



INCORPORATING MULTIPLE INSTRUCTIONAL APPROACHES IN FOREIGN LANGUAGE TEACHING: DEVELOPING COMMUNICATIVE COMPETENCE

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Abstract: Language learning processes are often enhanced through the integration of multiple pedagogical approaches, as different learners benefit from varied methodological input. Combining approaches such as Lexical, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content-Based Instruction (CBI), and Competency-Based Language Teaching (CBLT) supports the development of receptive and productive skills. Emphasis on vocabulary development, meaningful communication, and contextualized learning contributes to improved listening, speaking, reading, and writing abilities. Integrated skill development and collaborative learning further enhance learner engagement, motivation, and communicative competence across different proficiency levels.

Key words: Approach, Language teaching, Communicative, Competence-based language teaching

Introduction

Language learning is most effective when different instructional approaches are combined to support varied learner needs and skill development. Integrating methods such as Lexical, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content-Based Instruction (CBI), and Competency-Based Language Teaching (CBLT) allows balanced development of listening, speaking, reading, and writing skills. Such an approach emphasizes vocabulary growth, meaningful communication, and contextual learning, which together contribute to improved language proficiency and learner engagement.

Justification for Listening Activities

Language learning procedures often integrate multiple methods, as no single approach is universally effective for all learners or stages of instruction. Prabhu (1990) asserts that “the same context should use a number of different methods, or perhaps parts of different methods” (p. 167). The integration of the Lexical Approach, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT) is widely considered effective for addressing diverse learner needs and language development goals. While basic comprehension may be present, difficulties often arise in fast-paced listening and in identifying specific lexical items. Vocabulary development therefore becomes a key focus, particularly when linked to familiar topics such as shopping, which supports engagement and meaningful learning.

The Lexical Approach emphasizes vocabulary acquisition in context rather than isolated grammar instruction. As noted by Racine (2018), a key principle distinguishing this approach from traditional methods is that lexis takes precedence over grammar (p. 1). Adjectives such as “exhausted,” “thrilled,” and “costly” support deeper understanding of meaning and emotional tone. Classification of adjectives into positive and negative categories strengthens accurate use in both spoken and written language. This approach promotes natural vocabulary acquisition and long-term retention through meaningful exposure.

Pre-listening discussion activities reflect principles of CLT by encouraging meaningful spoken interaction.

TBLT supports learning through meaningful, goal-oriented language use. Listening for specific information while completing gap-filling tasks promotes active listening and vocabulary recall. The identification of synonyms and antonyms further expands lexical range and strengthens understanding of word relationships, supporting flexible language use across contexts.

Integrated skill development occurs through listening, vocabulary, and speaking components. Post-listening interaction allows vocabulary to be used in communication, supporting fluency development. Collaborative interaction can also reduce speaking anxiety and encourage participation among less confident learners. The use of digital platforms such as Padlet enhances interaction and supports collaborative learning in a technology-supported environment.

In conclusion, the combination of the Lexical Approach and TBLT supports vocabulary development, listening comprehension, and spoken interaction. Focus on lexical items and their semantic relationships contributes to deeper vocabulary acquisition and communicative competence across varying proficiency levels.

Justification for Speaking Activities

Presentation-based language practice aligns with Communicative Language Teaching (CLT), which emphasizes meaningful real-world communication. Interaction through questioning and response promotes negotiation of meaning and encourages spontaneous language use beyond memorized structures (Savignon, 1991, p. 265). Structured oral production supports fluency development while reducing anxiety through clear task organization.

Cooperative Language Learning (CLL) further supports language development through peer interaction. Collaborative planning, presentation delivery, and reflective discussion encourage meaningful communication and enhance overall linguistic output (Karim, 2018). A supportive group environment contributes to reduced anxiety and increased willingness to participate in spoken interaction.

Integrated skill development is promoted through speaking, listening, and writing. Oral production is reinforced through peer listening and written reflection tasks, supporting vocabulary retention and language consolidation. This multi-skill integration contributes to communicative competence and learner confidence.

In conclusion, presentation-based language practice supports fluency development, vocabulary expansion, and confidence-building through structured and meaningful communicative interaction.

Justification for Reading Activities

Content-Based Instruction (CBI), combined with the Lexical Approach, is widely recognized as effective for integrating language learning with subject knowledge development. Engagement with informational or historical content supports both linguistic and cognitive development. Vocabulary acquisition is strengthened through contextual exposure to subject-specific terminology such as “agriculture,” “grains,” and “domesticated.”

The Lexical Approach supports retention and understanding of vocabulary through contextualized input rather than isolated memorization. Pre-teaching of key lexical items provides a foundation for comprehension, while repeated exposure during reading reinforces acquisition and usage.

CBI enhances motivation by connecting language learning to meaningful content. Increased subject knowledge contributes to improved comprehension and deeper engagement

with language forms. Additionally, critical thinking skills are developed through inference-making and justification of answers based on textual evidence.

Pre-reading phases activate prior knowledge and support oral interaction, contributing to fluency development and preparation for comprehension tasks.

Integrated skill development occurs through reading, writing, and speaking. Reading comprehension is strengthened through text analysis, while writing tasks reinforce vocabulary and inference skills. Oral discussion in preparatory stages contributes to academic speaking development. Interactive digital tools such as matching platforms enhance engagement and support vocabulary consolidation.

In conclusion, the combination of CBI and the Lexical Approach supports reading comprehension, vocabulary development, and critical thinking, while also promoting integrated skill development and learner engagement.

Justification for Writing Activities

Competency-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT) support the development of measurable writing competencies through meaningful communication tasks. Practical writing activities promote learner motivation by demonstrating real-world applicability of language use (Boillos, 2018). Writing tasks with authentic communicative purposes enhance engagement and self-confidence.

TBLT supports language development through contextualized writing practice, encouraging the use of appropriate vocabulary, grammar, and discourse structure. Language input is actively transformed into output, reinforcing linguistic accuracy and fluency.

Integrated skill development is supported through listening input (audio-visual materials with annotations) and reading input (model texts), which provide scaffolding for writing production. These inputs strengthen comprehension and support vocabulary acquisition.

Writing production is further reinforced through peer feedback, which promotes reflection and accuracy in a supportive environment. Structured organization tasks, such as categorization of language elements, strengthen grammatical awareness and discourse competence.

In conclusion, the integration of CBLT and TBLT supports writing development through meaningful practice, structured support, and integrated skill reinforcement, contributing to overall

communicative competence.

Conclusion

The integration of multiple language teaching approaches supports a balanced and effective learning process by addressing different skill areas simultaneously. Vocabulary development, communicative practice, and content-based learning contribute to improved language proficiency and learner confidence. A multi-skill and learner-centered approach enhances engagement and ensures meaningful language use across various contexts.

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