



A MULTIMETHOD PERSPECTIVE ON ENGLISH LANGUAGE TEACHING: METHODOLOGICAL ANALYSIS OF TEXTBOOKS FOR GRADES 8–9 IN UZBEKISTAN

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Abstract: *The contemporary teaching of English requires methodological flexibility because learners differ in their linguistic backgrounds, learning needs, cognitive characteristics, and communicative purposes. Within this context, a multimethod approach provides a framework for combining and coordinating different language teaching methods rather than relying exclusively on a single methodological model. This article examines the theoretical and pedagogical foundations of the multimethod approach and demonstrates its potential through a methodological analysis of English language textbooks for Grades 8–9 used in Uzbekistan. Particular attention is given to the interaction of Communicative Language Teaching (CLT), Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), and Project-Based Learning (PBL), as well as the integration of language skills, intercultural learning, assessment, supplementary resources, and local contextual adaptation. The textbook analysis is organized according to seven methodological criteria: learning objectives and competencies, integration of language skills, methodological approaches, intercultural content, assessment, resources and supplementary materials, and adaptation to the local educational context. The analysis demonstrates that textbook materials provide opportunities for methodological integration through communicative, task-oriented, content-related, and project-based activities. At the same time, the analysis identifies areas requiring stronger methodological support, particularly practical assessment procedures, teacher guidance, and adaptation of digital resources to local school conditions. The study argues that textbooks can serve as an important medium for implementing a multimethod approach when different methodological elements are purposefully coordinated rather than presented as isolated techniques.*

Keywords: *multimethod approach, English language teaching, methodological integration, Communicative Language Teaching, Task-Based Learning, Project-Based Learning, CLIL, textbook analysis, linguistic creativity, Uzbekistan.*



1. INTRODUCTION

Contemporary foreign-language education is increasingly oriented toward the development of learners who are able not only to reproduce previously learned linguistic patterns but also to use language flexibly in changing communicative situations. Such objectives require teaching practices that integrate linguistic knowledge, communication, critical thinking, learner autonomy, intercultural awareness, and practical language use. Consequently, the methodological organization of English language teaching cannot always be adequately described through the application of one teaching method.

Traditional discussions of language teaching have often focused on individual approaches and methods, including grammar-translation, direct, audio-lingual, communicative, task-based, and content-oriented approaches. However, the diversity of contemporary educational contexts makes the exclusive use of one method problematic. Learners have different needs, educational institutions operate under different conditions, and language learning involves several interconnected dimensions. Richards and Rodgers describe major language-teaching approaches and methods in relation to their theories, goals, activities, teacher and learner roles, materials, and classroom techniques [5]. Brown likewise emphasizes principles of language teaching that require attention to learners, classroom conditions, and instructional purposes [1].

Against this background, the multimethod approach can be understood as a purposeful combination of methodological principles and instructional techniques selected according to learning objectives, learner needs, content, classroom conditions, and expected outcomes. It is therefore important to distinguish multimethod teaching from the simple accumulation of different classroom techniques. The central principle is methodological complementarity: different methods should perform different but interconnected functions within the learning process [1; 4; 5].

For English language teaching, such integration may involve the combination of Communicative Language Teaching (CLT), Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), Project-Based Learning (PBL), explicit language instruction, collaborative learning, formative assessment, and digital resources. These elements can be combined to address different dimensions of language development [4; 5].

The multimethod perspective is particularly relevant to the development of learners' communicative and creative abilities. Communicative activities create opportunities for meaningful language use; task-based activities require learners to use language to accomplish particular goals; project-based activities encourage extended production and independent work; while content-oriented activities



can connect language learning with broader knowledge [4; 5].

The Uzbek educational context provides a relevant setting for examining this issue. Uzbekistan's current policy framework for general secondary education provides for intensified foreign-language instruction in Grades 5–9, with the development of basic knowledge and speech skills, while the wider system recognizes CEFR-based levels for English proficiency [3; 9]. Within this broader system, Grades 8–9 represent an important stage for examining how communicative, task-oriented, content-related, and project-oriented activities can be coordinated in school materials.

Therefore, this study does not treat textbooks as the primary research object in isolation. Rather, textbooks are examined as evidence through which the implementation of a multimethod approach can be observed.

The purpose of the study is to examine the pedagogical foundations of the multimethod approach to English language teaching and to identify how its principles are reflected in English language textbooks for Grades 8–9 in Uzbekistan.

The study addresses the following research questions:

1. What methodological principles constitute a multimethod approach to English language teaching?
2. How can different language teaching methods be integrated within a coherent instructional framework?

3. How are multimethod principles reflected in English language textbook materials for Grades 8–9?

4. What methodological opportunities and limitations can be identified through the textbook analysis?

2. Materials and Methods

The methodological framework of the study is based on the assumption that no single teaching method can address all dimensions of contemporary English language education. A multimethod approach therefore involves the purposeful coordination of complementary methods.

The distinction between methodological diversity and methodological integration is essential. Simply using several techniques during one lesson does not necessarily constitute a multimethod approach. Integration occurs when methods are selected according to their pedagogical functions and contribute to common learning objectives.

For example, CLT can provide the communicative framework for classroom interaction, while TBL can organize learning around meaningful tasks. PBL can support extended collaborative production, and CLIL can connect language learning with subject-related or conceptual content. These approaches can therefore operate within the same instructional system without necessarily competing with one another [4; 5].

The multimethod perspective used in this study can be represented as follows: Learning objectives → selection



of complementary methods → integration of activities and skills → assessment → reflection and adaptation.

To examine these principles in actual teaching materials, the study analyzes selected Prepare! Student's Books for Grades 8 and 9 as concrete examples of school-level English-language materials. The Grade 8 and Grade 9 books belong to the second edition of the Prepare series and were published by Cambridge University Press in 2022 [7; 8]. The analysis uses the books as evidence of how different methodological elements can be combined; it does not attempt to treat the entire Prepare! course as a complete model of multimethod teaching.

The textbook analysis was conducted according to seven criteria: (1) learning objectives and competencies; (2) integration of language skills; (3) methodological approaches; (4) intercultural component; (5) assessment; (6) resources and supplementary materials; and (7) adaptation to the local educational context.

These criteria were selected because multimethod teaching cannot be adequately identified by counting methods alone. It also requires examining how learning objectives, activities, assessment, resources, and contextual factors work together.

3. Results

The analysis demonstrates that the multimethod approach should be viewed as a system of complementary

methodological elements rather than a collection of unrelated techniques.

One of the clearest indicators of methodological integration is the relationship between listening, speaking, reading, and writing. The analyzed materials provide opportunities to connect receptive and productive skills. For example, listening activities can be followed by speaking activities, while reading activities can lead to written responses. Such sequences prevent the four skills from being treated as completely isolated areas of instruction.

The methodological analysis also provides a basis for identifying several methodological orientations. CLT is reflected in activities oriented toward communication, interaction, dialogue, and practical language use. TBL is represented by activities in which learners use language to complete a particular task or achieve a communicative objective. CLIL-oriented elements can be associated with activities in which English is connected with broader thematic or conceptual content. PBL-oriented elements provide opportunities for longer activities, collaborative production, independent information gathering, and presentation.

The important finding is not that one textbook represents one particular method. Rather, different methodological principles can be identified within the same instructional materials. This provides a basis for considering the materials from a multimethod perspective.



Intercultural content represents another dimension of multimethod teaching. Textbook materials can contribute to intercultural competence when they present cultural information, encourage comparison, and create opportunities for discussion. This is important because communicative competence involves more than grammatical accuracy.

Assessment constitutes an important but comparatively less developed component. The source analysis identifies a need for more detailed practical assessment procedures, including clearer rubrics, assessment criteria, and sample materials for formative and summative assessment. If teaching involves communicative, task-based, project-based, and content-oriented activities, assessment should also be capable of capturing different types of learning outcomes. This is consistent with the broader assessment literature, which emphasizes the relationship between classroom assessment and learning [6].

Multimethod teaching can also be supported by audio, video, online resources, interactive activities, and supplementary materials. Such resources can extend the range of learning modes available to teachers and learners, but their pedagogical value depends on how they are selected and integrated into instructional objectives [1; 5].

Finally, a multimethod approach cannot be implemented independently of classroom conditions. The availability of technology, teachers' methodological

preparation, learners' linguistic background, class size, curriculum requirements, and cultural context can influence which methods are practical. In the Uzbek context, national policy has also emphasized the improvement and localization of foreign-language curricula and the use of international publishers' textbooks [9].

4. Discussion

The results indicate that the main value of a multimethod approach lies in its flexibility and complementarity. A single method normally emphasizes particular dimensions of language learning. Communicative teaching prioritizes interaction; task-based teaching organizes learning around meaningful tasks; project-based learning emphasizes extended learner activity and production; and CLIL connects language with content. When these approaches are coordinated appropriately, they can address different aspects of the same educational objective [4; 5].

For example, a thematic unit can begin with language input through reading or listening. Learners can subsequently complete a communicative task in pairs or groups, apply newly acquired language in a problem-solving activity, and finally develop a project or presentation. Such a sequence illustrates how different methodological principles can operate within one instructional process.

Therefore, the multimethod approach should not be interpreted as methodological eclecticism in the sense



of randomly selecting techniques. Its effectiveness depends on purposeful selection, sequencing, and coordination.

This distinction is particularly important for teacher education. Teachers implementing a multimethod approach need to understand not only what individual methods involve but also why and when particular methodological elements should be combined. The teacher therefore performs the role of a methodological designer who adjusts instruction according to objectives, learners, content, resources, and assessment [1; 5].

The textbook analysis supports this interpretation. The selected materials contain opportunities for communication, task completion, skill integration, intercultural learning, supplementary resource use, and project-oriented activity. However, the presence of these elements does not automatically guarantee a fully developed multimethod learning environment. Their pedagogical value depends on how teachers organize and connect them.

This is particularly relevant in the Uzbek context. National policy has emphasized foreign-language development in general secondary education, including intensified instruction in Grades 5–9 and continued improvement of curricula and learning materials [9]. At the same time, the source analysis identifies practical limitations related to assessment, teacher guidance, multimedia resources, and contextual adaptation. These factors

indicate that methodological integration requires institutional and teacher-level support.

Another important implication concerns linguistic creativity. Multimethod teaching can create more varied opportunities for learners to use language independently. Communicative activities can require spontaneous interaction; tasks can encourage learners to find solutions; projects can require original content production; and intercultural activities can encourage learners to compare perspectives and express their own ideas. Thus, multimethod integration can provide a pedagogical environment that supports linguistic creativity.

The findings also suggest that textbook evaluation should move beyond the question of whether a textbook follows a particular method. A more productive question is how effectively the textbook provides opportunities for different methodological approaches to complement one another. This perspective changes textbook analysis from a simple description of activities into an examination of the methodological architecture of learning materials.

5. Conclusion

The study examined the multimethod approach as a framework for organizing contemporary English language teaching and demonstrated its application through the methodological analysis of Grade 8–9 English language textbooks in Uzbekistan.



The analysis shows that a multimethod approach is characterized not simply by the presence of several teaching methods but by their purposeful integration according to learning objectives, learner needs, content, classroom conditions, and assessment requirements [1; 4; 5]. CLT, TBL, CLIL, and PBL can perform complementary functions within such a framework, while integrated language skills, intercultural learning, assessment, and supplementary resources provide additional dimensions of methodological integration [2; 6].

The analysis of the selected Grade 8–9 materials demonstrates opportunities for implementing these principles through communicative activities, task-oriented learning, integrated skills work, intercultural content, project-oriented activities, and supplementary resources. The Prepare! Student's Books for Levels 8 and 9 are used here as concrete examples rather than as the sole basis for defining the multimethod approach [7; 8].

At the same time, successful multimethod implementation requires stronger practical support. In particular,

assessment procedures, methodological guidance for teachers, digital resource provision, and adaptation to local educational conditions require further development.

Consequently, the multimethod approach can be considered not as an alternative to established language teaching methods but as a framework for their purposeful coordination. Its practical implementation depends on teachers' methodological competence, appropriate learning materials, adequate assessment procedures, and the adaptation of international methodological principles to local educational contexts.

For Uzbekistan, further development of multimethod English language teaching may involve strengthening teacher methodological training, developing clearer assessment instruments, expanding contextualized digital resources, and designing textbook activities in which different methodological approaches are explicitly connected.

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