

During the teaching process, some concepts were not given directly, in general, some examples related to it we would introduce to the students and then let them to define the concept themselves which can help them to master the concept. However, for some concepts, there are some differences between the original language textbook and general concept in China. In these conditions, lecture method was applied in the classroom which can make the definition described more clearly.

5. Evaluation methods

The measurement of educational productivity is often expressed in terms of time efficiency (based on converted test scores). It was evaluated by usual performances and final examination. Usual performances include assignment, classroom test, foreign language communication etc. Usual performance accounts for 30% in evaluation while that of the final examination accounts for 70%. In the examination, the paper was given in English and the answer can be given in English and Chinese.

6. Conclusions

The systematic research on bilingual teaching of "Introduction to Materials Science" indicated that appropriate teaching methods play an important effect on inspiring the students' enthusiasm. Different teaching methods should be applied in the classroom according to the teaching content and the students' knowledge. After the bilingual teaching of "Introduction to Materials Science", the passing rate of College English Test (CET) 4 of these students increased. Although there is not absolute cause-and-effect relationship between them, because there are many other possible variable, more than 72% students participated the teaching expressed they

hope some other courses can be taught in this method. However, there are still few students can not keep up with the teaching schedule in the classroom. So certain quantitative evaluation methods need to be established by which the student suitable for bilingual teaching can be chosen.

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