

## COURSE OVERVIEW

Weeks	Tentative Dates	Topics
1	Thursday October 17 (19:00-20:30)	<b>Topic 1 : Emphasize the significance of Taiwan's bilingual education policy as it forms the basis of the entire curriculum</b> Learners will learn to discuss bilingual policies using appropriate vocabulary and grammatical structures. <i>Focused skills: Listening and Speaking</i>
2	Thursday October 24 (19:00-20:30)	<b>Topic 2 : Talk about teacher training for the bilingual program</b> Learners will learn to discuss bilingual teacher training using appropriate vocabulary and grammatical structures. <i>Focused skills: Listening and Speaking</i>
3	Thursday October 31 (19:00-20:30)	<b>Topic 3 : Talk about bilingual models</b> Learners will learn to discuss bilingual models using appropriate vocabulary and grammatical structures. <i>Focused skills: Listening and Speaking</i>
4	Thursday November 7 (19:00-20:30)	<b>Topic 4 : Talk about student training in the bilingual program</b> Learners will learn to converse about bilingual training plans in their school using appropriate vocabulary and grammatical structures. <i>Focused skills: Listening and Speaking</i>
5	Thursday November 14 (19:00-20:30)	<b>Topic 5 : Talk about school facilities in the bilingual program</b> Learners will learn to discuss the necessity of appropriate facilities to implement bilingual programs, as it directly impacts the quality of education.
6	Thursday November 21 (19:00-20:30)	<b>Topic 6 : Report bilingual students' achievement</b> Learners will learn how to give feedback on bilingual students' achievement using appropriate vocabulary and grammatical structures. <i>Focused skills: Listening and Speaking</i>

7	Thursday November 28 (19:00-20:30)	<b>Topic 7 : Practice conversations around the mentioned topics</b> Learners will have another chance to practice conversations about the previous topics. <i>Focused skills: Listening and Speaking</i>
8	Thursday December 5 (19:00-20:30)	<b>Topic 8 : Telling people his or her bilingual education plan</b> Learners will have an opportunity to showcase their ability to persuade people about their bilingual education plan. <i>Focused skills: Listening and Speaking</i>

## References

- Roberts, C. A. (1995). Bilingual education program models: a framework for understanding. *The Bilingual Research Journal*, 19 (3&4), 369-378.
- Supplementary materials: Grammar books for ESL/EFL students