

CRITICAL PEDAGOGY PERSPECTIVES ON INTEGRATED LANGUAGE LEARNING

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Abstract. *This article examines the theoretical foundations and practical significance of critical pedagogy and integrated language learning in English language education. The study explores the influence of the theories of Paulo Freire and Henry Giroux on modern language teaching, emphasizing the role of critical thinking, social interaction, and learner agency in integrated language classrooms. Furthermore, it discusses the contribution of communicative and interactive methodologies to language competence development. The findings indicate that integrated language learning based on the principles of critical pedagogy effectively promotes communicative competence, critical awareness, and active learner participation.*

Keywords. *Critical pedagogy, integrated language learning, critical thinking, communicative competence, learner agency, social interaction, language education, interactive methods.*

Аннотация. В данной статье рассматриваются теоретические основы и практическое значение критической педагогики и интегрированного обучения языку в преподавании английского языка. Исследуется влияние теорий Пауло Фрейре и Генри Жиру на современное языковое образование, а также роль критического мышления, социального взаимодействия и самостоятельности обучающихся в интегрированных языковых классах. Кроме того, анализируется значение коммуникативных и интерактивных методов в развитии языковой компетенции.

Результаты исследования показывают, что интегрированное обучение языку, основанное на принципах критической педагогики, способствует развитию коммуникативной компетенции, критического мышления и активного участия обучающихся в образовательном процессе.

Ключевые слова. *Критическая педагогика, интегрированное обучение языку, критическое мышление, коммуникативная компетенция, самостоятельность обучающихся, социальное взаимодействие, языковое образование, интерактивные методы.*

Annotatsiya. *Ushbu maqolada tanqidiy pedagogika (critical pedagogy) va integrallashgan til o'qitish yondashuvlarining nazariy asoslari hamda amaliy ahamiyati tahlil qilinadi. Tadqiqotda Paulo Freire va Henry Giroux nazariyalarining zamonaviy til ta'limiga ta'siri, tanqidiy fikrlash, ijtimoiy muloqot va o'quvchi mustaqilligining integrallashgan til o'rganish jarayonidagi o'rni yoritiladi. Shuningdek, kommunikativ va interaktiv metodlarning til kompetensiyasini rivojlantirishdagi ahamiyati ko'rib chiqiladi. Tadqiqot natijalari tanqidiy pedagogika tamoyillariga asoslangan integrallashgan til o'qitish yondashuvi o'quvchilarning kommunikativ kompetensiyasi, tanqidiy fikrlashi va ijtimoiy faolligini rivojlantirishga xizmat qilishini ko'rsatadi.*

Kalit so'zlar. *Tanqidiy pedagogika, integrallashgan til o'rganish, tanqidiy fikrlash, kommunikativ kompetensiya, o'quvchi mustaqilligi, ijtimoiy muloqot, til ta'limi, interaktiv metodlar.*

Introduction. In the twenty-first century, English language education has increasingly shifted from traditional teacher-centered instruction toward more communicative, learner-centered, and socially meaningful approaches. Among these approaches, critical pedagogy and

integrated language learning have gained considerable attention due to their emphasis on interaction, critical awareness, and authentic communication. Critical pedagogy, largely influenced by the works of Paulo Freire and Henry Giroux, encourages learners to question social realities, participate actively in learning, and develop independent thinking skills.

At the same time, integrated language learning promotes the simultaneous development of listening, speaking, reading, and writing skills through meaningful communicative activities. Both approaches share common principles such as learner participation, collaboration, dialogue, and contextualized learning. Consequently, the integration of critical pedagogy into language education has created opportunities for developing not only linguistic competence but also critical literacy and social awareness.

The purpose of this article is to examine the theoretical foundations of critical pedagogy and integrated language learning, analyze their pedagogical dimensions, and explore the role of critical thinking, social interaction, and learner agency in modern language classrooms. The study also highlights how these approaches contribute to more effective and meaningful English language education.

Main body

Critical pedagogy is one of the most influential educational approaches in modern language teaching. It focuses not only on teaching linguistic knowledge but also on developing learners' critical awareness, social responsibility, and ability to question unequal social structures. In language education, critical pedagogy encourages students to become active participants in the learning process instead of passive recipients of information. The development of this approach is closely connected

with the ideas of several important scholars, especially Paulo Freire and Henry Giroux, whose theories significantly influenced critical language education and integrated language learning¹.

The origins of critical pedagogy can be traced back to the social and political changes of the twentieth century. During this period, many educators and intellectuals criticized traditional education systems because schools often promoted memorization, obedience, and passive learning. Students were expected to accept information without questioning it, while teachers acted as the main authority in the classroom. Such educational systems were considered disconnected from real social life and unable to help learners understand social inequality, power relations, or cultural differences.

Critical pedagogy emerged as a response to these limitations. The approach aimed to transform education into a process of dialogue, reflection, and social awareness. Instead of focusing only on grammar exercises or textbook knowledge, critical pedagogy emphasized communication, interaction, and critical thinking. In language education, this meant that English learning should not be separated from learners' experiences, identities, and social realities.

One of the most important figures in the development of critical pedagogy was Paulo Freire. Freire is widely recognized as the founder of critical pedagogy because his educational philosophy changed the understanding of teaching and learning throughout the world. His ideas were mainly presented in his famous book *Pedagogy of the Oppressed*, published in 1970. Freire developed his educational theory while working with poor and illiterate communities in Brazil. During this period, many

¹ World Language Education as Critical Pedagogy. – New York: Routledge, 2020. – 248 pages.

people were denied social and political participation because they could not read or write. Freire believed that education should help oppressed people understand their social conditions and become capable of changing them.

Freire strongly criticized the traditional model of education, which he called the “banking model” of education. According to him, traditional teaching treated students as empty containers into which teachers simply deposited information. In this model, learners had little opportunity to think independently, ask questions, or express personal opinions. Freire argued that such education created passive individuals who accepted social inequality instead of challenging it.

As an alternative, Freire proposed dialogic education. Dialogue became one of the central concepts in critical pedagogy. Freire believed that meaningful learning happens when teachers and students communicate openly, exchange ideas, and learn from each other. In such classrooms, students are not silent listeners; they actively participate in discussions, analyze problems, and connect classroom learning with real social issues. This idea later became very important in language education because communication and interaction are central elements of language learning itself².

Another major contribution of Freire was the concept of “critical consciousness” or *conscientization*. This concept refers to learners’ ability to recognize social injustice, inequality, and oppression through critical reflection. Freire believed that education should help students understand how language, culture, politics, and power are connected. Learners should not simply memorize information; they should learn

² Introduction to TESOL: Becoming a Language Teaching Professional. – Hoboken: Wiley Blackwell, 2021. – 432 pages.

how to question dominant ideologies and think independently about the world around them.

Freire's ideas later became highly influential in English language teaching and critical language pedagogy. Language teachers began to understand that language learning is not politically neutral. The use of English is connected with culture, identity, social power, and globalization. Therefore, critical pedagogy encouraged teachers to use authentic materials, social discussions, and learner-centered activities instead of purely mechanical exercises.

In language classrooms influenced by Freire's philosophy, students are encouraged to discuss real-world issues such as inequality, discrimination, media influence, education, gender, and cultural identity. Reading and speaking activities become opportunities for reflection and critical discussion rather than simple grammar practice. As a result, language learning becomes more meaningful and connected with learners' lives³.

Freire also emphasized the importance of praxis, another central concept in critical pedagogy. Praxis means the combination of reflection and action. According to Freire, learners should not only analyze social problems theoretically but also think about practical ways to improve society. In language education, praxis encourages students to use English for communication, participation, and social engagement rather than only for examination purposes.

While Paulo Freire established the philosophical foundations of critical pedagogy, Henry Giroux played a major role in developing and expanding these ideas in modern educational theory. Giroux is often

³ Critical Language Pedagogy. – Cambridge: Cambridge University Press, 2022. – 34 pages.

called one of the founding theorists of critical pedagogy in the United States. He developed Freire's ideas further and connected them with issues such as media culture, youth identity, democracy, and public education.

Giroux argued that schools are not neutral institutions because education is always connected with power, ideology, and culture. According to him, traditional education often reproduces social inequality by teaching students to obey authority rather than think critically. He believed that teachers should act not only as instructors but also as transformative intellectuals who help students become socially aware and critically engaged citizens.

One of Giroux's most important contributions to critical pedagogy was his idea of teachers as intellectuals. In his work *Teachers as Intellectuals*, Giroux explained that teachers should not simply follow textbooks and institutional rules mechanically. Instead, they should create democratic classrooms where learners are encouraged to question, analyze, and participate actively in learning. This perspective influenced language education by promoting interactive and student-centered teaching methods.

Giroux also focused on literacy and language education. He criticized traditional approaches to reading and writing instruction because they often reduced literacy to technical skills. According to Giroux, literacy should be understood as a social and political process connected with interpretation, critical thinking, and communication. He argued that reading and writing are not neutral activities because texts always reflect particular values, ideologies, and power structures⁴.

⁴ Critical Language Pedagogy. – Cambridge: Cambridge University Press, 2022. – 34 pages.

This idea became especially important in critical language teaching. Teachers influenced by Giroux began to use texts not only for vocabulary or grammar exercises but also for discussion and analysis of social issues. Students were encouraged to examine whose voices are represented in texts, whose perspectives are ignored, and how language can shape social understanding. As a result, language learning became more analytical and reflective.

Another important aspect of Giroux's theory is the concept of student voice and learner agency. Giroux believed that students should have opportunities to express their ideas, experiences, and identities in the classroom. Education should not silence learners; instead, it should empower them to participate in dialogue and social interaction confidently. This perspective strongly supports integrated language learning because students develop language skills more effectively when they communicate meaningfully and express personal viewpoints.

Giroux also connected critical pedagogy with democracy and public life. According to him, schools should prepare learners not only for examinations or employment but also for democratic participation in society. Language education, therefore, should help students communicate across cultures, analyze media critically, and engage in public discussion.

The ideas of both Freire and Giroux had a significant influence on the development of critical language pedagogy during the late twentieth and early twenty-first centuries. Scholars in applied linguistics and TESOL began to explore how language teaching could address issues of culture, identity, ideology, and social justice. Language educators increasingly recognized that English is connected with globalization,

power relations, and cultural influence. As a result, critical pedagogy became an important perspective in English language education.

Critical language pedagogy expanded the traditional goals of language teaching. Earlier approaches often focused mainly on grammatical accuracy and linguistic competence. However, critical pedagogy emphasized communicative competence, critical literacy, learner autonomy, and social awareness. Teachers started to integrate discussions, projects, collaborative learning, and authentic materials into language classrooms⁵.

Integrated language learning became especially compatible with critical pedagogy because both approaches value communication, interaction, and meaningful learning. In integrated classrooms, students usually combine listening, reading, speaking, and writing while working with authentic issues and real-life situations. For example, learners may read an article about environmental problems, discuss it in groups, listen to different viewpoints, and prepare written reflections or presentations. Such activities naturally support critical thinking and learner participation.

Critical pedagogy also influenced assessment practices in language education. Traditional examinations often focused only on grammar accuracy or memorization. Critical approaches encouraged alternative assessment methods such as presentations, projects, reflective journals, discussions, and collaborative tasks. These methods allowed teachers to evaluate not only language knowledge but also learners' ability to think critically and communicate meaningfully.

⁵ Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy. – London: Routledge, 2020. – 210 pages.

Despite its positive influence, critical pedagogy has also faced criticism. Some scholars argue that the approach is too theoretical and difficult to apply in ordinary classrooms. Others believe that discussing political or social issues may create challenges in educational institutions with strict curricula. However, supporters of critical pedagogy argue that education can never be completely neutral because language itself is connected with culture, ideology, and social power.

Consequently, the historical development of critical pedagogy demonstrates how educational theory gradually moved from authoritarian and teacher-centered instruction toward more democratic and interactive learning approaches. Paulo Freire established the philosophical foundations of critical pedagogy by criticizing traditional education and promoting dialogue, critical reflection, and social transformation. Henry Giroux expanded these ideas by connecting education with literacy, democracy, media culture, and learner agency. Together, their contributions significantly shaped modern language education and integrated language learning practices⁶.

Integrated language learning is one of the central approaches in modern English language teaching. Unlike traditional methods that teach listening, speaking, reading, and writing separately, integrated language learning combines these skills within meaningful communicative activities. This approach reflects the way language is naturally used in real life because communication rarely involves only one skill at a time. In academic, professional, and social situations, learners usually listen, read, speak, and write together while interacting with information and other people. Therefore, integrated language

⁶ Introduction to TESOL: Becoming a Language Teaching Professional. – Hoboken: Wiley Blackwell, 2021. – 432 pages.

learning aims to create more authentic, learner-centered, and communicative classroom environments.

The development of integrated language learning is closely connected with changes in educational theory and language teaching methodology during the late twentieth century. Earlier language teaching methods, especially grammar-translation and audio-lingual approaches, often treated language skills independently. Students practiced grammar structures, memorized dialogues, translated texts, and completed isolated exercises. Although such methods sometimes improved grammatical accuracy, they did not always help learners communicate effectively in authentic situations⁷.

With the rise of communicative language teaching in the 1970s and 1980s, educators began to recognize that language learning should focus more on interaction, meaning, and communication. Researchers argued that separating language skills artificially did not reflect real communication. As a result, integrated language learning gradually became an important methodological principle in language education.

One of the fundamental principles of integrated language learning is the interdependence of language skills. Listening, speaking, reading, and writing support and strengthen each other during the learning process. Receptive skills such as reading and listening provide learners with language input, while productive skills such as speaking and writing allow learners to produce language output. Learners first receive vocabulary, grammatical structures, pronunciation patterns, and discourse models through input activities and later apply this knowledge through output activities.

⁷ Introduction to TESOL: Becoming a Language Teaching Professional. – Hoboken: Wiley Blackwell, 2021. – 432 pages.

For example, students may read an academic article, discuss its ideas in groups, listen to classmates' opinions, and finally prepare a written summary or presentation. In this process, all language skills function together naturally. Such integration helps learners develop communicative competence more effectively than isolated skill practice⁸.

Another important principle of integrated language learning is meaningful communication. The approach emphasizes authentic tasks and real-world language use instead of mechanical drills or memorization. Learners are encouraged to use language for practical purposes such as expressing opinions, solving problems, exchanging information, and participating in discussions. This principle is closely related to communicative language teaching and critical pedagogy because both approaches value interaction and learner participation.

Learner-centeredness is also a key principle of integrated language learning. In traditional classrooms, teachers often controlled all classroom activities, while students remained passive listeners. Integrated learning changes this relationship by encouraging collaboration, group work, discussion, and independent learning. Students actively participate in communicative tasks and construct meaning through interaction with teachers, classmates, and authentic materials.

Contextualized learning is another significant principle of integrated language instruction. Language is taught within meaningful contexts rather than as isolated grammar rules or vocabulary lists. Learners understand language more effectively when it is connected with real topics, situations, and experiences. For instance, students may work with

⁸ World Language Education as Critical Pedagogy. – New York: Routledge, 2020. – 248 pages.

news articles, academic texts, interviews, videos, podcasts, or professional documents and use them as a basis for discussion and writing activities.

Interaction plays a particularly important role in integrated language learning. Modern language acquisition theories emphasize that communication and social interaction support language development. Classroom interaction allows learners to negotiate meaning, ask questions, clarify misunderstandings, and practice language actively. Group discussions, pair work, presentations, debates, and collaborative projects are widely used to support interaction in integrated classrooms.

Several important models explain how integrated language learning functions in educational practice. One of the most influential models is Communicative Language Teaching (CLT). CLT emerged as a reaction against grammar-focused teaching methods and emphasized meaningful communication as the primary goal of language education. In communicative classrooms, learners use multiple skills simultaneously while completing tasks, solving problems, and participating in discussions. Reading activities often lead to speaking tasks, while listening activities may support writing or presentation work⁹.

Another important model connected with integrated language learning is Task-Based Language Teaching (TBLT). This model organizes learning around communicative tasks rather than grammar instruction alone. In task-based classrooms, students complete meaningful activities such as planning projects, discussing issues, analyzing texts, or preparing presentations. Such tasks naturally require learners to combine listening, speaking, reading, and writing skills. For

⁹ Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy. – London: Routledge, 2020. – 210 pages.

example, students may read information, discuss it collaboratively, listen to additional instructions, and produce written reports based on the task.

Content-Based Instruction (CBI) is also widely associated with integrated language learning. This model teaches language through academic or thematic content instead of isolated linguistic structures. Students learn English while studying topics such as science, history, culture, business, or social issues. Content-based instruction supports integrated skill development because learners read texts, listen to lectures, discuss ideas, and write assignments connected with specific themes.

Another important educational model is CLIL (Content and Language Integrated Learning). CLIL became especially popular in European education systems. In this approach, students learn subject content and a foreign language simultaneously. For example, learners may study geography, biology, or history through English. Such instruction naturally integrates language skills because students must read academic texts, listen to explanations, participate in discussions, and complete written tasks.

Integrated language learning is also strongly connected with socio-cultural learning theory, particularly the ideas of Lev Vygotsky. Vygotsky argued that learning develops through social interaction and collaboration. According to his theory, language development occurs when learners interact with more experienced individuals such as teachers or peers. Integrated classrooms create opportunities for such interaction because students communicate, cooperate, and solve problems together¹⁰.

¹⁰ Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy. – London: Routledge, 2020. – 210 pages.

The pedagogical dimensions of integrated language learning include several important aspects related to classroom methodology, learner development, and teacher roles. One important pedagogical dimension is scaffolding. Scaffolding refers to teacher support that helps learners complete tasks successfully. Teachers provide guidance, explanations, models, vocabulary support, or structured activities that gradually help students become more independent. In integrated classrooms, scaffolding often connects receptive and productive activities. For example, reading tasks may prepare learners for speaking or writing activities.

Another pedagogical dimension is collaborative learning. Integrated language learning frequently uses pair work, group discussions, and project-based activities because communication develops more effectively through cooperation. Collaborative learning allows students to exchange ideas, negotiate meaning, and practice language in interactive ways. It also helps learners develop confidence and social communication skills.

Authentic materials are another important element of integrated instruction. Teachers increasingly use real-world resources such as newspaper articles, podcasts, interviews, videos, websites, and academic texts instead of simplified textbook materials alone. Authentic materials expose learners to natural language use and support meaningful communication. They also help students connect classroom learning with real-life situations.

Critical thinking is closely connected with integrated language learning as well. Modern education emphasizes not only language accuracy but also analytical and reflective abilities. Integrated tasks often require learners to evaluate information, compare opinions, solve problems, and express arguments. For example, students may analyze

social issues, discuss cultural differences, or debate ethical questions using multiple language skills simultaneously.

Assessment practices in integrated learning environments are also different from traditional testing methods. Traditional examinations often focus mainly on grammar knowledge or isolated skills. Integrated assessment evaluates learners' ability to communicate meaningfully across different skills. Teachers may use presentations, portfolios, projects, reflective writing, discussions, and collaborative assignments as alternative forms of assessment¹¹.

Technology has become another important pedagogical dimension of integrated language learning. Digital tools and online platforms provide learners with opportunities to combine reading, listening, speaking, and writing through multimedia activities. Students may watch videos, participate in online discussions, create presentations, write blogs, or collaborate through digital platforms. Technology supports interaction, autonomy, and authentic communication in modern language education.

Despite its many advantages, integrated language learning also presents certain challenges. Teachers may experience difficulties in lesson planning because integrated instruction requires careful organization of activities and materials. Assessment can also become more complex because learners use several skills simultaneously. In addition, some educational systems still rely heavily on standardized testing focused mainly on grammar and isolated skills.

Another challenge is classroom management. Integrated and communicative activities often involve group work, discussion, and interaction, which may appear difficult to control in large classes.

¹¹ Introduction to TESOL: Becoming a Language Teaching Professional. – Hoboken: Wiley Blackwell, 2021. – 432 pages.

Teachers need methodological preparation and flexibility to organize integrated lessons effectively. However, many researchers argue that the benefits of integrated learning outweigh these difficulties because learners become more active, motivated, and communicatively competent.

In modern English language teaching, integrated language learning has become an important approach because it reflects the way language is naturally used in real communication. Students usually do not use listening, speaking, reading, or writing separately in everyday life. Instead, these skills work together during communication, discussion, study, and social interaction. Critical pedagogy supports this idea because it focuses on active participation, independent thinking, and meaningful communication rather than passive memorization. In integrated language classrooms, critical thinking, social interaction, and learner agency play a central role in helping students develop both language competence and personal confidence.

One of the most influential scholars connected with critical pedagogy is Paulo Freire. Freire believed that traditional education often limited students' thinking because teachers controlled all classroom knowledge while learners only listened and memorized information. He described this system as the "banking model" of education. According to Freire, students in such classrooms become passive and dependent because they are not encouraged to ask questions or express personal opinions.

Freire argued that education should be based on dialogue and communication. He believed that learners should actively participate in discussions, analyze ideas, and connect learning with real-life experiences. In his opinion, education is not only about receiving

information but also about understanding society and developing the ability to think critically about social issues¹².

These ideas became very important in language education. In integrated language classrooms influenced by Freire's theory, students are encouraged to discuss authentic topics, share opinions, and reflect on different viewpoints. For example, learners may read a text about environmental problems, listen to a short lecture on climate change, discuss solutions in groups, and finally prepare written reflections. Such activities combine all language skills and also develop critical thinking.

Freire also emphasized the importance of learner voice. He believed that students should not remain silent listeners in the classroom. Instead, they should become active participants who ask questions, communicate ideas, and contribute to learning. This principle supports integrated language learning because communication-based classrooms require continuous interaction between students and teachers¹³.

Another important scholar whose ideas strongly influenced integrated learning was Lev Vygotsky. Unlike Freire, who focused more on critical awareness and social transformation, Vygotsky concentrated on the social nature of learning. According to his socio-cultural theory, learning develops through communication and interaction with other people. He believed that students learn more effectively when they cooperate, discuss problems, and work together.

One of Vygotsky's most famous concepts is the Zone of Proximal Development, often called ZPD. This concept explains that learners can achieve higher levels of understanding with support from teachers or

¹² Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy. – London: Routledge, 2020. – 210 pages.

¹³ World Language Education as Critical Pedagogy. – New York: Routledge, 2020. – 248 pages.

more experienced peers. In language classrooms, this support may include explanations, examples, discussion, collaborative tasks, or teacher guidance.

Integrated language learning reflects Vygotsky's theory very clearly because learners usually work together through pair activities, discussions, presentations, and projects. For instance, students may work in groups to analyze an article, exchange opinions, prepare presentations, or solve communicative tasks. During this interaction, stronger students often help weaker learners understand vocabulary, pronunciation, or ideas. As a result, communication itself becomes part of the learning process.

Vygotsky also believed that language plays a central role in cognitive development. Through communication, learners organize ideas, solve problems, and develop thinking skills. This idea is especially important in integrated classrooms because students use language not only to practice grammar but also to express thoughts, explain arguments, and participate in social interaction.

Critical thinking is another essential element of integrated language classrooms. Modern education increasingly values students' ability to analyze information, compare ideas, evaluate arguments, and express opinions independently. In many traditional classrooms, students focused mainly on memorization and repetition. However, integrated language learning encourages learners to think actively while using English.

Critical thinking develops naturally when students work with authentic materials and communicative tasks. Learners may analyze news articles, compare cultural perspectives, discuss social issues, or

respond to real-life situations. Such activities help students move beyond simple language exercises and develop deeper understanding.

For example, students may read different opinions about online education, listen to interviews, discuss advantages and disadvantages in groups, and write short argumentative essays. During this process, they practice multiple language skills while also developing analytical abilities. Critical thinking therefore becomes connected with communication and language use¹⁴.

Social interaction is equally important in integrated language learning. Research in language acquisition shows that learners improve more effectively when they actively communicate with others. Interaction gives students opportunities to ask questions, clarify misunderstandings, exchange ideas, and practice language naturally.

In integrated classrooms, social interaction usually takes place through discussions, pair work, collaborative projects, debates, role plays, and presentations. Such activities create a more dynamic and learner-centered environment. Instead of listening to long teacher explanations, students become active participants in communication.

Social interaction also helps reduce anxiety in language learning. Many students feel nervous when speaking a foreign language, especially in formal classroom situations. Group activities and collaborative tasks often create a more comfortable atmosphere where learners feel more confident expressing themselves. As confidence increases, students become more willing to participate and communicate.

Teacher roles also change significantly in integrated language classrooms influenced by critical pedagogy. In traditional education,

¹⁴ Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education. – New York: Peter Lang, 2021. – 286 pages.

teachers were usually the main source of knowledge and classroom authority. In integrated and learner-centered classrooms, teachers act more as facilitators, guides, and organizers of communication. They support learners, encourage interaction, and create opportunities for discussion and reflection.

Scaffolding is another important aspect connected with integrated learning and social interaction. Teachers provide temporary support that helps students complete tasks successfully. This support may include vocabulary explanations, discussion questions, examples, visual materials, or feedback. As learners become more confident, teacher support gradually decreases and students become more independent.

Technology has also strengthened integrated language learning practices. Digital tools allow students to combine listening, reading, speaking, and writing through online communication, multimedia materials, and collaborative platforms. Learners may watch videos, participate in online discussions, prepare digital presentations, or complete project work using multiple language skills simultaneously.

Despite its advantages, integrated language learning also presents certain challenges. Some teachers may find it difficult to organize communicative classrooms, especially in large groups or examination-oriented educational systems. Assessment may also become more complex because students use several language skills together during tasks. However, many educators believe that the benefits of integrated learning are much greater than these difficulties because learners become more active, confident, and communicatively competent.

Today, the influence of Freire and Vygotsky can still be seen clearly in modern language education. Freire's ideas about dialogue, participation, and critical awareness continue to support learner-

centered classrooms where students think independently and express opinions freely. Vygotsky's theories about social interaction and collaborative learning remain important for understanding how communication supports language development¹⁵.

As a result, critical thinking, social interaction, and learner agency have become essential components of integrated language classrooms. These elements help students develop not only grammatical knowledge but also communication skills, confidence, independence, and critical awareness. Integrated language learning therefore creates educational environments where learners use English meaningfully while also developing the ability to participate actively in academic, professional, and social life.

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