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Description:

Taba questioning process is a simple and effective strategy for enhancing the thinking skills of learners, regardless of the content and context.

Uses:

TQ is useful for fostering thinking and promoting and developing high order thinking skills.

Materials:

Medium for recording – flip chart. Note pad, whiteboard, blackboard, overhead, etc.

Instructions:

To apply this technique to your classroom you would follow the following procedural steps:

1. **Create a common experience:** Otherwise they don't have anything to share
2. **Ask recall-type questions:** on the basis of the common experience ask, "What happened? "What did you see?"
3. **Ask affective-type questions:** Especially for learners who are rather timid or shy who do not do well in answering questions before a group of peers. How did it make you feel when...? What emotion did this...make you feel?
4. **Ask inference-type questions:** Drawing inferences from a reading or selection is a common process in reading instruction. It is also a needed skill to be practiced when enhancing the thinking processes of learners. "Why do you think that...? Why do you think they..?"
5. **Ask either generalization-type or conclusion-type questions:** Enhancing thinking and expanding perspectives on issues is a key factor in higher order thinking and reasoning. Concepts form a basic framework around which a person thinks. It is critical for the mastery of content. Conceptualizations are often formed and they can be demonstrated through making generalizations about common experience. "What conclusions can you do about (person A...event B) "What does it mean to be (homeless)?" "What can we say about people who keep doing..?"
6. **Ask application-type questions:** Taking a stand on an issue, problem, or process further enhances thinking processes. It fosters accountability for the person's thoughts, a level of rationale, and efficacy and confidence in a person's ability to solve a problem. It moves a person from "I don't know" and " I don't care" responses. "If...then...? "Suppose that...? "What could or should we do to (help this woman)...?"
7. **Ask evaluation-type questions:** These questions require students to provide a voice on issues and allow for demonstration of a solution. "Which do you feel is more (or most) important? "Were the results as predicted?" "How successful was...?"

Tips:

When asking questions, use sufficient “wait time” to allow as many students as possible to respond at each level. Remember to accept all answers and acknowledge them on an overhead or flipchart.

References:

Taba, H. (1965). The teaching of thinking. *Elementary English*, 42,534-542