

## ENHANCING LISTENING COMPREHENSION THROUGH INTERACTIVE METHODS FOR A2 STUDENTS

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**Abstract:** *Listening comprehension is widely recognized as one of the most complex and challenging skills for learners of English as a Foreign Language (EFL), particularly at the A2 proficiency level. Due to limited vocabulary and lack of exposure to authentic speech, learners often face difficulties in decoding meaning and maintaining concentration during listening tasks. Traditional methods, which emphasize passive listening and answering comprehension questions, frequently fail to address the dynamic needs of modern students. This article explores the role of interactive methods—such as games, role-play, pair and group discussions, and digital tools—in enhancing listening comprehension among A2 learners. A qualitative review of recent scholarly research, methodological guides, and case studies is conducted to evaluate the effectiveness of interactive approaches. The findings demonstrate that interactive methods significantly increase motivation, foster learner autonomy, and promote meaningful practice of listening in real-life contexts. However, challenges remain, including teacher preparedness, classroom management, and technological access. The paper concludes that a balanced integration of interactive methods with authentic materials provides the most effective pathway for improving listening comprehension at the A2 level.*

**Keywords:** *listening comprehension, A2 level, interactive methods, communicative approach, EFL teaching, student motivation, digital learning*

### **Introduction**

Listening is one of the four fundamental skills in second language acquisition, yet it is often considered the most difficult to master, particularly at lower proficiency levels such as A2. According to the Common European

Framework of Reference for Languages (CEFR), A2 learners can understand phrases and expressions related to areas of immediate relevance (such as personal information, shopping, or local geography), but they struggle with extended speech and authentic audio input. This limitation often results in low confidence, reduced participation, and slow progress in developing communicative competence.

Traditional approaches to listening comprehension rely heavily on repetitive listening exercises followed by comprehension questions. While these methods provide some practice, they often fail to engage learners, resulting in boredom, anxiety, and lack of motivation. In contrast, interactive methods—such as gamified tasks, collaborative activities, and technology-based exercises—offer opportunities for active participation, peer support, and contextualized practice. These strategies align with the principles of the communicative approach, which emphasizes interaction as the main vehicle for language acquisition.

The present paper aims to investigate how interactive methods can be effectively applied to enhance listening comprehension at the A2 level. It evaluates the impact of interactive practices on student motivation, comprehension skills, and classroom dynamics.

### **Methods**

This research employs a qualitative literature review methodology. Sources were collected from academic databases such as Scopus, ERIC, Web of Science, and Google Scholar. The selection criteria included:

Publications between 2017 and 2025,

Studies focusing on teaching listening comprehension at lower-intermediate (A2) level,

Research examining the use of interactive or communicative methods.

A total of 35 studies were reviewed, including empirical classroom-based research, case studies, and theoretical works on listening pedagogy. Thematic analysis was conducted to identify common patterns in the application of interactive methods. Key themes included learner engagement, motivation, peer collaboration, and digital technology integration.

Comparative analysis was also applied, contrasting traditional listening practices with interactive approaches in terms of effectiveness, learner satisfaction, and adaptability to classroom conditions.

### **Results**

The literature review and thematic analysis reveal several important findings:

#### *1. Increased Motivation and Reduced Anxiety*

Interactive methods—particularly games, quizzes, and role-play—helped learners feel more relaxed and engaged during listening tasks. Students reported reduced listening anxiety and a greater willingness to participate.

#### *2. Improved Comprehension of Authentic Materials*

Activities such as role-play and interactive storytelling encouraged learners to listen actively and focus on key information rather than trying to understand every word. This improved comprehension and boosted confidence in dealing with authentic speech.

#### *3. Enhanced Collaboration and Peer Learning*

Pair and group listening tasks (e.g., information-gap activities, problem-solving tasks) encouraged collaboration. Learners supported each other in decoding meaning, which improved overall comprehension outcomes and fostered social interaction.

#### *4. Development of Active Listening Skills*

Unlike traditional passive listening tasks, interactive approaches required learners to listen with a clear purpose (e.g., to respond in role-plays or complete a task). This resulted in better retention, concentration, and critical thinking.

#### *5. Integration of Digital Tools*

Mobile applications, interactive videos, and online platforms (e.g., Kahoot, Quizlet, BBC Learning English, and TED-Ed) provided flexible opportunities for listening practice both inside and outside the classroom. Students particularly appreciated the ability to practice independently at their own pace.

### **Discussion**

The findings confirm the superiority of interactive methods over traditional listening approaches, especially at the A2 level. Interactive activities provide learners with the opportunity to practice listening in meaningful, communicative contexts, bridging the gap between classroom learning and real-life communication.

Games and role-plays not only make listening tasks enjoyable but also lower the affective filter, enabling learners to process language input more effectively. Group activities encourage peer collaboration, which fosters social learning and develops soft skills alongside language competence. Moreover, the integration of technology offers personalized and flexible listening practice, which is particularly beneficial for students with diverse learning styles.

Nevertheless, the application of interactive methods is not without challenges. Teachers require adequate training to design purposeful listening activities that balance interaction with comprehension goals. Policymakers must also address infrastructural barriers such as unequal access to technology. Without institutional support, interactive listening strategies risk becoming unsustainable.

### **Conclusion**

Listening comprehension is a cornerstone of language acquisition but remains a challenging skill for A2 learners due to limited exposure and proficiency. The present study demonstrates that interactive methods—including games, role-play, group discussions, and technology-enhanced activities—substantially improve listening comprehension by increasing motivation, lowering anxiety, and fostering active participation.

In conclusion, interactive methods hold strong potential to transform listening instruction at the A2 level. Future research should explore the long-term impact of interactive strategies on listening proficiency, the integration of artificial intelligence and virtual reality tools, and culturally adaptive approaches to interactive listening instruction. By combining pedagogical effectiveness with technological innovation, educators can create listening environments that are not only engaging but also inclusive and effective.

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