A Comprehensive Approach To Teaching Thinking

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to supporting students and. The main barriers involve escaping old ways of thinking and learning how to
This clearly has teaching implications and the teacher should use tasks that make realistic demands on this knowledge as well as the tasks that develop learners' existing knowledge (Goh & Burns, 2012, p. 57). This given knowledge specified and categorised by linguists and practitioners more or less in a similar way depending on their view of and approach to language might be considered as a 'static' part of communicative competence.  

3 Approaches to teaching speaking. The latest development in learning and teaching speaking has shaped current thinking emphasising a combination of features in both approaches. Recently Thornbury (2005, p. 11) advocated a general approach to teaching speaking skills.