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Critical Thinking Skills in Teaching Functional Reading in a Second Foreign Language at a Secondary School

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Abstract

This article examines the application critical thinking skills in teaching functional reading in a second foreign language (L2) at the secondary school level. Analyzing the goals of teaching L2, the goal of teaching reading in L2 is specified. The paper highlights key pedagogical approach – functional approach – to learn a foreign language (FL) that contributes to solving real communicative tasks, closely tied to communicative methodology and pragmatic teaching. Functional reading skills – ability to comprehend and utilize practical texts such as schedules, advertisements, instructions –are essential for everyday life. Functional reading, which focuses on extracting and applying information from practical texts, requires not only linguistic competence but also analytical skills to process real-world content efficiently.

The integration of critical thinking techniques into training reading enhances both linguistic proficiency and cognitive skills. This paper explores developing reading comprehension in L2 by using of critical thinking techniques particularly when students have already developed skills in a first foreign language (L1). By prioritizing analytical engagement over rote translation, this approach equips students to navigate L2 functional texts with confidence and precision. Particular attention is given to developing skills and abilities in functional reading in L2 through such techniques as analysis, information extraction, comparison and reflection.

The study focuses on optimizing the teaching and learning process to enhance students' reading proficiency and cognitive development.

Keywords: Key Words: Critical Thinking; Functional Approach; Functional Reading; Second Foreign Language, Pragmatic Competence.