

Bilingual Teaching in Food Packaging courses: problems and prospective

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Abstract: This paper makes a detailed analysis of the problems existing in bilingual teaching of food packaging course in terms of the teachers of bilingual teaching, the acceptance ability of students and the inconsistency of teaching material construction, and makes a further prospect for the innovation of teaching mode and the development of teaching material construction in bilingual teaching of food packaging course in the future, and puts forward some new suggestions for the construction of bilingual course of food packaging.

1. Introduction

At present, most universities in China have already carried out the practice of bilingual teaching. There are many cases and practices in the teaching of food with bilingual teaching. Food packaging is a comprehensive subject¹. The key points and difficulties in the course make many Students in the classroom are not focused, can not digest the subject knowledge well, combined with bilingual teaching courses, increase students' interest in learning materials, the difficult points in the teaching process can better grasp and promote through the explanation of English professional knowledge. The study of professional knowledge laid the foundation for the future research of students². The Ministry of Education successively promulgated the "Several Opinions on Strengthening the Teaching Quality of Undergraduate Teaching in Higher Education" and the "Notice on Launching the 2007 Bilingual Teaching Model Course Construction Project", etc³. During the year, the foreign language teaching curriculum should reach the target of 5%-10% of the courses offered and support the construction of 100 bilingual teaching demonstration courses in universities across the country. Promoting bilingual teaching is an effective way to effectively improve the efficiency of English learning and cultivate excellent international composite talents.

2. The status of bilingual teaching

Bilingual teaching refers to the teaching of some or all non-linguistic subjects in English, that is, the use of Chinese and English in teaching. Its main purpose is to impart professional knowledge, so that students can improve their ability to use English while gaining professional knowledge⁴. "China's Medium and Long-Term Education Reform and Development Plan" proposes that China should improve the level of scientific research and accelerate the development of dual-class construction. This requires teachers to pay attention to improving the overall quality of students in teaching work, and bilingual teaching is an effective way. With the development and progress of the times, the bilingual teaching model has received more and more attention from the education of colleges and universities. In August 2001, the Ministry of Education issued the "Opinions on Strengthening the Teaching Quality of Higher Education Undergraduate Teaching to Improve

Teaching Quality", proposed: "Undergraduate education should create conditions for the use of English and other foreign languages for public and professional courses." Since then, bilingual education in China's colleges and universities has entered the fast lane of large-scale development, and has received strong support and positive response from the state, local and colleges. After more than ten years of exploration and hard work, China's colleges and universities have made great achievements in the field of bilingual education, and a large number of excellent bilingual courses with high influence and popularity in the country have emerged⁵.

3. Problems in Bilingual Teaching of "Food Packaging" Course

Food Packaging is a professional elective course for undergraduates majoring in food science and engineering. It includes packaging materials, packaging technology methods, packaging machinery and equipment, packaging standards and regulations. It is rich in content, technically practical and distinctive. It has a direct effect on improving students' professional theoretical level, expanding students' professional knowledge fields, and cultivating students' ability to combine theory with practice, so that students can better produce in the future. Many textbooks and production processing techniques of food packaging come from foreign research. Bilingual teaching of food packaging courses is conducive to enhancing students' international communication skills, and better learning advanced knowledge for the construction of national education.

3.1 Bilingual teaching is weak

Teachers are the guides and promoters of student learning. From the perspective of bilingual teaching teachers, the focus of bilingual teaching is first of all subject content, followed by foreign languages. As bilingual teachers, they must not only speak English, but also be proficient in subject knowledge. In food professional courses, they also involve food-specific terminology. Compared with foreign language teaching in general, foreign language vocabulary and language used in bilingual courses. The expression is more professional, which also makes the teaching of bilingual teachers more difficult. The existing bilingual teachers in our country have basically not received special and systematic bilingual training. Most of them are engaged in bilingual teaching and are mostly voluntary. Most of the bilingual teaching teachers in colleges and universities are external recruits or overseas returnees. The introduction of talents is not a small expense. The limited teaching resources of colleges and universities have caused weak teachers.

3.2 Poor student acceptance

Bilingual teaching promotes the interaction between teachers and students. It is not only for teachers to teach in foreign languages from the beginning to the end of the class. Students are required to have certain English use and communication skills. The uneven English level is the main reason for poor student acceptance. Chinese college students live and study in a monolingual environment for a long time, and lack the "bilingual environment" of immigration countries such as the United States, Canada and Singapore. Although I have been receiving English education for a long time before entering the university and studying the university's public English course after entering the school, the content of the study mainly focuses on daily communication and has little contact with the major. Although many colleges have set up professional English courses, scholars' research shows that most of these courses lack effective bilingual training in terms of start time, course content and teaching methods. This leads to the problem of insufficient language reserves before students receive bilingual teaching³. Food packaging is a comprehensive and professional elective course in food science and engineering. With the development of food packaging science, the emergence of new concepts and new theories has increased the difficulty and depth of teaching⁶. Even if it is difficult to understand using Chinese language teaching, it is a challenge for students with poor English.

3.3 The construction of bilingual teaching materials is not uniform

The textbook is the basis of teaching. The importance of foreign textbooks for bilingual teaching has been formed. This consensus: If there is no foreign language teaching material, bilingual teaching is like a source of no water and no wood. Choosing the right textbook is a bilingual teaching. For bilingual teaching of food packaging courses, there are currently no unified bilingual teaching materials in China. Colleges and universities generally choose foreign language original textbooks according to their actual conditions, or self-editing textbooks. However, the Ministry of Education approved the introduction of foreign language original textbooks, and the price is high, which makes it difficult for teachers and students to bear. Moreover, the original textbooks differ greatly from Chinese textbooks in terms of structure, system, and emphasis, which may lead to teaching difficulties and difficulties for students to accept. This requires the instructor to edit the textbooks that conform to their own teachings on the premise of further understanding of the original foreign textbooks, and to adjust their teaching priorities and content according to the textbooks, and finally form their own complete system for the editors of the textbooks⁷. The ability is very high, which is one of the shortcomings of the current bilingual textbook construction.

4. Prospects for Bilingual Teaching of "Food Packaging" Course

4.1 Teaching model innovation

At present, the application of bilingual education in many colleges and universities only exists in the classroom, and the curriculum is too singular. It is only one-way infusion of teachers, but there is no interaction and participation of students. In order to solve these problems, colleges and universities should innovate the teaching mode, so that bilingual teaching can really play a role⁸. At present, college students' contact with English learning mostly passes the CET-4 and CET of college English, and the university can carry out the students. The organization's bilingual communication community allows students to further understand the love of bilingual learning through bilingual exchanges⁹. It can also carry out English knowledge contests, English debates and other activities for all students, and build students with a good bilingual atmosphere. Interested in different languages and thus participate in bilingual teaching. In the application of teaching methods, because the time of bilingual courses is generally insufficient, it is advisable to adopt multimedia teaching as the main teaching mode supplemented by blackboard board. In this way, it can not only play the characteristics of large amount of multimedia teaching information, but also the advantages of pictures and texts, and it can also reflect the advantages of flexible and easy-to-write writing. In the production of multimedia courseware, the instructor can combine the teaching content with the auxiliary teaching materials such as pictures and videos collected, which not only improves the capacity of the course but also stimulates students' interest in learning. Bilingual teaching of food packaging should follow the principle of gradual and orderly. In the first lecture, English can be used in a relatively small proportion. For important professional concepts, it should be emphasized many times, strengthen the memory of the subject, and on the basis of the strong acceptance of the students. Increasing the proportion of bilingual teaching, the focus of bilingual teaching is not the learning of English but the study of subject professional knowledge¹⁰.

4.2 Strengthening the construction of teaching materials

The shortcomings in the construction of teaching materials have greatly affected the further development of bilingual teaching. The education department should increase the introduction of foreign textbooks and strengthen the independent construction of bilingual textbooks in China. The difficulty in selecting bilingual textbooks should be moderate, and the content should be gradual, which can not only facilitate the teaching of teachers, but also facilitate students' independent study¹¹. Therefore, when selecting courses, colleges and universities need to carefully analyze the various norms of bilingual teaching. It is possible to select the original English version and the English-Chinese version. Teachers can also write and purchase some tutorial materials to help

students learn independently. When writing textbooks, you should familiarize yourself with the original English textbooks and combine the emphasis of food packaging teaching to systematically edit and form a teaching theory system with Chinese characteristics.

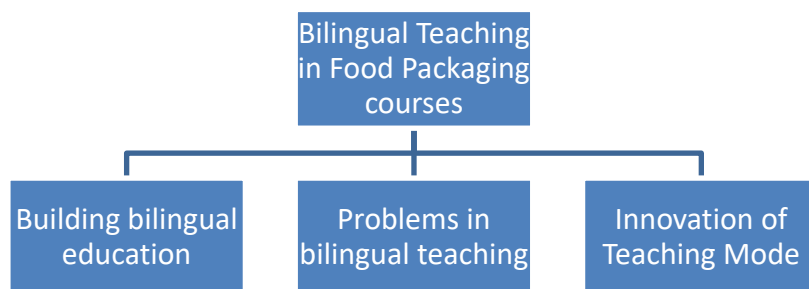


Figure 1 Composition of developing methods in bilingual language for food packaging course

5. Conclusion

This paper studies the teaching strength of bilingual teaching, the construction of teaching materials and the ability of students to accept textbooks. Through the analysis of the status quo of bilingual teaching, it further proposes the innovation of bilingual teaching mode of food packaging courses and the construction of teaching materials, and the significance of teaching for food packaging. A summary was made. Today, in the 21st century, China joined the WTO and opened a Sino-foreign joint venture. China is moving to the world, and the world is coming to China. The development of China and society has increased the demand for bilingual talents. Training strategies are even more important. Through the bilingual teaching of the food packaging course, the students' professional English ability is greatly improved, and the students are fully exposed to foreign advanced technology and cutting-edge ideas, and cultivate a compound talent with professional knowledge and high foreign language level for the society and the country.

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