The Language Studies Unit provides full-time English language instruction at the College of the North Atlantic-Qatar. CNA-Q is committed to the delivery of high quality, innovative, learner-centred English language teaching. This commitment is reflected through state-of-the-art facilities, technologically-enhanced learning environments, and proven teaching and learning approaches. The Language Studies Unit enables learners to develop the necessary language competencies, study skills and attitudes to succeed in their technical and academic pursuits.

### Academic Preparatory Program (APP) Goals
1. To prepare students to enter their Academic Programs
2. To improve overall English levels to a minimum of a B1.2 proficiency level
3. To reinforce student success strategies related to independent learning, academic study, technology, and the eventual workplace

### Technical Certificate Preparation Program (TCP) Goals
1. To prepare students to enter their Technical Programs
2. To improve overall English levels to a minimum of an A2.2 proficiency level
3. To reinforce student success strategies related to independent learning, academic study, technology, and the eventual workplace

### Academic Year, Registration, Admissions, and College Policies
The period from September to July consists of three semesters for APP: two 15-week semesters and one 10-week intersession. TCP has three 12-week semesters. Admission and registration information is available in the Academic Calendar on the CNAQ website or on-site in the Registrar’s Office.

### Grade Reports
- Final grade reports are issued at the end of each semester.
- Midterm grade reports are issued for each fall and winter semester.

### Student Achievement Requirements (pass rate)
- Pass for all APP and most TCP courses is 70%.
- TC-GE1001 is a checkpoint. Pass is 41+ on the OOPT.
- Evaluation is both formative and summative in the form of quizzes, tests, assignments, and exams.

### Grade Point Average (GPA) Marking System
The percentage mark in any course is converted to a grade point according to the following:
- 80% and above ...... 4
- 70% – 75% ............. 3
- 60% – 65% ............. 2
- 50% – 55% ............. 1
- Below 50% ............ 0

The Academic Calendar has information on how your GPA impacts your academic status at CNAQ. The Student Handbook has instructions on how to calculate and track your GPA.

### APP Progression Chart

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>CEFR Descriptor</th>
<th>CEFR Range</th>
<th>IELTS Range</th>
<th>OOPT Range</th>
<th>Course Hours</th>
<th>Concurrent Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL1090</td>
<td>Academic English III</td>
<td>Independent - Vantage</td>
<td>B1.2 – B1.2++</td>
<td>5+</td>
<td>71+</td>
<td>Fall x 10 wks, Winter x 10 wks, Spring x 8 wks</td>
<td></td>
</tr>
<tr>
<td>FL1080</td>
<td>Academic English II</td>
<td>Independent - Threshold</td>
<td>B1.1 – B1.2</td>
<td>4.5 – 5</td>
<td>50 – 60</td>
<td>18, 18, 25</td>
<td></td>
</tr>
<tr>
<td>FL1070</td>
<td>Academic English I</td>
<td>Independent - Threshold</td>
<td>A2.2 – B1.1</td>
<td>4 – 4.5</td>
<td>41 – 49</td>
<td>25, 25, 30</td>
<td></td>
</tr>
<tr>
<td>FL1060</td>
<td>English Foundation III</td>
<td>Basic - Waystage</td>
<td>A1.2 – A2.2</td>
<td>N/A</td>
<td>31 – 40</td>
<td>25, 25, 30</td>
<td></td>
</tr>
<tr>
<td>FL1050</td>
<td>English Foundation II</td>
<td>Basic - Breakthrough</td>
<td>A1.1 – A1.2</td>
<td>N/A</td>
<td>21 – 30</td>
<td>25, 25, 30</td>
<td></td>
</tr>
<tr>
<td>FL1040</td>
<td>English Foundation I</td>
<td>Basic - Breakthrough</td>
<td>&lt; A1.1 – A1.1</td>
<td>N/A</td>
<td>13 – 20</td>
<td>25, 25, 30</td>
<td></td>
</tr>
<tr>
<td>FL1030</td>
<td>Access English I</td>
<td>Non User - Beginner</td>
<td>A0 – &lt; A1.1</td>
<td>N/A</td>
<td>0 – 12</td>
<td>25, 25, 30</td>
<td></td>
</tr>
</tbody>
</table>

### TCP Progression Chart

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>CEFR Descriptor</th>
<th>CEFR Range</th>
<th>IELTS Range</th>
<th>OOPT Range</th>
<th>Course Hours x 12 Weeks</th>
<th>Concurrent Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE2002</td>
<td>Technical English III</td>
<td>Independent - Threshold + a focus on technical English</td>
<td>&gt;A2.2</td>
<td>4 +</td>
<td>70% OOPT 41+</td>
<td>5</td>
<td>Trades</td>
</tr>
<tr>
<td>TE2001</td>
<td>Technical English II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>Math, Trades</td>
</tr>
<tr>
<td>TE2000</td>
<td>Technical English I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>Math, Trades</td>
</tr>
<tr>
<td>TE1000</td>
<td>Workplace Exposure</td>
<td>Basic - WAYSTAGE</td>
<td>A1.2 – A2.2</td>
<td>N/A</td>
<td>&lt; OOPT 41</td>
<td>10</td>
<td>General English</td>
</tr>
<tr>
<td>GE1001</td>
<td>General English II</td>
<td>Basic - Breakthrough</td>
<td>A1.1 – A1.2</td>
<td>N/A</td>
<td>70% OOPT 12</td>
<td>20</td>
<td>Workplace Exposure</td>
</tr>
<tr>
<td>GE1000</td>
<td>General English I</td>
<td>Basic - Breakthrough</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**FL1030 COURSE DESCRIPTION:**
This course is designed for learners with Non User – No Proficiency in English (CEFR A0). It aims to improve English skills in listening, speaking, reading, writing, vocabulary, and grammar through an integrated and communicative approach. It focuses on routine and familiar contexts of language use and incorporates topics related to home, school, lifestyle, and work. Student success strategies related to independent learning, academic study, and technology are embedded in the course. Upon completion, learners will have attained a band of Initial User - Beginner Proficiency in English (Working towards CEFR A1.1).

**LEARNING OUTCOMES:**
1. Listen and respond with communicative purpose to a simulated, authentic monologue/dialogue at the non-user to initial user proficiency range about a targeted routine or familiar topic (~85% of target vocabulary; NGSL < 200). The monologue/dialogue will be up to 2 minutes long and spoken at 100 wpm with no English accent interference. Students will complete a related objective-style, fill in the blank/short answer (1-2 words), or guided graphic organizer task(s).
2. Speak with communicative purpose at the non-user to initial user proficiency range, given a one-to-one interview (4-6 turns), or monologue scenario (less than 1 minute) about a targeted routine or familiar topic. For this task, students will be given up to 4 minutes preparation time, and a prompt (info-graphs/visuals, aural short answer/factual questions, and/or written role-play cards).
3. Read and respond with communicative purpose at the non-user to initial user proficiency range to a text on a targeted routine or familiar topic. The text will contain up to 250 words (~85% of target vocabulary; NGSL < 200) and be written in a variety of formats (adapted web-pages, emails, blogs, message boards/messages, magazine articles, and/or textbook excerpts). Students will complete a related objective-style, fill in the blank/short answer (1-2 words), or guided graphic organizer task(s).
4. Write a short message with communicative purpose, given a prompt on a targeted routine or familiar topic (form, blog topic, email, and/or test-style paragraph question). The message must be up to 60 words long, and be written at a non-user to initial user proficiency range.
5. Apply knowledge of targeted vocabulary to communicate at a non-user to initial user range.
6. Apply knowledge of targeted grammar to communicate at a non-user to initial user proficiency range.
7. Use strategies related to independent learning, academic study, and technology that foster

**FL1040 COURSE DESCRIPTION:**
This course is designed for learners with Initial User – Beginner Proficiency in English (Working towards CEFR A1.1). It aims to improve English skills in listening, speaking, reading, writing, vocabulary, and grammar through an integrated and communicative approach. It focuses on routine and familiar contexts of language use and incorporates topics related to home, school, lifestyle, and work. Student success strategies related to independent learning, academic study, and technology are embedded in the course. Upon completion, learners will have attained a band of Basic User - Breakthrough Proficiency in English (CEFR A1.1).

**LEARNING OUTCOMES:**
1. Listen and respond with communicative purpose at the A1.1 proficiency level to a simulated, authentic monologue/dialogue about a targeted personal, routine, or familiar topic (~85% of target vocabulary; NGSL < 300). The monologue/dialogue will be up to 3 minutes long and spoken at 100 wpm with no English accent interference. Students will complete a related objective-style, fill in the blank/short answer (1-2 words), or guided graphic organizer task(s).
2. Speak with communicative purpose at the A1.1 proficiency level, given a one-to-one interview (4-6 turns) or monologue scenario (~1 min) about a targeted personal, routine or familiar topic. For this task, students will be given up to 3 minutes preparation time, as well as a prompt (info-graphs/visuals, aural short answer/factual questions, or a written role-play card).
3. Read and respond with communicative purpose at the A1.1 proficiency level to a text on a targeted personal, routine or familiar topic. The text will contain up to 300 words (~85% of target vocabulary; NGSL < 300) and be written in a variety of formats (adapted web-pages, emails, blogs, message boards/messages, magazine articles, or textbook excerpts). Students will complete a related objective-style, fill in the blank/short answer (1-2 words), or guided graphic organizer task(s).
4. Write with communicative purpose, given a prompt on a targeted personal, routine or familiar topic (form, blog topic, email, or test-style paragraph question). The message must be up to 80 words long and be written at the A1.1 proficiency level.
5. Apply knowledge of targeted vocabulary to communicative purpose at the A1.1 proficiency level.
6. Apply knowledge of targeted grammar to communicative purpose at the A1.1 proficiency level.
7. Use skills and strategies related to independent learning, academic study, and technology that foster their success in college courses and future careers.
<table>
<thead>
<tr>
<th><strong>FL1050 COURSE DESCRIPTION:</strong></th>
<th><strong>LEARNING OUTCOMES:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is designed for learners with Basic User - Breakthrough Proficiency in English (CEFR A1.1). It aims to improve English skills in listening, speaking, reading, writing, vocabulary, and grammar through an integrated and communicative approach. It focuses on routine, familiar and general contexts of language use and incorporates topics related to home, school, lifestyle, and work. Student success strategies related to independent learning, academic study, and technology are embedded in the course. Upon completion, learners will have attained a band of Basic User - Breakthrough Proficiency Plus in English (CEFR A1.2).</td>
<td>1. Listen and respond with communicative purpose at the A1.1 proficiency level to a simulated, authentic monologue/diologue about a targeted routine, familiar, or general topic (~ 85% of target vocabulary; NGSL &lt; 400). The monologue/diologue will be up to 4 minutes long, and be spoken at 100 wpm with no English accent interference. Students will complete a related objective-style, fill in the blank/short answer (1-2 words), or guided graphic organizer task(s).</td>
</tr>
<tr>
<td><strong>Evaluation consists of a summative set of quizzes, tests, assignments, and exams. Please see the Course Outline for details. Course pass is 70%</strong>.</td>
<td>2. Speak with communicative purpose at the A1.2 proficiency level, given a one-to-one interview (6-8 turns), or monologue scenario (~1.5 min) about a targeted routine, familiar, or general topic. For this task, students will be given up to 2 minutes preparation time as well as a prompt (info-graphs/visuals, aural short answer/factual questions, or a written role-play card).</td>
</tr>
<tr>
<td><strong>Prerequisite: Successful completion of FL1040 or an appropriate level of English proficiency attained on the CNA-Q placement test</strong>.</td>
<td>3. Read and respond with communicative purpose at the A1.2 proficiency level, given a text to a simulated, authentic monologue/diologue about a targeted routine, familiar, or general topic at the A1.2 proficiency level. The text will contain up to 400 words (~85% of target vocabulary; NGSL &lt; 400) and be written in a variety of formats (adapted web-pages, emails, blogs, message boards/messages, magazine articles, text book excerpts, charts, and graphs). Students will complete a related objective-style, fill in the blank/short answer (1-2 words), or guided graphic organizer task(s).</td>
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<thead>
<tr>
<th><strong>FL1060 COURSE DESCRIPTION:</strong></th>
<th><strong>LEARNING OUTCOMES:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is designed for learners with Basic User - Breakthrough Proficiency Plus in English (CEFR A1.2). It aims to improve English skills in listening, speaking, reading, writing, vocabulary, and grammar through an integrated and communicative approach. It focuses on familiar and general contexts of language use and incorporates topics related to home, school, lifestyle, and work. Student success strategies related to independent learning, academic study, and technology are embedded in the course. Upon completion, learners will have attained a band of Basic User - Waystage Proficiency Plus in English (CEFR A2.2).</td>
<td>1. Listen and respond with communicative purpose at the A2.2 proficiency level to a simulated, authentic monologue/diologue about a targeted familiar or general topic (~85% of target vocabulary; NGSL &lt; 700). The monologue/diologue will be up to 5 minutes long and spoken at 100-140 wpm with minimal English accent interference. Students will complete a related objective-style, fill in the blank/short answer (1-3 words), or guided graphic organizer task(s).</td>
</tr>
<tr>
<td><strong>Evaluation consists of a summative set of quizzes, tests, assignments, and exams. Please see the Course Outline for details. Course pass is 70%</strong>.</td>
<td>2. Speak with communicative purpose at the A2.2 proficiency level, given a one-to-one interview (8-10 turns) or monologue scenario (~2 min) about a targeted familiar or general topic. For this task, students will be given up to 2 minutes preparation time as well as a prompt (info-graphs/visuals, aural short answer/factual questions, or a written role-play card).</td>
</tr>
<tr>
<td><strong>Prerequisite: Successful completion of FL1050 or an appropriate level of English proficiency attained on the CNA-Q placement test</strong>.</td>
<td>3. Read and respond with communicative purpose at a text on a targeted familiar or general topic at the A2.2 proficiency level. The text will contain up to 450 words (~85% of target vocabulary; NGSL &lt; 700) and be written in a variety of formats (adapted web-pages, emails, blogs, message boards/messages, magazine articles, text book excerpts, charts, and graphs). Students will complete a related objective-style, fill in the blank/short answer (1-3 words), or guided graphic organizer task(s).</td>
</tr>
<tr>
<td>4. Write with communicative purpose, given a prompt on a targeted familiar or general topic (form, blog topic, email, and test-style paragraph questions). The message must be up to 175 words long and be written at the A2.2 proficiency level.</td>
<td>4. Write with communicative purpose, given a prompt on a targeted familiar or general topic (form, blog topic, email, test-style paragraph question). The message must be up to 175 words long and be written at the A2.2 proficiency level.</td>
</tr>
<tr>
<td>5. Apply knowledge of targeted vocabulary to communicative purpose at the A1.2 level.</td>
<td>5. Apply knowledge of targeted vocabulary to communicative purpose at the A2.2 level.</td>
</tr>
<tr>
<td>6. Apply knowledge of targeted grammar to communicative purpose at the A1.2 level.</td>
<td>6. Apply knowledge of targeted grammar to communicative purpose at the A2.2 level.</td>
</tr>
<tr>
<td>7. Use skills and strategies related to independent learning, academic study, and technology that foster their success in college courses and future careers.</td>
<td>7. Use skills and strategies related to independent learning, academic study, and technology that foster their success in college courses and future careers.</td>
</tr>
</tbody>
</table>
**FL1070 COURSE DESCRIPTION:**
This course is designed for learners with Basic User - Waystage Proficiency Plus in English (CEFR A2.2). It aims to improve English skills in listening, speaking, reading, writing, vocabulary, and grammar through an integrated and communicative approach. It focuses on general and academic contexts of language use and incorporates topics related to information technology, business, engineering, and health science. Success strategies related to independent learning, academic study, and the eventual workplace are embedded in the course. Upon course completion, learners will have attained a band of Independent User – Threshold Proficiency Starter in English (CEFR B1.1).

**Evaluation consists of a summative set of quizzes, tests, assignments, and exams. Please see the Course Outline for details. Course pass is 70%.**

**Prerequisite:** Successful completion of FL1060 or an appropriate level of English proficiency attained on the CNA-Q placement test

**LEARNING OUTCOMES:**
1. Listen and respond at the B1.1 proficiency level, with communicative purpose to a simulated, authentic monologue/dialogue about a targeted general or academic topic (~ 85% of target vocabulary; NGSL < 1000). The monologue/dialogue will be up to 6 minutes long and spoken at 140-180 wpm with some variance of English accents. Students will complete a related objective-style, fill in the blank/short answer (1-3 words), or graphic organizer task(s).
2. Speak with communicative purpose at the B1.1 proficiency level, given a one-to-one interview (8-10 turns) or monologue scenario (~2 min) about a targeted general or academic topic. For this task, students will be given up to 2 minutes preparation time and a prompt (info-graphs/visuals, aural short answer/factual questions, written role-play card).
3. Read and respond with communicative purpose at the B1.1 proficiency level to a text on a targeted general or academic topic. The text will contain up to 550 words (~ 85% of target vocabulary; NGSL < 1000) and be written in a variety of formats (adapted web-pages, emails, blogs, message boards/messages, magazine articles, text book excerpts, charts, and graphs). Students will complete a related objective-style, fill in the blank/short answer (1-3 words), or graphic organizer task(s).
4. Write with communicative purpose, given a prompt on a targeted general or academic topic (form, blog topic, email, test-style paragraph/essay question). The message must be up to 250 words long and be written at the B1.1 proficiency level.
5. Apply knowledge of targeted vocabulary to communicative purpose at the B1.1 proficiency level.
6. Apply knowledge of targeted grammar to communicative purpose at the B1.1 proficiency level.
7. Use skills and strategies related to independent learning, academic study, and technology in order to increase their success in college courses and future careers.

**FL1080 COURSE DESCRIPTION:**
This course is designed for learners with Independent User – Threshold Proficiency Starter in English (CEFR B1.1). It aims to improve English skills in listening, speaking, reading, writing, vocabulary, and grammar through an integrated and communicative approach. It focuses on academic contexts of language use and incorporates topics related to information technology, business, engineering, and health science. Success strategies related to independent learning, academic study, and the eventual workplace are embedded in the course. Upon completion, learners will have attained a band of Independent User – Threshold Proficiency Plus in English (CEFR B1.2).

**Evaluation consists of a summative set of quizzes, tests, assignments, and exams. Please see the Course Outline for details. Course pass is 70%.**

**Prerequisite:** Successful completion of FL1070 or an appropriate level of English proficiency attained on the CNA-Q placement test

**LEARNING OUTCOMES:**
1. Listen and respond at the B1 level with communicative purpose to a simulated, authentic monologue/dialogue about a targeted academic topic (~ 85% of target vocabulary; NGSL < 1400) and be written in a variety of formats (adapted web-pages, emails, blogs, message boards/messages, magazine articles, text book excerpts, charts, and graphs). Students will complete a related objective-style, fill in the blank/short answer (1-3 words), or graphic organizer task(s).
2. Speak with communicative purpose at the B1 level, given a one-to-one interview (10+ turns) or monologue scenario (up to 4 minutes) about a targeted academic topic. For this task, students will be given up to 1-minute preparation time as well as a prompt (info-graphs/visuals, aural short answer/factual questions, or written role-play card).
3. Read and respond with communicative purpose at the B1 level to a text on a targeted academic topic. The text will contain up to 700 words (~ 85% of target vocabulary; NGSL < 1400) and be written in a variety of formats (adapted web-pages, emails, blogs, message boards/messages, magazine articles, text book excerpts, charts, and graphs). Students will complete a related objective-style, fill in the blank/short answer (1-3 words), or graphic organizer task(s).
4. Write with communicative purpose, given a prompt on a targeted academic topic (form, blog topic, email, or test-style paragraph question). The message must be up to 300 words long and be written at the B1 level.
5. Apply knowledge of targeted vocabulary to communicative purpose at the B1 level.
6. Apply knowledge of targeted grammar to communicative purpose at the B1 level.
7. Use skills and strategies related to independent learning, academic study, and technology in order to foster their success in college courses and future careers.

**Prerequisite:** Successful completion of FL1070 or an appropriate level of English proficiency attained on the CNA-Q placement test

**LEARNING OUTCOMES:**
1. Listen and respond at the B1 level with communicative purpose to a simulated, authentic monologue/dialogue about a targeted academic topic (~ 85% of target vocabulary; NGSL < 1400). The monologue/dialogue will be up to 7 minutes long and spoken at 160-200 wpm with a variety of English accents. Students will complete a related objective-style, fill in the blank/short answer (1-3 words), or graphic organizer task(s).
2. Speak with communicative purpose at the B1 level, given a one-to-one interview (10+ turns) or monologue scenario (up to 4 minutes) about a targeted academic topic. For this task, students will be given up to 1-minute preparation time as well as a prompt (info-graphs/visuals, aural short answer/factual questions, or written role-play card).
3. Read and respond with communicative purpose at the B1 level to a text on a targeted academic topic. The text will contain up to 700 words (~ 85% of target vocabulary; NGSL < 1400) and be written in a variety of formats (adapted web-pages, emails, blogs, message boards/messages, magazine articles, text book excerpts, charts, and graphs). Students will complete a related objective-style, fill in the blank/short answer (1-3 words), or graphic organizer task(s).
4. Write with communicative purpose, given a prompt on a targeted academic topic (form, blog topic, email, or test-style paragraph question). The message must be up to 300 words long and be written at the B1 level.
5. Apply knowledge of targeted vocabulary to communicative purpose at the B1 level.
6. Apply knowledge of targeted grammar to communicative purpose at the B1 level.
7. Use skills and strategies related to independent learning, academic study, and technology in order to foster their success in college courses and future careers.
FL1090 COURSE DESCRIPTION:
This course is designed for learners with Independent User – Threshold Proficiency Plus in English (CEFR B1.2). It aims to improve English skills in listening, speaking, reading, writing, vocabulary, and grammar through an integrated and communicative approach. It focuses on academic contexts of language use and incorporates topics related to information technology, business, engineering, and health science. Success strategies related to independent learning, academic study, technology, and the eventual workplace are embedded in the course. This course prepares learner for success in their program studies and on the Oxford Online Placement Test (OOPT). Upon completion, learners will have attained an overall score of 71 or greater on the Oxford Online Placement Test (OOPT), as administered and validated by the CNA-Q Testing Centre. Learners will be working towards an Independent User – Vantage level in English. (CEFR B1.2++)

Evaluation consists of a summative set of quizzes, tests, assignments, and exams. Please see the Course Outline for details. Course pass is 71+.

Prerequisite: Successful completion of FL1080 or an appropriate level of English proficiency attained on the CNA-Q placement test

LEARNING OUTCOMES:
1. Listen and respond with communicative purpose to a simulated, authentic monologue/dialogue at the B1.2 level about a targeted academic topic (~ 85% of target vocabulary; NGSL < 1800). The monologue/dialogue will be up to 10 minutes long and spoken at 160-200 wpm with a variety of English accents. Students will complete a related type task(s).
2. Speak with communicative purpose at the B1.2 level, given a one-to-one interview (10+ turns) or monologue scenario (up to 4 minutes) about a targeted academic topic. For this task, students will be given up to 1-minute preparation time.
3. Read and respond with communicative purpose at the B1.2 level to a text on a targeted academic topic. The text will contain up to 1000 words (~ 85% of target vocabulary; NGSL < 1800) and be written in a variety of formats (adapted web-pages, emails, blogs, message boards/messages, magazine articles, textbook excerpts, charts, and graphs).
4. Write with communicative purpose on a targeted academic topic. The message must be up to 300 words long and be written at the B1.2 level.
5. Apply knowledge of targeted vocabulary to communicative purpose at the B1.2 level.
6. Apply knowledge of targeted grammar to communicative purpose at the B1.2 level.
7. Use skills and strategies related to independent learning, academic study, and technology in order to foster their success in college courses and their future careers.
**GE1000 COURSE DESCRIPTION:**
This course is designed for students in the Initial User – Basic User proficiency range in English (CEFR A1.1) who are working towards the Technician Certificate. The course will focus on improving English in all skill areas using an integrated approach so that students can communicate and interact in a meaningful way. Student success strategies related to independent learning, academic study, and technology are embedded throughout the course. By the end of the course, students will be able to communicate in the English language at a Basic User – Basic User proficiency range (CEFR A1.2).

Evaluation consists of a summative set of tests and exams. Please see the Course Outline for details. Course pass is 70%.

**Prerequisite:** A placement score of CEFR A1.1 or higher on the CNA-Q TCP placement rubric

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES:</th>
<th>TCP COURSE GOALS AND LEARNING OUTCOMES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, the student will be able to complete the following to an A1.2 proficiency level on the CNA-Q TCP placement rubric:</td>
<td>This course is designed for students in the Basic User – Breakthrough Plus proficiency range in English (CEFR A1.2) who are working towards the Technician Certificate. Course goals are to improve English in all skill areas to an elementary level using an integrated approach so that students can communicate and interact in a meaningful way. Student success strategies related to independent learning, academic study, and technology are embedded throughout the course. By the end of the course, students will be able to communicate in the English language at a Basic User – Waystage Plus proficiency range (CEFR A2.2).</td>
</tr>
<tr>
<td>1. Interact with communicative purpose, given a near-authentic, two-student scenario that is facilitated by an interlocutor. For this task, students will be given factual information written on a prompt card (e.g. ask and respond to 5-6 questions describing routine, place, etc.) and up to 1 minute preparation time.</td>
<td>Evaluation consists of progress reports, student-instructor conferences, and exams. Please see the Course Outline for details. Course pass is CEFR A1.2 or higher on the CNA-Q TCP placement rubric.</td>
</tr>
<tr>
<td>2. Talk for 1 – 2 minutes with communicative purpose given no preparation time and a set of aural questions about personal and familiar topics facilitated by the interlocutor.</td>
<td>Prerequisite: Successful completion of GE1000 or a placement score of CEFR A2.1 or higher on the CNA-Q TCP placement rubric</td>
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<td>3. Write a short, semi-authentic message with communicative purpose given a written, guided prompt on a personal or familiar topic. The message must be between 25-35 words, include three content points, and be written in the specified format.</td>
<td>4. Use appropriate grammatical form and meaning in communicative exchanges, given a written, simulated, authentic monologue/dialogue and a familiar task to complete (e.g. gap-fill, matching, short answer (1-3 words), or multiple-choice).</td>
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<td>4. Use appropriate grammatical form and meaning in communicative exchanges, given a written, simulated, authentic monologue/dialogue and a familiar task to complete (e.g. gap-fill, matching, short answer (1-3 words), or multiple-choice).</td>
<td>5. Listen and respond with communicative purpose to a simulated, authentic monologue/dialogue (e.g. telephone conversation, recorded message, or face-to-face roleplay) written at the A1.2 proficiency level about familiar topics in informal-neutral settings. The monologue/dialogue will be approximately one minute long and spoken at a slow, natural pace with no English accent. For this task, students will complete a familiar task regarding the monologue/dialogue (e.g. gap-fill, matching, short answer (1-3 words), or multiple-choice).</td>
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<td>5. Listen and respond with communicative purpose to a simulated, authentic monologue/dialogue (e.g. telephone conversation, recorded message, or face-to-face roleplay) written at the A1.2 proficiency level about familiar topics in informal-neutral settings. The monologue/dialogue will be approximately one minute long and spoken at a slow, natural pace with no English accent. For this task, students will complete a familiar task regarding the monologue/dialogue (e.g. gap-fill, matching, short answer (1-3 words), or multiple-choice).</td>
<td>6. Read and respond with communicative purpose to a visually supported, simple informational/descriptive text written at an A1.2 proficiency level about a familiar context. The text will consist of straightforward information and contain up to 200 words (e.g. signs, notices, instructions, brochures, guides, personal correspondence, or newspaper/magazine articles). For this task, student will complete a familiar task regarding the text (e.g. gap-fill, matching, short answer (1-3 words), or multiple-choice).</td>
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**LEARNING OUTCOMES:**
Upon successful completion of this course, the student will be able to complete the following to an A2.2 proficiency level on the CNA-Q TCP placement rubric:

1. Interact with communicative purpose, given a near-authentic, two-student scenario that is facilitated by an interlocutor. For this task, students will be given factual information written on a prompt card (e.g. interact for 3-4 minutes with schedule information, price comparisons) and up to 1 minute preparation time.

2. Talk for 2 minutes with communicative purpose given no preparation time and a set of aural questions about familiar topics facilitated by the interlocutor.

3. Write a short, semi-authentic task with communicative purpose given a written, guided prompt on a personal or familiar topic. The task must be 100 words long, include 4-6 content points, and be written in a specified format.

4. Use appropriate grammatical form and meaning in communicative exchanges, given a written, near-authentic monologue/dialogue and a familiar task to complete (e.g. gap-fill, matching, short answer (1-3 words), or multiple-choice).

5. Listen and respond with communicative purpose to a simulated, near-authentic monologue/dialogue (e.g. interviews, recorded announcements), written at the A2.2 proficiency level about familiar topics in informal-neutral settings. The monologue/dialogue will be up to 3 minutes long and spoken at a near-natural pace with a range of native and non-native accents. For this task, students will complete a familiar task regarding the monologue/dialogue (e.g. gap-fill, matching, short answer (1-3 words), or multiple-choice).
**TCP COURSE GOALS AND LEARNING OUTCOMES**

### TE1000 COURSE DESCRIPTION:
This course is designed for students in the Basic User – Breakthrough Plus proficiency range in English (CEFR A1.2) who are working towards the Technician Certificate. The course focuses on both content and integrated language learning through a series of competency-based tasks. Course goals are to introduce basic, practical knowledge and skills as they relate to the technical programs offered at CNA-Q. Student success strategies related to independent learning, academic study, and technology are embedded throughout the course. By the end of the course, students will be able to demonstrate basic knowledge, skills, and safety practices when using hand tools, Personal Protective Equipment (PPE), and performing required housekeeping in the workshop.

**Prerequisite:** Successful completion of GE1000 or an appropriate level of English proficiency attained on the CNA-Q TCP placement test

**Evaluation consists of** live progress checks, progress reports, student-instructor conferences. Please see the Course Outline for details. Course pass is successful completion of each task.

### LEARNING OUTCOMES:
Upon successful completion of this course, in a workshop or simulated environment, the student will be able to:

1. Create a ‘scavenger hunt’ list of English-labeled campus locations with QR codes.
2. Present a collection of English safety signs and their meanings gathered from authentic sources.
3. Categorize four different types of hand tools on a tool board that is labeled in English.
4. Extinguish the four different classes of fire with the appropriate fire extinguisher.
5. Build a ‘Pinewood Derby Race Car’ for competition.
6. Create a small name plate to accurate dimensions.
7. Build a sheet-metal box.
8. Build a thin metal engraved box lid.
9. Create a working energy source.
10. Build a working three pin extension cord.
11. Build a working five pin extension cord.
12. Build a working one-way circuit connection with two lights.
13. Record speed, flow, level, temperature, and pressure information from gauges and operating parts.
15. Connect instruments to a live circuit board.
16. Weld a horizontal tee joint on a welding simulator with accuracy in motion straightness, stick out, work angle, travel angle and arc speed.
17. Complete the oil spill clean-up process.
18. Build working globe, gate and ball valves.
19. Create a pressurized pipe system.
20. Record speed, flow, level, temperature, and pressure from gauges and operating parts.

### TE2000 COURSE DESCRIPTION:
This course is designed for students in the Basic User – Waystage Plus proficiency range in English (CEFR A2.2) who are working towards the Technician Certificate. The course will focus on increasing students’ lexical knowledge of technical related topics and solidifying their general English proficiency level using an integrated approach so that students can communicate and interact in a meaningful way. Student success strategies related to independent learning, academic study, and technology are embedded throughout the course. By the end of this course, students will be able to communicate using Technical English and General English language at the Basic User – Waystage Plus proficiency range (CEFR A2.2).

**Evaluation consists of** a summative set of quizzes, tests, assignments, and exams. Please see the Course Outline for details. Course pass is 70%.

**Prerequisite:** Successful completion of GE1001 and TE1000 or an appropriate level of English proficiency attained on the CNA-Q TCP placement test

**LEARNING OUTCOMES:**
Upon successful completion of this course, the student will be able to complete the following to an A2.2 proficiency level on the CNA-Q TCP placement rubric:

1. Talk for 2 minutes with communicative purpose (e.g. to inform, to describe, etc.), given no preparation time and a set of questions asked orally about personal and familiar work (trades) related topics facilitated by the interlocutor.
2. Interact with communicative purpose, given a near-authentic, two-student scenario about a familiar work (trades) related scenario that is facilitated by an interlocutor. For this task, students will be given factual information written on a prompt card (e.g. interact for 3 – 4 minutes to relate telephone message, describe machine features) and up to 1 minute preparation time.
3. Write a short, semi-authentic task with communicative purpose (e.g. to inform, to describe, etc.), given a written, guided, prompt on a familiar work (trades) related topic. The task must be 100 words long, include 7-10 content points, and be written in a specified format.
4. Demonstrate knowledge of grammar, and use of grammatical form and meaning in communicative exchanges, given a written, near-authentic monologue/dialogue and a familiar task.
5. Listen and respond with communicative purpose to a simulated, near-authentic monologue/dialogue (e.g. telephone call, series of instructions, descriptions of features, etc.), written at the A2.2/B1.1 proficiency level about technical/work related topics in informal/neutral/work settings. The monologue/dialogue will be up to 3 minutes long and spoken at a near-natural pace with a range of native and non-native accents. For this task, students will complete a familiar task regarding the monologue/dialogue.
6. Read and respond with communicative purpose to a visually supported, work-related text written at an A2.2/B1.1 proficiency level. The text will consist of straightforward information about a work (trades) related topic and contain up to 250 words (e.g. workplace emails, simple instructions for using equipment, short descriptive narratives, etc.). For this task, students will complete a familiar task regarding the text.
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Evaluation consists of TBD. Please see the Course Outline for details. Course pass is 70%.

Prerequisite: Successful completion of TE2000 or an appropriate level of English proficiency attained on the CNA-Q TCP placement test.