural knowledge, but also broaden our horizons and understand the world culture

At present, China abides by the two principles of practicality and communication in the cultivation of cross-cultural awareness, that is, in the process of foreign language learning, in addition to learning the specific application of language, the authenticity and relevance of culture should also be included in the scope of learning to ensure that the learned content can not only cope with the test paper, but also be widely used in daily communication. In other words, in addition to monotonous grammar and vocabulary, English language learning should also understand the cultural heritage of the language through British and American literature education, so as to enable students to achieve the dual improvement of cross-cultural awareness and language application ability. It should be noted that language is the carrier of culture. When cultivating students' cross-cultural awareness, we should consider the differences of students' individual language foundation. In the case of differences in students' basic abilities, teachers should pay attention to guiding innovation in the daily teaching process, and must not be too hasty, so as not to be counterproductive. Influenced by traditional education methods and the lack of teachers, English Teaching in China has gradually become a "pen and stick" teaching. "Pen pole" teaching means that students' thoughts and abilities are limited to textbooks, test papers and grade examinations. Students have less daily language communication and weak English application ability. In order to increase their own strength and improve their employment competitiveness, students are more enthusiastic about grade examination than daily English communication, and are not interested in cross-cultural learning content. Therefore, although the British and American literature education course to cultivate students' cross-cultural awareness has been opened, few students attend the course. Students can not cultivate correct cross-cultural awareness through professional literature education, understand the background of the language they have learned, and naturally their language mastery and application ability can not be improved.

The cultivation of cross-cultural awareness is not only conducive to the development of students' language ability, but also exercises students' way of thinking and makes them have the professional skills and quality of local people, so as to eliminate communication obstacles and ensure smooth communication. Cultivating students' cross-cultural awareness also helps to resist the invasion of foreign culture, broaden students' horizons and promote students' understanding of multiculturalism. In order to learn English well, in addition to strengthening the study of daily basic knowledge, it is also a top priority to use British and American literature education to cultivate students' cross-cultural awareness.

### **III. PRINCIPLES AND MEANS OF CROSS-CULTURAL CONSCIOUSNESS IN BRITISH AND AMERICAN LITERATURE EDUCATION**

The cultivation of cross-cultural awareness can enable students to learn the course of British and American literature systematically and practically. With the help of some means, it will further help students improve their comprehensive literacy of British and American literature.

(1) Principles of cross-cultural awareness in English and American Literature Teaching in English and American literature education, the cultivation of cross-cultural awareness includes communicative, systematic and practical. Communicative refers to improving students' cross-cultural communication ability by cultivating cross-cultural

awareness. Literary works are both literary carriers and communication methods. By allowing students to learn western literary works, cultivate their cross-cultural awareness, let students learn simple vocabulary and language expressions, cultivate their communication skills, and realize the exchange and exchange of Chinese and Western cultures. Systematicness means that when explaining a new foreign literary work, teachers should go from simple to deep, systematically explain its background to students, let students read and experience in advance, deepen their understanding of the connotation of the article through discussion, cultivate students' ability to appreciate and understand British and American literature, and form a complete system. Practicality means that teachers should select books that match the background of works and teaching contents, highlight their authenticity and vividness, and let students truly feel that art comes from life and life can return to art, so as to stimulate students' enthusiasm and interest in British and American literature.

(2) On the basis of the principle of cross-cultural consciousness, British and American literature education also needs to adopt certain means to expand its effect and give further play to the role of cross-cultural consciousness in British and American literature education. Multimedia means means to apply multimedia to the education of British and American literature through network and digital technology to cultivate students' cross-cultural awareness. Teachers can make boring articles into PPT, and add pictures, sounds, films and other forms to make the classroom lively and interesting and improve students' interest in learning. In addition, students can watch some classic film and television works to further understand the culture and background of the western world. In this way, students can not only learn the language art of Western literature, but also feel life and improve cross-cultural awareness. Reading means to let students read some western classics, discuss them, and finally form their own opinions, record and sort them out. In the process of reading, the books recommended by teachers should be from easy to difficult, so that students can better digest and understand. Students can improve their reading sense and thinking ability in the process of reading. Contrast is an important means of cultivating cross-cultural awareness. Through comparison, students can identify, sort out the context of western culture clearly, and understand the characteristics of each development stage. The comparison of literature in different periods can deepen students' impression. Teachers can also compare Chinese literature with British and American literature, sort out the literary characteristics of different countries in the same period, and make horizontal analysis, so that students can better understand British and American literature.

#### IV. STRATEGIES OF BRITISH AND AMERICAN LITERATURE EDUCATION ON CULTIVATING COLLEGE STUDENTS' CROSS-CULTURAL CONSCIOUSNESS

(1) Enhance the status of British and American literature curriculum and strengthen the cultivation of cross-cultural awareness. At present, in order to improve the employment rate of students, many universities prefer practical English education such as business English and Tourism English, but pay less attention to courses such as British and American literature and British and American cultural appreciation. As everyone knows, if you want to fully understand and apply the language, you can better use it only by deeply understanding the local cultural background and integrating into the local thinking. Therefore, strengthening the education of British and American literature course is not only the key for college students to master and use this language, but also the key to cultivate cross-cultural awareness. To strengthen the curriculum education of British and American literature, in addition to strengthening the guidance and publicity, we should also make rational use of the modern diversified cultural background, regularly organize lectures on classical literature, regularly enjoy British and American classic films and songs, and regularly organize lectures and seminars on British and American literature. These are ways to improve students' interest in learning and strengthen the curriculum of British and American literature. Only by improving students' interest in learning can we further cultivate students' cross-cultural awareness. The comparison result is expressed according to the paired comparison scale. The pair wise comparison scale indicating the relative importance of the factor up to the  $u_j$  is shown in Table 1.

TABLE I. PAIR WISE COMPARISON SCALE

| IMPORTANCE | DEFINITION | WORD DESCRIPTION                                   |
|------------|------------|----------------------------------------------------|
| 1          | Equivalent | Two elements function the same                     |
| 3          | Stronger   | One element is slightly more powerful than another |

|         |                                                 |                                                            |
|---------|-------------------------------------------------|------------------------------------------------------------|
| 5       | Strong                                          | An element is obviously stronger than another element      |
| 7       | Very strong                                     | One element is stronger than another                       |
| 9       | Absolutely strong                               | One element is stronger than the other element can control |
| 2,4,6,8 | More than the middle of the importance of above |                                                            |

(2) Innovate the teaching methods of British and American literature and optimize the teaching content. In the past, the teaching methods of British and American literature were more traditional. At present, many schools are still applying the mode of "teachers speak and students listen". The monotonous teaching methods and unattractive teaching contents lead to the unpopular course of British and American literature. Therefore, innovating teaching methods and refining teaching contents are important development directions to improve the effectiveness of English and American literature teaching. In terms of the optimization of teaching content, in addition to extending the teaching content, we should try our best to avoid the aesthetic and thinking fatigue brought by traditional literary works. The teaching content should be in line with the modern society, and it is best to reflect the current situation of contemporary British and American society. In the innovation of teaching methods, we should abandon the traditional teaching methods, make rational use of multimedia, film and television drama, music and other rich teaching means, activate the classroom atmosphere and make the British and American literature education classroom easier, so as to ensure the activity of students' thinking and improve students' learning enthusiasm. The results show in Table 2, the vast majority of teachers in this table design methods and ideas have a positive attitude, but believed to be actually develop appropriate evaluation methods and evaluation forms according to the teaching of the school.

TABLE II. COMPARISON OF TEARING EVALUATION

| Content            | Equivalent | Stronger | Strong | Very strong | Absolutely strong |
|--------------------|------------|----------|--------|-------------|-------------------|
| Current Evaluation | 13         | 31       | 71     | 27          | 77.9±8.59         |
|                    | 9.2%       | 21.8     | 50     | 19          |                   |
| New Evaluation     | 2          | 22       | 77     | 41          | 81.0±6.32         |
|                    | 1.4        | 15.5     | 54.2   | 28.9        |                   |
| P value            | <0.01      | <0.05    | <0.05  | <0.05       | <0.01             |

(3) Strengthen the strength of teachers and strengthen the training of teachers' professional ability. In British and American literature education, the role of teachers can not be ignored, especially when college students' English knowledge base is uneven, teachers' guidance is very important. First of all, teachers with rich knowledge storage and broad vision can expand. Compared with boring textbook content, humorous teaching methods and the extension of knowledge points are easier to attract students' attention. The lack of teachers' professional skills will make the classroom atmosphere boring. The scripted guidance is also easy to make students hate and resist. Students can't feel the charm of British and American literature and naturally can't improve their interest in learning. Therefore, improving teachers' comprehensive quality and professional skills is the main direction of cultivating students' cross-cultural awareness. Teachers are required to regularly participate in professional lectures, seminars and exchange meetings of British and American literature, so as to improve teachers' ability level of British and American literature teaching, improve education quality and cultivate students' cross-cultural awareness.

(4) Guide students to make rational use of their spare time and form independent reading habits. Using British and American literature education to cultivate students' cross-cultural awareness, in addition to education and guidance in the classroom, teachers should also pay attention to encouraging students to use their spare time to read British and American literary works, let students independently arrange time to complete the appreciation of literary works, infiltrate English and American literature education into life, and let students improve their cross-cultural awareness in their daily life. In terms of reading and appreciation of British and American literary works, teachers should fully consider the differences of students' individual abilities and recommend literary audio-visual videos, which should not only ensure that the recommended works fit the actual situation of students, but also ensure the depth and connotation of the recommended works. At the same time, regular reading seminars on

British and American literary works and regular lectures on British and American literature can make students feel the charm of British and American literature and improve students' interest in learning British and American literature.

#### **IV. CONCLUSION**

In the learning process of British and American literature, students can feel the cultural and linguistic charm of different countries, and have a deeper understanding of the learning, application and understanding of language knowledge. In the process of learning, students can complete self-learning and self supervision through self-examination, so as to improve learning efficiency. The cultivation of students' cross-cultural awareness is closely related to the curriculum quality of British and American literature education. In order to improve students' cross-cultural awareness, we must improve the curriculum quality of British and American literature education. Only with the joint efforts of teachers, students and schools can the cultivation of students' cross-cultural awareness be carried out smoothly in British and American literature education.

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