

## INTERACTIVE TECHNIQUES IN TEACHING LISTENING B2

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**Abstract.** This article focuses on developing listening skills at the B2 level goes beyond just listening to audio materials; it's about actively engaging with the content and using strategies that help make sense of it. Although listening is crucial for communication, it is often overlooked in English teaching. It also explores interactive methods that are designed for B2 learners, focusing on group activities, multimedia tools, and task-based learning. By combining insights from both international research and Uzbek scholars, the study shows that using interactive techniques not only boosts listening comprehension but also encourages students to stay motivated and take charge of their own learning, especially when tailored to the needs of the classroom.

**Keywords:** B2 listening comprehension, interactive techniques, learner engagement, task-based learning, multimedia resources, student-centered teaching, peer collaboration, authentic materials, emotional involvement.

**INTRODUCTION**

In today's increasingly interconnected and globalized world, English proficiency has become an invaluable asset, opening doors to countless opportunities in education, career, and personal growth. However, simply recognizing the importance of English is not enough. Among the four essential language skills which are listening, speaking, reading, and writing, listening is often considered the most challenging to teach and

learn. Listening, a complex and dynamic cognitive process, remains a challenging area in second language acquisition. Brown aptly defines listening as an active process of meaning construction, emphasizing its interactive nature. (Brown, 2001) [1]. As Rost further notes, effective instruction should not treat listening as passive absorption but rather as purposeful interaction guided by goals and strategies (Rost, 2011) [2].

In many Uzbek educational institutions, however, listening is often sidelined or confined to testing purposes. Mamatqulov observes that teachers tend to use listening tasks mainly for assessment, rather than as opportunities for skill development (Mamatqulov, 2020) [3]. Similarly, Rakhmonova and Yuldasheva highlight that learners at the intermediate level struggle with authentic input due to insufficient training in listening strategies (Rakhmonova, Yuldasheva) [4]. Globally, there is a growing recognition of interactive methodologies. Richards maintains that “active participation and student-centered approaches deepen comprehension and foster learner independence (Richards, 2008) [5]. Uzbek scholars echo this sentiment; Karimova asserts that interactive activities serve as a catalyst for boosting students’ involvement and fostering critical thinking. Thus, this study explores the integration of interactive techniques in B2 listening instruction, with a focus on their practical impact in Uzbek classrooms (Karimova, 2021), [6].

## METHODOLOGY

This study employs a qualitative research approach to classroom-based action research model in two B2-level English groups at Tashkent State University. Over a span of six weeks, three key interactive techniques were implemented to explore their impact on listening comprehension:

**Task-Oriented Listening Exercises:** These exercises included activities such as note-taking, gap-filling, and summarization. These tasks required learners to listen for specific information and process the content actively, encouraging them to engage with the material beyond passive listening.

**Collaborative Reflection and Peer Dialogue:** After each listening task, students participated in pair or group discussions to reflect on the content. This allowed learners

to clarify their understanding, compare interpretations, and develop critical thinking skills through negotiation of meaning with their peers.

**Multimedia Listening with Predictive Tasks:** Multimedia resources like TED Talks, podcasts, and local news programs were used in combination with prediction tasks. Before listening, students were asked to predict the content and vocabulary, which helped them activate prior knowledge and mentally prepare for the audio. Afterward, students discussed their predictions and confirmed or corrected their expectations.

The primary methodological approach of this study is based on a classroom-based action research model, conducted with two B2-level English groups at Tashkent State University. The research aimed to improve listening comprehension by implementing three interactive techniques: task-oriented listening exercises, collaborative reflection and peer dialogue, and multimedia listening with predictive tasks. These strategies were designed to engage students actively, encouraging them to interact with the material, collaborate with peers, and make predictions, thus enhancing their listening skills. The study utilized both international and locally developed materials to bridge global best practices with the local educational context. Data were collected through learner feedback, reflective journals, and teacher observations, along with focus group interviews.

Teachers integrated both international materials and locally developed resources, aiming to bridge global best practices with the cultural and educational context of Uzbekistan. Learner feedback was gathered through reflective journals, while teachers conducted observations and held focus group interviews to gain deeper insights into the students' experiences. Abdukarimova emphasizes that such interactive approaches not only improve participation but also encourage learners to think independently, a key feature in this study's design (Abdukharimova, 2021) [7].

Equally important is the emotional atmosphere in the learning environment: a safe, supportive, and inclusive space fosters student confidence and reduces language anxiety, which is vital for language development. Interactive listening activities thrive

in such an environment, as they encourage active participation. Cooperative learning, where students work in mixed-ability groups, is particularly effective in this context. By working together in pairs or groups, students exchange information, assist one another, and pursue a shared goal. This team-based approach increases the chances of success, reduces anxiety, and enhances participation in listening activities. Even when mistakes are made, the responsibility is shared, preventing any individual from feeling embarrassed.

## RESULT AND DISCUSSIONS

Looking at recent developments in teaching foreign languages, an evolution in the role of the teacher can be observed. In the traditional teaching method, the teacher is regarded as the authority, with students as the followers. The use of interactive techniques in the listening classroom brought several positive outcomes. First of all, when students completed tasks like note-taking, gap-filling, or summarizing while listening, they paid more attention and remembered the content better. Around 70% of the learners said that these activities made the lessons more focused and helped them understand what they were listening to.

Working in pairs or groups also played an important role. After each listening task, students discussed the topic with their classmates. Many of them said that these conversations helped them understand the audio better and gave them a chance to share their ideas. Some students even mentioned that speaking with peers helped them feel less nervous about making mistakes. This shows that group work supports confidence and improves comprehension.

The use of multimedia materials such as TED Talks, podcasts, and local news videos made the lessons more interesting and real-life. Before listening, students tried to guess the content and vocabulary. This helped them prepare mentally and connect the topic to what they already knew. After listening, they compared their predictions with the actual content, which increased their engagement. Several students mentioned that this made listening more meaningful and less stressful.



The interactive techniques not only helped learners improve their listening skills but also made them more active and confident in class. The results showed that students became more motivated, participated more during lessons, and developed better thinking and communication skills. These changes prove that interactive methods are effective in supporting listening development, especially when used in a friendly and supportive classroom environment.

High-level engagement refers to a child's active, focused, and activities run efficiently. And only the teacher steps away from the position of authority, can the real communication between the teacher and the students be achieved. Next the teacher has to be a good manager. It is the teacher's role to plan lessons and modules and courses and he has to keep the students pointed toward goals. After he designs tasks, he has to organize them so that students can perform in class smoothly. The teacher can walk around the classroom to notice how the students behave while the students are doing activities. The teacher has to make sure that the students are doing the right tasks. In a word, the teacher is responsible for the tasks to be completed smoothly. Then the teacher has to be a resource provider. This role requires the teacher allow his students to find their own ways to learn English successfully. The teacher plays this role well by allowing students to discover language through using it pragmatically rather than telling them about the language. When students have any questions the teacher is hoped to be "there" for advice and counsels and to be good and convenient resource for the students. English teachers must be ready to explain English knowledge as well as make their students learn about English and learn to use it properly. Invested participation in learning activities. It means the child is not just present physically, but also mentally and emotionally involved in the task, showing curiosity, enthusiasm, and persistence. In English learning, it means children are: Excited to learn, eager to participate in speaking, listening, and playing activities, focused for a meaningful amount of time, interacting with teachers, peers, and materials with purpose.

To truly engage B2-level learners in listening activities, it is crucial to link the content to their real-life experiences and interests. When students listen to authentic

materials such as songs, films, or news reports on topics they care about, they are more likely to concentrate, process meaning deeply, and retain information. Encouraging them to reflect on personal experiences or share opinions related to the audio content fosters emotional engagement and transforms listening from a passive task into a meaningful, learner-centered experience.

## **CONCLUSION**

The findings of this study demonstrate that the use of interactive methods in teaching listening at the B2 level brings significant benefits. When learners engage in purposeful activities like making predictions, summarizing information, and discussing with peers that they become more than just listeners; they take an active role in their learning. Collaborative tasks not only enhance understanding through shared interpretation but also help reduce fear of mistakes, fostering a more confident learning atmosphere. Incorporating multimedia tools into listening lessons makes the experience more authentic and engaging. Exposure to real-life content such as interviews, news clips, and music connects the classroom with the outside world, allowing students to relate the material to their personal experiences. This relevance boosts their motivation and supports deeper processing of what they hear.

Overall, this study highlights the value of shifting from traditional teacher-centered instruction toward a more interactive, learner-driven approach. When students are supported in a positive and inclusive environment, they are more likely to participate, express their thoughts, and develop critical listening skills. For listening to truly become effective and impactful, it must be rooted in interaction, reflection, and meaningful connection to learners' lives.

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