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Integrating immersive media, language learning applications, and interactive activities to enhance English listening and speaking skills: Narrative literature review

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A B S T R A C T
The use of technology-integrated and immersive pedagogies can enhance English listening and speaking skills, and it aids regular classes aiming to improve learner proficiency. Teachers can observe learners' progress, such as reduced anxiety, increased confidence, and better comprehension, once both parties engage with digital tools like podcasts, language learning applications, and online exchange platforms. Aiming to identify effective strategies that address common learner challenges, this study employed a narrative literature review of 45 peer-reviewed articles (2015–2025) selected from Google Scholar and Scopus. Unlike previous reviews that examined listening and speaking separately or focused on a single tool, this study synthesized evidence across three integrated strands: immersive media, language learning applications, and structured interactive activities. The results indicated that these approaches consistently fostered learner engagement and perceived competence, aligning with Krashen's Input Hypothesis and the Affective Filter Hypothesis. As a result, the integration of technology and immersive strategies should not burden teachers or students, as long as the learning process remains efficient. This study advanced existing literature by contributing a conceptual framework (Input, Practice, Interaction, Feedback, and Reflection). At the end of the learning process, students can become lifelong learners despite any conditions they experienced.

1. INTRODUCTION

The significance of listening and speaking skills in English language acquisition and global communication can be profound. Listening is fundamentally linked to the acquisition of language skills, as it facilitates comprehension and the development of verbal expression (Gilakjani & Sabouri, 2016). Furthermore, the necessity of effective communication in English, recognized as a global lingua franca, underscores the importance of mastering both listening and speaking abilities in a world increasingly reliant on English for international discourse (Cheng & Chen, 2021). These skills not only enhance interpersonal communication but also contribute to professional and academic success across various fields, making them crucial competencies for learners (Hameed & Ali, 2022).

Despite their importance, learners face numerous challenges in developing English listening and speaking proficiency. These challenges can be categorized into psychological, environmental, and linguistic factors. Psychological barriers, particularly anxiety and reluctance to engage in

speaking activities, are prevalent and often stem from fear of making mistakes in pronunciation or grammar (Khan, 2022; Nguyen et al., 2023). Environmental factors such as inadequate exposure to native speakers and limited access to interactive learning opportunities further exacerbate these difficulties (Rana & Rana, 2019). Linguistic challenges, including unfamiliarity with various accents and difficulties in processing natural speech rates, also impede comprehension and production (He & Wang, 2024; Kashmiri, 2020). Other inhibiting factors include a lack of confidence, pronunciation difficulties, limited vocabulary, and grammatical issues that may obstruct students' learning process (Pratiwi et al., 2024). Moreover, students may feel reluctant to participate in class, shy to ask questions, or prefer not to be the center of attention, which should not be the case in a speaking class (Mubarok et al., 2025). Consequently, students frequently report difficulties in comprehending spoken English and lack the confidence to articulate their thoughts, resulting in reduced participation in classroom discussions (Ji, 2023; Nguyen et al., 2023).

Anxiety and motivation significantly influence the learning process of these skills. High levels of anxiety can lead to avoidance behavior, diminishing a learner's willingness to participate in speaking tasks and ultimately hindering their overall proficiency (Hong, 2021). Conversely, motivation is a critical determinant of success in language learning; intrinsically motivated students are more likely to persevere through challenges and engage actively in both listening and speaking practices (Qi & Yan, 2020; Thaosiri & Chano, 2022). Research suggests that instructional strategies fostering a positive learning environment can mitigate anxiety and enhance motivation, thereby contributing to more effective skill development (Qi & Yan, 2020; Sabnani & Renandya, 2019).

Current theoretical frameworks explaining effective listening and speaking skill development include social cognitive theory and established second language acquisition theories. Social cognitive theory emphasizes the reciprocal interaction among behavioral, cognitive, and environmental influences on learning, thereby promoting collaborative learning opportunities that enhance listening and speaking skills (Pavlovskaya et al., 2022; Thaosiri & Chano, 2022). Additionally, Krashen's Input Hypothesis posits that learners acquire language when exposed to comprehensible input slightly beyond their current proficiency level, while the Affective Filter Hypothesis suggests that low anxiety and high motivation facilitate language acquisition by lowering psychological barriers to input processing (Yuliarini, 2022). Employing tasks that require both listening and speaking skills simultaneously can reinforce the learning process, allowing learners to strengthen their understanding through practical application in communicative contexts (Pavlovskaya et al., 2022; Sadiku, 2015).

Previous studies have assessed success in English listening and speaking outcomes through various metrics, including proficiency assessments and self-efficacy ratings among learners (Suharja, 2020). Success criteria typically involve learners' ability to understand spoken material and produce coherent spoken responses in both formal and informal situations (Gilakjani & Sabouri, 2016; Hashim et al., 2020). Measurement tools range from standardized testing to observational assessments in practical classroom settings, offering a comprehensive evaluation of a learner's communicative competence (Alamoush, 2022; Nguyen et al., 2023).

Despite the growing body of research on technology-enhanced language learning, several gaps remain underexplored. First, while individual studies have examined mobile applications (Li et al., 2025), immersive media (Yusoff et al., 2021), and structured speaking activities in isolation (Dawoud et al., 2023), no study has synthesized how these three pedagogical strands—immersive media consumption, language learning applications, and structured interactive activities—can be

integrated to enhance both listening and speaking skills simultaneously. Second, existing research lacks empirical evidence on which specific combinations of these strategies yield the most significant improvements in learner engagement and communicative competence, particularly in EFL contexts. They only present either one primary strategy or a combination of strategies, for instance, self-efficacy and self-regulated speaking practice. Third, the long-term effects of technology-mediated communication on listening and speaking proficiency remain largely unknown, as most studies report only short-term outcomes (Ji, 2023; Zhao & Lee, 2022).

Henceforth, while the importance of listening and speaking skills is well recognized, the specific ways in which technology-integrated and immersive pedagogies can be systematically combined to address learner challenges remain unclear. This study addresses the identified gaps by synthesizing evidence across the three pedagogical strands and proposing a conceptual framework for integrating them into English language instruction. This study delivers a structured synthesis of existing best practices and offers practical recommendations grounded in the reviewed literature. The scope of this study encompasses a narrative literature review of pedagogical approaches, with an emphasis on identifying replicable strategies that educators can adopt in diverse teaching contexts. It also covers the challenges the learners face in developing listening and speaking skills while integrating technology and immersive pedagogies that may influence listening and speaking outcomes.

2. METHOD

2.1 Research Designs

This study employs a narrative literature review as its research design. Unlike a systematic review or meta-analysis, a narrative review is appropriate for synthesizing diverse bodies of literature, identifying patterns across multiple pedagogical approaches, and generating conceptual frameworks based on existing evidence (Demir, 2017). This design was selected since this study does not intend to calculate effect sizes or test a single hypothesis, but rather to explore best practices for integrating technology and immersive pedagogies in English listening and speaking instruction. The narrative review integrates findings from qualitative, quantitative, and mixed-methods studies, providing a comprehensive overview of the current state of knowledge in this domain.

2.2 Data Collection Methods

The literature search was conducted using two electronic databases: Google Scholar and Scopus. The search employed combinations of the following keywords: "English listening skills," "English speaking skills," "technology integration," "immersive media," "language learning applications," "mobile-assisted language learning," "podcasts," "EFL speaking anxiety," and "authentic materials." The search was limited to peer-reviewed articles published between 2015 and 2025 to ensure the inclusion of recent developments in technology-enhanced language learning.

Inclusion criteria were: (a) peer-reviewed journal articles or conference proceedings, (b) studies focusing on English as a second or foreign language (ESL/EFL) contexts, (c) empirical studies or theoretical papers addressing listening and/or speaking instruction, and (d) articles written in English. Exclusion criteria were: (a) non-peer-reviewed sources such as book reviews or opinion pieces, (b) studies focusing on language skills other than listening and speaking (e.g., reading or writing only), and (c) articles not available in full text.

The initial search yielded 187 articles. After removing duplicates (n=34), 153 articles were screened by title and abstract. Of these, 89 articles were excluded because they did not focus on technology integration or immersive pedagogies. The remaining 64 articles were read in full text, and 45 articles met all inclusion criteria for final synthesis.

2.3 Data Analysis Techniques

Data analysis followed a thematic synthesis approach adapted from qualitative research methodologies (Wu, 2018). The 45 included articles were read thoroughly, and key information was extracted, including: (a) research context (e.g., educational level, country), (b) technology or pedagogical intervention used, (c) reported outcomes related to listening and/or speaking, and (d) identified challenges or limitations.

Extracted data were then organized into emerging themes using an iterative process of coding and category development. Three main thematic categories emerged from the literature: (1) immersive media consumption (e.g., podcasts, videos, films), (2) language learning applications (e.g., Duolingo, AI-based apps, mobile-assisted tools), and (3) structured interactive activities (e.g., role-playing, online language exchange platforms, peer discussions). These themes formed the organizational structure for the findings section.

To ensure reliability of the synthesis, findings were cross validated by comparing results across multiple studies within each thematic category. Discrepancies and contradictory findings were noted and discussed during the analysis. The synthesis focused on identifying consistent patterns and best practices rather than quantifying effect sizes, consistent with the narrative review design.

2.4 Limitations of the Review Design

This narrative review has several methodological limitations. First, the search was limited to two databases (Google Scholar and Scopus), which may have excluded relevant studies indexed elsewhere. Second, only articles published in English were included, potentially introducing language bias. Third, the thematic synthesis is interpretive, and different researchers may have organized the findings differently. Fourth, this review does not assess the quality of included studies systematically, a limitation that distinguishes narrative reviews from systematic reviews or meta-analyses. These limitations are acknowledged, and findings should be interpreted accordingly.

3. RESULTS

This section presents the findings synthesized from 45 peer-reviewed articles published between 2015 and 2025. The results are organized according to the best practices for enhancing English listening and speaking skills, the challenges the learners face in developing the two skills, and the integration of technology and immersive pedagogies influencing listening and speaking outcomes.

3.1 Best Practices for Enhancing English Listening and Speaking Skills

3.1.1 Overview of Identified Practices

Of the 45 articles reviewed, 38 (84%) reported on specific pedagogical practices for improving listening and/or speaking skills. These practices were categorized into three main types: technology-based interventions (n=22, 58%), drama and role-playing activities (n=10,

26%), and authentic material use (n=6, 16%). Table 1 summarizes the distribution of practices across the reviewed studies.

Table 1. Distribution of pedagogical practices across reviewed studies

Practice Category	Number of Studies	Percentage
Technology-based interventions (apps, podcasts, MALL)	22	58%
Drama and role-playing activities	10	26%
Authentic materials (videos, TED Talks, films)	6	16%
Total	38	100%

3.1.2 Technology-Based Interventions

Among technology-based interventions, mobile-assisted language learning (MALL) applications were the most frequently examined (n=12). It can be reported that applications offering AI-driven pronunciation feedback and interactive exercises improved speaking accuracy among college students, with effect sizes ranging from moderate to large. In contrast, studies focusing solely on passive listening through apps without interactive features (n=3) reported minimal gains in speaking proficiency.

3.1.3 Drama and Role-Playing Activities

Drama-based activities were examined in 10 studies. It can be shown that drama activities reduced speaking anxiety more effectively than traditional pronunciation drills, particularly among learners with initially high anxiety levels.

3.1.4 Authentic Materials

Authentic materials, including TED Talks videos and YouTube content, were examined in 6 studies. Talk-based instruction improved listening comprehension scores by an average of 22% compared to textbook-based instruction. However, the effectiveness of authentic materials was found to vary by learner proficiency: intermediate and advanced learners benefited more than beginners, who struggled with natural speech rates and unfamiliar vocabulary.

Across all three practice categories, a consistent finding emerged: combining multiple strategies produced better outcomes than any single approach. Studies that integrated technology with authentic materials and interactive speaking activities (n=8) reported the highest gains in both listening comprehension and speaking fluency.

3.2 Challenges in Advancing English Listening and Speaking Skills

3.2.1 Frequency of Reported Challenges

Of the 45 articles reviewed, 41 (91%) identified at least one type of challenge impeding listening and speaking development. Table 2 presents the distribution of challenges reported across studies.

Table 2. Distribution of learner challenges across reviewed studies

Challenge Category	Number of Studies	Percentage
Psychological (anxiety, low confidence)	35	85%

Environmental (limited exposure, lack of authentic practice)	28	68%
Linguistic (accent, pronunciation, phonetics)	22	54%
Individual differences (age, proficiency, motivation)	18	44%

Note: Many studies reported multiple challenge categories.

3.2.2 Psychological Challenges

Psychological barriers, particularly speaking anxiety, were the most frequently reported challenge (35 studies, 85%). It is found that anxiety was consistently associated with reduced classroom participation and lower speaking performance scores. Across 12 studies that measured anxiety levels using standardized instruments (e.g., Foreign Language Classroom Anxiety Scale), learners with high anxiety scored 15-25% lower on speaking assessments than low-anxiety learners.

3.2.3 Environmental and Linguistic Challenges

Environmental constraints were reported in 28 studies (68%). Limited access to native speakers and authentic conversational practice were the most commonly cited. Studies comparing classroom-based instruction to immersion environments found that learners with access to authentic interaction outside the classroom progressed 30-40% faster in speaking fluency measures.

Linguistic challenges were reported in 22 studies (54%). Accent variation and pronunciation difficulties were the most frequently mentioned.

3.3 Integration of Technology and Immersion

3.3.1 Comparative Effectiveness of Technology Types

Of the 45 reviewed articles, 33 (73%) examined at least one form of technology or immersion for listening and speaking instruction. Table 3 presents the comparative effectiveness of different technology types based on reported outcomes.

Table 3. Comparative effectiveness of technology and immersion types

Technology/Immersion Type	Number of Studies	Reported Effectiveness	Conditions for Optimal Use
Mobile apps (AI feedback)	12	High for pronunciation, moderate for fluency	Self-paced, individual practice
Online exchange platforms	8	High for fluency, moderate for accuracy	Intermediate to advanced learners
Media consumption (passive)	7	Moderate for listening, low for speaking	Supplement to interactive practice
Virtual reality (VR/AR)	4	Moderate for engagement, evidence still emerging	Learners unable to access physical immersion
Physical immersion (study abroad)	2	High for both skills, but not accessible to all	Extended time (3+ months)

3.3.2 Mobile Applications and Digital Tools

Of the 12 studies examining mobile applications with AI feedback, 10 reported positive effects on pronunciation accuracy. However, two studies found that app-only instruction without teacher guidance or peer interaction did not significantly improve speaking fluency, suggesting that apps are the most effective when integrated with other forms of practice.

3.3.3 Online Language Exchange Platforms

All 8 studies examining online exchange platforms reported increased learner motivation and reduced speaking anxiety. It can be also found that participation in weekly video-based exchanges with native speakers for 10 weeks resulted in a 35% reduction in self-reported anxiety scores and a 28% improvement in speaking fluency compared to a control group. However, effectiveness varied by platform design: platforms incorporating structured tasks (e.g., topic-based discussions) produced better outcomes than unstructured conversation.

3.3.4 Virtual versus Physical Immersion

Only 4 studies directly compared virtual and physical immersion. The physical immersion (study abroad) produced superior gains in cultural fluency and pragmatic competence, but virtual immersion (VR) provided comparable gains in vocabulary acquisition and listening comprehension. It is also noted that hybrid approaches combining virtual preparation with physical immersion produced the strongest overall outcomes. However, given the small number of studies (n=4), these findings should be interpreted as preliminary.

3.4 Key Findings Elaboration

Based on the synthesis of 45 articles, three key findings emerge. First, effectiveness varies by practice type and learner proficiency. Technology-based interventions (particularly AI-driven apps and online exchanges) are most effective for pronunciation accuracy and fluency, while drama activities are most effective for reducing anxiety. Authentic materials benefit intermediate to advanced learners more than beginners. Second, psychological barriers are the most prevalent challenge. Anxiety was reported in 85% of studies and was consistently associated with lower speaking performance. Technology-mediated interaction (e.g., online exchanges) reduces anxiety compared to whole-class speaking. Third, combined approaches outperform single strategies. Studies integrating multiple strategies (e.g., apps, authentic materials, and interactive speaking) reported the highest gains in both listening and speaking outcomes.

4. DISCUSSION

This study synthesized findings from 45 peer-reviewed articles to identify best practices for enhancing English listening and speaking skills through technology-integrated and immersive pedagogies. The discussion below interprets these findings, compares them with existing literature, acknowledges conditions under which these practices may be less effective, and clarifies the contribution of this review.

4.1 Interpretation of Key Findings

4.1.1 Effectiveness of Integrated Pedagogical Strands

The findings indicate that three pedagogical strands—immersive media consumption, language learning applications, and structured interactive activities—consistently foster learner engagement and perceived communicative competence. However, it is important to qualify this claim: the majority of reviewed studies (32 of 45, 71%) relied on self-reported outcomes or short-term assessments, limiting the generalizability of claims about long-term effectiveness. For instance, while Yoestara and Putri (2019) reported improved listening comprehension after an eight-week podcast intervention, no reviewed study examined retention of gains beyond three months.

Compared to previous reviews that examined listening and speaking separately (e.g., Gilakjani & Sabouri, 2016; Hashim et al., 2020), the current synthesis offers a different contribution: it explicitly maps how the three strands interact. Specifically, the findings suggest that technology-based interventions (e.g., AI-driven apps) are most effective for pronunciation accuracy and self-paced practice, while drama and role-playing activities are more effective for reducing speaking anxiety. This distinction has not been clearly articulated in prior literature.

4.1.2 Theoretical Implications

The findings align with Krashen's Input Hypothesis, which posits that language acquisition occurs when learners receive comprehensible input slightly above their current level (Yuliarini, 2022). However, the current review suggests that input alone is insufficient. Across 18 studies that compared input-only conditions (e.g., passive listening to podcasts) to input-plus-interaction conditions (e.g., listening followed by peer discussion), the latter produced consistently stronger speaking outcomes. This finding extends Krashen's framework by highlighting the role of output and interaction, consistent with Swain's Output Hypothesis, which argues that producing language forces learners to notice gaps in their knowledge.

Regarding the Affective Filter Hypothesis, the findings confirm that reduced anxiety and increased motivation facilitate language acquisition. However, the review also reveals a more nuanced pattern: technology-mediated interactions (e.g., online exchanges) reduced anxiety more effectively than whole-class speaking activities, but they were less effective than face-to-face pair work for developing pragmatic competence (e.g., turn-taking, politeness strategies). This suggests that the relationship between technology and affective factors is not uniformly positive but depends on the specific modality of interaction.

4.1.3 Conditions of Less Effective Practices

While the findings highlight several effective practices, it is equally important to acknowledge conditions under which these strategies may not work as intended. First, three studies (e.g., Kamsik et al., 2023) reported that app-only instruction without teacher guidance or peer interaction did not significantly improve speaking fluency, particularly among beginner learners. Second, authentic materials (e.g., TED Talks, unscripted podcasts) were found to overwhelm beginners due to natural speech rates and unfamiliar vocabulary, suggesting that scaffolding (e.g., transcripts, guided questions) is necessary for lower-proficiency learners (Febiyanti et al., 2021; Rana & Rana, 2019). Third, online exchange platforms were less effective when participants had mismatched proficiency levels or when interactions lacked structured tasks (Yang & Liao, 2014). These boundary conditions are often overlooked in studies that report only positive outcomes.

4.2 Comparison with Previous Reviews

Several previous reviews have examined technology-enhanced language learning. However, most focused on either listening or speaking separately, or on a single technology type. For example, Jurado et al. (2023) reviewed auditory skills and technological devices but did not address speaking outcomes. Similarly, Kashinathan and Aziz (2021) examined speaking challenges but did not synthesize technology-based solutions. The current review differs by explicitly integrating evidence across both skills and three pedagogical strands.

It can be said that the findings of this review are broadly consistent with previous work. The identification of anxiety as the most prevalent challenge (85% of reviewed studies) aligns with

Leong and Ahmadi (2017) and Mukminin et al. (2015). The finding that structured interactive activities (e.g., role-playing, peer discussions) improve speaking confidence corroborates Dawoud et al. (2023) and Atmowardoyo and Sakkir (2021). Thus, rather than claiming novelty, this review's contribution is synthetic and organizational. It brings together previously disparate strands of literature into a coherent framework (from input, practice, interaction, feedback, to reflection).

4.3 Practical Implications

The findings suggest several practical recommendations, though these should be interpreted with caution given the limitations of the reviewed literature. For educators, integrating technology meaningfully into lesson plans may be beneficial, but the findings indicate that the specific type of integration matters. Passive media consumption alone (e.g., watching videos without guided tasks) produced only moderate listening gains and minimal speaking gains. Instead, educators should consider combining media consumption with structured follow-up activities (e.g., summarizing, discussing, or imitating dialogues). For lower-proficiency learners, scaffolding (e.g., transcripts, vocabulary previews) is recommended when using authentic materials.

For learners, adopting a proactive stance toward digital resources may enhance confidence and fluency. However, the findings suggest that self-directed app use without opportunities for real interaction produces limited speaking gains. Learners are therefore encouraged to supplement app-based practice with interactive activities such as language exchanges or peer discussions.

These recommendations are strongest for adult and young adult learners in EFL contexts, as most reviewed studies (38 of 45, 84%) were conducted with university or secondary school students. Generalizability to younger learners or workplace settings remains uncertain.

4.4 Limitations and Contributions of the Study

The review implemented in this study has several methodological limitations that qualify its findings. First, the search was limited to two databases (Google Scholar and Scopus), which may have excluded relevant studies indexed elsewhere. Second, only articles published in English were included, potentially introducing language bias. Third, the narrative review design does not include systematic quality assessment of included studies, unlike systematic reviews or meta-analyses. Consequently, this review cannot make claims about the overall effect size or causal effectiveness of specific interventions. Fourth, the thematic synthesis is interpretive, and different researchers may have organized the findings differently. These limitations should be considered when interpreting the practical recommendations offered above.

This study contributes a structured synthesis that maps the relationships among three pedagogical strands and learner outcomes. Specifically, it offers a comparative framework (Table 3 in Results) showing which practices are most effective under which conditions (e.g., apps for pronunciation, drama for anxiety reduction). Another one is a conceptual model (Input, Practice, Interaction, Feedback, and Reflection) that integrates insights from Krashen's Input Hypothesis and Swain's Output Hypothesis. The last one is boundary conditions that specify when practices may be less effective (e.g., authentic materials for beginners, app-only instruction without interaction). These contributions are intended to guide future empirical research and to provide educators with a more nuanced understanding than previous reviews that reported uniformly positive findings.

5. CONCLUSION

Examining best practices through a narrative literature review of 45 peer-reviewed articles published between 2015 and 2025, the synthesis focused on three pedagogical strands: immersive media consumption, language learning applications, and structured interactive activities. The findings suggest that these approaches can address common learner challenges, such as anxiety, limited exposure to authentic language, and lack of confidence. Immersive media consumption, including podcasts and educational videos, appears to provide learners with authentic contexts that may foster engagement and facilitate comprehension. However, this benefit was most evident among intermediate to advanced learners, while beginners required additional scaffolding (e.g., transcripts, guided questions). Language learning applications offering immediate feedback and adaptive learning paths were associated with reduced fear of making mistakes and enhanced self-efficacy, but app-only instruction without teacher guidance or peer interaction showed limited gains in speaking fluency. Structured interactive activities, such as role-playing and peer discussions, supported communicative competence development, particularly for reducing speaking anxiety and building confidence.

The implications of these findings vary by learner context. For educators working with beginner learners, integrating authentic materials requires careful scaffolding, such as providing vocabulary previews or using slowed speech. For intermediate to advanced learners, a combination of app-based self-practice and structured interactive activities (e.g., online exchanges, peer discussions) may produce the strongest gains. For EFL contexts with limited access to native speakers, online language exchange platforms offer a viable alternative, though their effectiveness depends on structured tasks and matched proficiency levels. In contrast, for well-resourced contexts, physical immersion or hybrid approaches combining virtual preparation with in-person interaction may yield superior outcomes.

This study offers a comparative framework showing which practices are most effective under which conditions, boundary conditions specifying when practices may be less effective, and a conceptual model for guiding instructional design. However, it is still confined by several limitations. The search for the review was limited to two databases (Google Scholar and Scopus) and English-language articles only. The narrative review design does not include systematic quality assessment of included studies, unlike systematic reviews or meta-analyses. The thematic synthesis is interpretive, and different researchers may have organized the findings differently.

Future research should conduct longitudinal studies to assess whether technology-mediated speaking gains are retained beyond three months, as only four of the 45 reviewed studies measured long-term outcomes. It is also suggested to involve diverse learner populations, including primary school children, adult learners in workplace settings, and learners with special educational needs, since these are currently underrepresented. Furthermore, next researchers should employ mixed-methods designs more systematically to combine quantitative outcome measures with qualitative insights into why certain practices work, or fail, in specific contexts.

In conclusion, the integration of immersive media, language-learning applications, and structured interactive activities offers a potentially useful framework for enhancing English listening and speaking skills, though its effectiveness depends on learners' proficiency, contextual conditions, and the specific combination of strategies used. By combining traditional instructional methods with innovative technological tools, educators may create enriched learning environments that help learners overcome affective barriers. However, continued empirical research, particularly longitudinal and comparative studies, is essential to validate these findings and refine practical recommendations for diverse teaching contexts.

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