Using Critical and Creative Thinking Skills to Transcend the Grammar Barrier (1)
- Convergent Questioning

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ABSTRACT

Although research in second language acquisition has led to a shift from behavioral to communicative methodology, many textbooks still focus upon a structural syllabus. This way of thinking often presents a barrier to communicative teaching and learning. Critical thinking traces its roots back to the works of Benjamin Bloom, who in the 1950s developed a taxonomy of cognitive learning behaviors. Skills such as identifying cause and effect, summarizing, understanding processes, making interpretations and solving problems can be used to overcome the negative aspects of a grammar-based textbook. This approach suggests augmenting a standard structural syllabus with highly communicative activities, involving both convergent and divergent questioning; in other words, critical and creative thinking skills may be used to transcend the grammar barrier.

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