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Кафедра Філології

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Кваліфікаційна робота

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МОВИ**

Барни Діани Василівни

Студентки IV-го курсу

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CRITICAL THINKING ABILITIES AND VOCABULARY LEARNING STRATEGIES

Bachelor's Thesis

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INTRODUCTION

The importance and value of critical thinking skills are thought to be as one of the most empowering traits for a character. It is a quality that can be developed not only during the school years, but throughout life. Critical thinking can be traced back to centuries thus the significance of critical thinking had been noticed even by Socrates and Plato. Nevertheless, the term has been regarded as a rather new phenomenon, since only in the last fifty years it has become somewhat of a buzzword. Critical thinking skills are not restricted to a certain subject area. Being able to think rationally and solve problems systematically is an advantage for any profession and one has to be able to handle changes quickly and effectively. Being able to analyze questions and make judgments, test validity before accepting all information, evaluate and improve ideas are only few of the features that a critical thinker is to possess.

The *subject matter* of the study is the relationship between vocabulary learning strategies and critical thinking ability, because the size of one's vocabulary impacts the size of one's mental world.

The *object* of the present study is the different components of critical thinking and the various types of vocabulary learning strategies.

The main *aim* of this paper is to demonstrate how critical thinking can affect foreign language teaching and learning process as well as the role it plays in the process of vocabulary acquisition. Moreover, the survey puts on display how critical thinking can improve one's decision making skills and help to acquire new knowledge quickly.

The *theoretical value* of the study is the collected data about critical thinking and vocabulary learning strategies. The thesis gives an elaborate explanation on the subjects of critical thinking and vocabulary learning, discusses a number of approaches about how, why, and to what extent critical thinking can aid in vocabulary building and gives a general overview about the main topics.

The *practical value* of the paper is a better and clearer understanding of the process of critical thinking, including ways how it can be utilized. It puts on display different options and a wide variety of activities of how a language learner can develop its vocabulary knowledge by mastering critical thinking skills. In addition, the study provides the reader with a better understanding of the process of critical thinking and ways how it can be utilized.

The first and the second part of the study were compiled with the *methods* of analysis and classification of literary resources. The third part of the work is a qualitative research which was compiled with the methods of analysis, comparison and generalization.

Plenty of literature has been investigated on the given topic. Scholars like: Schmitt, Hughes, Cottrell, Barcelos, Nation, Rubin, Gu and Johnson [34, 21, 12, 28, 34, 33, 30] have investigated critical thinking and vocabulary learning strategies, Bloom [3] even developed a taxonomy of educational objectives in which the five sub-skills required for critical thinking are illustrated. Thus, this stairway can be depicted as a set of linear steps or stairway progressing steadily upwards in order of complexness and sophistication.

The current paper is divided into an introduction, three parts, a conclusion, a summary in Ukrainian and appendices.

The first part of the study introduces the phenomenon critical thinking. It shows the concept and process of critical thinking and reasons why it is important to develop such skills ; moreover it describes which characteristics a critical thinker should possess, and why critical thinking should be taught in schools and higher educational establishments. It also highlights on the skills that critical thinking provides students with.

The second part is dealing with vocabulary acquisition. It explains different aspects of vocabulary building and contains vocabulary learning strategies. In addition, it presents activities for integrating critical thinking into the language classroom.

The third part, data about the critical thinking ability of college students were collected and their vocabulary learning strategy use.

At the beginning of the research the following hypothesis were formulated:

- teachers do not pay enough attention on the students' critical thinking ability;
- there is a strong relationship between critical thinking and vocabulary strategy use;
- learners use few vocabulary learning strategies during vocabulary acquisition.

The findings of the empirical part of the research suggest that more than three-quarters of the participants use some basic critical thinking skills, and their vocabulary knowledge strategy use is significantly better than those learners whose critical thinking ability is weaker. The results of the study show that critical thinking plays a vital role in vocabulary learning. Despite these results little attention has been given to the influence of critical thinking on vocabulary knowledge.

PART 1

THE ROLE OF CRITICAL THINKING ABILITIES

Improving critical thinking skills is a life study and one that's definitely worth pursuing. Thinking critically is the pinnacle of the accumulation of knowledge and experience. But what is critical thinking and how can one master it? These are the most frequent questions which occur in one's mind when hearing about this topic.

The first part of this paper tries to cover different aspects of critical thinking and the ways how it can be applied. It enables the reader to identify the key points of critical thinking that are used in different fields. Each sub-point examines critical thinking from a different perspective; moreover, the role of critical thinking ability is emphasized in the language classroom. Having read the chapter, one can deepen his/her knowledge about the ability to think critically and take a control upon its own learning process.

1.1 Concepts of Critical Thinking

A recent study written by John Hughes claims that in the latest few years 'Critical thinking' has become somewhat of a buzzword in the world of education and, in particular, in language teaching. The term 'Critical thinking' first started emerging in academic circles and literature in the mid-twentieth century. Even before Glaser used the term, there are signs of critical thinking in action throughout human history [19].

The word "critical" evolves etymologically from two Greek roots "kriticos" (meaning discerning judgment) and "criterion" (meaning standards). Etymologically, then, the word implies the development of "discerning judgment based on standards." The Greek philosopher, Socrates suggested a scheme of enquiry which set out to question everyday beliefs and to find the truth on the basis of absolute evidence. 'Socratic questioning' as it is known still massively effects many approaches to education to this day and is certainly one of the most important skill required of competent critical thinkers. Thus, at a primary level, critical thinking is about finding out whether something is true, partly true or not true at all. Nonetheless, finding this out is not necessarily as simple as it may seem. The author of an article, for instance, can demonstrate information as factual or true. Through elaborate use of language, a person can disguise his or her belief in one way, or present facts when objectively they are only opinion, or apply emotive words that will be attractive to a reader's own feelings or tendencies. For the purpose of dealing with these more compound fields, one requires a variety of sub-skills and capabilities so that it is possible to think critically [24].

From another point of view, critical thinking is an elaborate mechanism of deliberation, which includes a broad variety of skills and approaches. It involves:

- determine the people's positions, arguments and outcome;
- assess the evidence for alternative perspective;
- weighing up opposing arguments and evidence fairly;
- being able to read between the lines, seeing behind surfaces and select between false or unfair assumptions;
- acknowledge techniques used to make specific positions more engaging than others, like false logic and persuasive appliance;
- reflecting on problems in a structured way, providing logic and insight to support;
- outlining the outcome of whether arguments are legitimate and justifiable, in accordance with the right evidence and sensible assumptions;
- putting forward a perspective in a structured, evident, well-reasoned way, that convinces the target audience.

Critical thinking empowers one with the tools of scepticism and doubt constructively so, that one can investigate what is before the person. It aids in making better and more informed decisions about whether something is likely to be true, effective or beneficial. Eventually, in order to function and well-operating in the world, the likelihood, that, at least, some things are as they seem, demanded to be accepted. Such phenomenon presupposes trust. If some can analyse undoubtedly the foundation of what one take as correct or true and are much more capable to distinguish when it is rational to be trusting and where it is advisable to be skeptical and doubtful [10].

1.2 Critical Thinking Skills

As of today, there has been not much discussion and debate about what personal traits are required to be developed and strengthened to think critically. Some people seem to be more naturally sceptical while some find it simpler to be trusting. These dissimilarities might be the result of past experience or personal traits. However, critical thinking is not about natural traits or personality; it is about a certain set of methods aimed at exploring evidence in a particular way. Sceptical people can necessitate structured technique that help them to trust in the possibility of an outcome, just as those who are more trusting demand strategies to help them employ doubt meaningfully.

Critical thinking is just consciously and systematically processing data so that one can render a better decisions and overall comprehend things more effectively. The above description

includes so many words because it requires from the person to use diverse intellectual devices to diverse data. Methods to think critically about certain information include:

- Conceptualizing
- Analyzing
- Synthesizing
- Evaluating

- Observation
- Experience
- Reflection
- Reasoning
- Communication

Additionally, critical thinking can be defined the following manner: critical thinking is the contrary of regular, everyday thinking. Moment to moment, most thinking happens automatically. When one applies critical thinking, is automatically employs any of the above intellectual tools to achieve more accurate outcome than the brain automatically would create [11].

A number of dispositions and abilities associated with critical thinking had been determined. These concentrate on the skill to reflect skeptically and the ability to think in a justified way.

Skepticism in critical thinking means bearing an item of polite doubt. Under such circumstances, scepticism does not mean that the particular person must go through life never believing anything hear and seen. That would be unhelpful. It does mean keeping open the opportunity that what is clear at a given time period may be only part of the overall picture [13].

Critical thinking includes precision and exactness this can require dedication to finding the correct answer. It involves:

- Attention to smaller detail: taking the time to find small clues that throw greater light on the overall situation.
- Pointing out trends and patterns: this can be carried out through careful rendering of information, analysis of data, or identifying duplication and similarity.
- Repetition: going back over the same data couple of times to verify that nothing has been missed.

- Taking different perspectives: taking into consideration the same information from several point of view.
- Objectivity: placing one's own likes, beliefs and interests to one side with the aim of gaining the most accurate result or a greater and deeper understanding.
- Considering implications and further consequences. What seems to be a good idea in the short term, for instance, might have long-term effects that are less pleasing.

Cottrell's study have demonstrated, that altogether critical thinking is highly associated with reasoning or with capacity for rational thought. The word 'rational' means 'using reasons' to solve certain problems. Reasoning starts with ourselves and includes the followings:

- having justification for what is believed and did, and being conscious of what those are;
- critically assessing one's own beliefs and actions;
- to be able to provide others the rational causes for our beliefs and actions.

It is important to investigate the basis of personal beliefs and reasoning, as these will be the main advantage points from which the critical analysis can began [11].

Developing good critical thinking skills can take some patience and application. At the same time, the rewards are in improved skills in making judgements, seeing more easily through flawed reasoning, rendering choices from a greater acknowledged position and improving one's the ability to influence others.

1.3 The Critical Thinking Process

Critical thinking as an intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information brought together from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. The procedure tends to help us assess and evaluate situations on the basis of the acknowledged, related information, to analyze it and to construct a clear understanding of the problem, choose the right solution, and take actions on the basis of the established solution [37].

There exist a set of sub-skills which bring the learner from a lower level thinking to a higher level thinking:

- Understanding what was read or listened, processing it and then trying to understand it. In the person's native language this is simply a situation of knowing what was read, seen or listened to. For a language learner doing such activities on a foreign language, this stage will of course take much longer. The teacher might need to bring up questions such as 'What kind of text is that? Is it from a newspaper? Where else could be found such texts?'

- **Applying.** Having studied a text, the new data is taken and utilized to something. In the language classroom, this often means answering some comprehension or extra questions, or filling in a table with some facts or figures in the text. Simply put, it is about task completion with the new data that had been already understood.

- **Analysing.** The analysis part is when the reader returns to the text with some skepticism and starts to question how the author's information is presented. For instance, the students might have found information in the text but the following task is to find evidence supporting the main point(s). Often the task involves identifying how a text or its arguments are constructed. In other words, students are becoming more critical of the text and not accepting it at face value.

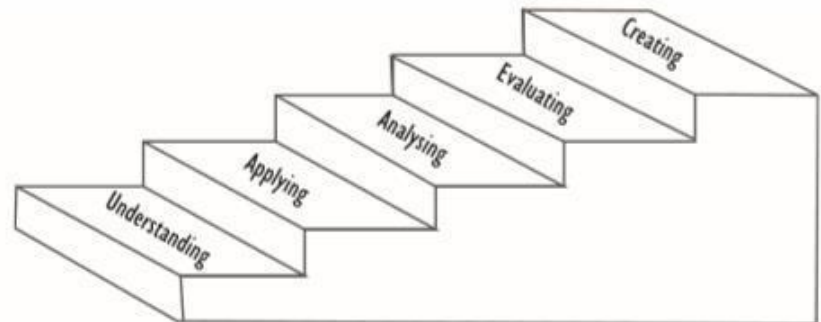
- **Evaluating.** Evaluating is one of the key 'higher-order' critical thinking skills. It's the stage at which students have isolated the author's arguments and views and start to evaluate the validity and relevance of the information. This could involve asking students to assess how much of the text is fact supported by evidence and how much is the opinion of the author. If they are going to use the information in the text to support the writing then it needs to be both valid and relevant. Evaluating is probably the most complex stage for many language learners as it can require very high-level language skills.

- **Creating.** This is the last of the five sub-skills. Having studied a topic by drawing on a number of texts, students need to apply their new knowledge and to create something of their own out of it. For example, perhaps when writing an essay one would express its opinion based on the facts and evidence that was previously researched, or perhaps a group presentation would be created with other students in which each could present all the arguments for and against a view before presenting personal outcome.

- **A stairway of critical thinking.** The five sub-skills above can be depicted as a set of linear steps or stairway progressing steadily upwards in order of complexness and sophistication. Such a paradigm is helpful to plan and design courses that will take students from one step to the next and as a result to develop the students' critical thinking skills. However, it is important not to forget that, in reality, learning – especially when it involves learning a foreign language – is never an easy task. A student might be able to read and understand a text, then start to apply or analyse, only to find that something had been misinterpreted and have to start again at the beginning. Equally, when students are creating a presentation or completing a project, few might feel the need to search for more information in support of the main idea and so returning to previous sources and re-evaluate it could be inescapable. Nevertheless, the idea that these sub-skills are like five steps going upwards forms a clearer practical image of what goes towards

making a critical thinker. See Figure 1.3.1, a revision of Bloom's taxonomy of educational objectives.

Figure 1.3.1 A Taxonomy for Learning, Teaching and Assessing:



A successful critical thinker questions perceived knowledge, rejects anecdotal or non-scientific justification and investigates the source of all information. The person is open-minded and well-informed, able to make judgements about the quality of an argument and draw cautious yet legitimated conclusions [1].

1.4 Benefits of the Ability

Critical thinking skills provide a variety of skills that can be used to any situation in life that calls for reflection, analysis and planning. It gives the person the ability to think creatively 'outside the box.' It keeps one's mind from thinking narrow. Good critical thinking skills have a number of advantages, such as:

- improved attention and observation
- staying more focused while reading
- improved ability to identify the key points in a s test or other massage rather than becoming distracted by less important material
- improved ability to respond to the right points in a massage
- knowledge of how to get through points more easily
- skills of analysis that can be applied in a number of situations

Critical thinking skills are not restricted to a certain subject area. Being able to think rationally and solve problems systematically is an advantage for any career. The global knowledge economy is under guidance of information and technology. One has to be able to handle changes quickly and effectively. The new economy is increasing on flexible intellectual skills, and the ability to investigate data and integrate diverse sources of understanding in solving

problems. Good *critical thinking* supports and promotes such thinking skills, which are very extremely important in the fast-changing workplace. [10]

Ultimately, critical thinking skills help one to get a better understanding of others' experiences and views, enhancing one's ability to work with different people. For example, group activities enable elementary school students hear their peers' ideas for accomplishing the same task, rather than zeroing in on their own thoughts. This demonstrates that any given problem can have multiple solutions, but lets them work together to come to one conclusion. Such activities teach students to collaborate rather than make judgments or assumptions. [39]

Skills in critical thinking bring accuracy to the way a person work and think. It will become obvious that practice in critical thinking support one's to be more specific and accurate in remarking what is appropriate and what is not. The skills enlisted above are helpful when in project management and problem-solving, bringing greater precision and accuracy to different parts of a task. Furthermore, critical thinking and reflection are taking a crucial role in the work environment. Those concerned in management should upgrade their critical thinking habits as these skills will more often than not allow them to comprehend various circumstances in the workplace in a better way. This, in turn, helps the leaders make unbiased judgments and decision. In addition, critical thinking enables one to look at certain situations keenly and weigh all probable solutions before coming up with the final decision. Because critical thinking is sort of an in-depth analysis, it includes intellectual criticism thus enabling the decision makers to combine research and knowledge.

A successful leader, must be able to apply critical thinking skills as it promotes creativity. To come up with a creative solution to a problem involves not just having new ideas. It must also in under the condition that the new ideas being generated are useful, appropriate and relevant to the task at hand. Critical thinking plays a vital role in evaluating new ideas, selecting the superior ones and modifying them if needed [38].

Good critical thinkers can often identify a poor argument without a good knowledge of the subject. This being said, critical thinking usually benefits from a good background research. Finding out more data about a certain subject can help to make a more informed judgement about whether appropriate facts, alternative interpretation and options have been covered sufficiently. Moreover, **good critical thinking is the base of science and a liberal democratic society.** Science requires the critical use of reasoning in experimentation and theory confirmation. The smooth functioning of a liberal democracy requires citizens who can think critically about social issues to inform their judgments about proper governance and to overcome biases and prejudice.

Although critical thinking may seem like a lengthy process because it requires great accuracy, once good skills had been acquired, large amount of time can be saved because with the help of critical thinking one can identify the most appropriate information more quickly and precisely [36].

1.5 Critical Thinking Skills in the Language Classroom

Having established a working definition of critical thinking one could ask “why should be critical thinking involved in the language classroom?” For decades, students have been listening to lectures, reading books and taking exams. But this traditional mode of education is becoming ever more inadequate as a method of teaching young people. In a complex world overfown with information, there’s one skill above all that the next generation will be lacking: the capacity to engage in critical thinking. It is a crucial academic skill that teaches undergraduate and postgraduate students to question or consider on their own knowledge and information presented to them. This skill is vital for students working on assignments and carrying out research. It is also a precious skill in many workplace scenarios.

College would seem to be an ideal time to develop this ability, but higher education’s often-hidebound ways are not doing the job. One widely-discussed study found that at least 45 percent of students in its sample did not demonstrate any statistically significant progress in their reasoning and communication skills within their first two years of college [38].

Before utilising a statistic, quotation or piece of research to reinforce their argument in an assignment or discussion, students should check the source carefully and make sure that it was released by a reliable source. That source needs to be based on hard-proof evidence and should not suffer from research prejudice. Assignments and tasks based on flimsy or badly-researched source materials will receive lower grades as the result drawn are only as reliable as the data they are based on.

Critical thinking is evolved naturally over the course of study as students learn to scrutinise examine and dissect opposing arguments.

Hughes set out reasons for using critical thinking in the classroom, which are the followings:

- **Communicative language tasks require critical thinking.** Languages can be taught without giving any thought to including features of critical thinking. For example, rote learning with its ‘listen-and-repeat’ templates demands no critical thinking and at beginner levels the focus can only be on obtaining a basic vocabulary which later might be further developed. However, as soon as students enter in any task using the target language which contains elements such as personalisation, analysis and problem solving, it requires critical thinking. In modern

language methodology these types of communicative task are commonplace because they involve the student in authentic communication. Success in such work – as in life - requires effective language usage along with certain degree of critical thinking.

- **Using authentic meaningful texts.** The modern language classroom also makes use of either authentic texts or original texts which have been adjusted to the language level but which still contain the writer's or speaker's initial meaning. As soon as the students are provided with a text (spoken or written) in which the speaker or writer expresses facts and opinion (such as a news text or a blog post), students need to comprehend the meaning, analyse the fact from the view, match the argument to the supporting evidence, and then express personal opinion in response to the text. In other words, very soon into learning a language, students are also faced by the need to access texts critically.

- **Critical literacy.** Following the previous point about how to approach a text also, the source of the texts that students will cope with, must be taken into account. In this digital age, encircled by texts full of so-called facts but which do not always come from guaranteed resources.

- **Whole-brain learning.** The brain memorize a new activity by using all four parts of the brain for instance, when a text containing facts is investigated, the information arrives in the back of the reader's brain (sensory and post-sensory). If the reader starts reflecting on what had been read, the lower part of the brain is utilized. Based on observations and reading other texts, one starts to establishing personal views or new hypotheses in the frontal cortex until having come up with a new view, it is tasted (perhaps by presenting to and testing personal views on others) in the pre-motor and motor cortex. If it is correct that the movement of external data into ideas around the brain runs parallel to the four stages of the learning cycle, then the role of critical thinking in that learning process is vital. In a language classroom, a student reads a text in English and the information is collected at the back of the brain. It's likely that the student will memorise some of this new language but for whole-brain learning, the newly gathered language needs to ponder, be creative with it, and finally to test or try it out; in other words, to make use of all parts of the brain in the language classroom. Activities that promote critical thinking will support this kind of whole-brain language learning.

- **Critical thinking in exam preparation.** In the real world of education where students must pass several exams and among them language exams, many teachers will feel that students do not have the time to go beyond the basic demands of the syllabus and examination requirements. However, many students with a good language level might have better achievements in some exams if they have developed their critical thinking. For instance, taking into consideration the Cambridge English first examination, which is a widely taken exam,

includes a speaking and writing paper. In both papers, students are expected to respond to prompts with opinions and supporting reasons to them. In the writing paper they are expected to write an essay in which they express their personal opinion on a topic such as this: ‘Life was easier for our grandparents than it is for us. Do you agree?’ In other words, students must demonstrate a level of English that gets marks for presenting an opinion based on three reasoned arguments in a clear and coherent structure; all skills that student’s will develop by learning critical thinking skills [18].

The main benefit of critical thinking when teachers become advocates of quality thinking and learning, in keeping with this stage theory, they start to teach in such a way that students are regularly required to:

- declare and explain goals and purposes,
 - make the question they need answer and the problems they need to solve, clear
 - collect and organize information and data,
 - explicitly assess the meaning and significance of the data you give them,
 - demonstrate that they understand the concept,
 - recognise assumptions,
 - consider implications and aftermath,
 - examine things from more than one point of view,
 - state what they say clearly,
 - test and check for accuracy,
 - stick to questions, issues, or problems; and not wander in their thinking,
 - express themselves accurately and exactly,
 - deal with complexities in problems and issues,
 - consider other perspectives,
 - develop their logical thinking,
 - distinguish significant matters from insignificant ones.
-
- learn content at a deeper and more permanent level
 - are better able to explain and apply what they learn,
 - are better able to connect what they are learning in one class with what they are learning in other classes,
 - ask more and quality questions in class,
 - understand the textbook better,
 - follow instructions better,

- understand more of what is presented in class,
- possess better writing skills,
- utilise more of what they are learning in class to everyday life,
- become more motivated learners in general,
- become progressively easier to educate.

Learning critical thinking skills can also upgrade academic performance. Students who know how to analyse and criticise concepts are able to make connections across disciplines, see knowledge as useful and applicable to daily life and understand content on an enhanced, more lasting level [8].

Thinking critically can be beneficial regardless of age or gender. The skills of critical thinking allows to not to drown in an information avalanche, it helps in finding new ways to solve problems.

Critical thinking is a procedure in which one has to decide whether something is true, partly true or not true at all and requires various skills such as analysing, conceptualizing, synthesizing, creativity scepticism and curiosity. Also, evidence has been found, that incorporating critical thinking into the exam preparation by using the previously mentioned skills can improve the effectiveness of the overall process. It comes as no surprise that critical thinking can have a major effect on the learners progress during language learning and it not only maintains their language skills but it also teaches them to express themselves accurately, deal with complex problems and issues, express their thinking logically. As a result, students utilize more of what they learn in their everyday life. Also there are a number of advantages of critical thinking such as improved attention and observation, improved ability to identify the key points, knowledge of how to get across tasks and assignments more easily. Such skills makes the one more successful not only in language learning but in all aspects of life.

PART 2

VOCABULARY LEARNING STRATEGIES AND CRITICAL THINKING

Recently, critical thinking has had a significant attention in foreign language learning and in addition, the importance of promoting thinking skills in language classrooms has also been the focus of interest. Modern educational system faces a large number of tasks that involve not only providing learners with high-quality knowledge, but also the formation of a competent person. Such a person is capable of an adequate assessment of events, able to creatively solve the tasks that are set. Presumably in our area, the vast majority of students do not have such logical operations as analysis, synthesis, classification, generalization, or comparison.

Research shows that critical thinking skills are related to English overall proficiency, and it is suggested that all aspects of its skill is worth investigating. In the current study, the focus is put on the relationship between critical thinking and vocabulary knowledge, as vocabulary is of paramount importance to a language learner. Therefore, the second part of this paper gives a broader outlook about vocabulary acquisition, defines the whole process specifying on different approaches while connecting vocabulary learning with critical thinking. In addition, this part tries to highlight all aspect of vocabulary learning [28].

2.1 Language Learning Approaches

There are various ways of learning a foreign language, the need for acquiring the language via different methodologies still exists. Theories of language are undergoing constant change to better serve the needs of students to learn a language. Newer approaches demonstrate that levels of language are considered to be separate, such as grammar and vocabulary. However, linguists presently suggest that they are closely interrelated in the construction of meanings and of texts.

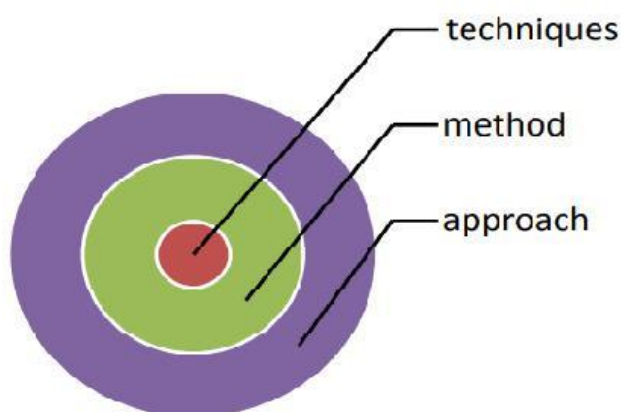
All techniques involve prescriptions for the teacher and the learners. They are a pre-packaged set of information of how the teacher should teach and how the learner should learn derived from a particular theory of language and a theory of language learning. For the teacher, methods prescribe what materials and activities should be used, how they should be used and what the role of the teacher should be. For learners, such methods dictate what approach to learning the pupil should take and what roles the learner should embrace in the classroom.

The fundament to each method is a theory on the nature of language and a theory on the characteristics of language learning both of which are included in the approach. These theories are originated from such areas as of linguistics, sociolinguistics, psycholinguistics and are the basis of principles and practices of language teaching [31].

Different theories about the nature of language and how languages are acquired (the approach) indicating different ways of teaching language (the method) and various methods make use of different kinds of classroom activities (the techniques) and strategies.

There are the three main approaches to the study of learner beliefs according to what beliefs mean, research methodology used, and other factors associated with beliefs, specifically nominative, metacognitive and contextual.

Figure 2.1.1 Ways of Teaching a Language



Terms such as knowledge and beliefs are treated in a different manner among the academic community, on the basis of the varying theoretical direction. Initial psychological studies about learners' beliefs and ideas have opened a whole new perspective of personal beliefs, myths, understandings, and superstitions as they were revealed by the persons' thoughts and feelings about their learning. Scholars came to the conclusion that, beliefs about learner capacity and personal models of their own processes were more essential to understanding the individuals' learning performances than universally accepted theories about learning; these individual "myths" gave a more detailed explanation about the differences between individuals in learning than psychometric measures such as aptitude or intelligence [4, 5].

2.1.1 Normative Approach

Such term as normative was used to refer to investigation on culture, which is taking students' culture as an interpretation for their behaviours in class. By the same token the studies within this approach see beliefs about SLA as indicators of students' future behaviours as autonomous or good learners. The studies within normative approach have mainly described and classified the types of beliefs about SLA which learners have. Some of the studies make connection between beliefs about SLA and autonomy. According to the nominative approach normally is Likert-type questionnaires used [4].

2.1.2 Metacognitive Approach

The main aim of metacognitive approach is to help students develop an awareness of the strategies, skills, and resources needed to complete a task effectively; along with the ability to use self-regulatory mechanisms, such as planning, monitoring, evaluating and modifying. Metacognitive instructions are mainly focused on students' thoughtful and selective use of cognitive strategies to support academic learning.

Such an approach, however, must also take into account the affective and motivational problems mentioned above in order to ensure maintenance and generalisation of learned strategies. Even if students are educated how, when, where and why to use effective strategies, it may not activate them because of negative perceptions about self-efficacy, or an attitude of learned helplessness. As a result, metacognitive instruction could be extended and polished to include self-appraisal and self-management of affective, as well as cognitive components of learning. Metacognitive techniques should be included in both specific strategy training and motivational or attributional retraining, for if children are to develop into thoughtful and independent readers, teachers need to pay attention to both "skill and will." The crucial role of "shared knowledge" in helping children develop the metacognitive insights necessary for conscious control of both "skill and will" has been the subject of much discussion in the literature.

The theory of socially-mediated learning suggests that the emergence and development of self-regulatory activities has its roots in social interactions with others, and only gradually comes under the conscious control of the child. Therefore the emphasis of instruction should not only be on performance and task factors, but also on the level of personal involvement and impact of the teacher.

A metacognitive instructional approach to teaching word identification skills could thus include the following features:

- instruction in task specific strategies for word identification (cognition) and in techniques to monitor and control the use of those strategies (metacognition);
- a socially interactive learning environment which could include reciprocal teaching, where the teacher gradually helps pupils take responsibility for their own learning.

Examples of metacognitive activities include planning how to approach a learning task, monitoring comprehension and evaluating progress towards the achievement of the task. Supporting students in building metacognitive control contributes essentially to successful learning. Too often, students are thought what to think but not how to think, what to learn but not how to learn. Learning how to learn relies, basically, on thinking how to think. Thinking how to think, in other words, metacognition, occurs in situations when learners become aware of the fact

that their cognition, their capacity to understand something has failed them (for example, not being able to understand content or relations (e.g. grammar rules) and, therefore, they have to work in order to make sense of it. In addition to teaching cognitive skills, it is important that language teachers support students in building metacognitive skills [19].

2.1.3 Contextual Approach

Contextual Teaching and Learning (CTL) is defined as a way to introduce content using a variety of active learning techniques aimed to help students connect what they already know to what they are expected to learn, and to construct new knowledge from the analysis and synthesis of this learning process.

The current tendency goes back to the concept that students will perform better if the environment is generated naturally. Learning will be more meaningful if the child has what he had learned, and does not know it in other word the learning process in unconsciously. Oriented learning mastery proved successful in the short term reminds the competition but failed to equip the child to solve problems in the long-term perspective.

Contextual approach (Contextual Teaching and Learning / CTL) is a concept which helps teachers learn to associate between the materials taught with real-world situations of students and encourage students to make connections between the knowledge possessed by its application in their lives as family members and the community. With that concept, it is expected learning outcomes more meaningful for students. Do naturally, learning process in the form of activities and student work experience, not a transfer of knowledge from teacher to student. Learning strategy is more overlooked than the results [20].

Contextual classroom, teachers' job is to help students achieve their goals. That is, teachers deal more with strategy than giving information. Teachers manage classroom tasks as a team working together to find something new for the members of the class (students). Something new comes from finding yourself instead of what the teacher's role. That is managed classroom contextual approach. The instruction occurs naturally. The result of the study is not as important as the strategy. The teacher helps and leads the students to find another new thing based on the students' discussion. By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, they students are able to use the acquired knowledge and skills in applicable contexts. The ideal connection process would be three-fold: students' knowledge is reviewed and is related to a new concept, new concept is being practiced, the new concept is tied to a real life scenario. The core of contextual instruction is students' centre [22].

2.1.4 Language Awareness Approach

The Language Awareness Approach uses grammar as an explicit component to internalize language, but not as the only resource. This is where critical thinking plays an important role in the process of learning the language. This approach allows students to analyse the language in the “real world” without being limited to the classroom. The idea around this approach is that instructors provide the students with strategies to become self-motivated and equipped to analyse language when being in contact with it and “solve the problem” of communication through the use of critical thinking. Bolitho states that a key element of the Language Awareness approach is that learners “discover language for themselves” Hawkins mentions that the Language Awareness Approach stimulates students “to ask questions about language” and as a result “gather their own data from the world outside school” As a consequence, students learn to think for own sake and become problem-solvers in a special context where language has to be utilized [14].

2.2 Qualitative and Quantitative Aspects of Vocabulary Knowledge

Vocabulary is a critical component of a language. Research shows that critical thinking skills are closely related to vocabulary knowledge, and use of language learning strategies, therefore, the current paper focuses on their relationship. But before investigating their relationship, the first step is to analyse the qualitative and quantitative aspects of vocabulary knowledge [15].

According to an early definition vocabulary knowledge is classified into two categories: the first is word meaning which include generalisation, breath of meaning and precision of meaning and the second is the level of accessibility to this knowledge (availability and application). Taking into consideration mainly the meaning aspect of a word, this innovative explanation neglected to include other aspect of word knowledge, which are not less important, such as spelling, morpho-syntactic propertie, pronunciation and collocations.

Vocabulary knowledge is often referred to different aspect of a word or vocabulary knowledge. But what does it mean to possess vocabulary knowledge? For Nation, vocabulary knowledge should be discussed in terms of possessing the item and system features of vocabulary. Possessing vocabulary knowledge, according to Nation, means being able to recognise word items (“item knowledge”) and being able to understand the various features of word items (“system knowledge”) explains item knowledge as the individual word or form of the word, for instance, “dog” (the orthographic form), and system knowledge to mean the various features of the word (e.g. phonological, orthographic, semantic) including the word’s relationship with other words in a person’s mental lexicon [17]. Mental lexicon is used here and glossed to mean what a person knows about words [23]. A three category framework was

devised by Nation to discuss what it means to possess this vocabulary knowledge. It comprises: 1) word form – the spoken form (phonological), the written form (orthographic) and the word parts (e.g. base, affixes); 2) word meaning – including connecting form and meaning (of a word), concepts and referents, and associations; 3) word use – including grammatical functions, collocations and constraints on use (e.g. register, frequency) Nation's framework underpins the vocabulary size test used in the current research.

Breadth of vocabulary knowledge is defined as the number of words that a person knows. With native speakers, the objective of studies in this area has been to measure the number of words that they know in some absolute sense, whereas with second language learners the aim is often more narrowly defined in terms of their knowledge of items in a specified list of relatively high frequency words, such as the General Service List. Vocabulary size tests that are used for proficiency or placement purposes should include the broadest possible range of word families. An estimation of total vocabulary size can be attained in two ways. The first is based on sampling from a dictionary, and the second is based on corpus-derived lists of word families grouped by frequency. The dictionary sampling method involves selecting a dictionary that contains the number of word families that learners are expected to know, then testing a selection of those words. The problem with this method is that higher frequency words tend to have longer entries, and are thus more likely to end up on the test, which may skew the results. The second method to estimate vocabulary size is to select word families according to their frequency in a corpus. Usually, these word families are grouped together into the first 1,000 most frequent words, the second 1,000 most frequent words, and so on. This kind of test has generally been used only with people with low English vocabularies, namely non-native speakers of English.

Breadth of vocabulary, or vocabulary size has long been acknowledged as fundamental dimension of lexical ability of a language learner. A number of studies has emphasized the crucial part of the number of words known. Moreover a lot of discussions were made on learners who are equipped with a large vocabulary and are thought to possess more expertise in using the language than ones with a smaller vocabulary [27].

There is a certain distinction between vocabulary breadth and vocabulary depth, accordingly breadth of vocabulary or vocabulary size refers to the number of words known, whereas depth of vocabulary is defined as how well the learner knows a word. While breadth of vocabulary knowledge is considered as the number of vocabulary items for which a learner possesses at least minimum knowledge of their meanings, depth of vocabulary knowledge ranges from partial understanding of a word to full mastery of multiple aspects of a given word including its various related meanings and its appropriate use in varying contexts [14]. Nevertheless some conflicting argument arose in the literature as to whether this dichotomous

distinction between the breadth and depth is valid. A number of researchers have argued whether it is correct to consider “breadth” and “depth” to be total opposites. It is a moot point whether this opposition is justified. Another assumption is that a deeper knowledge of words is the consequence of knowing more words; or that, conversely, the more words someone knows, the finer the networks, and the deeper the word knowledge. Hence, the ability to demarcate the precise meaning and usage of a word is based on a knowledge of other words that are needed to categorize, classify, and delimit that word more precisely. One's knowledge of the word cup is deeper if one expresses that it is used with a saucer (unlike a mug) and that it is not transparent (unlike a glass). In this way “depth” is connected with „breadth” of vocabulary. If one does not know these words, one will call all three a “cup”, even if one knows the differences between them. What one may not know, however, is that these differences distinguish the meanings of cup, mug, and glass. In some sense, this may be compared with the overextension shown by young children, who call anything that has four legs and a tail a “cow”, even if they know the difference between a cow and a horse. This example shows that there seems to be no conceptual distinction between “breadth” and “depth” [27].

Despite the consensus among researchers and practitioners that vocabulary knowledge is composed of at least two dimensions, breadth (size) and depth (quality), most research has been concerned predominantly with vocabulary breadth in comparison with vocabulary depth.

Depth of knowledge focuses on the idea that for useful higher-frequency words learners need to have more than just a superficial understanding of the meaning. In the research literature there are two main ways of conceptualising vocabulary depth. On the one hand, words may be seen to be organised into lexical networks. Researchers approaching vocabulary depth in this way focus on how words are stored in learners’ mental lexicons in relation to each other

Accordingly, the depth dimension should cover such components as pronunciation, spelling, meaning, register, frequency, and morphological, syntactic, and collocational properties. There are two main approaches for measuring depth of vocabulary knowledge: a developmental approach and a dimensional approach. The developmental approach uses scales to describe the stages of acquisition. One scale that has received some attention is the Vocabulary Knowledge Scale, which has five levels. The dimensional approach, on the other hand, describes the level of mastery of the various component types of word knowledge. This approach set out a number of competencies necessary for mastery of a word [32].

It has been stated in a research context that the dimensional approach may prove to be of more value. Measuring several vocabulary knowledge types would be time-consuming and would severely limit the number of words that could be studied. However, many researchers believe that such research has several advantages, making it well worth the effort [34].

2.3 Vocabulary Learning Strategies

It is well known fact that language learning strategies play a vital role in foreign language learning. Language learning is a specific action, technique or behaviour that students use to improve their progress in comprehending and producing foreign language. These strategies can make learning easier, faster, more fun, independent and efficient.

Vocabulary learning strategies are a crucial part of language learning and consequently being aware of these strategies is important for both teachers and students.

Learning vocabulary is considered as an indispensable part of language learning and production as limited knowledge. There are two aspects of vocabulary learning: discovery learning strategy and consolidation strategies. Discovery strategies concern strategies that are used to uncover the meaning of the words presented to the learner for the first time on the other hand consolidation strategies help the learner to absorb the meanings when the word is encountered afterwards.

The strategies are subdivided into five categories in the following way:

- Determination strategies (DET) – the strategies which help the learner to discover the meaning of the words without getting any help from the teachers or peers.
- Social strategies (SOC) – the aim of the strategies to engage learners in interaction with others.
- Memory strategies (MEM) – which involve the learner in linking the newly-learned material with some background information or knowledge.
- Cognitive strategies (COG) – learners are more engaged in the mechanical process rather than in mental processing.
- Metacognitive strategies (MET) – decision-making, monitoring and evaluating learner's progress are the main idea of the strategy [30].

Having classified the vocabulary learning strategies there had been also set out five techniques for vocabulary building, which are considered to be rather out of the ordinary:

- The use of the three-dot method
- The use of vocabulary note cards
- Breaking new words down into their component parts
- Developing an interest in etymology
- Subscription to a word-of-the-day website

The three-dot method: When one looks up a word in the dictionary, make a small dot in pencil next to the entry word (see Figure 2.3.1). The second time the word is looked up, another dot should be put by the word. The third time, a third dot should be added, and this time, the

word should be learned. Any word that crops up three times within a short amount of time is obviously an important word that belongs in one's permanent and active reading vocabulary:

Figure 2.3.1 Three dot method in vocabulary acquisition

• • • eu • tha • na • sia (yōō-thə -nā' zhə, zhē-ə) *n.* The act or practice of ending the life of an individual suffering from a terminal illness or an incurable condition. [Gk., a good death: *eu-*, +*thanatos*, death]

The use of vocabulary note cards: The essence of this the upper mentioned strategy is to use small index cards to help the learner acquire important vocabulary words. The index cards are small and compact therefore easy to be carried around. When the stack of cards becomes too unwisely, it can be organized into parts of speech. The same method can be practiced while reading, the unknown words should be written out on the card in the context in which it occurred, the pronunciation, the definition and the target word should be underlined for emphasis:

Figure 2.3.2. Vocabulary note cards

(1) a revelatory manifestation of a divine being
(2) perception of reality by means of a sudden
intuitive realization
from Greek—"to appear"

An alternate method is to write new words in a vocabulary notebook. Using the notebook means that the learner can record the words in the order in which they appear, along with the page number where the word appeared in the selection. When rereading the section, the person can easily locate the definitions to refresh the memory in case the word had been forgotten. It is suggested that only those words should be written out which are completely unfamiliar and can cause difficulties to translate or give a definition to.

Breaking new words down into their component parts: The principles of the method is to determining the meaning of unfamiliar words by separating the two parts of the word and then reversing them. Barry continues on with an example word – painstaking, according to the method it becomes “taking pains” or “taking great care”– in other words, analysing the conversation in great detail.

Developing an interest in etymology: Etymology refers to the study of word origins, and paying attention to them is not only interesting for its own sake; in addition, word origins can be helpful for remembering the meanings of new words. Approximately 60 percent of English words come from Latin and French, another 15 percent derive from Greek and others. Many words have unusual origins.

Subscription to a word-of-the-day website: Word-of-the-day websites offer a painless, entertaining, and free way to learn new words. Most of them have the same features: An e-mail or text message is sent to the subscriber's inbox. Each day the person receives a new word (see Figure 2.3.3) Typically, the information includes pronunciation symbols, a definition, a sentence or two showing how the word is used, and the word's etymology. Some sites include pronunciation. By clicking on the megaphone, the word is pronounced by a native speaker. Here are four current word-of-the-day websites, with four sample words for each.

Figure 2.3.3 Word-of –the day method

WORD-OF-THE-DAY WEBSITES	
Dictionary.com Word of the Day	www.dictionaryreference.com
	Sample words: altruistic, churlish, glower, bonanza
Merriam-Webster Word of the Day	www.m-w.com/wordoftheday
	Sample words: diligent, genuflect, sustain, QWERTY
WordThink.com	www.wordthink.com
	Sample words: incongruous, assiduous, anecdotal, pragmatic
Merriam-Webster's Learner's Dictionary (for ESL English-language learners)	www.learnersdictionary.com
	Sample words: gamble, reserve, crucial, secure

Vocabulary learning strategies refer to any kind of approaches or techniques that learners adopt to cope with vocabulary learning both consciously and subconsciously. Therefore, vocabulary learning strategies could be any factors which affect this broadly-defined process [18].

2.4 Language Learning Beliefs

Research on language learning beliefs does not have a long history in the field of foreign and second language learning, although it is not new in the fields of psychology and anthropology. Interest in students' beliefs about foreign language acquisition emerged from research on learner strategies

Many scholars highlight the importance of students' beliefs for their learning. For example, if there is a misfit between what learners believe and the beliefs embedded in the

instructional structure in which they are enrolled, there is bound to be some degree of friction or dysfunction .

Language learners' vocabulary learning beliefs is an under-researched area. In the field of vocabulary acquisition there are many more studies that investigate teachers' beliefs about teaching vocabulary than studies exploring learners' beliefs. Only a few studies investigate learners' general beliefs about vocabulary learning. They analyse correlation between learners' vocabulary learning beliefs, vocabulary learning strategies, and learning outcomes. Some researchers examine learners' self-efficacy language learning beliefs and their relationship to the use of vocabulary learning strategies. One more direction of research in this area is beliefs about rote learning of vocabulary. The first large-scale study. The authors designed a vocabulary learning questionnaire to elicit students' beliefs about vocabulary learning and their vocabulary learning strategies. The section about beliefs included 17 statements representing 3 main ideas:

- vocabulary should be memorized;
- vocabulary should be acquired in context;
- vocabulary should be studied and used.

Participants were asked to rate each statement on a 7-point scale from Absolutely Disagree (1) to Absolutely Agree (7). The questionnaire was administered to 850 second-year non-English majors at Beijing Normal University. The results showed that the most popular 81 belief was that vocabulary should be studied and put to use, although many students also agreed that words could be acquired in context. Contrary to common beliefs about Asian learners, memorizing was the least popular idea. The results showed that the learners' beliefs correlated with their learning outcomes. The most proficient group of students strongly believed that vocabulary should be picked up through careful study and natural exposure, but not memorization. The least professional group of students strongly believed in memorization. However, the quantitative method of research could not directly connect the learners' less effective vocabulary learning results with the role of memorization [15].

Self-efficacy beliefs (confidence in ability to reach a high level of vocabulary knowledge) significantly correlated with vocabulary proficiency and most vocabulary learning strategies, whereas beliefs in memorization and learning for tests correlated with only two out of 17 learning strategies. Accordingly, motivational beliefs may play an important role in vocabulary learning.

One more study explored the relationship between EFL learners' self-efficacy beliefs and their use of vocabulary learning strategies. Questionnaires about self-efficacy beliefs and vocabulary learning strategies were administered to 50 Iranian university students. The results were the following: Highly self-efficacious students used significantly more vocabulary

strategies. The researchers argue that nurturing students' sense of self-efficacy may improve the effectiveness of vocabulary learning strategy instruction and contribute to successful vocabulary learning [12].

In a recent study, compared 117 advanced EFL university students' beliefs about learning English grammar, pronunciation, and vocabulary to see if explicit grammar, pronunciation and vocabulary teaching is desirable 83 at the university level. The study was based on a questionnaire and adopted a quantitative research approach. The participants believed vocabulary to be different from grammar or pronunciation in that vocabulary was considered significantly more important for efficient communication than grammar or pronunciation, and vocabulary errors could more likely lead to communication breakdown than grammar or pronunciation errors. Students also believed in the value of explicit teaching of all three components and doing in-class exercises [14].

2.5 Vocabulary Knowledge and Critical Thinking

Developing student's critical skills is one of the major concerns of foreign language teachers. Professional teachers and novice ones try to find ways to motivate their students. Developing vocabulary knowledge requires students to develop learning strategies and focus on language function and context. In every course assignments, learners understand and realize better that communication is not an easy thing. Developing accuracy and fluency in foreign language classes enhance students critical thinking too.

There are various factors that affect student's ability to communicate in foreign language classes. Among the most important ones are: motivation, classroom environment, and other factors such as teaching and learning contexts. Good teachers know how to challenge students. A good language teacher adopts methods and methodology according to a student's learning styles. Through this way, students are motivated to learn more and to involve themselves frequently in group or team-work. One of the factors that affect learner's communication is the learner's ability to think and act critically. Through critical thinking, learners develop the ability to communicate in English very well. Therefore, fostering critical thinking stimulates autonomous learning. Language learning is not an easy process. While thinking critically, students try to relate the known information with the unknown, draw schemes, and relate thoughts with meanings. It is the teacher's task to show them how to do this, to resolve and draw conclusions. Through critical thinking, students develop creativity and enlarge their vocabulary, language knowledge, and cultural knowledge as well [38].

A student uses critical thoughts:

- in a reading passage by relating personal experience to that of the character of the passage;
- in a writing exercise whereby a student prepares an outline of opening, body and close remarks, taking into consideration the time given (if it is a writing exercise given in class, 10-15 min or an essay that a student has to prepare at home);
- in a listening exercise (listen and fill in blank, draw conclusion);
- while speaking, example: debate, discussion (when the topic is known or unknown)

Traditional language classroom, based on translation method, is replaced with communicative one. The design and selection of teaching methods must take into account not only the nature of the subject matter, but also how students learn. Nowadays, the concept of learner centred classes is feasible. Learning English language and practicing it means negotiation. While the teacher explains something new, students take notes. They should learn to become successful listeners and thinkers. The teacher should take time to think which strategy works best to adopt his/her teaching method. The teacher's task primarily is to develop students thinking skills in problem solving. On the other hand, students should be aware of independent thinking, thus, autonomous learning. If they are trained well, they will be successful learners. [6]

A wide range of approaches, techniques, exercises and practices has been used for vocabulary teaching as it is challenging for foreign learners to learn vocabulary. For this reason, it is suggested that teachers should teach their students strategies that are potential to the improvement in the knowledge of vocabulary in addition to teaching specific words. It is the truth that most learners are less interested in learning vocabulary when they are required to spend a great deal of time memorizing and learning a word. That is why it will be more efficient if the teachers attempt to teach their students unfamiliar words within a limited time through more effective approaches or techniques.

The use of technology of critical thinking in English lessons gives the opportunity to create favourable conditions for the stimulation and development of students' thinking. These techniques create opportunities for students to develop critical thinking skills that are related to the ability to extract, process and use information from various sources, and to present the results of its analysis [19].

2.6 Integrating Critical Thinking into Language Classrooms

This final section contains a collection of classroom activities that share the following aims:

- to develop a sub-skill or aspect of critical thinking
- to teach and practice a particular language point

Each activity requires little preparation. These activities can be used as presented with the suggested materials or, in most cases, they can be adapted to match the materials you are using in your language course, such as those in the course book or texts taken from other sources. The early activities focus on developing your students' critical mind-sets. In other words, they encourage students to consider ways in which they can approach texts more critically and to question assumptions. Then many of the activities of this section focus on using reading and/or listening texts and ways of developing receptive critical thinking skills. The activities encourage students to apply the arguments and opinions into their own views in either written or spoken forms [7].

Activity 1 – Vocabulary development

Critical thinking aim: To involve logic and critical thinking into the process of vocabulary learning.

Language aim: To make students learn how words relate to each other.

Rationale: This activity is not only useful for enriching vocabulary but it also involves discussions which develop speaking skills.

Procedure

bicycle	sailboat
airplane	hot air boat
Rocket	subway train
cruise ship	bus
Taxi	skateboard

- 1 Divide the class into groups of four students.
- 2 Ask student groups to list the above forms of transportation in order from slowest to fastest.
- 3 Ask each student group to discuss their list with another group.

Activity 2 – Developing a critical mindset

Critical thinking aim: To introduce basic awareness of critical thinking.

Language aim: To introduce the language for expressing opinion, agreeing and disagreeing.

Rationale: This activity is a useful way to introduce students to the idea of becoming critical thinkers. It also introduces some of the language they might use to express their opinions in class discussions later in the course.

Procedure

1. Write a statement on the board which is likely to provoke a reaction and an opinion either for or against the statement. For example, you could use this statement: 'The internet is reducing young people's attention span and making them less intelligent.'

2. Ask students to work on their own and consider their own personal response to this statement. Do they agree or disagree with it? What's their opinion?

3. Now show them this list of possible responses to the statement. They must choose the response in the list which most matches their own:

- I am not interested in this topic.
- I agree. It is true.
- I disagree. It is false.
- I am not sure.
- I agree up to a point but also disagree
- I agree/disagree for a number of reasons but I'd also like more evidence

After they have chosen their corresponding response, show them this key to the meaning of their response in terms of their own critical thinking. For example, if their response corresponded to 3 in this list, then they have a strong opinion but need to support it with reasons and evidence in order to think critically:

- 1 - You do not need to be interested but have an opinion.
- 2 and 3 - You have an opinion but can you give reasons for your opinion?
- 4 and 5 – This is a safer response but critical thinkers need to be active in the discussion.
- 6 – Good. You have reasons for your opinion.
- 7 – Great! You have reasons for your opinion and you want more information.

Activity 3 – Recognising context

Critical thinking aim: To develop the skill of seeing things from another point of view.

Language aim: To speculate about a photograph in different contexts.

Rationale: As part of developing a critical mindset, students need to develop the skill of seeing an argument from all sides. This simple activity will raise students' awareness of how the setting of an image or text can alter our perception or interpretation of something.

Procedure

1. Choose an interesting image. It can be a photograph, cartoon or any kind of graphic. Show it to the students and ask them: - What does it show? - Where do you think you might see it? For example, in a magazine with a text about something. - Did the person who made or took the image have a particular message?

2. Students work in group. Ask them to discuss using the image in these different ways: a) If it was an image on a film poster, what is the name of the film and what is it about? b) If it was the front cover of a book, what is the name of the book and what is it about? c) If it was an advertisement for a product or service, what would it be and what advertising slogan would be

on the advert? Afterwards, as an extra option, ask each group to think of one more new way to use the image. Where would we see it? How would it be used?

3. At the end, each group presents their ideas for the ways in which the image can be used. End the task by explaining that this exercise shows us how the meaning of an image or text can change according to the context. So when we read or hear an argument or opinion, it is important to understand its context.

Activity 4 – Making connections between topics

Critical thinking aim: To make connections between the topic of a new subject and your prior knowledge.

Language aim: To talk about a topic and use topic vocabulary.

Rationale: Sometimes students are required to talk about a topic with which they feel unfamiliar. For example, in an exam situation they may have to talk about a topic and express an opinion about it. For some students, especially younger teens, this is difficult because the topic they are discussing may seem distant from their own (sometimes limited) life experience. Use this activity to demonstrate how to relate a new topic to their life experience and as a mental warmer for students who may have to take a speaking or writing exam which requires them to comment on a topic.

Procedure

1. Before the lesson, think of a topic which you think students will be unfamiliar with or feel that they have little to say about. You can also use this activity as a lead-in to a reading or listening activity, in which case, use the topic in the text.

2. At the beginning of the lesson, ask students to list five or six topics from your course that they are familiar with and feel they could talk or write about in, for example, an exam. As they make suggestions, write the topic words on the board in a circle. Then write the topic you chose in 1 in the middle, like this:

3. They work in pairs or groups and can either say or write down a sentence about the connection. Explain that the sentence can be simple or imaginative. (There should be no limits to their ideas in this exercise.) Do an example as a class to get them started. For example: Sports like tennis and football are ok for the environment but motor sports use lots of fuel and so they are not so good for the environment.

4. Afterwards, ask students to read out or say their ideas for connections between the topics. If there are students who are going to take speaking or writing exams which require their opinions on topics, explain that the approach of making connections is very useful if they need ideas. Similarly, it is a useful way into reading or listening to a text where you want students to make connections between different ideas.

All these methods are widely used in foreign language learning and thus they contribute not only to the study of a foreign language, but also to the development of critical thinking. This, in turn, raises the professional level of future specialists, as the development of the global economy causes changes in social life, in the labour market. Students must be able to think creatively to compete with their peers around the world for jobs and resources. A creative approach to solving any problems, offering unique ideas requires the ability to think critically.

In conclusion, this part helps one understand the vital importance of vocabulary in the process of foreign language learning. The different language learning approaches, the various aspects of lexical knowledge and vocabulary strategies discussed in this part help the reader get an idea of how to approach a foreign language and how vocabulary knowledge can be developed. Moreover, the critical thinking skill as an important component of vocabulary learning has also been discussed. Critical thinking makes the learning process enjoyable, faster, and easier and what is the most important, independent and efficient. In addition, it shows how critical thinking can be used during the foreign language lessons with the help different activities.

PART 3

EXPERIMENTAL RESEARCH

Critical thinking is considered to be a new phenomenon, but actually it is not fully true. Critical thinking appeared approximately in the middle of the 20th century. Nevertheless, it has always been an asset. Even himself Socrates was convinced that one should think before accept new ideas, ask deep questions, analyze and seek for evidence.

The reason why critical thinking might sound new is because it is not so widespread. Several researches demonstrate that critical thinking is not fostered in the typical school classroom or even colleges, most schools lack a substantive concept of critical thinking. As a result it cannot be used during the lessons. It does not affect the way the material is taught and it does not inform the students about their role in the classroom. Despite the need for more critical thinking, little effort has been made to popularize this topic. This happens despite the fact that strong reasoning skills had become essential to navigate everyday life and work. For this reason, the development of critical thinking skills and disposition is a lifelong endeavor.

It is important that people broaden their knowledge and develop themselves, because critical thinking is not only important in the field of teaching, but it also can help to deal with problems that one has to face on a daily basis. Analytical thinking combined with scepticism can help with decision making.

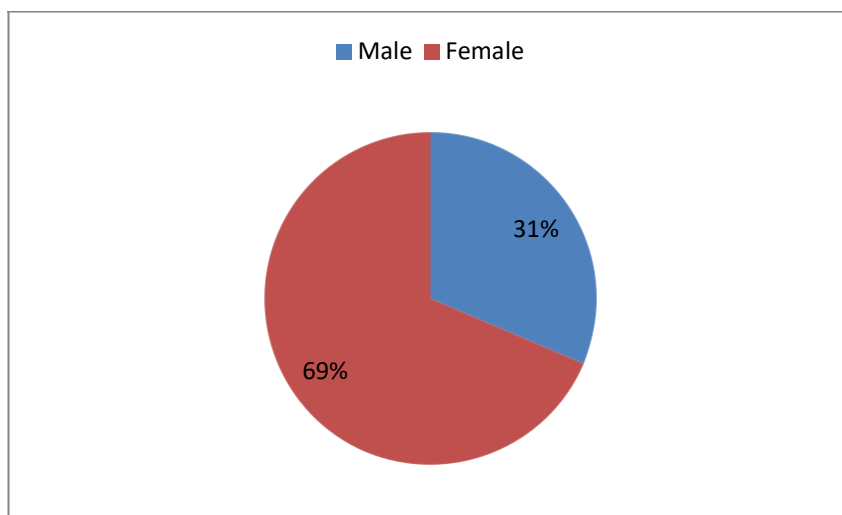
Most of the studies are focused on language learning strategies. Little attention had been given to vocabulary learning strategies. Also having analyzed a great deal of literature about critical thinking and its effect on vocabulary learning during the language learning class, it was concluded that this topic is worth to be investigated further on. As a result such question has occurred: whether there are any evidence of critical thinking in the investigated schools of Transcarpathia, and whether critical thinking skills are being applied in the process of vocabulary learning or not. To achieve the aims a questionnaire was designed and carried out.

3.1 Participants

In the research fifty-one students took part, from Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. Out of 51 participants sixteen were boys and thirty-five were girls. The students were aged between 17 and 21, and were not English major students, but most of them had been learning English for 10-13 years. First of all, the students were chosen for the study by their age, as they should be able to formulate informed assertions, claims, and justifications using accurate, adequate, and appropriate primary and secondary information,

debate, and broadcast communication tasks, use several strategies for earning. Second, higher educational institutions more attention is paid to foreign languages.

Figure 3.1.1 The Gender Percentage of Participants



3.2 Research Instruments

To collect information about the participants' vocabulary learning strategies and critical thinking they were asked to fill in a questionnaire which was designed especially for them. It was divided into two parts. The first part deals with the learner's critical thinking ability. The second part concentrated on vocabulary learning strategies. The first part of the questionnaire was designed with the help of a study of 'Critical thinking skills in the International Baccalaureate Middle Years Program'[40] and the second part was adopted from the study of 'Vocabulary learning strategies and their contribution to reading comprehension of EFL undergraduate students in Kerman Province' [17]. This type of investigation were made because questionnaires are relatively cheap and can obtain a relatively large amount of information from a large group of people without consuming a lot of time, since this method of investigation does not require the researcher presence. The questionnaire mainly consists of Likert Scale questions, which requires the participant to select a rating on a scale from 'strongly agree' to 'strongly disagree'. Unlike 'yes or no' questions, Likert scale gives a deeper insight into what participant think and feel. This method of investigation considered to be one of the most popular types. Other than that there are open-ended questions which help to see the topic from the participant's perspective.

The first part of the questionnaire starts with some general questions about the participant age, gender, how long the participants have been learning English, whether they like it or not. It

gives some background information about the participants. Besides that there are two Likert-scale charts and two open-ended questions.

The second part of the questionnaire entirely focused on vocabulary learning, aiming to collect information about the vocabulary learning strategies of the students of first, second and third-year students. The second part consists of two Likert-scale charts with 26 items in the first and 12 statements in the second one.

3.3 Procedure of the Research

The questionnaire was sent out to the first, second and third-year students of the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education, at the middle of the second semester of 2019-2020. Having explained what to do, the students were asked to complete the questionnaire (see Appendix 1). The process of the research was simple. The questionnaires were sent out to the participants and it took them one or two days to send back. Since the researcher was not present to give the necessary instructions and help if any difficulties might occur, it was translated to Hungarian and all needed information and instructions were added to the questionnaire. After filling in the questionnaires, they were collected and analysed.

3.4 Findings

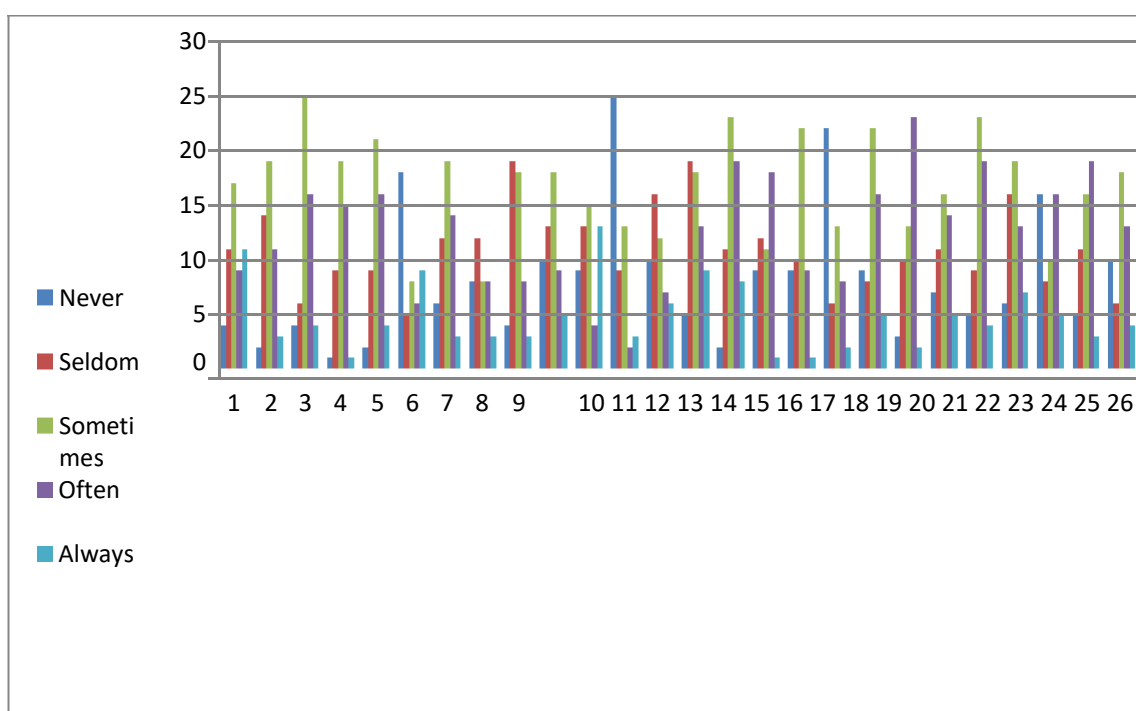
At the very beginning of the questionnaire the participants were asked to indicate whether they enjoy or do not like learning English. They were also asked to give reason to their answers. From the total of fifty-one participants only nine subjects said that they do not like learning English. It is a rather positive result. When they had to explain why it is so, such responses were given: 'It is a very difficult language', 'I don't like this language,' and 'It is a complicated language' and 'I like learning English,' 'We don't have enough English classes,' 'I'm not a good language learner,' 'I don't like the process, but I still have to learn it.' Out of the nine participants three were boys and six were girls. The key words or phrases, when giving reason of their dislike toward the English language were the following: 'hate,' 'difficult,' or 'complicated.'

The three-quarters of the participants enjoy learning English. For instance their answers contained: 'I have always been interested in other cultures and languages,' 'English can be useful all around the world,' 'It allows me to communicate with people from all around the world,' 'It is a very interesting language,' 'It is an international language,' 'I like learning languages,' 'It is important to speak a foreign language,' 'It might come handy when travelling'. The key words and phrases were: interested in cultures, useful language, worldwide language, communicate with other people, enjoy learning languages, beautiful language, one of the most important languages. The upper mentioned answers lead to the belief that the biggest motivation for

children to learn English is that it is a global language, allows them to communicate with people from different countries and to discover different cultures.

The main part of the questionnaire concentrated on the attitude and thoughts of the students regarding critical thinking skills with the aim to obtain more data about in what cases they think critically (see Diagram 3.4.2., Appendix 2). The questions were asked in a Likert scale table. As a result, almost three-quarters of the participants use critical thinking strategies on a daily basis. Only 22% of the participants never or seldom use the mentioned techniques. From the 21 Likert scale statements the least popular answers were: developing a checklist to help solve problems and after setting a goal breaking it down into steps in order to reach it. Among the most popular were: thinking of possible results before taking action and gathering information before taking action, supporting the ideas with the received information, putting ideas into order of importance.

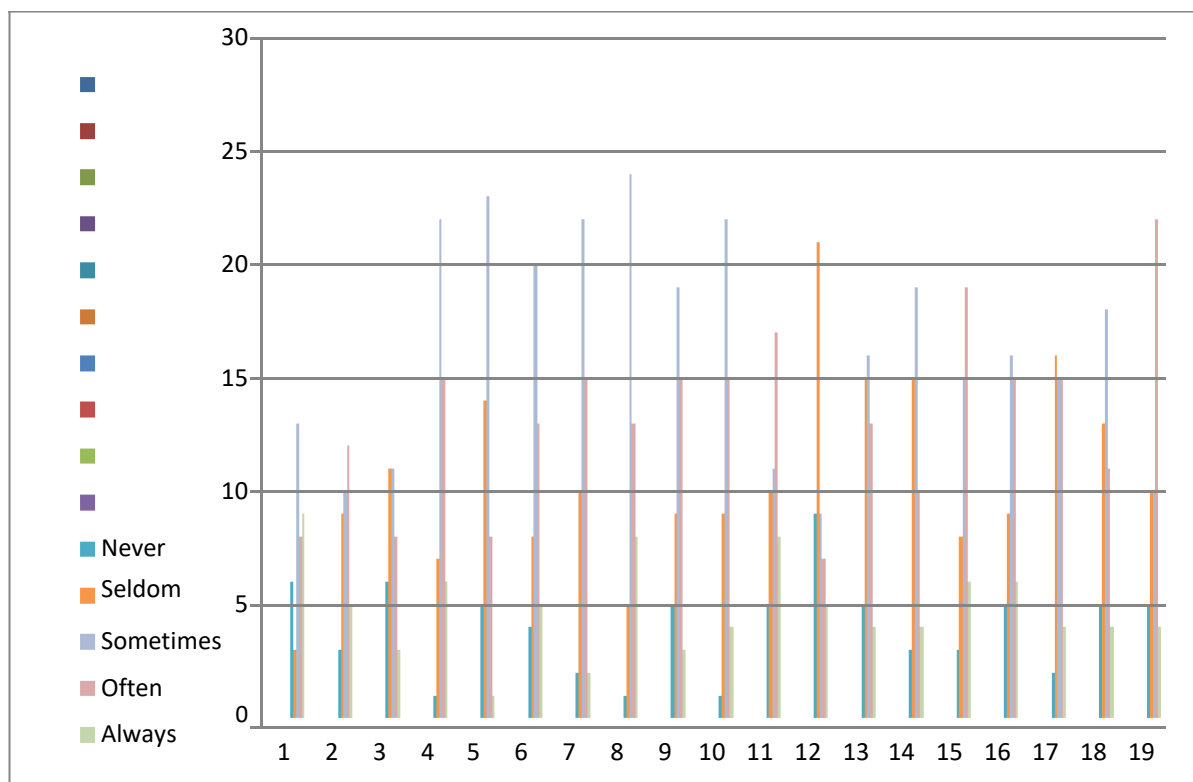
Diagram 3.4.2 Learners' Critical Thinking Ability



The next item of the questionnaire was also a Likert scale which attempted to gather information about applying critical thinking during the lessons, to find out whether the teacher incorporates it in the teaching process or not (see Appendix 3). Recent research indicates that problem-solving, team work and critical thinking are essential skills and are among the most wanted attributes. Accordingly the development of the upper mentioned skills must start at a relatively young age where teachers must give the pupils a great foundation that can be further developed by the learner [6]. The results have shown that critical thinking is introduced to the

foreign language classes and is used quite often. According to the results a total of 80% of the listed items are applied in the process of learning during foreign language classes. Surprisingly, only the 20% of the listed items are not used during their lessons.

Diagram 3.4.3 The Application of Critical Thinking Skills during Lesson



The third item of the questionnaire contains open-ended questions which examined the students' knowledge about critical thinking. The questions require a definition and an example to critical thinking. Learners were tested whether they know anything about critical thinking or it is a totally new concept for them.

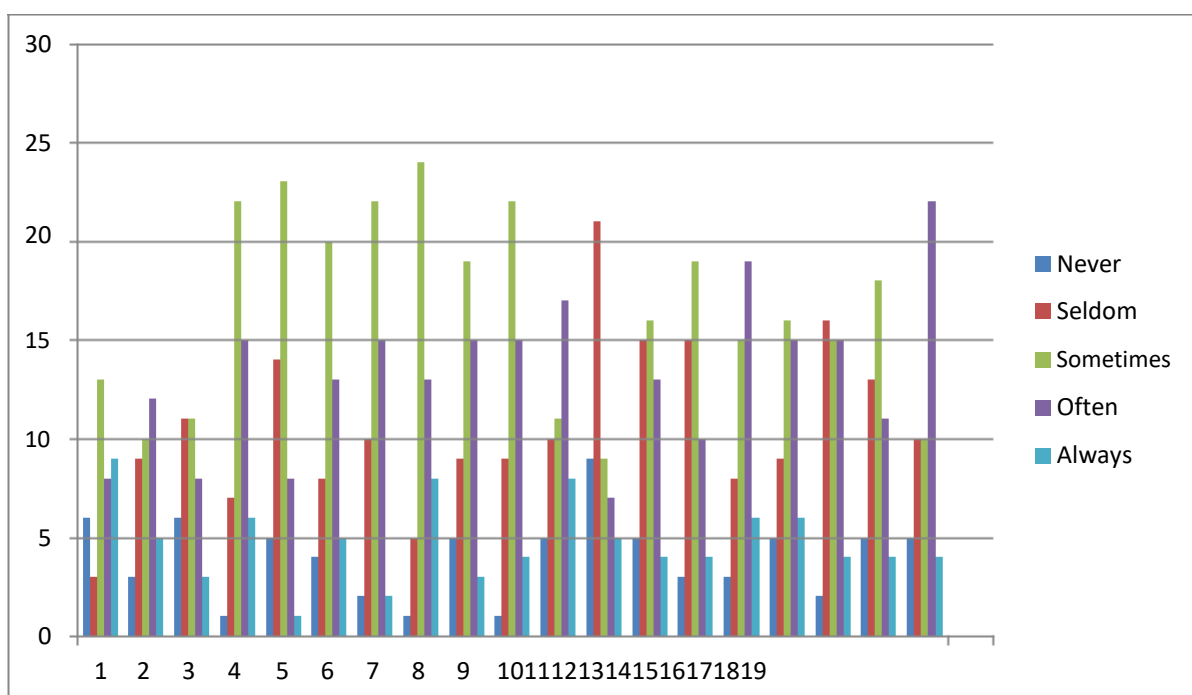
From the 51 participants 42 attempted to give an answer. Out of 42 subjects only 27 wrote something that is close to the truth about critical thinking. Not all the definitions were accurate, but at least they have some clues and general knowledge about the concept of critical thinking. For example, one of the students defined critical thinking as: 'Not accepting the first answer, always checking the source of the information...' Another student defined critical thinking as: 'the objective analysis and evaluation of an issue in order to formulate a judgment.' The third definition was the following: 'critical thinking is about being suspicious and sceptical, to have a strong opinion about things.' To be familiar with the concept is essential in that age as the ability to learn effectively is a vital component if you are to be super-successful in this amazing, demanding new era.

After analysing the students' response it can be stated that more than half of the participants, 64% attempted to define critical thinking and defined it more or less correctly. They associated it with the following words or expressions: 'analysis' 'evaluation of an issue' 'suspicious' 'sceptical'

The last question of this part was an open-ended question which aimed to find out the participants' critical thinking skills in practice. The students were asked to give examples for critical thinking. Out of the 51 participants, 20 attempted to answer this question. The corresponding results can suggest two things: first of all, the participants were not willing enough to give an answer since open-ended questions require some time and effort to answer; second, it can indicate that the students are practicing critical thinking at beginner level; in such case these results can only contribute the findings of the third and fourth questions of the questionnaire that demonstrate that critical thinking is not a new term for students, but critical thinking skills still need to be further developed; and this finding is also controversial, as at the beginning they stated that they carry out such activities which require critical thinking ability.

The first Likert-scale chart of the second part of the questionnaire examines the learners' action after facing an unfamiliar word, and what techniques are used to acquire new vocabulary (see Diagram 3.5.4., Appendix 4). Among the most frequent used ones are: using new words in sentences, guessing the meaning from context, asking the classmates for the meaning, connecting the words with other words, checking if the word also a Hungarian/ Ukrainian word.

3.4.4 Learners' Vocabulary Learning Strategies



Among the least frequently used strategies were the followings: talking with native speakers, using physical action when studying the word, using English-English dictionaries, using Hungarian/Ukrainian-English dictionaries, remembering the words in word scales. Such results suggest that learners in most of the situations use the determination strategies (DET); its essence is to let the learners discover the meaning of the word without any help, and they mainly apply memory strategy (MEM) that is linking the newly earned information with background knowledge.

Cognitive strategies (COG) which include repetition, organizing new material, summarizing meaning, using imagery for memorization; alongside with social strategies (SOC) the essence of which is to engage the learners into social interaction, discussing newly learned material, etc. and metacognitive strategies (MEC) the process when the students' need to 'think' about their 'thinking'. The previously mentioned strategies were the least frequently used among the participants.

In order to make language learning more successful, all the encountered strategies should be equally used in the language learning classroom. Rubin and Thompson's characteristics of a good learner [30] describe a good language learner as aware of their learning style, patient, not afraid to ask questions or make mistakes. Further on successful learners have good organizational skills; aware of how to record, remember and retrieve new information. In order to develop those characteristics all of the upper mention strategies should be applied and practiced in and outside the classroom.

The second Likert-scale chart aimed to examine the learner's actions and habits when memorizing new words (see Diagram 3.4.6., Appendix 5). Among the most popular answers were using English language media, paying attention to English words when somebody is speaking, using flashcards to record new words, taking notes and highlighting new words during class. Among the least frequently used ones were: repeating the words many times, writing the words many times, or making lists of words. Since the younger generation is being influenced by the Internet and different social media platforms they are exposed to different English language media, like movies, songs, videos, games. In addition they can communicate with native English speakers.

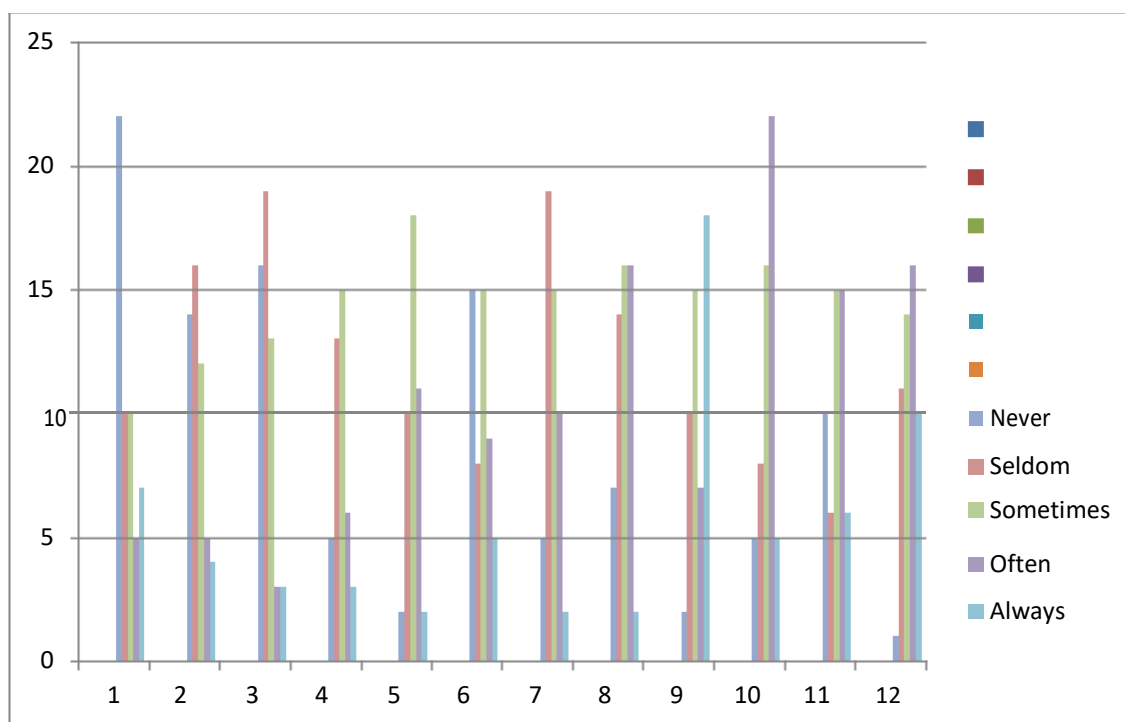
Table 3.4.5 Relations between Critical Thinking and Vocabulary Learning Strategies

Learners who often practice critical thinking		Learners who rarely or never practice critical thinking	
n=41 (80%)		n = 10 (20%)	
Use various vocabulary learning strategies	Barely use various vocabulary learning strategies	Use various vocabulary learning strategies	Barely use various vocabulary learning strategies

n= 41 (73%)	n= 10 (21%)	n=2 (20%)	n=8 (80%)
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The fact that taking notes and highlighting new words, using flashcards to record new words were among the most favoured techniques which support the findings of the previous Likert-scale chart that memory strategies (MEM) are the most often used strategies among the participants of the research.

Diagram 3.4.6 Strategies for Memorizing Vocabulary



According to Hughes [16] learning strategy instructions is also considered an effective approach to teach critical thinking in the language classroom. By learning strategy instructions the learner can develop his/her critical thinking skills. By sharing and describing personal learning techniques with each other students can develop their own strategies. Moreover, teachers can promote learner's critical thinking ability through teaching learning strategies, in particular vocabulary learning strategies.

3.5 Results and Discussion

The hypotheses set at the beginning of the experimental research have been justified. The outcome of the current study found that students involve critical thinking skills in the learning process and they are doing it mainly subconsciously. The findings demonstrate that a total of sixty-four percent of the students could give an appropriate definition for critical thinking. For the majority of the students it was not an unfamiliar term. Accordingly, the information gathered from the first and second Likert-scale chart about the learners' critical thinking habits,

demonstrates that more than the three-quarters of the participants use critical thinking subconsciously at a low level.

The fact that more than half of the participants attempted to define critical thinking and defined it more or less correctly, suggests that it is not a totally strange term for college students. Such a percentage demonstrates that the concept of critical thinking in some ways has been introduced to them. It is believed that it is the teacher's primary element to produce critical thinkers in the language classroom. In addition, it is believed that it is the teacher's responsibility to promote students' critical thinking. Therefore teachers should change their attitudes towards their students, themselves as teachers and pedagogy. [19]

The results of the second part of the questionnaire demonstrate that students apply mainly determination and memory strategies to learn new vocabulary. Smith and Maera [32] stated that learning is collaboration and a means of connection which is necessary for critical thinking. Critical thinking demands careful reading and listening, and it also endangers the peace of assumed pleasantness that manages much of people's interaction with one another. Also, maintaining such an active learning can make the lesson more pleasant for both teachers and students, and it can encourage students to think critically. While determination and memory strategies mainly focus on discovering meaning without any help and linking newly learned material with background information.

The findings suggest that those who practice critical thinking more often use a wider variety of vocabulary learning strategies (see Table 3.4.4., Appendix3).

The upper mentioned statements (see Appendix 5) justify the third hypothesis which states that there is a strong relationship between critical thinking and vocabulary strategy use (see Table 3.4.6, Appendix 5). The results of this study indicate that there is a strong relationship between critical thinking skills and vocabulary strategy use. The overall results of this study suggest that with the development of the students' critical thinking skills their vocabulary knowledge can be increased. The low level of learners' critical thinking can be explained by the fact that the three least frequently used strategies are among those which critical thinking promotes. Critical thinking supports language awareness which is the essence of metacognitive strategies. Cognitive, social and metacognitive strategies are vital parts of critical thinking.

The most interesting finding was that keeping a personal dictionary or writing word lists and the repetition of the new words many times were among the least popular and least frequently used strategies. The upper mentioned strategies are considered to be the fundamental vocabulary learning strategies and most frequently applied in while language learning. But it is also possible that personal word list or the repetition of the new words is the strategies which is

more likely to be applied at the very beginning of the foreign language learning process. Maybe this strategy is more commonly used in lower secondary education.

The findings of the current experimental research suggest that despite the fact that the participants stated that they use their critical thinking ability in a lot of cases, yet not all of them were able to define the concept or give their own example, which indicates that the results are a bit controversial and further research needs to be done to have a better understanding of the topic and its relation to learners' vocabulary learning strategy use.

CONCLUSION

There are a lot of different methods of learning not only English as a foreign language, but other languages as well. Critical thinking has been positioned as an effective way to develop vocabulary and promote effective language learning strategy use. Critical thinking is the process in which one has to decide whether something is true, partly true or not true at all. It requires a number of skills such as analysing, conceptualizing, synthesizing and so on. No surprise that critical thinking has a vital effect on the learners' progress during foreign language learning, particularly on vocabulary building.

The most important step to become a successful language learner is being aware of the existing language strategies. Language awareness is the key part of successful learning.

The aim of the current study was to demonstrate how critical thinking can influence vocabulary acquisition. Moreover, it was a principal point to display how it could be integrated into the language classroom.

The first part of the paper tried to explain the main concepts of critical thinking. It is just deliberately and systematically processing information so that you can make better decisions and generally understand things better. The study attempts to show the most important traits that should be mastered in order to think critically. Among the most important characteristics can be pointed out analytical thinking, problem solving, being open to new ideas, evaluating etc. Therefore mastering critical thinking skills enables the student to apply more of what they had learned in school into their everyday life.

The second part of the survey is devoted to vocabulary building strategies. Discovering strategy and consolidation strategies are the two fundamental parts of vocabulary acquisition. The survey suggests that students apply mainly determination and memory strategies to acquire new words. Taken together, the second part indicates that vocabulary acquisition should be broadened with the help of critical thinking strategies.

Finally, returning to the hypothesis posed at the beginning of the study, it is now possible to state that all of them have been justified. The results of this study indicate that there is a strong relationship between critical thinking skills and vocabulary strategy use. The overall results of this study suggest that with the development of the students' critical thinking skills their vocabulary knowledge can be increased and teachers should develop their learner's critical thinking ability. The present study has shown that those who practise critical thinking skills are applying more vocabulary learning strategies in the process of learning.

The dominating skills from the Likert-scale chart demonstrate that the learners share some of the characteristics of a critical thinker. They use the very basics of critical thinking and

it should be further developed with the teacher's help. Brown [5] suggests that including critical thinking in the language class brings different and interesting topics into the language classroom. Moreover, it gives the opportunity for the teacher to use different activities which focus on the student's learning capabilities, instead of focusing on their linguistic abilities.

The findings suggest that in the investigated classes the relevance of critical thinking practice can be clearly seen, however, they rarely use these skills alongside with the various vocabulary strategies which are also partially applied in the language classroom. Cognitive, social and metacognitive strategies are vital parts of critical thinking. The low level of learners' critical thinking can be explained by the fact that the three least frequently used strategies are among those which critical thinking promotes.

The corresponding results can suggest that the students are practicing critical thinking at beginner level; in such case these results can only contribute the findings of the third and fourth questions of the questionnaire that demonstrate that critical thinking is not a new term for students, but critical thinking skills still need to be further developed; and this finding is also controversial, as at the beginning they stated that they carry out such activities which require critical thinking ability

Further work needs to be done to establish whether the participants apply the strategies mentioned in the questionnaire, and how often the strategies are applied in practice. Considerably more work will need to be done to determine the relationship between critical thinking and vocabulary strategy use.

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РЕЗЮМЕ

Існує багато різних методів вивчення не тільки англійської мови як іноземної, але й інших мов. Критичне мислення позиціонувалося як ефективний спосіб розвитку словника і сприяння ефективному використанню стратегії вивчення мови. Критичне мислення - це процес, в якому треба вирішувати, чи є щось вірним, частково вірним чи зовсім не істинним. Вона потребує таких навичок, як аналіз, концептуалізація, синтез тощо. Не дивно, що критичне мислення має життєво важливий вплив на прогрес учнів у процесі вивчення іноземної мови, зокрема, на побудову лексики.

Найбільш важливим кроком для успішного опанування мови є наявність існуючих мовних стратегій. Знання мови є ключовою частиною успішного навчання.

Метою цього дослідження було продемонструвати, як критичне мислення може впливати на збагачення словникового запасу. Більше того, це було принциповим моментом для того, щоб показати, як вона може бути інтегрована в мовний клас.

У першій частині роботи ми намагалися пояснити основні поняття критичного мислення. Це свідомо і систематична обробка інформації для кращого прийняття рішень і розуміння речей. Дослідження намагається показати найважливіші риси, які необхідно засвоїти для критичного мислення. Серед найважливіших характеристик - аналітичне мислення, вирішення проблем, відкритість для нових ідей, оцінювання тощо. Тому оволодіння навичками критичного мислення дає змогу студентові застосувати те, чому вони навчилися в школі, у своєму повсякденному житті.

Друга частина дослідження присвячена стратегії розвитку лексики. Виявлення стратегії та стратегії консолідації є двома фундаментальними складовими збагачення словникового запасу. Друга частина переконує у тому, що словниковий запас слід розширювати за допомогою стратегій критичного мислення.

Повертаючись до гіпотези, поставленої на початку дослідження, можна стверджувати, що всі вони були виправдані. Вчителі повинні розвивати здібності критичного мислення своїх учнів більше. Це дослідження показало, що ті, хто практикує навички критичного мислення, більше застосовують стратегії збагачення словникового запасу у процесі навчання.

Отримані дані свідчать про те, що у досліджених класах актуальність практики критичного мислення чітко видно, однак вони рідко використовують ці навички поряд з різними стратегіями збагачення лексики, які також частково застосовуються в мовній аудиторії. Потрібна подальша робота для того, щоб визначити, чи застосовують учасники стратегії, згадані в анкеті, і як часто стратегії застосовуються на практиці. Необхідні

подальші дослідження щоб визначити взаємозв'язок між критичним мисленням та використанням стратегій збагачення лексики.

APENDIX 1
QUESTIONNAIRE

Part I

Please complete the following survey which I am carrying out in order to collect information about how learners make decisions and solve problems. The survey is anonymous and your participation is voluntary. Your responses will be kept confidential and will not be shared. Thank you for your time and help.

Gender: Boy Girl

Age:

Class:

How long have you been learning English?

Do you like learning English? Yes No

If yes/no why?

1. For the following statements, please indicate how often you have done what is described by marking the appropriate column with an 'X'. Please think about all of your language lessons in the last 30 days (1 – never, 5-always).

Statements	1	2	3	4	5
1 I think of possible results before I take action.					
2 When I have a task to do, I collaborate with other people to get ideas.					
3 I develop my ideas by gathering information.					
4 When facing a problem, I identify options to solve it.					
5 I am able to give reasons for my opinions.					
6 It is important for me to get information to support my opinions.					
7 I usually have more than one source of information before making a decision.					
8 I plan where to get information on a topic.					
9 I plan how to get information on a topic.					
10 I put my ideas in order of importance.					
11 I support my decisions with the information I get.					
12 I listen to the ideas of others even if I disagree with them.					
13 I compare ideas when thinking about a topic.					
14 I keep an open mind to different ideas when making a decision.					
15 I am aware that sometimes there are no right or wrong answers to a question.					
16 I develop a checklist to help me					
17 I make sure the information I use is correct.					
18 I look at the steps needed to reach a goal.					
19 I think about how and when I want to reach a goal.					
20 After setting a goal, I break the goal down into steps so I can check my progress.					

21 Both positive and negative feedback help me work toward my goal.					
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2. Please indicate the extent to which you strongly agree (5) or disagree (1) with the following statements by placing an 'X' in the appropriate column:

Statements	1	2	3	4	5
1 My English teacher often asks me to explain my answers.					
2 In my English classes, we are encouraged to share our ideas.					
3 In my English classes, we are encouraged to "brainstorm" ideas and questions.					
4 In my English classes, we sometimes evaluate our own learning.					
5 In my English classes, we are encouraged to think about ideas and problems from different points of view.					
6 For some of our English classwork, we make connections between learning gained in different subject areas.					
7 In my English classes, we are asked to work together to think through problems, questions, or issues.					
8 In my English classes, we often are asked to identify trends or make predictions.					
9 In my English classes, we are presented questions for discussion that have no clear right or wrong answers.					
10 In my English classes, we are asked to develop opposing or complementary arguments.					
11 In my English classes, we are provided direct instruction.					
12 In my English classes, we are asked to formulate relevant and provocative questions.					
13 In my English classes, we use models or visuals to represent complex ideas.					
14 In my English classes, we discuss the significance of the lesson - personally, locally, nationally, or globally.					
15 In my English classes, we are encouraged to use existing knowledge to generate new ideas or solve an unfamiliar problem.					
16 In my English classes, we are helped to break down problems into their component parts.					
17 In my English classes, we are directed to gather and organize information to formulate our point of view.					
18 In my English classes, we discuss a real world problem.					
19 In my English classes, we are encouraged to guess or ask "what if" questions.					
20 In my English classes, we are encouraged to think critically, reasoningly and analytically					

3. Critical thinking is essential to effective learning and productive living. How would you define critical thinking?

.....

4. Could you give an example?

.....

Part II

The purpose of this part is to collect information on how learners develop their vocabulary.

For the following statements, please indicate how often you do what is described by marking the appropriate column with an 'X'.

<i>When I found a new English word that I don't know, I...</i>		Never	Seldom	Sometimes	Often	Always
1.	Check new word's form (find it's verb, adj. noun)					
2.	Look for any word parts that I know (e.g. create, creation, creative etc.).					
3.	Check if the word is also a Hungarian/Ukrainian word (e.g. alcohol).					
4.	Use any pictures or gestures (body language) to help me guess the meaning.					
5.	Guess it's meaning from context.					
6.	Use a Hungarian (Ukrainian)-English dictionary.					
7.	Use English-English dictionary.					
8.	Ask the teacher to give me the definition or a sentence.					
9.	Ask my classmates for the meaning.					
10.	Study the words with my classmates.					
11.	Ask the teacher to check my definition.					
12.	Talk with native speakers.					
13.	Draw a picture of the word to help remember it.					
14.	Make a mental image (imaginary image) of the word's meaning.					
15.	Connect the word to personal experience.					
16.	Remember the words that follow or precede the new word (e.g. in a word list).					
17.	Connect the word to other words with similar or opposite meaning.					
18.	Remember the words in scales (e.g. hot, warm, lukewarm, cool, cold).					
19.	Group words together to study them.					
20.	Use new words in sentences.					
21.	Study the spelling of a word.					
22.	Study the sound of a word.					
23.	Say the new words aloud when I					

	first meet them.					
24.	Remember the word using it's word form (verb, noun, adjective).					
25.	Make my own definition for the word.					
26.	Use physical action when learning the word (e.g. run).					

<i>When I want to remember new words and build my vocabulary, I...</i>		Never	Seldom	Sometimes	Often	Always
1	Repeat the words aloud many times.					
2	Write the words many times.					
3	Make list of words.					
4	Use flashcards to record new words.					
5	Take notes or highlight new words in class.					
6	Put English labels on physical objects (e.g. a note on the fridge).					
7	Keep a vocabulary notebook.					
8	Test myself with word tests (e.g. online).					
9	Use English-language media (songs, movies, the Internet).					
1	Take notes and highlight new words during class.					
11	Study new words many times.					
12	Pay attention to English words when somebody is speaking.					

APPENDIX 2

1. My English teacher often asks me to explain my answers.
2. In my English classes, we are encouraged to share our ideas.
3. In my English classes, we are encouraged to “brainstorm” ideas and questions.
4. In my English classes, we sometimes evaluate our own learning.
5. In my English classes, we are encouraged to think about ideas and problems from different points of view.
6. For some of our English classwork, we make connections between learning gained in different subject areas.
7. In my English classes, we are asked to work together to think through problems, questions, or issues.
8. In my English classes, we often are asked to identify trends or make predictions.
9. In my English classes, we are presented questions for discussion that have no clear right or wrong answers.
10. In my English classes, we are asked to develop opposing or complementary arguments.
11. In my English classes, we are provided direct instruction.
12. In my English classes, we are asked to formulate relevant and provocative questions.
13. In my English classes, we use models or visuals to represent complex ideas.
14. In my English classes, we discuss the significance of the lesson - personally, locally, nationally, or globally.
15. In my English classes, we are encouraged to use existing knowledge to generate new ideas or solve an unfamiliar problem.
16. In my English classes, we are helped to break down problems into their component parts.
17. In my English classes, we are directed to gather and organize information to formulate our point of view.
18. In my English classes, we discuss a real world problem.
19. In my English classes, we are encouraged to guess or ask “what if” questions.
20. In my English classes, we are encouraged to think critically, reasoningly and analytically
21. Both positive and negative feedback help me work toward my goal.

APPENDIX 3

1. My English teacher often asks me to explain my answers.
2. In my English classes, we are encouraged to share our ideas.
3. In my English classes, we are encouraged to “brainstorm” ideas and questions.
4. In my English classes, we sometimes evaluate our own learning.
5. In my English classes, we are encouraged to think about ideas and problems from different points of view.
6. For some of our English classwork, we make connections between learning gained in different subject areas.
7. In my English classes, we are asked to work together to think through problems, questions, or issues.
8. In my English classes, we often are asked to identify trends or make predictions.
9. In my English classes, we are presented questions for discussion that have no clear right or wrong answers.
10. In my English classes, we are asked to develop opposing or complementary arguments.
11. In my English classes, we are provided direct instruction.
12. In my English classes, we are asked to formulate relevant and provocative questions.
13. In my English classes, we use models or visuals to represent complex ideas.
14. In my English classes, we discuss the significance of the lesson - personally, locally, nationally, or globally.
15. In my English classes, we are encouraged to use existing knowledge to generate new ideas or solve an unfamiliar problem.
16. In my English classes, we are helped to break down problems into their component parts.
17. In my English classes, we are directed to gather and organize information to formulate our point of view.
18. In my English classes, we discuss a real world problem.
19. In my English classes, we are encouraged to guess or ask “what if” questions.
20. In my English classes, we are encouraged to think critically, reasoningly and analytically

APPENDIX 4

1. Check new word's form (find it's verb, adj. noun)
2. Look for any word parts that I know (e.g. create, creation, creative etc.).
3. Check if the word is also a Hungarian/Ukrainian word (e.g. alcohol).
4. Use any pictures or gestures(body language) to help me guess the meaning
5. Guess it's meaning from context.
6. Use a Hungarian (Ukrainian)-English dictionary.
7. Use English-English dictionary.
8. Ask the teacher to give me the definition or a sentence.
9. Ask my classmates for the meaning.
10. Study the words with my classmates.
11. Ask the teacher to check my definition.
12. Talk with native speakers.
13. Draw a picture of the word to help remember it.
14. Make a mental image (imaginary image) of the word's meaning.
15. Connect the word to personal experience.
16. Remember the words that follow or precede the new word (e.g. in a word list).
17. Connect the word to other words with similar or opposite meaning.
18. Remember the words in scales (e.g. hot, warm, lukewarm, cool, cold).
19. Group words together to study them.
20. Use new words in sentences.
21. Study the spelling of a word.
22. Study the sound of a word.
23. Say the new words aloud when I first meet them.
24. Remember the word using it's word form (verb, noun, adjective).
25. Make my own definition for the word.
26. Use physical action when learning the word (e.g. run).

APPENDIX 5

1. Repeat the words aloud many times.
2. Write the words many times.
3. Make list of words.
4. Use flashcards to record new words.
5. Take notes or highlight new words in class.
6. Put English labels on physical objects (e.g. a note on the fridge).
7. Keep a vocabulary notebook.
8. Test myself with word tests (e.g. online).
9. Use English-language media (songs, movies, the Internet).
10. Take notes and highlight new words during class.
11. Study new words many times.
12. Pay attention to English words when someone is speaking English.
13. Pay attention to English words when somebody is speaking.

NYILATKOZAT

Alulírott, Barna Diána angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.