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ENHANCING LISTENING AND SPEAKING SKILLS OF B2 LEVEL ENGLISH LEARNERS THROUGH COMMUNICATIVE LANGUAGE TEACHING(CLT)

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Abstract: This study investigates whether CLT can improve listening and speaking skills of B2-level English learners (ELs). Listening and speaking are necessary for communication but ELs may not understand authentic spoken language, recognize different accents, respond spontaneously and keep conversations fluent. Qualitative literature review is used as a method to review existing research on CLT, listening comprehension, speaking development and communicative activities; authentic listening materials, pair and group discussions, role-play and interactive tasks in promoting communicative competence are discussed. Challenges such as limited vocabulary, speaking anxiety and lack of opportunities for meaningful interaction are also highlighted. By synthesizing findings from previous studies this research aims to identify practical strategies for supporting B2 level learners' listening and speaking development and recommendations for English language teachers.

Key words: authentic, CLT, speaking development, technique, oral production, comprehension skills, top /bottom down processing.

Introduction.

English is important in the modern world for international communication, education and professional development. Listening and speaking are skills for effective communication (B2-level learners have to understand complex spoken texts, express opinions and take part in discussions). But B2 level learners may not be comfortable with authentic speech, different accents and spontaneous conversations.

CLT focuses on meaningful interaction and practical use of language. Pair work, group discussions, role-play and authentic listening tasks are used to practise communication in realistic situations. Previous studies have used CLT to develop speaking skills and various strategies for improving listening comprehension.

This paper seeks to explore how CLT can help B2-level English learners develop listening and speaking skills. Qualitative literature review is used as a methodology for reviewing existing research on communicative activities, challenges and practical recommendations for ESL teachers.

Literature Review

Communicative Language Teaching and Language Development

Communicative Language Teaching (CLT) focuses on meaningful interaction and using English in real life situations. Pair work, group discussion, role-play and problem-solving tasks help learners

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exchange information and express opinions by exchanging information and opinions respectively. These activities are relevant for B2 level learners who need to understand complex information and participate in discussions independently.Anggraini (2018)1 studied CLT techniques through classroom action research and found that students' average speaking scores increased from 60 in the first cycle to 70 in the second and 80 in the third. Canchig Chicota & Ortiz Riera (2023)2 studied 36 sixth grade students in Ecuador and found communicative techniques and collaborative activities could support speaking development,but both studies were about speaking (not listening and speaking combined development), so their results cannot be directly generalized for B2-level learners.

Strategies for Developing Speaking Skills

Speaking requires learners to organize ideas, use appropriate vocabulary, maintain fluency, pronounce words correctly and respond to others. Shodieva (2025)3, in Enhancing Oral Proficiency: Effective Strategies for Teaching Speaking in EFL Classrooms, mentioned interactive activities, task-based learning, learner motivation and a supportive classroom environment as factors in oral development.

Rosidah, Octafia and Khaerunisa (2026)4 studied CLT combined with Duolingo application among ten Indonesian eighth graders. After three weeks of intervention the researchers found improvements in pronunciation, fluency, grammar and vocabulary (mainly grammar and vocabulary). The small sample size, short duration and young participants make the results less generalisable. Digital tools can help language practice but they don't provide the same opportunities for spontaneous conversation as face-to-face interaction.

Strategies for Developing Listening Skills

Listening comprehension is necessary for understanding spoken messages and responding appropriately. B2-level learners might still have trouble with rapid speech, unfamiliar vocabulary or accents. Listening instruction can therefore combine top down processing (context and background knowledge) with bottom up processing (sounds, words and grammatical structures).

Mustaqimov (2026)5 in Strategies for Teaching Listening Skills to B2 Level Learners describes pre-listening activities, guided listening, authentic audio materials and post-listening analysis. These strategies can help learners prepare for listening tasks, identify important information and reflect on their understanding.

Djurayeva (2026)6 in Methods for Improving Listening Skills in English Language Classes also stresses authentic audio, multimedia resources, interactive tasks and pre-listening, while-listening and post-listening activities. Taken together these studies show that listening development cannot be achieved through exposure to audio alone — it must be purposeful practice. Individual strategies may work better in some learners and educational contexts than others.

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1 https://www.researchgate.net/publication/335414982_Improving_Students'_Speaking_Skill_Through_CLT_An_Action_Research

2 https://repositorio.utc.edu.ec/server/api/core/bitstreams/a66f9613-7920-483a-8248-57901286f33c/content

3 https://inlibrary.uz/index.php/science-research/article/view/90648

4 https://doi.org/10.32682/jeell.v13i2.130

5 https://internationalconf.org/index.php/finland/article/view/2789

6 https://brightmindpublishing.com/index.php/ev/article/view/2047

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Integrating Listening and Speaking Through CLT

Listening and speaking are linked because communication is about understanding others, formulating responses and maintaining conversations. Activities that mix listening with discussion or role play can help learners put comprehension skills into use in meaningful interaction.

Hakami (2025)7 studied the perceptions of 30 Saudi university students regarding CLT through semi-structured interviews and focus group discussions. They found that CLT helped with engagement and fluency (listening and speaking). However, challenges were identified in teacher preparedness, access to learning resources and language anxiety. As it focused on students' perceptions rather than measuring B2 level learners' progress directly then findings should be interpreted cautiously.

These studies show that CLT can help language development through interactive activities, authentic materials and collaborative learning. But learners may have limited vocabulary, anxiety or not enough opportunities to communicate so teachers need to create supportive learning environments and structured practice in comprehension and oral production too.

Methodology

This study is qualitative in nature and literature based to investigate how CLT supports listening and speaking development among B2-level English learners. Secondary data were gathered from scientific articles, academic studies and scholarly publications on CLT and language learning.

The sources are descriptively analyzed to find out effective communicative activities, learning problems and recurring findings. Comparing existing research the study aims to give practical recommendations for English language teachers.

Discussion

CLT can help develop listening and speaking skills through meaningful interaction and active use of language (Anggraini 2018; Canchig Chicota & Ortiz Riera 2023). Anggraini (2018)8 and Canchig Chicota and Ortiz Riera (2023)9 show how communicative and collaborative activities improve speaking skills. Hakami (2025)10 states that students found CLT beneficial for engagement and fluency (listening and speaking).

Authentic listening materials, structured listening tasks, role play and group discussions are also found to be important (B2 level learners understand spoken English better when they can respond confidently in conversations). Digital tools might offer additional practice opportunities but cannot replace face-to-face communication.

However, CLT may not be effective because of speaking anxiety; vocabulary deficit; lack of learning resources and differences in learners' proficiency levels. Overall, the literature suggests that listening practice combined with interactive speaking activities might be a useful way to develop communicative competence. However, since the reviewed studies use different learner groups and research methods we need more research specifically on B2-level learners.

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7 https://eujournal.org/index.php/esj/article/view/19430

8 https://www.researchgate.net/publication/335414982_Improving_Students'_Speaking_Skill_Through_CLT_An_Action_Research

9 https://repositorio.utc.edu.ec/server/api/core/bitstreams/a66f9613-7920-483a-8248-57901286f33c/content

10 https://eujournal.org/index.php/esj/article/view/19430

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Conclusion

The study shows that CLT can help B2 level learners' listening and speaking skills through authentic materials, discussions and activities,but language anxiety and limited vocabulary may limit progress. Structured listening practice with meaningful communication may develop communicative competence.

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