

# Exploration of College English In-depth Teaching from the Perspective of Information Fragmentation

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**Abstract:** *With the rapid development of science and information technology and the popularization of mobile devices, college students' learning is becoming more and more superficial and fragmented, which brings new challenges to college English teaching. How to make college English teaching go deeper has become an outstanding problem. This paper adopts the research methods of literature and logical analysis, takes the college English course of Luxun Academy of Fine Arts as the research object, focuses on the difficulties and challenges faced by the current college English teaching, puts forward the model of college English in-depth teaching based on the latest research results of in-depth teaching, and analyzes the connotation, teaching objectives, teaching contents and teaching procedures of in-depth teaching, this paper hopes to effectively expand the depth and breadth of college English classroom teaching and improve teaching quality and effect.*

**Keywords:** *information fragmentation, college English, in-depth teaching*

## 1. Introduction

At present, human society has entered the information era from the industrial era. Disruptive technologies such as intelligence, interconnection and digitalization have affected people's survival, thinking and entertainment with unprecedented strength and breadth. Massive amounts of information and knowledge fragments have spread out with various new media technologies and applications, resulting in new learning methods - fragmented learning, fragmented reading, fragmented knowledge, fragmented writing, etc, to meet people's needs for instant, diversified and convenient learning. However, how to use "fragmented" learning resources to strengthen the deep development of higher education is the focus of attention and concern of current front-line educators. Looking back on the history of teaching reform, college English, which has been acting as a pioneer in several teaching reforms, has made many achievements in the macro research of its teaching [1]. However, how to effectively use the fragmented environment and resources, deepen the teaching content and innovate the teaching mode are still outstanding problems. Based on this, this paper will focus on "classroom teaching" and "deep teaching concept" of college English and explore good ways to change the current predicament.

## 2. Definition of the concept of information fragmentation

Fragmentation first refers to the data storage unit in computer knowledge, and then is used to refer to the characteristics of deconstruction, subversion and breaking integrity in postmodernism. It has the characteristics of "non-centrality", "non-continuity" and "fragmentation" of postmodernism. American scholars such as Frederick Jameson and Leonta believe that fragmentation is the basic form of post-modern cultural phenomenon. Since the 21st century, with the expansion of scientific research, fragmentation research has gradually expanded from the field of literature and culture to linguistics, communication, education and other fields. To this day, fragmentation has become a prominent landscape in the era of mobile Internet, because it carries various carriers of knowledge fragments, information fragments and resource fragments from one terminal to another, completely breaking the shackles of time and space, and freely transferring, accessing, sharing, editing and processing information. Therefore, fragmentation is the label of the era of mobile internet. The era of mobile internet is undoubtedly a fragmented era that is spread and cut by various intelligent terminals and media terminals, and the era of fragmentation will certainly bring fragmented learning and fragmented teaching.

### **3. Main problems faced by college English teaching in the era of information fragmentation**

The era of fragmentation has brought a new development model to traditional classroom teaching, making teaching shift from paper-based teaching in the physical classroom to web-based digital media teaching or online and offline mixed teaching. Although teaching is still dominated by knowledge teaching, teachers need to re-conduct knowledge fragmentation of teaching materials in the process of constructing courses, systematically reorganize, make courseware or videos and distribute them to students through media equipment. Compared with the traditional teaching mode, this method based on various media devices broadens the teaching space, enabling students to check the teaching content at any time, study independently, review at any time, and change from passive listeners to active learners, which to a certain extent plays the role of knowledge transfer and knowledge displacement, bringing new vitality to the traditional classroom. However, with the mixed integration of emerging media technology and the classroom, its negative effects also follow, which are highlighted in the following aspects.

#### ***3.1 Surface learning***

For students, the rich and disordered curriculum resources (such as electronic text, online courses and video, audio resources, etc.), full of fast and exciting information, make students wander in the shallow layer during the browsing process, and stop in the enjoyment of pictures or videos that are within reach, no longer read in depth understanding, explore thoroughly, and give up the pursuit and responsibility of elitism [2]. Fragmentation of knowledge and videos and images of little value in the knowledge carrier often dominate, dilute or even weaken the depth of knowledge. When students read the screen, it is easy to be satisfied with the surface illusion, lazy in intensive reading, and gradually lose the habit of close reading and independent thinking, becoming what Marcuse calls "one-way people" in cyberspace. The fragmented knowledge acquired by students in the boundless network is only blind knowledge, but fragmented knowledge of "knowing" rather than "understanding". This kind of learning is a typical "ineffective learning" without understanding, a superficial and superficial information acquisition.

#### ***3.2 Classroom entertainment***

In order to be innovative, some teachers pay too much attention to the surface form, relying on the short video, audio, and fancy pictures of pleasure experience, making teaching become a flashy display, or even a kitsch display, and using images to surround students before and after class, making them busy reading pictures and full of the illusion of learning [3]. Many scholars have found that the current trend of entertainment and performance in classroom teaching in colleges and universities is serious, and even some scholars claim that the "teaching with pleasure" in some classes has become "teaching without pleasure", which is simply the alternate performance of various entertainment games, or the students who are mixed with the "students' autonomous learning" to perform the "entertainment arena", which is quite likely to sacrifice the essence and go to the end, entertainment to death. "Some students only pay attention to the English level test, and are indifferent to the classroom display or performance activities irrelevant to the test". The classroom interaction is a mere formality, and the teaching effect is greatly reduced.

#### ***3.3 Alternative indoctrination***

The traditional teacher-centered teaching mode has not changed, and some teachers have not yet jumped out of the rigid mode of cramming and indoctrination. In order to catch up with the trend of visual transformation, they have moved books to the screen, and the class has changed from reading to reading. Students are still in a passive state of indoctrination. Moreover, the knowledge on the screen has inevitably weakened the purity and power of thought and language through the packaging of images, students' understanding of knowledge is only superficial and cannot touch the substantive content of understanding, learning, reflection and criticism. Constructivism believes that knowledge without self-digestion and understanding does not belong to its own knowledge, and knowledge without self-reflection and deep understanding cannot increase the wisdom of students. Relevant experts and scholars have pointed out that the misuse of social tools in classroom teaching for the sake of surface effect is a misunderstanding of sensationalism.

### **3.4 Theoretical follow-up**

Some front-line educators devote a lot of energy and time to a wide variety of principles and methodologies, follow the western powerful theories, and worship some academic myths. Even in the era of the end of methods, they are still tirelessly trying new, strange and different methods. Since the 1980s, various new English teaching methods have been evolving and appearing in turn, such as grammar-translation method, lexical center method, natural method, direct method, listening and speaking method, communicative method, situational teaching method, whole-body response method and so on. By the 1990s, project teaching method, task teaching method, cross-cultural teaching method and soon have emerged in an endless stream, making some teachers reject the classical teaching mode and overestimate the power of the new teaching method, focusing on the universality of theoretical methods while ignoring the "local" constraints of implementation, and simply exploring theoretical methods, resulting in the dislocation between theoretical knowledge and teaching practice, the result is trapped by methods, falling into the "legitimacy crisis" of methods and the cycle of teaching and theory [4].

### **4. Sorting out the concept of in-depth teaching**

In order to overcome the disadvantages of fragmented and superficial teaching, since the 1960s, Bloom, a famous American scholar, introduced the hierarchical classification of learning and divided the educational objectives into six levels from low to high: "know, understand, apply, analyze, synthesize and evaluate." Bloom's theory set off a boom in the study of educational stratification. Subsequently, Psychologist Fergus Crake further distinguished the types of deep and shallow learning in his article "Memory Levels". Pedagogical expert Biggs and his team continued to explore the concept of deep learning, pointing out that "deep learning is to understand the subject and content of the course, and be able to flexibly expand and apply what they have learned". Due to the rapid development of science and technology and the ever-changing times in the 21st century, the purpose of education has changed significantly. It is no longer to teach students to adapt to the simple, stable and predictable world, but to adapt to the unpredictable unknown world. "The six essential characteristics of students in the 21st century are: character, civic awareness, cooperation, communication, innovation, and critical thinking", "The mode of deep learning in the 21st century is the innovative application of knowledge; the process of deep learning is to learn knowledge and develop skills". It can be seen that in terms of deep learning, whether Bloom or later scholars emphasized that the key is to use knowledge to solve new problems and the ability of critical thinking. It can be seen that the core of in-depth teaching is to cultivate students' high-level thinking ability and creativity, cultivate the ability to actively explore and solve practical problems, improve the ability to critically digest and absorb new knowledge and new ideas, imperceptibly cultivate students' sense of social responsibility and conscience, and enable them to use the knowledge they have learned to flexibly solve complex practical problems in the real vision.

### **5. Model construction of in-depth teaching**

#### **5.1 Establish the concept of in-depth teaching**

Among the elements of the teaching model, the teaching concept is like an outline, and the outline is based on the purpose, so the teaching content and teaching model can be clear accurate planning and measures. Because "college English curriculum is both instrumental and humanistic", its instrumental nature is the ability of communication, reading, understanding and writing, which is an important goal of college English teaching [5]. Humanism is reflected in the consciousness and value pursuit of life, humanity, personality, humanity implied in language and culture, which is another important aspect that college English teaching needs to take into account. In normal teaching, teachers should break the blind following of technical theory and establish the concept of deep teaching. All teaching activities should be based on the core goal, change the over-corrected scene in the past, and turn from superficial vividness to internal profundity. We should pay attention to the cultivation of students' ability to use language, at the same time pay attention to the accumulation and expansion of students' basic knowledge and humanistic knowledge, guide students to actively read extensively, think about problems from multiple perspectives, deepen understanding, and use the knowledge learned to solve real problems in real life, and pay attention to academic frontier issues.

### **5.2 Clear teaching objectives**

In teaching, most people think that only the teaching content, teaching methods and teaching materials are important, but they do not know the teaching objectives and expectations the learning result of the period is the command of teaching. The expected learning objectives and results of teaching not only determine the problem of "what to teach", but also clarify the problem of "what to learn" and the depth of learning, and support students' thinking and learning in the teaching process. Grant Wiggins and Jay McTeague pointed out that before teachers think about how to carry out teaching and learning activities, "they should first try to think about the purpose of this learning and the evidence sufficient to prove that the purpose has been achieved". Nowadays, the OBE teaching mode, which is highly valued, also requires educators to pre-conceive the ability and level that students expect to achieve, and then seek to design appropriate teaching paths. It can be seen that teaching objectives have a great impact on the teaching process and results. College English is the unity of humanity and instrumentality. In teaching, we should always pay attention to the improvement of students' language skills and the learning and application of English basic knowledge and cultural knowledge, transcend trivial matters, cultivate students' ability to reflect and criticize reality, develop a sound personality and the spirit of ultimate concern for human beings, so as to meet the needs of future employment and development [6].

### **5.3 Integrating teaching content**

Teachers should stand at a higher level and from the perspective of cultural comparison between China and the West, according to the syllabus and objectives, combined with the students' English level, selectively excavate the teaching material resources, focus on the key and difficult points of language, text, cultural background and other aspects, appropriately introduce knowledge beyond the teaching material, reasonably design the teaching content and presentation, highlight the objectives at all levels such as memorization, comprehension, application and innovation, and re-integrate such objectives as vocabulary, grammar the fragmented knowledge points in the surface structure, internal logic, aesthetic characteristics and other aspects of the text content make it more systematic and systematized. At the same time, create a scene where such knowledge is integrated with current life and academic research, actively expand the depth and breadth of the teaching content, pay attention to the belief and value system expressed by the language, and pay attention to the aesthetic, humanistic and emotional nature of the text. In view of the fact that most English teachers are from English and linguistics majors and lack the theoretical basis for literary research, and are prone to fall into the known rigid knowledge in teaching, it is suggested that teachers should go beyond their narrow professional boundaries and widely engage in knowledge such as American New Criticism, Russian Formalism, philosophy, aesthetics, culturology, psychology, etc., so as to introduce academic frontiers and explain the problems in the text, there is a broader theoretical and academic space, which can also help students break the ideological shackles and interpret from a new perspective, so as to broaden and deepen the knowledge structure, stimulate the motivation for knowledge, and achieve true in-depth teaching.

### **5.4 Innovative teaching procedures**

The teaching objectives and contents have been updated and need to be presented with appropriate teaching procedures to achieve good results. At present, the popular teaching models include the new "five-stage teaching method" and "four-stage teaching method". If there is no pursuit of deep goals, these models are easy to become a mere formality. In fact, highly effective teaching activities should not be too many or too single. If it is specific to the activities of learning content, we think that effective classroom should include several modules such as preview and inspection, query and solution, expansion and application.

The teacher sets a series of heuristic questions in advance according to the unit theme and content points, prepares necessary reading materials and literature materials, releases them to students in advance, and urges students to read, and the questions raised will also guide students to think when reading. If the class size is too large, the preview task can be released through the online class, combining the first class with the online class. The questions at this stage can be ladder-like from low to high, such as the questions about basic language knowledge, and the questions about activating and applying basic language operational knowledge. Through the questions, students can cultivate the habit of thinking and questioning when reading. It has been proved that "the more questions a student ask, the more interested he is in the knowledge taught in class and in the process of learning new textbooks".

The arrangement of preview tasks should be innovative, attract students' attention, stimulate students' desire to explore, broaden their horizon of expectation for in-depth study, activate their original knowledge or experience, and lay the groundwork for the next teaching. For the task of preview, the teacher should timely check and flexibly evaluate it. For unresolved or controversial problems, they can be put forward in the whole class so that students can brainstorm and explore together. In this way, it not only enhances students' interest and motivation in learning, but also inspires students to think and explore actively and learn more deeply.

Questioning and answering questions is the core stage of in-depth teaching. Teachers go deep into the text and intentionally set tasks and questions to enlighten understanding based on cultural background, core content of the text, vocabulary and grammar knowledge, etc. At this time, the questions should also be from easy to difficult, showing a gradient, especially highlighting the problems that should be considered in depth, which is the key part of in-depth teaching, such as comparing the structure of a narrative and an argumentation in the textbook. To solve the problem of language characteristics, it is necessary to compare and analyze the elements of narrative and the characteristics of narrative lyricism, as well as the rigorous argumentation methods and the characteristics of rational wisdom in argumentation from a macro perspective. This is very challenging for freshmen and sophomores who have little reading of English works and limited thinking. Of course, it is not enough to analyze the text from a macro perspective. Inspired by the teacher, students can further explore the details of the problem, and prove it with the statements in the text. They can also draw on other similar English works for comparative analysis, so as to deepen their understanding and encourage students to further read widely. In teaching, teachers should consciously change their identity, take the initiative to step down from the rostrum, create a relaxed and equal dialogue atmosphere, and encourage students to explore true knowledge through cooperative discussion and group discussion, which is a necessary condition for in-depth learning. As long as students can make sense and justify themselves, teachers should fully affirm them, so that after students have a sense of achievement of independent thinking, this interpretation will gradually become a conscious behavior. Through participating in the experience, students have stimulated their interest in further exploration, promoted the consolidation and understanding of basic knowledge, improved the ability of language expression and communication, understanding information, logical analysis of information, and enhanced the ability to explore the unknown.

## 6. Conclusion

With the rapid development of Internet technology and mobile communication technology, fragmented and mobile learning has increasingly become an indispensable part of students' life and learning, which has brought a great impact on college English classroom teaching. Only by objectively examining the current crisis and dilemma of fragmented and carnival teaching, implementing in-depth teaching, and adhering to the depth and authenticity of teaching, can students be guided to go beyond the limitations of surface, superficial and performance in the current learning process, and enter into deep, deep and in-depth learning, and can they change from "fragmented" to "systematic" learning, and help students perceive, experience, and reflect and creatively construct the knowledge system, so as to broaden the knowledge structure and ideological system, improve language skills and innovation ability, and better adapt to the information era of knowledge explosion and the rapidly changing society.

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