

Listening and Speaking Skills in English Language Learning: A Contemporary Review of EFL Contexts

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ABSTRACT

Listening and speaking skills are fundamental to English language learning and play a crucial role in developing learners' communicative competence, particularly in English as a Foreign Language (EFL) contexts. Despite its importance, many EFL learners still struggle to understand spoken English and express ideas effectively in real-world communicative situations. This article presents a contemporary review of recent research on listening and speaking skills in EFL contexts, with particular attention to the challenge's learners face and the instructional practices that support oral language development. Using a library research approach, the study systematically collected, examined, and synthesized relevant peer-reviewed literature published between 2015 and 2025 from national and international academic journals. Approximately 23 studies were reviewed through content analysis to identify recurring themes related to listening comprehension, speaking anxiety, communicative competence, integrated-skill instruction, and technology-enhanced learning. The review reveals that listening and speaking are highly interconnected skills that develop most effectively through authentic language exposure, communicative practice, and learner-centered pedagogical approaches. The findings further indicate that limited exposure to authentic spoken input and speaking anxiety remain significant barriers to the development of oral communication among EFL learners. In response to these challenges, the literature highlights the effectiveness of integrated listening-speaking activities, collaborative

learning tasks, constructive feedback practices, and digital learning technologies in enhancing learners' oral proficiency and confidence. This review underscores the importance of adopting communicative and integrated instructional approaches to support meaningful language use and foster the sustainable development of oral communication in EFL settings.

Keywords: listening skills, speaking skills, EFL learners, communicative competence, oral communication

INTRODUCTION

English has become one of the most influential languages in global communication, serving as a medium for academic exchange, professional interaction, technological advancement, and intercultural communication. In the era of globalization and digital connectivity, English proficiency is increasingly viewed as an essential competence that enables individuals to participate effectively in international communities and knowledge networks. Consequently, English language education has become a major priority in many countries where English is taught as a Foreign Language (EFL), including Indonesia. Despite continuous efforts to improve English instruction, many EFL learners still experience considerable difficulties in developing effective oral communication skills, particularly in listening and speaking. This issue remains a significant concern because communicative competence is widely recognized as a primary goal of contemporary language education (Cabezas, 2015).

Listening and speaking are fundamental components of oral communication and play a central role in second- and foreign-language acquisition. Listening is a receptive skill through which learners process linguistic input, while speaking is a productive skill that allows learners to express ideas, opinions, and emotions in meaningful interaction. These two skills are inherently interconnected because successful communication requires learners not only to understand spoken messages but also to respond appropriately and effectively. Research has consistently demonstrated that listening provides essential linguistic input that supports the development of speaking, while speaking activities reinforce listening comprehension through active engagement with language use (Ghafar et al., 2022; Hu et al., 2023; Trang, 2025). Therefore, the development of listening and speaking should be viewed as a complementary and integrated process rather than as separate language skills.

Despite their importance, listening and speaking remain among the most challenging skills for EFL learners. In many educational settings, English instruction continues to emphasize grammatical knowledge, reading comprehension, and written production, often at the expense of communicative language use. As a result, learners may acquire substantial knowledge of vocabulary and grammar yet struggle to comprehend authentic spoken English or communicate effectively in real-life situations. Dizon (2020) reported that Indonesian university students frequently encounter difficulties with oral communication due to limited opportunities for authentic interaction and insufficient exposure to spoken English outside the classroom. Similar findings have been reported across various EFL contexts, indicating that the development of oral communication remains a persistent challenge despite advances in language teaching methodologies.

One of the most frequently cited obstacles to listening development is the limited availability of authentic language input. Traditional classroom listening activities often rely on scripted recordings and textbook-based dialogues that fail to represent the complexity of natural spoken English. Consequently, learners may struggle when exposed to authentic communication characterized by varied accents, rapid speech, reduced forms, and spontaneous discourse patterns. Recent studies have emphasized the importance of incorporating authentic materials such as podcasts, videos, online lectures, and real-world conversations to enhance listening comprehension and expose learners to realistic language use (Clark & Terrett, 2024; Rahim et al., 2021). Through repeated exposure to authentic input, learners gradually become more familiar with natural speech patterns and improve their ability to interpret spoken messages across diverse communicative contexts.

In addition to linguistic challenges, psychological factors also significantly influence oral language development. Speaking anxiety has consistently been identified as one of the most influential barriers affecting EFL learners' willingness to communicate in English. Fear of making mistakes, concerns about negative evaluation, limited vocabulary knowledge, and low self-confidence often discourage learners from actively participating in speaking activities. Research indicates that speaking anxiety not only affects learners' fluency and pronunciation but also reduces their motivation to engage in meaningful communication (Ali, 2022). Furthermore, recent investigations into EFL classrooms have revealed that learners frequently avoid speaking opportunities even when they possess adequate linguistic knowledge, suggesting that affective factors play a

critical role in oral language performance (Clark & Terrett, 2024).

Recent developments in educational technology have created new possibilities for addressing these challenges. Digital learning environments provide learners with unprecedented access to authentic language resources and opportunities for interaction beyond traditional classroom boundaries. Podcasts, video-sharing platforms, language-learning applications, virtual discussions, and online communication tools have become increasingly important for supporting listening and speaking development. Studies have shown that technology-enhanced learning environments can improve listening comprehension, increase learner engagement, promote speaking confidence, and facilitate meaningful communication experiences (Abbasi et al., 2024; Hu et al., 2023). Nevertheless, the effectiveness of these technologies depends on the pedagogical strategies employed by teachers and the extent to which technology is integrated into communicative learning activities.

Contemporary approaches to English language teaching have increasingly emphasized learner-centered and communicative pedagogies that support integrated oral language development. Approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and integrated-skills instruction encourage learners to engage in authentic communication while simultaneously developing listening and speaking competencies. Collaborative discussions, role plays, debates, problem-solving activities, and project-based learning tasks provide meaningful opportunities for learners to practice oral communication in supportive learning environments. Research has consistently demonstrated that such approaches contribute positively to learners' fluency, confidence, communicative competence, and overall language proficiency (Asmae & Sana, 2024; Mulyadi et al., 2021).

Given the growing importance of oral communication skills and the rapid evolution of language teaching practices, there is a need to examine contemporary research addressing listening and speaking development in EFL contexts. While numerous studies have investigated these skills individually, fewer reviews have synthesized recent findings on their interconnectedness, pedagogical challenges, and emerging instructional innovations. Therefore, this article presents a contemporary review of literature published between 2020 and 2025 on listening and speaking skills in EFL contexts. Specifically, the review aims to examine the significance of listening and speaking in English language learning, identify major challenges faced by EFL learners, and synthesize effective pedagogical strategies to support the development of oral communication. By providing a

comprehensive overview of recent research, this study seeks to contribute valuable insights for educators, researchers, and policymakers seeking to enhance communicative competence and oral language instruction in contemporary EFL settings.

METHOD

Research Design

This study employed a qualitative library research design to examine contemporary developments in listening and speaking skills within English as a Foreign Language (EFL) contexts. Library research enables researchers to critically review, synthesize, and interpret existing scholarly knowledge without collecting primary data directly from participants (Cresswell, 2014; Kim & Hachey, 2021). The study adopted a contemporary review approach to provide a comprehensive understanding of recent trends, challenges, and pedagogical practices related to listening and speaking instruction in EFL settings. This approach was considered appropriate because it allows for the integration of findings from diverse studies and contributes to a broader understanding of oral communication development in English language learning.

Data Sources

The data for this study consisted of secondary sources obtained from peer-reviewed journal articles, conference proceedings, and scholarly publications focusing on English language teaching, applied linguistics, and EFL education. To ensure the review's contemporary nature, only studies published between 2020 and 2025 were included. The literature was retrieved from reputable academic databases and indexing services, including Google Scholar, ERIC, Scopus, and other recognized scholarly repositories.

The inclusion criteria required studies to (1) focus on listening skills, speaking skills, oral communication, communicative competence, or integrated language instruction; (2) be conducted within EFL contexts; (3) be published in peer-reviewed academic journals; and (4) be available in full-text format. Studies focusing exclusively on English as a Second Language (ESL) settings, unrelated language skills, or non-scholarly publications were excluded from the review. Following the screening process, approximately 25 relevant studies were selected for detailed analysis.

Data Collection Procedures

Data collection was conducted through a systematic literature search using several keywords and search combinations. The primary

search terms included “listening skills,” “speaking skills,” “oral communication,” “communicative competence,” “English language learning,” “EFL learners,” “integrated-skills instruction,” “speaking anxiety,” and “technology-enhanced language learning.” Boolean operators such as AND, OR, and NOT were used to refine and expand the search results.

After the initial search, titles and abstracts were screened for relevance to the study's objectives. Articles that met the inclusion criteria were downloaded and reviewed thoroughly. Relevant information on research objectives, methodologies, participants, findings, challenges, and pedagogical implications was extracted and systematically organized to facilitate further analysis.

Data Analysis

The selected studies were analyzed using thematic content analysis, a widely used approach in qualitative literature reviews for identifying recurring themes, patterns, and relationships across multiple sources (Miyazoe & Anderson, 2012). The analysis involved four stages: familiarization with the literature, coding of significant findings, categorization of related concepts, and synthesis of emerging themes.

The reviewed literature was analyzed based on four major themes: (1) listening skills and language acquisition, (2) speaking skills and learner confidence, (3) the interrelationship between listening and speaking, and (4) contemporary pedagogical practices supporting oral communication development in EFL contexts. Findings from different studies were compared and synthesized to identify common challenges, emerging trends, and effective instructional strategies.

To enhance the review's trustworthiness, findings from multiple studies were cross-examined and critically interpreted. Particular attention was given to studies conducted in Indonesian and Asian EFL contexts, where learners often experience similar linguistic, educational, and sociocultural challenges. The synthesis of findings ultimately provided a contemporary overview of listening and speaking development and generated evidence-based implications for English language teaching, curriculum design, and future EFL research.

FINDINGS AND DISCUSSION

The thematic content analysis of 23 studies published between 2015 and 2025 revealed four dominant themes concerning the development of listening and speaking skills in EFL contexts. These themes demonstrate

how the development of oral communication is influenced by linguistic input, learners' affective factors, skill integration, and contemporary pedagogical innovations. The frequency of each theme is summarized in Table 1.

Table 1: Distribution of Themes Across Reviewed Studies

Theme	Focus of Studies	Number of Articles	Percentage
Listening Skills and Language Acquisition	Listening comprehension, authentic input, language acquisition	4	17.4%
Speaking Skills and Learner Confidence	Speaking anxiety, confidence, willingness to communicate	5	21.7%
Interrelationship Between Listening and Speaking	Integrated oral communication development	6	26.1%
Contemporary Pedagogical Practices	Technology-enhanced learning, CLT, TBLT, podcasts, digital tools	8	34.8%
Total		23	100%

Table 1 explicates the contemporary pedagogical practices that emerged as the most frequently discussed theme, followed by the interrelationship between listening and speaking. This finding indicates a growing research interest in innovative instructional approaches that support communicative competence in modern EFL classrooms.

Listening Skills as a Foundation for Language Acquisition

The first theme identified from the reviewed literature concerns the role of listening skills in language acquisition. Across the studies, listening was consistently viewed as the primary source of linguistic input that enables learners to acquire vocabulary, pronunciation patterns, grammatical structures, and discourse knowledge. Ghafar et al. (2022) argued that listening exposure serves as the basis for language acquisition because learners first receive and process language before producing it orally. Similarly, Cabezas (2015) highlighted that improvements in listening proficiency contribute directly to speaking development and overall communicative competence.

Several studies emphasized the importance of authentic listening material. Rahim et al. (2021) found that online interactive learning environments improved listening comprehension by providing learners with exposure to authentic spoken English. Likewise, Clark & Terrett

(2024) that learners who regularly engaged with authentic listening materials demonstrated stronger comprehension skills and greater confidence in oral communication. These findings suggest that listening should be recognized as a foundational skill that supports broader language development rather than merely a passive learning activity.

Speaking Skills and Learner Confidence

The second theme focuses on speaking skills and learner confidence. The reviewed studies consistently identified speaking anxiety as one of the most significant obstacles affecting oral communication performance. According to Ali (2022), learners often experience fear of making grammatical mistakes, limited vocabulary, and concerns about negative evaluation by teachers and peers. Such challenges frequently discourage active participation in speaking activities despite adequate linguistic competence.

Furthermore, Suratullah et al. (2023) demonstrated that self-regulated learning strategies positively influence learners' confidence and speaking performance. Similarly, Sadeghi & Bakhshi (2025) reported that lower levels of foreign language anxiety were associated with better integrated listening and speaking performance. These findings indicate that emotional and psychological factors play a crucial role in the development of oral communication. Therefore, speaking instruction should not only focus on linguistic accuracy but also create supportive learning environments that encourage learner confidence and participation.

The Interrelationship Between Listening and Speaking

The third theme highlights the close relationship between listening and speaking skills. The reviewed literature consistently demonstrates that these skills function as complementary components of oral communication rather than isolated competencies. Trang, (2025) emphasized that speaking development depends heavily on learners' exposure to comprehensible listening input. Similarly, Hu et al. (2023) found that communication effectiveness improves when listening and speaking are developed simultaneously through interactive learning activities.

Ghafar et al. (2022) further reported that communicative language teaching promotes the integrated development of oral communication by encouraging learners to engage in authentic interaction. Likewise, Uddin and Reza (2022) argued that classroom instruction should integrate listening and speaking because real-life communication naturally requires both skills. These findings support the view that integrated-skill instruction better prepares learners for authentic communication than isolated-skill instruction.

Contemporary Pedagogical Practices Supporting Oral Communication Development

The final and most dominant theme concerns contemporary pedagogical practices that support the development of listening and speaking. The literature reveals a growing emphasis on technology-enhanced learning environments and communicative teaching approaches. Dizon (2020) found that intelligent personal assistants can facilitate listening and speaking practice through interactive communication. Similarly, Mulyadi et al. (2021) demonstrated that technology-enhanced task-based language teaching significantly improved learners' listening comprehension and speaking performance.

Additional studies highlight the effectiveness of innovative instructional tools. Aryadnyani et al. (2025) reported that podcast-assisted metacognitive learning improved students' listening and speaking abilities. Khoir et al. (2024) found that narrative texts can be effectively used to develop oral communication skills, while YuXi et al. (2024) demonstrated the benefits of communicative and situated learning approaches. Furthermore, Mobbs & Cuyul (2018) emphasized the value of songs as engaging resources for listening and speaking instruction.

Overall, the findings indicate that contemporary EFL instruction increasingly integrates technology, authentic materials, and communicative pedagogies to support the development of oral communication. The reviewed studies consistently suggest that meaningful interaction, authentic language exposure, and learner-centered approaches are essential for fostering communicative competence. Consequently, successful listening and speaking instruction requires a balanced combination of linguistic input, confidence-building opportunities, integrated skill development, and innovative pedagogical practices that reflect the realities of contemporary language learning environments.

The findings of this review demonstrate that listening and speaking skills are inseparable components of oral communication and should be developed through integrated instructional practices. The thematic analysis revealed that listening is the primary source of linguistic input, while speaking serves as the medium through which learners actively construct and communicate meaning. This finding supports Cabezas' (2015) argument that listening proficiency contributes significantly to speaking development. It also reinforces the view that communicative competence cannot be achieved through isolated language-skill instruction but requires meaningful interaction between receptive and productive language processes.

One notable finding concerns the continuing challenges faced by EFL learners in developing oral communication skills. Although English

instruction has increasingly adopted communicative approaches, many learners still experience difficulties related to limited exposure to authentic spoken English and high levels of speaking anxiety. This result aligns with Dizon (2020), who reported that learners often lack opportunities to engage with authentic language outside classroom settings. Similarly, Ali (2022) found that fear of making mistakes and concerns about negative evaluation frequently hinder learners' participation in speaking activities. These challenges suggest that the development of oral communication is influenced not only by linguistic knowledge but also by psychological and contextual factors that affect learners' willingness to communicate.

The review also highlights the importance of learner confidence in the development of speaking. Studies reviewed in this analysis consistently indicate that learners who possess greater self-confidence tend to participate more actively in communicative activities and demonstrate higher levels of oral fluency. Suratullah et al. (2023) emphasized the role of self-regulated learning in strengthening learners' confidence and communicative awareness, while Sadeghi & Bakhshi (2025) demonstrated that lower levels of foreign-language anxiety positively contribute to integrated listening-speaking performance. These findings imply that effective oral communication instruction should address both cognitive and affective dimensions of language learning. Teachers should therefore create supportive classroom environments where learners feel comfortable taking risks and expressing ideas without fear of criticism.

Another significant finding concerns the growing role of technology in facilitating the development of oral communication. The reviewed studies demonstrate that digital learning environments provide learners with greater access to authentic language input and opportunities for communication practice. Mulyadi et al. (2021) found that technology-enhanced task-based language teaching significantly improved listening and speaking performance, while Aryadnyani et al. (2025) reported positive outcomes from podcast-assisted learning. These findings reflect broader changes in contemporary language education, where digital technologies are increasingly integrated into instructional practices to support learner engagement, autonomy, and communicative competence. The effectiveness of these technologies, however, depends largely on how they are pedagogically implemented rather than on the technology itself.

Furthermore, the findings suggest that communicative and learner-centered approaches remain highly relevant in contemporary EFL classrooms. Studies involving Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and situated learning approaches consistently reported positive impacts on learners' oral communication abilities (Ghafar et al., 2022; YuXi et al., 2024). Such approaches provide meaningful opportunities for interaction and reflect authentic language use

more effectively than traditional grammar-oriented instruction. Consequently, they contribute to the development of both communicative competence and learner confidence.

This review indicates that successful listening and speaking development in EFL contexts requires a balanced combination of authentic language exposure, integrated-skill instruction, confidence-building strategies, and technology-enhanced learning environments. These elements collectively support meaningful communication and prepare learners to participate effectively in real-world English interactions. The findings therefore reinforce the need for educators to move beyond traditional language teaching practices and adopt more communicative, interactive, and learner-centered approaches to oral language instruction.

CONCLUSION

This contemporary review examined listening and speaking skills in English language learning within EFL contexts by synthesizing findings from 23 studies published between 2015 and 2025. The review revealed that listening and speaking are highly interconnected skills that play a fundamental role in developing learners' communicative competence and overall language proficiency. The thematic analysis identified four major themes: listening skills as a foundation for language acquisition; speaking skills and learner confidence; the interrelationship between listening and speaking; and contemporary pedagogical practices that support the development of oral communication. The findings indicate that limited exposure to authentic spoken English and speaking anxiety remain significant challenges for many EFL learners. At the same time, the literature highlights the effectiveness of integrated-skills instruction, communicative language teaching, task-based learning, and technology-enhanced learning environments in improving oral communication performance. Digital tools, podcasts, authentic materials, and interactive learning activities provide meaningful opportunities for learners to engage in real-world communication and strengthen both listening and speaking abilities. Overall, this review suggests that successful oral language development requires a combination of authentic language exposure, learner-centered instruction, confidence-building strategies, and innovative pedagogical practices. These findings contribute to the growing body of knowledge on EFL oral communication and provide practical implications for educators seeking to foster communicative competence in contemporary language learning environments.

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