



Role of 'Thinking' and 'Understanding' as Two Other Major Skills in Learning a Language: A Pedagogical Interpretation

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Doi:10.7575/aiac.all.v.7n.6p.209

Received: 04/09/2016

URL: <http://dx.doi.org/10.7575/aiac.all.v.7n.6p.209>

Accepted: 25/11/2016

Abstract

It is a long established notion that learning a language means becoming skilled in the four major skills- Listening, Speaking, Reading and Writing. Without being expert in the aforementioned skills, language learning is quite impossible. But there are other two skills like 'Thinking' and 'Understanding' which appear to be essentially important and also play a vital role in the arena of learning a language. Therefore, the aim of this paper is to focus on these two new skills as the major ones along with the basic four skills and their integrated role in the process of an in-depth learning of a language. Not only this, this paper will also show how these two skills can be taught and assessed by applying some techniques in the classrooms to make language learning a success.

Keywords: Language, skills, thinking, understanding, classroom techniques

1. Introduction

Learning of a language is primarily a 'non-instinctive' method which starts from the birth and continues till the last moment of the life of human beings. In this life-long process, learners become involved in being expert in four basic skills - Listening, Speaking, Reading and Writing which are to be acquired or learnt at first and gradually developed. Proficiency of these four skills in any language, be it the mother tongue or a foreign one, is so important that without gaining proper knowledge of them, the achievement of learning a language is absolutely impossible. Learners need to have a good command of these four basic skills progressively. There is a chronological order of the skills and we have to maintain that order when we try to learn a language. Mother tongue or foreign language - whatever it is; we have to give efforts in developing the four fundamental skills of a language. But it has been observed that there are other two significant skills which can be called 'major' also in learning a language. 'Thinking' and 'Understanding' are those two skills without which, it is conceived, language learning remains lamentably incomplete.

2. Literature Review

It is a most prominent concept or property of human language that language has potential and 'productivity' (Yule, 2006, p.10). Chomsky (as cited in Yoshida, 2010) has suggested the relationship between languages and thoughts which are connected inseparably for producing better expressions. It is a matter of investigation whether someone's thought is shaped by his/her own language or language forms different shades of thoughts in human mind. Yuretich (as cited in Rezaei, Derakhshan, & Bagherkazemi, 2011, p.44) emphasizes that learners should be given opportunities to think about both text and context in classrooms, for example, allocating the time to pause, recall the facts, analyze them carefully and discuss meticulously so that they can practice critical thinking. Paul (as cited in Rezaei, Derakhshan, & Bagherkazemi, 2011) defines critical thinking as "learning how to ask and answer questions of analysis, synthesis, and evaluation" (p.37). Baqui (2015) expresses,

These six skills are related to assimilation. It means the person who can listen, read, understand, think, speak, and write can assimilate things easily, and the person who can assimilate things easily can promptly respond. (p.12)

Hence, the purpose of this study is to show how "Thinking" and "Understanding" skills can be considered the major ones in language learning and how much important role they play in this sector. Some techniques of teaching and assessing these two skills will be discussed in the later part. Last of all, learning process of Thinking and Understanding skills will be focused in this paper.

3. Thinking and Understanding as Two Major Skills

Human brain possesses a particular cell or space for learning languages or creating something new. Animals and birds do not have this faculty or capability. Yule (2006, p. 5) also asserts that of all the creatures, human being has 'language-gene' which is unique and gifted. Very naturally the humans possess a special faculty of power of thinking endlessly; they can engage themselves in such activity in hundreds of ways if and when they desire. They have been given the capability of thinking critically and positively which is an impossibility for all other creatures. At the same time, another gift from the Creator possessed by the humans is 'Understanding'. It is such a capability of human

beings which has unquestionably made them superior to all other creatures. Even human brain is capable of critically thinking and understanding profoundly and analytically. The innumerable concepts and theories, thoughts and ideas are being expounded by the gifted human faculties. So, it is clear that these two skills are producing numerous and outstanding philosophers, writers, poets, critics, theoreticians etc. Also, so many newer inventions, theories and innovative ideas are the outcome of these two skills. Therefore, 'Thinking' and 'Understanding' skills should not be kept aside from considering them major skills in all applied techniques and process of language learning. If learners do not use and exercise them in acquisition of the target language and in assessing them, how much have they succeeded in their constant endeavors? Proper language learning will not reach its fulfillment. The main intention of this paper is to prove 'Thinking' and 'Understanding' as major skills and side by side all the educational institutions, especially higher and tertiary levels, should introduce these two skills along with other four skills already existing in their process of learning and systems of teaching with some techniques and procedures. Baqui (2015) affirms six skills:

Grammar should be taught and learnt functional. A student's command of a language will therefore be judged not by how much he knows, but how well he can perform in different situations. To reach the target, students must be trained adequately in all six basic language skills; *listening, reading, understanding, thinking, speaking, and writing.* (p.12)

Hence, we get the notion of 'Thinking' and 'Understanding' as two major skills which need to be learnt and developed by pertaining different strategies in language learning process. Much attention should be paid to some techniques that can be applied in classrooms in order to be skilled in learning these two skills. Thus, 'Thinking' and 'Understanding' create a new dimension by widening the inner thoughts and capability of comprehension in language learning.

In addition to that, based on Wilhelm von Humboldt's study, Slobin (as cited in Yoshida, 2010, p. 70) asserts that "(1)languages differ from one another; thought and language are inseparable; therefore each speech community embodies a distinct world-view". He also affirms that the language or languages that we learn in childhood are not neutral coding systems of an objective reality. Rather, each one is a subjective orientation to the world of human experience, and this orientation affects the ways in which we think while we are speaking (p. 91). This opinion of Slobin (1996) emphasizes that use of language and thinking process are interrelated. So learners' way of thought is very much important in language learning. Even we find various levels of language learning in its process and strategies because of the cognitive diversity among learners. Therefore, we should not undervalue the role of cognitive skills in language learning.

Language is very deeply connected with a person's way of thinking. Choice of words, addition of phrases, and production of sentences mostly depend on human psychology entailing thinking process. Hence language learning is strongly as well as deeply rooted in the way of thinking. Here the personality of a person is one of the factors that influence language learning. For example, the person who can think straightforwardly can also express his thoughts clearly in a simple manner. The person who can think in most organized ways can learn a language quite methodically and systematically as language learning itself is a systematic process. On the other hand, the person who is disheveled in his thoughts needs to undergo strenuous efforts in learning a language; otherwise it will definitely prolong the process of learning.

4. Application of Thinking Skill

How can we apply 'Thinking Skill' in language learning? If this becomes the question, then the most appropriate answer may appear like "One is to think in the target language" because thinking opens the ways of creating limitless patterns of sentences. Learners should at first think in the target language. In this case, if we, in pursuing thinking skill, think in our mother tongue, it will be a tiresome process to go for translating first. For smooth learning, thinking in that language is an inevitable and spontaneous process. In that case, learners must enrich their vocabulary which can help them express their thoughts properly and logically. Again, lack of vocabulary is a big obstacle against someone's production of sentences of his/her own choices.

Be it spoken or written, thinking in a language reflects much. How much logical it is can be understood by the language acquired by a learner. So thinking logically becomes another technique of language learning. Organizing of thoughts according to the emphasis has a great impact on utterances and building of sentences. On the other side, the unorganized thoughts hinder the ways of producing clear expressions. According to James (2009), a good writer or speaker should maintain the following techniques related to thinking:

A good writer will have to be (i) a good observer of man and affairs of men (ii) analytical in approach (iii) comprehensive in thinking (iv) sensitive to impressions (v) desire to correlate information. It is this part of the personality that can be intellectual make-up which influences thinking and so writing and speaking. (p. 12-13)

The above concept clarifies the influence of thinking both in speaking and writing. How much comprehending power a particular learner possesses, how much analytical he is, how good an observer he is are obviously linked with language learning. All the learners in producing, perceiving and expressing different thoughts and ideas are not the same. Some are minute in observations while others are not. How keenly a person can observe determines the number of materials that the person finds for speaking or writing. Learners' intellectual level also categorizes the scales of language learning.

Language learning mostly depends on these two skills - Thinking and Understanding. Generally, we remain indifferent to these two skills. But without the development of these two skills perfect language learning is unattainable. Baqui

(2015) has declared,

Since long, in the process of learning a language and ultimately gaining education, acquiring and cultivation of skills have been talked of. But, I think, the skill of thinking is essentially important in this respect and to be taken into account as one of the skills. Thus, the total number of skills stands six. (p. 14)

Thinking skill improves learners' power of reasoning, hence they can find the wide scopes and clues for understanding of the inherent textual concepts. Critical Thinking skill is one of the most important as well as interesting skills in the dominant field of educational contexts which play a great role in analyzing and judging the style and strength of lingual expressions. Being a rational being, it is a very common feature of humans to 'think' or 'use reasoning' or to 'be rational'. To understand the text, often the learners need to think critically. According to Allen (2004),

Smart thinking means knowing how to:

- Work out and express your main ideas
- Plan your communication of ideas so that they can be clearly understood
- Check to see if you have covered all the important parts of your topic
- Establish a framework or structure in which your basic facts and evidence make sense
- Present ideas by linking them together to convince readers of your conclusion. (p. 1-2)

4.1 Using Critical Thinking

By applying critical thinking learners can conceive the world around them. They become aware of the 'Individuality'. Language learners can be 'knowledge-creators'. When they participate in research activities, they get the scope of exploring distinct or individual knowledge, understanding deeply, thinking critically and solving problems. At the same time, they can value the legality and genuineness of their presumptions and judgements. Critical thinkers often indulge themselves in searching out the authentic information, perceiving different perspectives and assessing finally. It is also called 'logical thinking' or 'analytical thinking'.

Learners apply critical thinking to:

- Perceive the opinions of others
- Find out the similarities and dissimilarities
- Infer, predict or guess the meanings
- Solve the problems and take the decisions
- Measure the actions and consequences
- Trace various points of view
- Develop the meta-cognitive skills
- Review the correctness of the achieved knowledge
- Raise arguments to support the judgments
- Appraise between and among presuppositions and actual results
- Involve diversification and multi-tasking
- Improve the strategies of thinking in language learning

4.2 Using Creative Thinking

In language learning learners may be observed thinking independently and creatively. Creative thinking is an imaginative activity that happens in a learner's mind to produce something new. Learners reveal their inherent capability of innovation. Those who are curious in nature are engaged in creative thinking and their diverse interests are reflected in thought. It enhances their power of intuition, anticipation and logical thinking. As creative thinkers have to emphasize on guessing the meaning, they improve the skill of Understanding through this process. They try to present their ideas the way they assume. They do not hesitate in independent or individual thinking.

Learners develop creative thinking by:

- Participating in different related activities which give them opportunities
- Investigating problems
- Solving the problems
- Finding the relationships among various concepts
- Understanding varied thoughts
- Discovering the loftiness of ideas and philosophies by profound thinking with in-depth comprehension of the prerequisite of creativity

To cultivate 'Thinking Skill' we need to be 'creative'. Creative learning involves use of imagination, exploring and analyzing lofty ideas and encountering all sorts of risks at different stages of learning. The amalgamation of these activities will be effective in learning of a language.

4.3 Teaching Thinking Skill

Teachers should engage learners in logical thinking and reasoning. But, gradually they can develop their process of thinking if they are given opportunities. Thus teachers play a significant role in widening the area of thinking among learners. Moreover, if teachers emphasize on the contents of the texts used in classrooms as well as the comprehension of contents, learners may have enough scope and hints to think over those textual themes and inherent ideas. Like every human being, a student has definitely a natural ability to think and analyze; therefore, it is important for teachers to guide them in order to refine their thinking skill.

To teach Thinking skill, teachers should:

- apply some techniques in classrooms
- engage learners in thinking to make dialogue and interaction
- nurture learners' habits of mind
- help learners acquire linguistic knowledge
- encourage learners' thinking in the target language
- make learners involved in learning vocabulary
- encourage them to improve their power of comprehension
- make lesson plans including analyzing, synthesis and evaluation

4.4 Assessing Thinking Skill

Assessment of learners' Thinking skill plays a very significant role in language learning process. How much learners have developed their Thinking capability and what their present levels are must be assessed by the experienced teachers. However, learners' Thinking skill can be assessed in two ways. One is to test the individual thinking capability of a learner and the other is to evaluate his/her performance in any learning activity. Every learner has individual thinking process and all the learners cannot perform equally in language learning. Hence, teachers need to assess learners' anxiety, psychology etc. as these vary from one learner to another.

5. Understanding Skill in Language Learning

To master upon a language, 'Understanding' skill is an inevitable one. Evading this skill, learners cannot be successful in fulfilling their goals in different areas in language learning. By understanding the text, learners create a mental picture of the text. There are different levels of understanding or analyzing a text. For example, morphology (word level), syntax (sentence structure), semantics (meaning) and text level. Here the readers apply their contextual knowledge to infer or anticipate things. Teachers can play a very significant role in this case by assessing the comprehension level. At the same time, they can take a great care of learners whether they are cautious about both the enrichment and selection of vocabulary. To be skilled comprehenders of any language, learners should painstakingly try to use conceptual clues which facilitate their capability of understanding.

If we think about the role of Understanding skill in language learning, we find it an inevitable one as it is inseparably related to four major skills. First of all, we can consider the relationship between Reading and Understanding, which is of prime importance. It is obvious that reading strategies cannot be applied avoiding understanding of any text or piece of writing. Understanding the contextual clues is absolutely and undeniably required when we go through any piece of written material for any purpose; for example, knowing the writer's background (individual, social and cultural etc.), spirit of the particular literary age, author's intention, influential factors of the time of writing, finding out the contextual meanings of different words, phrases, clauses etc. To be successful in improving Reading skill, learners need to understand the entire text clearly and in-depth; otherwise, the reading would have been dull and insipid. Understanding can be enhanced and its ultimate effect can be heightened by experiencing various traditions and all other factors that come under its purview. Thus learners can improve their levels of comprehension.

Therefore, the ability of comprehension is such a power which provides learners with varieties of writing or speaking. Weakening of much power or lack in comprehension may result in producing poor and less connotative thoughts. Being sensitive to impressions, learners may add variety to the production of utterances or sentences. After that learners should have the capability of comparing and contrasting between different information and ideas. The more the enriched thoughts, the better their language should be.

Syal and Jindal (2008) affirm that language, being a systematic process, has various sub-systems and for this reason, it is called 'system of systems' (p. 7). If we analyze language linguistically, we will find five levels of analysis such as Phonetics and Phonology, Morphology, Syntax, Semantics and Discourse. Language is a science; hence the above levels and their analyses must be scientific. When we will try to learn a language, we have to enrich the vocabulary, study the phraseology, sentence patterns, possible different shades in meanings and the connected sentences or Discourse. Here 'Thinking Skill' plays a great role to ponder over the meanings and to glorify the sentences by introducing charming and appealing different figures of speech, or language decorative elements. Learners need to think how they can make it more comprehensible, clear, vivid, lucid, logical and organized.

5.1 Developing Understanding Skill

Learners need to develop their levels of Understanding or Comprehension in order to get the concrete idea of any reading material. To study in any branch of human knowledge, learners must know the jargons or specific vocabulary

for understanding the particular subject - be it literature or science or law or any other discipline. Learners should attend the different seminars, symposiums, conferences etc. and also participate actively.

5.2 Understanding any Piece of Literature

To understand any piece of literature, learners need to read carefully. They have to analyze the elements of sentences by dividing into clauses, phrases and words. They must know the meanings of every word, phrase and clause. Both intensive and extensive readings are required to get different shades of meanings. Learners should engage themselves in related comparative studies so that they can reach to the core of those literary pieces. Understanding skill entails an extensive perspective through which it can help learners know about the spectrum of various cultures reflected in the pieces of literature read by them. To achieve this desired goal, the continuous practice of speculation, attention, concentration and contemplation by learners is unavoidable and this definitely banks on the state of mind and strenuous efforts.

5.2.1 Understanding Poetry

Poems should be read and recited out loud. Understanding of poetry involves understanding both literal and inherent meanings and to be successful here, learners must apply some techniques. These are:

- Finding clues from the title
- Understanding deviated language in poetry
- Analyzing poetic structures
- Understanding both literal and symbolic meanings
- Reading critics' opinions and comments on the related text
- Mastering figures of speech and metrical formula and tracing them out of the text
- Acquiring the ability of paraphrasing the pieces of poetry, if needed
- Taking the help from the teachers
- Understanding the anatomy of poetry

5.2.2 Understanding of Prose

The comprehension of a piece of prose depends on careful reading and success comes when some strategies are followed:

- Getting the main idea by reading and summarizing
- Applying different reading strategies to understand
- Consulting some reference books for better understanding
- Being aware of the meanings and use of the words
- Knowing both connotative and denotative meanings
- Thinking over the ideas deeply
- Analyzing plot, characters, setting, point of view, style and structure

5.2.3 Understanding Scientific Language

To understand scientific language, learners have to:

- know the scientific terms
- have the knowledge about the theories
- analyze systematically

5.3 Teaching Understanding Skill

To teach Understanding skill, the teachers should:

- use different texts in different contexts for practice
- engage learners in applying both intensive and extensive reading strategies
- inspire them to study relevant texts
- involve them in analyzing the reading materials
- encourage them to learn about multi-culturalism
- help learners summarize for practical purposes
- apply the strategies in drawing out basic and inherent ideas
- involve them in participating in various kinds of oral communication
- engage them in different aural activities for acquiring information

5.4 Assessing Understanding Skill

Comprehension level needs to be assessed to measure the individual capability of language learning. Teachers may

evaluate learners' skill of comprehension in various ways. Assessment of understanding involves:

- giving learners different reading materials with questions
- listening practice with questions
- making some grades or levels of understanding

6. Relationship between Thinking and Understanding

Here a deep relation is discernible between Thinking and Understanding. When a learner succeeds in this acquisition of knowledge about something, he/she observes it, analyses, and at last evaluates it. For thinking better we can exercise power of reasoning which is a unique ability of human beings. Allen (2004) said, "Using reasoning, we see that all these separate items are interconnected, what we know about any particular object depends on our knowledge of other objects" (p. 2). So the potential learners discover the connections among different objects or ideas when they intend to express them. At first, they have to make reasons or show logics for their ideas. Secondly, they should evaluate those reasons. At last, they can decide about the idea regarding its approval. Learners have to learn how to improve the skill of Understanding on the basis of reasoning because 'Thinking skill' mostly depends on it. The constant practice of the skill of Understanding may pave the way for one to successfully emerge as 'a smart thinker'. It is now obvious that both the skills can act as the helping tools which develop learners' expertise in any language. Not only this, these two skills are quite complementary components of any language learning.

To learn a language successfully, one has to set up his mind comprehending profoundly and at the same time, thinking affirmatively and positively. Hence, profound understanding and positive thinking have an inconceivable power which can turn an impossibility into a possibility. Both of these together act as a catalyst in finding the way of reaching the target at whatever distance it exists. Emerson (as cited in Peale, 1988) believes, "They conquer who believe they can." And he also added, "Practice confidence and faith and your fears and insecurities will soon have no power over you" (p. 16).

The above quote may prove its significance and preciousness to a large number of language learners suffering from some sort of apprehensions. By gathering enough courage and confidence, learners can win over the possible obstacles in learning a language. Peale (1988) also suggests the secret of attaining the goal of anything:

A man who is self-reliant, positive, optimistic and undertakes his work with the assurance of success magnetizes his condition. He draws to himself the creative powers of the universe. (p.128)

This opinion of Peale (1988) about achieving something is absolutely true. Because, a learner realizes his/her potentials when s/he casts eyes through optimistic point of view. And this sense of optimism generally emanates out of a person's positive thinking and in-depth understanding.

7. Relationship among Thinking, Understanding and Other Four Skills

Thinking skill involves Understanding skill, so without the improvement of Understanding, 'Thinking Skill' cannot flourish, even it cannot exist. Again the four (04) skills in language learning are interconnected with Thinking and Understanding skills which influence the development and enrichment of them. Firstly, Listening skill involves Understanding. Without understanding, listening remains ineffective. Hence language learners may improve their proficiency of language by applying the strategy which is listening comprehension. Here Thinking skill can also be developed. Secondly, Speaking skill includes Thinking skill also as we have to give birth to and to arrange our thoughts before speaking. It helps to choose and select the topics and information and use those appropriately. We have to find out logics and organize those successfully. Psycholinguistics, one of the branches of Linguistics, deals with the "cognitive psychology" which relates human mind to the use of language (Syal & Jindal, 2008, p. 22). Thirdly, Reading skill involves Understanding and Thinking skills to a great extent. Comprehension, being the essence of reading, is a complex process. Here the reader's mind has to enter into the heart of the selected pieces of works and to discover the writers' inherent concepts and ideas. The art of understanding is the only tool for bringing about such type of discoveries successfully.

When a learner reads any foreign language, s/he tries to grasp the meaning of every single word. Here the process involves slow and intensive reading. Simply getting the denotative meanings will not suit the purpose rather thinking deeply about the possible or contextual meanings makes the learner a skilled one. Reading texts with comprehension make learners able to find out the focal point, getting the main idea, the development of thought and the interconnection of sentences. A wide range of strategies like inferring, prediction, anticipation, interpreting meaning, summarizing information, analyzing and evaluating text are applied to improve learners' power of Thinking and Understanding. Fourthly, Writing skill which is productive and creative involves the organization of thoughts and minute understanding of the particular topic.

Learners arrange the thoughts coming out of the texts when they start writing. Writing process includes prewriting, drafting, revising, editing, and publishing. Pre-writing involves learners' participation in some activities like group/class discussion, reading, understanding, predicting, remembering, enriching vocabulary, observing, thinking, free writing and brainstorming. At first, learners have to gather ideas and then organize them. Drafting means putting learners' own ideas on a paper focusing on the subject matter. Revision means 'to see again'. Here the language learners have a great scope for thinking about writing. They can add, delete, or rearrange or reorganize the thoughts and contents. Writers read their own writings critically and can be critical thinkers or critical readers. Editing is done finally to make the writing appropriate for publication. Locating the errors is another important factor to make the

writing standard by correcting the punctuation, capitalization, spelling, usage and sentence structures where both these skills are quite involved.

Lastly, Understanding which means comprehension or critical literacy skill and Thinking which means pondering over something or cognitive skill can be deemed major ones which are also interrelated to the above-mentioned four skills. Living in a world which is critical and turbulent at present, we need to think deeply and critically. Language learning is not out of this critical thinking. Applying the language appropriately is not all in learning a foreign language. How much a learner understands from the text or any reading material i.e. the comprehending power of the learner and how much critically s/he gathers the ideas are very much significant. Teachers can involve learners in cognitive process of language learning and make them critical thinkers. Fisher (as cited in Ellison, 2010, p. 23) stated,

In preparing children to be full participants in a literate, democratic and multicultural society, we need to focus on the ways of thinking that are involved in many uses of literacy in school and in the community. These uses require abilities of reflection, of critical thinking, investigation and problem solving.

Fisher (as cited in Ellison, 2010, p. 23) clarifies the strong pedagogical reason for developing thinking skill in children. It promotes them to enhance the capability of being multi-tasker, getting the fulfillment as the members of a community and enriching knowledge. They will learn how to make questions, describe the narrative techniques and apply the knowledge to other contexts.

In fact, learners can perceive their levels of Understanding and Thinking. Whenever learners become capable of reasoning and justifying their thinking, they become more logical and develop the power of convincing. Not only this, learners promote the way of questioning, analyzing, and evaluating and ultimately reasoned judgment.

Language learning is such a process which involves critical thinking and observing minutely. Hence, language learners need to apply critical thinking throughout their learning process. Paul (as cited in Rezaei, Derakhshan, & Bagherkazemi, 2011) defines critical thinking as “learning how to ask and answer questions of analysis, synthesis, and evaluation” (p. 37). According to Chastain (1988), critical thinking ensures identifying and challenges assumptions, and imagining and exploring others. We get an interconnection between the above two processes. Pithers and Soden (as cited in Rezaei, Derakhshan, & Bagherkazemi, 2011) also expressed, “critical thinking involves a number of abilities such as “identifying a problem and the assumptions on which it is based, focusing the problem, analyzing, understanding and making use of inferences, inductive and deductive logic, and judging the validity and reliability of assumptions and sources of data” (p. 770). At different levels of this learning process, learners experience various levels of Understanding and Thinking. How much critically they can think and how much they can understand from any critical writing can be explored by language learners. Again, core critical thinking skills are Interpretation, Analysis, Inference, Evaluation, Explanation and Self-regulation. Gradual development of these skills accelerates the learning of language. Thus, they can enhance the skills of Thinking and Understanding along with other four skills in language learning process.

8. Conclusion

To sum up, it can be said that to learn a language properly, learners must improve ‘Thinking’ and ‘Understanding’ skills along with the four basic skills. Here, not only learners but also teachers have to devote time and efforts in developing these two skills. This paper clarifies the idea of considering these two skills as major ones. At the same time, the process of applying a number of techniques in classrooms for both teachers and learners is advocated and interpreted at great length to make language learning successful. To obtain the winning outcome in acquisition of these two major skills, learners should concentrate on problems they face in application. Thus, the proper learning of a language is obtained by developing and practicing these two skills ‘Thinking’ and ‘Understanding’ along with the existing four basic skills.

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