THE ROLE OF ONLINE ACTIVITIES WHILE TEACHING FOREIGN LANGUAGES FOR B2 LEVEL LEARNERS

N.Muhammadjonova - Teacher, UzSWLU

Annotation. This article examines the significance of online activities in teaching foreign languages to B2 level learners. With the increasing availability of digital tools, online platforms, and interactive technologies, foreign language instruction has expanded beyond traditional classroom settings. The study highlights how online activities support the acquisition of advanced language skills, enhance learner autonomy, promote authentic communication, and facilitate collaborative learning. The article further discusses challenges and offers methodological recommendations for effective integration of online activities in B2-level language instruction.

Keywords. Online activities, foreign language teaching, B2 level learners, digital pedagogy, virtual learning environments, communicative competence, interactive learning.

Introduction. Advancements in digital technology have transformed foreign language education, offering learners wider access to resources, authentic materials, and interactive learning experiences. For B2 level learners—classified as upper-intermediate users according to the CEFR—online activities provide an opportunity to refine their communicative competence and interactional skills. As students at this level are expected to understand complex texts, express ideas fluently, and participate actively in discussions, technology-enabled learning environments play a crucial role in achieving instructional goals.

Importance of Online Activities in Language Learning.

Online activities are considered powerful tools in language education due to their flexibility, accessibility, and integration of multimedia content. They offer dynamic learning experiences where students engage in tasks that resemble real-world communication. For B2 learners, online activities help consolidate advanced grammar, enrich vocabulary, and develop higher-order thinking skills necessary for independent and analytical use of the target language.

Exposure to Authentic Language Input.

Online environments provide learners with unlimited access to authentic materials such as podcasts, news articles, online interviews, academic videos, and social media content. At the B2 level, authentic materials help students strengthen comprehension skills and become familiar with natural language use, including idiomatic expressions, formal structures, and academic vocabulary.

Development of Communicative Competence.

Online platforms such as Zoom, Microsoft Teams, language forums, and virtual discussion boards allow learners to engage in real-time speaking and writing activities. These platforms create authentic communication opportunities where B2 learners can debate, negotiate meaning, present arguments, and collaborate on group tasks, all of which foster fluency and accuracy.

Enhanced Writing and Reading Skills.

Digital tools enable learners to practice advanced writing through blogs, shared documents, and online peer-review tasks. Reading skills are improved through exposure to varied online texts, reading forums, and comprehension-based interactive quizzes. Automatic feedback systems support learners' self-editing and vocabulary expansion.

Personalized and Autonomous Learning.

Online learning environments allow B2 learners to choose materials suited to their interests and learning pace. Platforms such as Coursera, BBC Learning English, and online grammar programs tailor learning pathways, enabling students to strengthen areas of difficulty. This learner autonomy increases motivation and deepens engagement.

Interactive and Task-Based Learning.

Online simulations, games, and task-based digital exercises reinforce problem-solving skills and contextual language use. These tools engage B2 learners in meaningful, real-life language tasks such as preparing presentations, completing web quests, analyzing online surveys, or participating in virtual role-plays.

Pedagogical Considerations in Using Online Activities.

Online activities should align with learning objectives and support CEFR B2 descriptors.

Teachers must provide clear instructions and scaffolding to ensure effective use of online resources.

Digital formative assessment tools (e.g., online quizzes, automated writing feedback, participation logs) should be used to monitor progress.

Both teachers and learners need adequate training to use digital platforms confidently.

Online activities should be well-structured, meaningful, and skill-balanced.

Despite their benefits, several challenges may arise:

"Technological limitations" such as weak internet connectivity or lack of appropriate devices;

"Cognitive overload" due to excessive screen time or complex digital interfaces;

"Unequal digital literacy" among students;

"Limited teacher experience" with online methodologies;

"Over-reliance on digital tools" leading to reduced face-to-face communication practice if not balanced properly.

However, with careful planning and methodological support, these challenges can be minimized.

Recommendations for Effective Use of Online Activities.

1. Combine online activities with communicative and task-based teaching approaches.

2. Use diverse tools such as discussion boards, digital storytelling apps, and online debate platforms.

3. Encourage collaborative projects through shared documents and virtual breakout sessions.

4. Provide ongoing teacher feedback to maintain accuracy and fluency.

5. Incorporate blended learning to balance online and face-to-face interaction.

6. Monitor student participation regularly and adjust tasks to maintain motivation.

Conclusion. Online activities play a vital role in teaching foreign languages to B2 level learners. They broaden access to authentic materials, enhance communicative competence, and promote independent learning. When effectively integrated, online tasks enrich students' linguistic and cognitive skills, preparing them for advanced academic and professional communication. Although challenges such as digital literacy and technological limitations persist, the pedagogical advantages of online activities make them indispensable in modern foreign language instruction.

References:

1. Benson, P. (2017). "Autonomy and Online Language Learning". Routledge.

2. Godwin-Jones, R. (2020). "Emerging Technologies for Language Learning." "Language Learning & Technology", 24(3), 6–16.

3. Hampel, R., & Stickler, U. (2015). "Developing Online Language Teaching: Research-Based Pedagogies and Reflective Practices". Palgrave Macmillan.

4. Richards, J. C., & Rodgers, T. (2022). "Approaches and Methods in Language Teaching". Cambridge University Press.

5. Reinders, H., & White, C. (2016). "The Theory and Practice of Online Language Teaching." "Innovation in Language Learning", 13(2), 89–102.

6. European Council. (2020). "CEFR Companion Volume with New Descriptors". Strasbourg: Council of Europe Publishing.