How incorporates critical thinking and student learning outcomes

Interested in how to incorporate critical thinking (CT) and student learning outcomes (SLOs) into language learning? Then you may be interested in *Q Skills for Success*, the new dual-strand English course from Oxford University Press that connects critical thinking, language skills, and student learning outcomes.

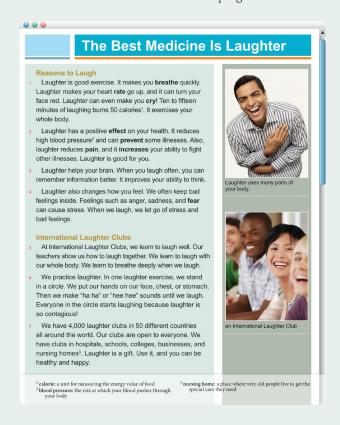


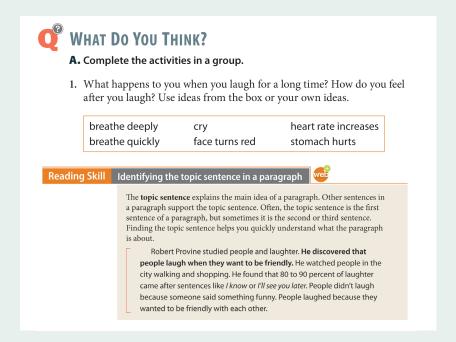
00000

~#000000

All extracts from *Q* Level 1 Reading & Writing Student's Book.

Each unit in Oxford's *Q Skills for Success* series builds around a thought-provoking question related to that unit's unique SLO. In one unit, students are asked to think about and discuss what makes them laugh. Each reading, set of vocabulary words, and skill activity in the unit builds on that theme and provides new language to discuss it. By the end of the unit, students complete a practical project built around the SLO—for example, students are asked to write a paragraph about what makes someone laugh. Clear assessments allow both teachers and students to comment on and measure progress.





O unit structure

Following the introduction of the unit question, reading and listening passages provide vocabulary and information students use to discuss the unit question more deeply. (The *Q Skills for Success* series falls into two sequences of five books each: Listening/Speaking and Reading/Writing.) Related activities ask students to think critically about what they've just read or heard. As each unit unfolds, students are given ample practice to understand, analyze, apply, synthesize, and evaluate new language through these activities and projects.

Q language and skills practice

Starting with the unit question, students learn vocabulary they use to answer the unit question; consider new information on the unit's theme that utilizes this vocabulary; use this information to think critically about a series of new questions; and use those answers to practice new listening, grammar, vocabulary, and reading skills they need to complete the unit's SLO. Each aspect of the learning process in the *Q* series links and builds toward the same goal: completing the SLO. This interconnected process of considering new information is at the heart of the CT approach and forms the basis of the students' work in each unit of the *Q* series.

For example, in a unit that asks "How is health care changing?" students hear two listenings that discuss the positive and negative effects of medical tourism—a new health care phenomenon. After learning vocabulary to aid their discussions and practicing their new skills as described earlier, students have to plan and conduct an interview with students on both side of the medical tourism debate. Students work through the unit, engage their CT skills, and aim at the SLO in order to complete this meaningful project. Learning in the *Q* series is made real through the SLOs and made lasting through the students' CT processes.

If you're interested in the important roles CT and SLOs can play in language learning, ask your local OUP consultant about Q Skills for Success.

