

The Attitude and Cognition of Higher Vocational Students to Bilingual Teaching in Zoology

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Abstract — Aim of this study was to researches whether students prefer bilingual teaching courses of zoology and acceptances through questionnaire survey. According to the data collection analysis of the questionnaire, the authors found that the students are reluctant to accept the bilingual teaching course of zoology because of their lack of knowledge reserves. Proposed implementation of zoology bilingual construction follows the step by step and from easy to difficult.

Keywords — zoology; bilingual teaching; survey method

I. INTRODUCTION

Zoology as a basic course for biological science students has a pivotal role in the whole university learning process, nowadays, the teaching of zoology mostly relies on multimedia for auxiliary teaching. Bilingual teaching is a teaching method of learning mother tongue while using non-native language for part or all non-linguistic subjects. At present, China's bilingual teaching is gradually improved, in recent years, the various disciplines in colleges and universities have gradually begun to study how to combine bilingual teaching with the basic teaching of curriculum. Zoology bilingual teaching is currently not widely used in our country, in this article, through the study of zoology bilingual teaching construction, to learn more about how to better combine zoology with bilingual teaching, and make students better grasp the knowledge of zoology at the same time master the technical terms, cultivate comprehensive professional talents with internationally competitive.

II. THE PRESENT SITUATION OF BILINGUAL TEACHING IN ZOOLOGY

A. Current Status of Domestic Zoology Teaching

Now the enrollment model is to cultivate comprehensive talents with professional knowledge and all aspects of development, greatly avoid the lack

of knowledge in literature and history of science and technology students, and liberal arts students lack the scientific basis lack of this phenomenon. In this context, the general zoology as a professional basic course, its teaching object, teaching content and teaching objectives have undergone tremendous changes.

1) Teaching object:

In today's enrollment mode, the student's major is not sure, students who are not interested in research zoology are prone to transfer their attention in the learning process, and this attitude will indirectly affect the surrounding students for learning zoology, leading to the destruction of class learning atmosphere, learning enthusiasm decline.

2) Teaching objectives:

In today's enrollment mode, general zoology is mainly to strengthen student's mastery of zoology knowledge, at the same time raise students' interest in zoology and master the general method of acquiring zoological knowledge.

3) Teaching content:

Because of the difference between teaching objects and teaching objectives, there is a big difference in all aspects of course content. In today's enrollment mode, because of the compression of the

class and the student's major is not determined, the teaching content on general zoology, has a big change in both depth and breadth [1]. Today the theoretical teaching of ordinary zoology is mostly taught in large classes, there are many factors that interfere with students acquire knowledge in the teaching process, students are easily distracted, which lead to the efficiency of attending lectures is not ideal. Although universities now use multimedia to teach, but still belong to "cramming" teaching, for these reasons, it's hard to digest and understand what's going on in the class; the teaching effect is not satisfactory [2].

4) Exploration of zoology teaching reform:

(1) Reconstructing and adjusting teaching contents: reduction course content, properly changing the teaching content system, overcoming the shortcomings of each teaching link; (2) Add content reflecting the latest results: introduce the latest trends of zoology research and the current trend of development to the students [3]; (3) properly removing some of the content from the textbook that is repeated in other courses, saving teaching time; (4) Reform teaching methods: Combining the content of the experiment of zoology with the classroom teaching; the comparative method and examples can help students remember the related characteristics of animals. Use heuristic teaching; help with teaching by introducing multimedia, theoretical contact with practice [4]; adopt of pictures or method of combining diagrams with professional knowledge, stimulate students' enthusiasm in class; (5) Teaching teachers should follow the teaching content, add homework on the basis of the textbook essay question, let the students do the exercises [5].

B. Current situation of bilingual teaching

English as a universal language for global communication, its importance is self-evident. The bilingual teaching reflects the basic education concept of students as the main body, focusing on guiding students to participate actively in the classroom, to increase the interest and motivation of students to learn, let students learn actively to promote the change of teaching and learning style [6].

Therefore, it is of great significance for colleges and universities to carry out bilingual teaching in some specialized courses.

We can not only learn specialized courses, but also master specialized English and enhance the ability of international academic exchange by Bilingual education [7]. In the course of teaching, should focus on teaching students professional knowledge, cultivate students' ability to think, solve problems and acquire relevant professional knowledge in English. The study of specialized courses is at the top of the list, while strengthening students' professional English proficiency is secondary, which is the key to the success of bilingual teaching [8].

C. Existing problems and countermeasures

After years of serious practice, in the teaching process of the bilingual course of zoology, found some issues that need to be focused on, it is mainly embodied in the following four aspects:

- Students have a very limited level of professional English, they lack the professional vocabulary that must be known, it is difficult to understand professional terms, leading to students having no confidence in bilingualism learning.
- Bilingual Education Teachers. Teachers of bilingual teaching in zoology need not only use two languages, but also must have relevant professional knowledge.
- The teaching hour is insufficient. Bilingual teaching of zoology in its initial period, there is not also a requirement for teachers to teach professional knowledge, but also to talk about knowledge point in English, which lead the teaching process is slow, and along with the reform measures of the professional courses in universities over the years, the zoology course has been largely compressed into teaching content and teaching hours, to a certain extent, students are limited in the degree of systematic mastery of professional knowledge.
- suitable original textbook of original zoology is not enough. The foreign language edition textbook of zoology is very short, and maybe there is

content of other courses in foreign language edition textbook, or almost covered all the basic knowledge of the zoology that students need to master, the content is rich, the difficulty is bigger, textbooks have a limited range of options for teacher, the integrity of the zoological knowledge structure system has been reduced to a certain extent.

Through the study of the problems existing in the bilingual teaching of zoology, in order to achieve better teaching effect of bilingual education in zoology, the following considerations should be considered:

First of all, through team learning or self-learning, improving the cultural quality of the teachers, they should have a solid professional quality and broad knowledge of culture and teaching theory basics at the same time, in particular, it is necessary to have strong comprehensive English ability.

Second, optimizing teaching process, teaching methods are flexible and diverse, the proper use of bilingualism, and the explanation aim at professional vocabulary should give play to the advantages of bilingual teaching; improve the ability of teaching organization actually.

Third, flexible arrangement of professional basic courses must master in teaching plan and specialized elective courses and other equivalent courses.

III. THE RESEARCH METHODS

A. Documentary Analysis

Using a large amount of existing literature in the Internet or libraries for collecting and organizing, find out what information relevant researchers can use from within, a method of investigation to end up with an investigation. What it's trying to do is to figure out how to select the appropriate materials that can be used in the subject in literature group, and make proper analysis and use of these data [9].

B. Observation method

The observation method refers to the researcher according to certain research purposes,

using their own senses and auxiliary tools to directly observe the subjects of study, is a method of obtaining data [10]. If you want to make the observation scientifically reasonable, the following conditions must be met: 1) there must be definite purpose before observation; 2) the observation need a plan to follow; 3) the observation process should be systematic and coherent; 4) the design of observation can be reused.

C. Survey method

Survey method is a way to understand how the tester think about the problem by answering questions in writing or orally, which is a kind research methods that in order to achieve the purpose of thought, develop a plan to comprehensive or more comprehensively collection all kinds of information on a particular aspect of the subject, and make analysis to get a conclusion .The method of investigation has the great advantage that it cannot be replaced by other methods, that is: the investigation range is wide and time-consuming, can get the huge amount of information which you need with maximum efficiency, at the same time, modern information technology can be used to analyze the information obtained, it is time-saving and convenient. This paper mainly adopts the questionnaire survey method in the investigation method. Generally, a large survey is usually carried out in a questionnaire. There are four forms of questionnaire survey commonly used, it is the selection method, whether method, scoring method and rank-order method. The main form of questionnaire survey in this study is the selection method and the rank-order method, through these two forms of investigation, more accurate understanding the respondents' views on this topic. Investigate the English foundation of our students by designing a questionnaire, and how are their English listening, speaking, reading and writing level, whether can they accept the bilingual teaching of specialized courses, Can they accept give lessons in English, English teaching materials, English writing assignments and English reply, aim at these problems, my design questionnaire focuses on students'

acceptance of bilingual teaching of zoology, the questionnaire is divided into four parts: the first part is to understand the basic situation of the students being investigated, that is English basis ;the second part directly investigates the students' attitude towards bilingual teaching and obtains corresponding information; the third part, by examining students' understanding of bilingual teaching, indirectly investigates students' acceptance of bilingual teaching by examining students' understanding of bilingual teaching; the fourth part is hope that students can give their suggestions to the construction of bilingual teaching of zoology of our collage. This questionnaire investigates students' thoughts on bilingual teaching of zoology from different angles through a series of problems.

IV. RESEARCH RESULTS AND ANALYSIS

A. Research results

Through the collection and sorting of questionnaires, I have conducted a series of statistical processing of the data. The first part of the questionnaire is to investigate students' English basic information.

The above picture shows that the English proficiency of the respondents generally reached level 4 and above, although most of the respondents can accept bilingual teaching in zoology, however, they are not optimistic about their ability to read and write, moreover, they think it is difficult to write homework and answer in English.

The second part of the questionnaire mainly studies the attitudes of respondents to bilingual teaching: most of the respondents agreed to set bilingual education, but most students do not agree to the bilingual construction of zoology. The lack of interest in bilingual classes and the lack of confidence in bilingual classes, they don't think their English knowledge reserve and professional knowledge reserve can easily cope with bilingual teaching, they don't think the class has a welcoming attitude toward bilingual education, but most of them agree that bilingualism education is good for the future development, they hope that collages can

promote bilingual teaching.

The third part of the questionnaire is to investigate the students' understanding of bilingual teaching, the majority of respondents believe that the purpose of bilingual teaching in professional courses is to enhance learners' ability to communicate with peers in English, they think that bilingual classes can enlarge the scope of professional knowledge and update knowledge, but they think that the bilingual classes will increase the burden of learning, because the biggest difficulty in a bilingual class is cannot understand the teacher's English teaching, Meet too many professional words. The respondents hope that the textbook will be the introduction of the abroad original version or the reading guide with original textbook and the Chinese annotation, they need for supporting Chinese and English reference materials, and they hope the course will be implemented in a comprehensive manner. The respondents were more likely to accept teachers to teach in both Chinese and English, adopting the teaching method of teacher explanation and group collaboration, using English textbooks, more than half of the courses taught in English, and the test takes the English proposition, the answer way is that you can choose either Chinese or English.

The fourth part asked respondents about the recommendations of bilingual teaching and the biggest difficulties faced of opening bilingual courses. Respondents think the biggest difficulty of opening bilingual courses lies in the spoken English is poor, knowledge reserves is insufficient, can't understand course content, the practical application ability of English is poor, listening, speaking, reading and writing ability is not strong, unable to communicate with teachers and students in the class. The respondents' suggestions for bilingual teaching include: the teaching of bilingual teaching cannot cut flush, and it must be taught gradually; first start with the demonstration class, and try it on a small scale first, and if all goes well, then carry out a wide range of implementation, so as to accumulate experience and move forward gradually; create an English

academic atmosphere, the elective courses can be offered first, so that students who have the energy and interests can select; find ways to make bilingual teaching simple, easy to remember, Chinese and English combination; teachers strengthen their own quality and pay attention to the actual teaching situation of the classroom, first, improve the basic knowledge of English of students and improve students' interest in English; it is possible to combine Chinese and English with lectures, and if implemented, it is recommended that Chinese should be used more for teaching in the early stage.

B. Research and analysis

By means of further analysis of the survey results we can find: the advantage of bilingual teaching is that in the teaching process use foreign original textbooks, follow the international tide, the disadvantage is that the price of textbooks is high, it will increase the student's burden, moreover, due to lack of teaching accumulation and evaluation in the early use of textbooks, it can't play the role of teaching materials effectively. Students agree and accept that bilingual teaching is beneficial for future development, however, due to the students' ability to use English, is that the ability to listen, speak, read and write is weak, knowledge reserves of vocabulary and professional term is far from sufficient, bilingual courses often increase academic burden, students are not willing to offer bilingual courses in zoology.

Advantages and disadvantages of bilingual teaching of zoology: The advantage is that the students can improve their vision, so that students who have the ability to learn more can learn can contact the higher level of research methods, and cultivate the new basic education teachers with international vision. Disadvantage is that the student's foundation is not solid, teach classes with Chinese still have difficulty, with English more aggravate the burden of students, and have the opposite effect, bilingual teaching has not fulfilled its value. If Jiangsu Agri-animal Husbandry Vocational College implements the bilingual teaching construction of zoology, the students hope to be able to carry out the course gradually, they can have some

knowledge reserves, and combine Chinese and English in earlier stage. Only in this way can make bilingual teaching meaningful.

V. CONCLUSION

The road of the construction of the bilingual course of zoology is undoubtedly very long, the content of teaching will be enriched with the progress of times, and the teaching method will be improved with the maturity of the theory. However, the teaching philosophy of taking students' interests as guide, taking students as main body, let students study actively is constant. Only by keeping the students at the center of research, understand their level of cognitive development and what they need, can make the bilingual teaching of zoology more meaningful.

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