

CBLT IN DEVELOPING LISTENING SKILLS**Kh.S.Umarkhujayeva – senior teacher***Tashkent University of Information Technologies named after Muhammad al-Khwarizmi***CBLT В РАЗВИТИИ НАВЫКОВ УСЛУШАНИЯ****Х.С.Умархужаева – старший преподаватель***Ташкентский университет информационных технологий имени Мухаммада аль-Хорезми***EShITISH KO'NIKMALARINI RIVOJLANTIRISHDA CBLT****X.S.Umarxo'jayeva – katta o'qituvchi***Muhammad al-Xorazmiy nomidagi Toshkent axborot texnologiyalari universiteti*

Tayanch so'zlar: CBLT, tinglab tushunish ko'nikmalari, nutqiy kompetensiya, idrok (receptive) ko'nikmalari, scaffolding texnikalari, tahliliy fikrlash.

Rezyume. Ushbu maqola CBLTning tinglab tushunish ko'nikmalarini rivojlantirishdagi samarali rolini tahlil qiladi. Tinglash, gapirish va yozish ko'nikmalariga oid vazifalarni autentik mazmun bilan uyg'unlashtirish hamda skafolding strategiyalarini qo'llash orqali tushunishni chuqurlashtirish, nutqiy kompetensiyani shakllantirish mumkinligi ko'rsatildi. Materiallarni tanlashdagi murakkabliklarga qaramay, CBLT tilni rivojlantirish va akademik hamda kasbiy kommunikatsiyaga tayyorgarlik ko'rishda samarali va pedagogik jihatdan asoslangan yondashuvni taqdim etadi.

Ключевые слова: CBLT, навыки аудирования, дискурсивная компетенция, рецептивные навыки, методы педагогического сопровождения (scaffolding), аналитическое мышление.

Резюме. Данная статья анализирует эффективность обучения языку на основе содержания (CBLT) в развитии навыков аудирования. Показано, что сочетание заданий на аудирование, устную и письменную речь с аутентичным содержанием, а также применение стратегий скэффолдинга способствует углублению понимания, формированию дискурсивной компетенции и обеспечению долгосрочного усвоения знаний. Несмотря на трудности, связанные с когнитивной нагрузкой и подбором материалов, CBLT представляет собой эффективный и педагогически обоснованный подход к развитию языковых навыков и подготовке студентов к академической и профессиональной коммуникации.

Key words: CBLT, listening skills, discourse competence, receptive skills, scaffolding techniques, analytical thinking.

Summary. This article explores the role of Content-Based Language Teaching (CBLT) in developing listening skills among non-linguistic learners. It highlights how integrating authentic content with listening, speaking, and writing tasks, along with scaffolding strategies, enhances comprehension, discourse competence, and long-term retention. Despite challenge such as material selection, CBLT provides an effective framework for holistic language development and preparation for academic and professional communication.

Introduction. Listening comprehension is widely recognized as one of the most challenging yet essential language skills for academic success and professional communication. While learners often acquire reading or writing skills through traditional language instruction, listening is frequently neglected or inadequately addressed. Many students struggle to process authentic speech, particularly when it involves complex vocabulary, varying accents, fast speech rates, or domain-specific terminology. Conventional approaches, which often prioritize grammar and vocabulary in isolation, fail to provide sufficient exposure to real-world language use, resulting in inadequate listening proficiency.

Content-Based Language Teaching (CBLT) offers an alternative framework by integrating language learning with meaningful subject-matter content. Unlike traditional methods that separate language instruction from content learning, CBLT immerses learners in authentic materials and real communicative contexts. As students engage with content, they naturally acquire linguistic features while simultaneously developing subject-matter knowledge. This dual-focus approach is particularly beneficial in developing listening skills, as it exposes learners to complex discourse, technical vocabulary, and authentic speech patterns. The present article explores the theoretical foundations, pedagogical benefits, and methodological considerations of CBLT in the development of listening comprehension.

Literature Review and methodology. CBLT is grounded in communicative language teaching principles and research on second language acquisition. According to Brinton, Snow, and Wesche (1989), meaningful content provides an effective context for language learning, as

learners focus on understanding ideas rather than isolated linguistic forms. Krashen's Input Hypothesis (1985) further supports this approach, emphasizing the necessity of comprehensible input for language acquisition. CBLT ensures that learners receive input that is both challenging and meaningful by integrating language instruction with subject-specific content. Vygotsky's socio-cultural theory also underlines the importance of social interaction, scaffolding, and collaborative learning, which are embedded in CBLT methodologies.

Listening comprehension itself is a complex cognitive process, involving both bottom-up and top-down strategies. Bottom-up processing requires learners to decode phonological, lexical, and grammatical information, whereas top-down processing relies on prior knowledge, context, and inference-making. Vandergrift (2007) highlights that effective listening instruction must include exposure to authentic, meaningful materials and encourage active engagement with the input. CBLT addresses these requirements by providing learners with lectures, expert interviews, documentaries, and other content-rich resources. This approach not only develops linguistic competence but also enhances learners' cognitive abilities, academic literacy, and critical thinking.

Research indicates that CBLT effectively enhances vocabulary acquisition, grammatical awareness, and discourse competence. Through repeated exposure to technical terms, multiword expressions, and context-dependent phrases, learners develop stronger comprehension and long-term retention. Moreover, CBLT familiarizes students with common discourse structures—such as cause-effect, problem-solution, and compare-contrast—which

supports their ability to understand complex spoken texts. This approach has also been shown to increase learner motivation, as the integration of discipline-specific or professionally relevant content creates a meaningful and engaging learning environment. Furthermore, CBLT naturally integrates listening with other language skills, including speaking and writing, thereby mirroring real communicative situations and reinforcing overall language development.

A central methodological principle of CBLT is the careful selection of relevant and meaningful content. Listening materials must correspond to learners' academic or professional needs in order to enhance engagement and facilitate comprehension. Authentic materials such as lectures, tutorials, expert interviews, and documentaries provide rich contexts in which learners can simultaneously acquire linguistic competence and subject-matter knowledge. Equally important is the alignment of content and language objectives. In a typical CBLT lesson, learners are guided to identify key vocabulary, observe grammatical patterns, and recognize discourse structures while processing content-specific information.

Scaffolding constitutes another essential component of CBLT methodology. Pre-listening activities including predicting content, reviewing technical vocabulary, and activating prior knowledge help reduce cognitive load and prepare learners for effective comprehension. During the listening phase, students carry out targeted tasks such as focused listening, note-taking, and extracting key information. Post-listening activities summarizing, discussing, interpreting, and engaging in problem-solving tasks consolidate comprehension and promote higher-order thinking skills. Throughout these stages, the teacher acts as a facilitator, guiding learners through both linguistic and content-related tasks, providing necessary support, and fostering collaborative learning.

Despite its strengths, the implementation of CBLT can present several challenges. Teachers may have difficulty locating appropriate authentic materials, and learners with limited background knowledge of the content may experience increased cognitive demands. Therefore, careful lesson sequencing, gradual progression of task difficulty, and well designed scaffolding strategies are essential for ensuring that learners benefit fully from CBLT based instruction.

Discussion and Findings. Integration of listening with other skills further strengthens learning outcomes. For example, learners may listen to a lecture and subsequently summarize the main points, participate in discussions, or produce written reflections. These tasks reinforce comprehension, encourage active engagement, and promote long-term retention of both language and content knowledge.

Moreover, CBLT equips learners with the ability to process complex spoken input in real-world academic and professional contexts, thereby improving their readiness for higher education and workplace communication (see Table 1).

Table 1. CBLT Listening Tasks, Skills, and Learning Outcomes

Listening Task	Skills	Scaffolding	Learning Outcome
Listening to lectures	Summarizing	Pre-teach vocabulary; activate prior knowledge	Better comprehension; reduced cognitive load
Summarizing content	Writing	Guided prompts	Reinforced retention of language and content
Participating in discussions	Speaking	Teacher guidance; peer support	Active engagement; critical thinking
Writing reflections	Writing	Structured guidelines	Consolidation of knowledge; improved writing
Listening to authentic materials	Listening + Speaking/ Writing	Step-by-step tasks; repeated listening	Discourse competence; readiness for real-world communication

The evidence suggests that, although CBLT requires careful planning and scaffolding, its benefits outweigh its challenges. It fosters holistic language development, combining lexical, grammatical, and discourse competencies with content understanding, cognitive engagement, and motivational enhancement. Consequently, CBLT represents an effective and pedagogically justified framework for teaching listening skills in a variety of educational settings.

Conclusion. Content-Based Language Teaching (CBLT) provides a theoretically grounded and practical framework for developing listening skills by integrating language learning with meaningful academic or professional content. Research indicates that CBLT enhances learners' vocabulary, grammatical awareness, discourse competence, and cognitive engagement. Using authentic materials and structured scaffolding promotes comprehension, motivation, and long-term retention, making CBLT a highly effective approach for listening instruction. Despite requiring careful planning and teacher expertise, CBLT equips learners to process real-world spoken input and fosters active engagement with ideas. Future research should investigate its applications across different disciplines, its effectiveness in digital learning environments, and its impact on learner autonomy and long-term proficiency.

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