

The Impact of Technology in Listening and Writing in EFL students: A Literature Review

El Impacto de la Tecnología en el escucha y escritura en los estudiantes de inglés como lengua extranjera: una revision de la literatura

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Abstract

Technology has transformed language acquisition, specifically for students of English as a Foreign Language (EFL), by enhancing listening and writing skills. Despite its growing use, the impact of digital tools on these specific competencies requires careful examination. EFL learners often struggle with listening and writing due to limited practice, feedback, and authentic language exposure. This literature review explores how modern technologies—such as podcasts, speech recognition software, multimedia platforms, and AI-based writing aids—improve these skills. Studies indicate that technology enhances listening through interactive exercises, self-paced learning, and real-world input, while writing benefits from automated feedback, AI-driven corrections, and collaborative platforms. However, challenges like over-reliance on tools, accessibility issues, and varying digital literacy levels persist. The review highlights the need for balanced pedagogical approaches to maximize technology's benefits while mitigating drawbacks. Findings suggest that well-integrated digital tools increase engagement, provide personalized learning experiences, and foster accuracy and creativity in writing. For listening, multimedia resources and adaptive software offer immersive practice. Despite its advantages, successful implementation requires addressing infrastructural barriers and ensuring teacher preparedness. This synthesis of empirical and theoretical research underscores technology's potential to revolutionize EFL instruction, emphasizing strategic adoption to support effective communication and academic success.

Keywords: Technology; English; listening; writing; language.

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Resumen

La tecnología ha transformado el aprendizaje de idiomas, especialmente para los estudiantes de inglés como lengua extranjera (EFL), al mejorar las destrezas de comprensión oral y escrita. A pesar de su creciente uso, el impacto de las herramientas digitales en estas competencias específicas requiere un examen cuidadoso. Los estudiantes de inglés como lengua extranjera suelen tener dificultades con la comprensión auditiva y la expresión escrita debido a la escasez de práctica, retroalimentación y exposición a lenguas auténticas. Esta revisión bibliográfica explora cómo las tecnologías modernas, como los podcasts, el software de reconocimiento de voz, las plataformas multimedia y las ayudas a la escritura basadas en la inteligencia artificial, mejoran estas destrezas. Los estudios indican que la tecnología mejora la comprensión oral a través de ejercicios interactivos, el aprendizaje a ritmo propio y las aportaciones del mundo real, mientras que la escritura se beneficia de los comentarios automáticos, las correcciones basadas en IA y las plataformas colaborativas. Sin embargo, persisten problemas como la dependencia excesiva de las herramientas, los problemas de accesibilidad y los distintos niveles de alfabetización digital. La revisión destaca la necesidad de enfoques pedagógicos equilibrados para maximizar los beneficios de la tecnología y mitigar los inconvenientes. Los resultados sugieren que las herramientas digitales bien integradas aumentan el compromiso, proporcionan experiencias de aprendizaje personalizadas y fomentan la precisión y la creatividad en la escritura. Para escuchar, los recursos multimedia y el software adaptativo ofrecen una práctica inmersiva. A pesar de sus ventajas, el éxito de su implantación requiere abordar las barreras infraestructurales y garantizar la preparación del profesorado. Esta síntesis de la investigación empírica y teórica subraya el potencial de la tecnología para revolucionar la enseñanza del inglés como lengua extranjera, haciendo hincapié en la adopción estratégica para apoyar la comunicación eficaz y el éxito académico.

Palabras clave: Tecnología; inglés; escuchar; escribir; idioma

Introduction

Developing strong listening and writing skills presents an essential issue for students learning English as a foreign language (EFL). Traditional classroom environments frequently don't provide learners adequate opportunities to practice these essential communication skills. Furthermore, many EFL teachers do not incorporate authentic resources that would allow learners to engage with native speaker models, limiting their ability to develop natural pronunciation and comprehension abilities. This gap in language instruction creates a pressing need for innovative approaches to enhance these critical language skills in EFL education.

The development of listening and writing competencies constitutes a fundamental prerequisite for foreign-language learners of English (EFL) learners' attainment of comprehensive communicative proficiency, facilitating both the accurate decoding of aural input and the production of contextually appropriate linguistic responses (Maru, Pikirang & Liando, 2020). The trajectory of technological integration within language pedagogy has evolved substantively, progressing from its initial role as supplemental instructional aids (e.g., radio and television broadcasting) to its current status as a of modern EFL curricula.

In the past few years, the relationship between technology and English has significantly altered learning procedures, and researchers are beginning to focus on the impact of new technology

and how it affects learning English as a second or foreign language (Eslit, 2023). Today technology is a useful tool to improve instruction and learning for both educators and learners. For instance, technology gives pupils the chance to improve their communication skills and develop critical literacy. It is useful for visualizing and portraying English as well as for communication, interaction, and response, and for educators to play a crucial role as change and innovation agents in order to support the English language learning process.

Nowadays, contemporary technologies are revolutionizing English learning, offering transformative solutions to these persistent challenges. MALL (Mobile Assisted Language Learning) and CALL (Computer-Assisted Language Learning) have emerged as particularly valuable tools for developing listening and writing skills. For listening practice, platforms like YouTube and podcasts provide authentic audio materials, while speech recognition apps help refine pronunciation. Writing skills benefit from resources like Grammarly and Google Docs, which provide immediate feedback and collaborative writing opportunities. These technological solutions not only increase access to authentic language input but also enable personalized, interactive learning experiences that traditional methods cannot match (Alzieni, 2020 and Pérez & Zhang, 2022).

Investigation across diverse educational contexts has consistently validated the pedagogical efficacy of digital technologies in enhancing these particular linguistic skills, which are widely recognized as foundational elements of overall language proficiency (Shohnazarov, 2024). This technological revolution has engendered a fundamental restructuring of second language acquisition paradigms, with Language learning that is supported by computers (CALL) and mobile devices (MALL) establishing themselves as particularly robust instructional frameworks that effectively bridge formal classroom environments and self-directed learning opportunities.

According to Alzieni (2020) and Pérez & Zhang (2022), language learning that is aided by mobile devices (MALL) and computer-assisted (CALL) are two current methodologies which are technology-mediated approaches to language acquisition. While MALL uses mobile devices like smartphones, tablets, CALL refers to the use of software and online platforms. Both of them permit the access to educational content and facilitate language learning experience.

The implementation of these technologically-mediated approaches generates mutually reinforcing advantages for all participants in the educational process: practitioners benefit from an expanded repertoire of didactic tools, whereas students obtain structured yet flexible platforms for cultivating not only basic communicative skills but also metalinguistic awareness and the capacity for meaningful intercultural communication through digitally-mediated interactive environments.

MALL and CALL platforms facilitate listening comprehension through exposure to real-world audio resources, such as podcasts, YouTube videos, and language-learning applications (e.g., Duolingo, BBC Learning English). These tools not only deliver authentic linguistic input but also

incorporate interactive exercises that reinforce auditory processing and phonological awareness. Additionally, speech recognition technology embedded in such applications aids in pronunciation refinement by providing immediate corrective feedback, enabling learners to adjust their articulation in real time (Alzieni, 2020 and Pérez & Zhang, 2022).

Similarly, MALL and CALL with the use of digital writing tools, including Grammarly and Google Docs, have revolutionized EFL providing automated feedback for writing instruction, error correction, and opportunities for collaborative composition. These platforms support learners in developing grammatical accuracy, lexical diversity, and structural coherence while fostering peer interaction and instructor-guided revisions (Kessler, 2020). The immediacy of feedback accelerates the learning process, allowing students to recognize and rectify linguistic errors efficiently (Al-Hadithy, 2021).

The ease of access to various technology apps that aid oral and written comprehension makes the difference, the most obvious advantage of teaching English using technology. Both teachers and students can benefit from it. The use of digital libraries, dictionaries and other applications that help learners improve skills such as writing and listening has made learning faster. Students' vocabulary also increases significantly thanks to technology, and the use of these tools in educational media has made learning more integrated and faster. In this global and information age, technical advances have broken down borders and opened up new fields, so the use of technology is essential.

Through this study, some questions have been posed to find out how technology helps oral and written perception and to find out the benefits and challenges that students have in understanding audio and text in English.

- How does the use of technology affect the listening and writing comprehension engagement of EFL learners?
- How do digital tools influence the improvement of EFL students' writing and listening abilities?
- What are the most effective technology tools for improving EFL learners' listening and writing skills?
- What difficulties and limitations are observed in the integration of technology in listening and writing classes for EFL learners?

Methods

Search strategy and sample selection

In order to collect pertinent data regarding learners' and teachers' experiences with integrating technology in the classroom, this literature review used a qualitative bibliographic approach. This study assists in comprehending the influence of digital tools and identifying both the benefits and challenges of technology for improving learners' listening and writing skills. It demonstrates how different multimedia technologies (including podcasts, YouTube videos, and interactive platforms) can be used to help students and teachers with listening comprehension. Likewise, the technology investigates how writing-related technologies (such as online collaborative writing platforms, grammar checks, and feedback systems) aid in the development of writing skills (Zhang, 2020).

After an analysis of several articles, two essential objectives were identified: the importance and influence of use of technology in English skills (listening and writing) in EFL students and to describe the reported impact of technology (benefits and challenges) in listening and writing in EFL students. This collection of themes gave teachers a range of viewpoints on whether or not students benefited from the use of technology.

Procedure and analysis

Four stages are used in this study, which is based on the paradigm proposed by Zhang (2020). These stages are:

1. **Data Collection:** A combination of quantitative and qualitative techniques, including literature reviews. They are usually used in studies examining, in this case, how technology affects EFL students' writing and listening abilities.
2. **Search Strategy Improvement:** In order to streamline the search procedure and improve the inclusion and exclusion criteria, this stage concentrates on testing the keywords and searches parameters.
3. **Article Categorization:** The chosen articles are arranged according to the themes that emerged from the review of the literature.
4. **Analysis and Synthesis:** Organizing the literature review is the last stage. It was done through the analysis and synthesis of data extracted from the selected articles.

Furthermore, an analytical process was carried out in order to group the articles into various categories that arose from the analysis itself. Following a thematic analysis, the analytical method found patterns for collecting and classifying data pertinent to the study objectives, categorized and examined the themes found throughout the coding phase, and presented the results along with the body of current works of literature for every theme that has been identified. Twenty articles in all satisfied the requirements for inclusion and were added to the review. The analysis's findings were then shown in tables along with the descriptions that went with them. The technique used, the main conclusions, the place, and the year of publication were among the factors taken into account when contrasting and comparing the various publications.

Development

An international compilation was carried out to examine the findings of research on the subject at hand. According to the study of the gathered research, there are a number of characteristics that might help EFL students enhance their writing and listening comprehension in the English language. Twenty chosen articles are examined in this section. Seven of them are from Asia, one from Middle East, three from Europe, six from America, and three from Oceania. This explains the paucity of data and studies on how technology affects writing and listening abilities, while Latin American pupils struggle with listening comprehension because of the accent that can vary depending on the location of origin of the speaker and whether or not they are a native speaker. Dealing with American or British English might lead to differences in vocabulary and phonetics.

Additionally, it is crucial to note that there are numerous accents in the world, including Chinese, Australian, French, etc. Also it is important to indicate that some of the challenges faced by students related to writing are lack of or limited grammar, vocabulary, structures, among others.

This study looked at both the benefits and challenges of using technology

Prior studies have examined how technology affects EFL students' writing and listening skills as well as the experiences of teachers. By highlighting the effects that teachers and students encountered while implementing technology this study looked at the value of technology in the classroom. in listening and writing instruction and developed a strategy to examine and build up on the information gathered, as uncertainties surfaced.

Benefits

In table 1 & 2, the articles state the different findings how technology may greatly enhance EFL students' writing and listening skills when used properly. The research study highlights that digital tools enhance the way that content is delivered and enable students to become more active and self-directed learners, which eventually leads to improved language competency overall (Sung, 2015).

Results

Significantly positive results have been found in studies on how technology affects EFL (English as a Foreign Language) students' writing and listening abilities. Research also shows that by exposing users to real language, digital technologies like podcasts, multimedia materials, and language learning applications improve listening and writing. Encourage students to practice using the tools by giving them writing assignments, exercises, or prompts. Set up online writing workshops where EFL students can take part in peer review sessions, discussions, and writing and listening exercises. By suggesting individualized tech resources according to each student's unique learning requirements and language competence levels, you may deliver differentiated training. Using adaptive learning platforms that change the level of difficulty of the information, provide EFL students with extra help or challenges. Provide training courses and materials to improve teachers' digital literacy and ability to use contemporary technologies to teach listening and writing. Get student opinions about their experiences using technology to boost their education (Abdelrady, 2024).

Table 1. Benefits of Tecchnology on Listening in EFL students.

Author(s), Year, Country	Benefits	Improve%
Adbelrady (2024). Saudi Arabia	Technology designs improve learners' listening abilities. Teachers use tech tools to enhance skills.	20-30
Audina et al. (2022). China	Enhances engagement, motivation, and linguistic proficiency.	25
Chacon-Zhanay (2024). Ecuador	Teachers need training to enhance listening comprehension through technology.	
Eslit (2023). China	EFL enhances vocabulary, listening, and cognitive development.	35
Keezhatta & Omar (2020). Australia	MALL materials improve listening comprehension.	28
Quiñonez (2020). Colombia	Students explore different tools to improve listening.	
Read et al. (2021). USA	Specific listening abilities are enhanced; better integration of language learning.	15-20

Author(s), Year, Country	Benefits	Improve%
Reza Dashtestani (2024). Indonesia	Technology offers immersive learning and personalized practice for listening skills.	40
Shohnazarov (2024). Uzbe- kistan	MALL expands language use beyond the classroom, im- proving listening comprehension.	30

Source: own elaboration

Studies (table 1) repeatedly show that technology has improved listening skills by giving students access to a variety of technological and interactive resources. Technological tools and interactive platforms that increase writing and listening comprehension by offering contextual and visual help have been utilized to improve writing and listening skills (Vandergrift and Goh, 2022).

According to Audina et al. (2022), one of the most important elements in the growth of students' EFL listening comprehension classrooms is instruction. The teachers should use technology to implement their techniques in a methodical manner in order to help kids who struggle with listening comprehension. They also suggest using the top-down approach and giving students more vocabulary input, both of which can help them become better listeners.

Additionally, the employment of adaptive learning systems has yielded encouraging outcomes. Quvanch1 (2020), states that technology is a vital tool for teaching L2, assisting in the development and adoption of high levels of individual competency. By enabling self-paced practice, technological aids promote self-directed learning, there are now more opportunities to improve listening comprehension thanks to mobile-assisted language learning (MALL). Technology applications increases engagement and motivation by making listening tasks more accessible and interactive.

But Aubakirova (2024), implemented another variable in her study for listening and writing which was the implementation of new technology-guided methodologies as classroom resources that had a significant and positive result on EFL learners to understand and develop different listening and writing activities using technology in English language teaching classes.

Table 2. Benefits of Tecchnology on Writing in EFL students.

Author(s), Year, Country	Benefits	Improve %
Carrión (2022). Ecuador	Technology designs improve learners' listening and writing abilities. Teachers use tech tools to enhance skills.	22-28
Liyan & Vijayakumar (2023). Europe	Enhances engagement, motivation, and linguistic proficiency.	30-35
Mamadaminova & Khadjikh- nova (2021). Asia	Teachers need training to enhance listening and writing comprehension through technology.	25
Marzuki (2023). USA	EFL enhances vocabulary, listening, writing and cognitive development.	40
Maru et al. (2020). Indonesia	MALL materials improve listening comprehension and CALL implements new technologies tool to writing,	18-22

Author(s), Year, Country	Benefits	Improve %
Quiñonez (2020). Colombia	Students explore different tools to improve listening and improve writing.	20
Read et al. (2021). USA	Specific listening abilities are enhanced; better integration of language learning.	25-30
Stec (2022). Europe	Technology offers immersive learning and personalized practice for listening and writing skills.	28
Pham (2021). France	MALL expands language use beyond the classroom, improving listening and writing comprehension.	35-40

Source: own elaboration

In Table 2, the chosen articles demonstrate that technology improves writing skills in a range from 18 to 40%. In Ecuador (Carrion, 2022), Europe (Liyan & Vijayakumar, 2023 and Stec, 2022), Asia (Mamadaminova & Khadjikhanova, 2021), and USA (Marzuki, 2023; Read et al., 2021), CALL has significantly enhanced writing because its theoretical foundations draw from behaviorist, cognitivist, and sociocultural approaches. The combination of text, audio and visual material help students to understand better how it works. Whereas, in Indonesia (Maru et al., 2020), France (Pham, 2021), and Colombia (Quiñonez, 2020), the researchers trusted more on MALL. They emphasized on the use of mobile devices, mobile platforms and multimodal tools for writing practice.

Consequently, collaborative online platforms support writing development (Al-Maashani, 2023), employed a quasi-experimental design to assess the impact of online writing platforms on EFL learners. The research revealed that these platforms, which facilitate real-time editing and peer feedback, lead to marked significant improvements in writing fluency and accuracy. The interactive nature of these tools promote critical thinking and self-regulated learning, as students learn to revise and refine their work continuously.

Table 3. Challenges of Technology in Listening for EFL students.

Author(s), Year, Country	Challenges
Adbelrady (2024). Saudi Arabia	Disparities in access to devices and internet connectivity exclude low-resource students.
Audina et al. (2022). China	Overuse of subtitles/transcripts reduces independent auditory processing.
Aubakirova (2024). Australia	Anxiety in students can hinder listening comprehension when using technology.
Chacon-Zhanay (2024). Ecuador	Diferents tool in digital listening materials can confuse learners.
Cummins (2019). Australia	Not all digital resources expose students to diverse accents/dialects, limiting real-world listening skills.
Keezhatta & Omar (2020). Australia	Distractions from non-educational content reduce focus on listening practice.
Maulina (2022). USA	Technical issues (software glitches, connectivity problems) disrupt listening practice.
Read et al. (2021). USA	Technology can be distracting when used for listening activities.
Reza Dashtestani (2024). Indonesia	Technology may negatively impact comprehension and retention in listening.

Author(s), Year, Country	Challenges
Stec (2022). Europe	Many digital listening tools are passive, lacking real-time interaction/feedback.
Suwastini (2022). Asia	Notifications and apps distract students, reducing engagement in listening tasks.

Source: own elaboration

It has proved that technology enhances listening skills; however, (table 3) teachers and students face some challenges. In Saudi Arabia (Adbelrady, 2024), internet and devices limit access, while Chinese students (Audina et al., 2022), struggle when subtitles are omitted. Anxiety and social media distract learners (Aubakirova, 2024), and (Suwastini, 2022); and technical issues (Maulina, 2022), programs (Stec, 2022) frustrate teachers and learners when they do not know how to dealt with them.

The studies such as those by Maulina (2022), warn against over-reliance on technology, which can hinder the development of auditory and written processing skills in learners. In addition, the digital divide continues to limit access to technology for many students, especially in low-resource settings (Selwyn, 2021).

Actually, Jimenez Carrion (2022), using various tools in listening exercises in particular can force students to move outside of their comfort zone, but instead of only becoming used to one, doing so can help them understand and evaluate them. Students typically learn with a particular accent, so hearing a new one that may be from a native or non-native speaker can be confusing when using their listening skills (Chacon-Zhanay, 2024). Stec (2022), focused their research on the relationship between anxiety and listening comprehension. Negative findings follow from showing them that these two factors are highly correlated; anxiety rises when listening comprehension falls and vice versa.

As a result, technological advancements have provided an ease in learning English in a different way, such as the implementation of accents from many countries. Cheng (2018), used a combination of techniques to link unfamiliar accents to poor listening comprehension. According to him, EFL students ought to be more equipped to learn English. To increase listening capacity, training should involve practicing the accent pattern and listening to both native and non-native languages simultaneously. In an essay (Zhang, 2020), came to the conclusion that the most prevalent listening comprehension challenges are insufficient training methods and a lack of time to hone the talent. She suggests that educators participate in their students' education and examine and modify the methods.

Table 4. Challenges of Technology in Writing for EFL students.

Author(s), Year, Country	Challenges
Carrion (2022). Ecuador	Overuse of technology may hinder foundational writing skill development.
Eslit (2023). China	Students may misuse technology (e.g., grammar tools) without deep learning.
Kukulka (2020). Indonesia	Teachers need better training to use digital writing tools effectively.
Liyan & Vijayakumar (2023). Europe	Teachers lack training to integrate technology effectively in writing instruction.
Marzuki (2023). USA	Overdependence on AI writing tools reduces original student work.
Maru et al. (2020). Indonesia	Automated Writing Evaluation (AWE) tools may not assess creativity/coherence accurately.
Pham (2021). France	Automated grading systems may overlook qualitative aspects of writing.
Quiñonez (2020). Colombia	Over-reliance on technology without critical skill development.
Read et al. (2021). USA	Technology can distract students during writing tasks.

Source: own elaboration

While digital tools offer possibilities for writing classrooms, they present challenges (table 4) as well. Learners may experience a variety of writing problems, but educators must understand the problems and help them implement technology as a tool to facilitate writing in EFL students. However, when they have examined the difficulties that their students have presented, teachers should change up their approaches, according to Aubakirova (2024), to ascertain which strategy best suits the requirements of EFL students. Eslit (2023), asserts that certain learning styles are most likely to support the development of writing skills.

(Stockwell, 2016), centered on connecting the methods utilized for the learning process with the difficulties that students encountered in comprehending English. As a result, he found that the pupils were not given enough material, had few opportunities to practice their English, and were unable to understand the meaning of some unusual words. In Ecuador and Colombia, teachers notice students lose some skills as they over-rely on writing apps and grammar checkers (Carrion, 2022; Quiñonez, 2020).

Using technology, Yang (2017), employed a relational approach to investigate whether noise and auditory comprehension are related. The results showed that certain learning styles or tactics might help students learn in a meaningful way (Aubakirova, 2024), reviewed the literature on how the Internet has changed over time.; and Mamadaminova and Khadjikhanova (2021), came to the conclusion that teachers should receive ongoing training to improve their professional performance and integrate or modify listening and writing tactics or activities in the classroom based on the findings (Godwin-Jones, 2017).

Table 5. Technology used to improve listening and writing, and results

Author(s), Year, Country	Technology used	Results
Adbelrady (2024). Saudi Arabia	Digital listening tools (e.g., apps, audio platforms)	Improved listening abilities through interactive designs.
Audina et al. (2022). China	Listening/writing software (e.g., automated feedback systems)	Enhanced engagement, motivation, and linguistic proficiency.
Carrión (2022). Ecuador	Grammar-enhancing tools (e.g., automated correction)	Improved writing accuracy in higher education.
Keezhatta & Omar (2020). Australia	MALL (Mobile-Assisted Language Learning)	Improved listening comprehension through portable practice.
Eslit (2023). China	Integrated digital platforms (e.g., Duolingo, ELSA Speak)	Boosted grammar, vocabulary, and cognitive skills.
Liyan & Vijayakumar (2023). Europe	Writing software (e.g., Grammarly, Google Docs)	Significant improvements in writing skills.
Marzuki (2023). USA	AI writing tools (e.g., ChatGPT, QuillBot)	Mixed impact: improved content/organization but reduced originality.
Pham (2021). France	Interactive L2 writing platforms (e.g., blogs, forums)	Increased student motivation and interaction.
Quinonez (2020). Colombia	Multimodal tools (e.g., audiobooks, speech-to-text)	Students explored diverse perspectives for skill improvement.
Read et al. (2021). USA	Multimedia tools (e.g., videos, podcasts + writing apps)	Enhanced listening/writing integration with subject matter.
Reza Dashtestani (2024). Indonesia	Immersive tech (e.g., VR, AI-based platforms)	Personalized listening/writing practice with higher engagement.
Shohnazarov (2024). Uzbekistan	MALL (e.g., language apps, podcasts)	Expanded listening practice beyond classrooms.
Stec (2022). Europe	Interactive writing tools (e.g., Padlet, collaborative editors)	Enhanced language learning and knowledge retention.

Source: own elaboration

According to recent studies, technology can significantly improve EFL students' writing and listening abilities. A variety of pedagogical approaches and techniques have surfaced, combining traditional instruction with digital resources to produce dynamic, interactive learning environments. Multimedia-based instruction is a popular strategy (Kukulska, 2020). Listening comprehension is much improved by exposure to real audio-visual content, including podcasts, videos, and interactive listening activities. By giving students a variety of linguistic inputs that mimic real-world conversation; these digital resources help them understand natural speech and a range of accents more effectively.

The impact of technology tools, digital skills has been recognized as an effective method for improving both listening and writing skills. Based on findings a high- impact improvements has been shown by (Reza Dashtestani, 2024). It was found that integrating narrative-driven audio-visual content not only engages students but also encourages creative expression. This method enables learners to connect listening experiences with writing tasks, thereby reinforcing language structure and content generation.

Moreover, the principal learning environments, which integrate in-person instruction with digital technology, effectively combine structured guidance with self-paced, exploratory learning. With this strategy, teachers can take advantage of both the advantages of contemporary technology and conventional teaching techniques. In this way, students develop their writing and listening abilities while creating a welcoming environment in the classroom where all kids can succeed. Together, these instructional strategies demonstrate how technology, when used wisely in conjunction with tried-and-true teaching strategies, may improve student engagement, tailor instruction, and close accessibility gaps, ultimately enabling students to become more proficient communicators and scholars. When technology and education are strategically integrated, they can significantly improve students' oral and written comprehension when learning a second language. The importance of the listening and writing abilities for EFL students cannot be overstated, as these skills form the foundation for effective communication and academic success. The reviewed literature emphasizes that digital tools not only enrich content delivery but also empower students to become more engaged and autonomous learners, ultimately contributing to higher overall language proficiency.

Based on the analysis of all the articles gathered, it is likely that while a variety of factors can impact students' development of listening and writing comprehension skills and abilities, teachers are crucial in helping them along the way because every student has a unique learning style. As long as an approach or technique is effective and meets the learner's needs, it is never too late to make changes to help improve listening and writing skills in learners.

Discussion

In order to give educators a better understanding of how technology-assisted language learning supports writing processes like idea generation, drafting, and editing, the study's goal was to determine the reported difficulties and advantages of technology's impact on EFL students' listening and writing. Prior studies that looked into the benefits of using technology to enhance learning in writing and listening classes supports this finding.

Technology-based activities help to speed up the idea generation process. Students need help integrating and comprehending how to use digital programs. On the other hand, direct teacher input improves the review process. This revelation illustrates how the combination of internet and supported technology affects language performance, particularly listening abilities. This study confirms the findings of another study that concluded the LMS was an innovative and useful online resource for improving the listening skills of EFL students. Additionally, the Learning Management System received great scores from the students for usability, accessibility, and ease of use (Zhang, 2020).

Based on findings, effect the technology by Aubakirova (2024), in this digital age, it is impossible to avoid coming across innovative teaching and learning resources. It has become necessary to comprehend new technology and how it functions in classrooms, as all educational institutions are eager to investigate new online platforms. The findings of this investigation demonstrated that LMS, a new online platform, could be used in an EFL classroom. To use technology effectively and obtain a competitive edge, one must have a thorough understanding of it by Eslit (2023).

Therefore, according to the analysis of the 20 literature studies, the use of technology in EFL classes improves students' writing and listening skills, so that students can effectively develop all listening and writing activities. Digital tools like interactive language applications, podcasts, and multimedia resources offer real exposure to a range of accents and natural speech patterns for listening. Students benefit from this exposure by improving their listening comprehension and their ability to comprehend language from everyday situations (Nayar, 2024).

In the field of writing, technology enables a dynamic and interactive learning experience. Online writing platforms and collaborative tools provide students with instant feedback and opportunities for peer review, which have been associated with enhanced writing fluency, accuracy, and confidence (Li, 2023). Additionally, automated grammar-checking and editing software encourage self-directed learning by giving learners the freedom to recognize mistakes on their own and hone their writing abilities.

The results of an analysis of the difficulties educators encounter when technology has an impact indicate that the following are the most common difficulties. Because they required to prepare didactic materials and lesson plans in advance, focusing on developing activities that boost student involvement, that teachers were overworked. The low content-matter expertise of educators is intimately related to this difficulty. It was shown that educators who were questioned devote a significant amount of time to self-training, not just in new subject matter but also in improving their pronunciation and learning new teaching language.

Another obstacle for instructors is collaboration between language and subject teachers, evaluation, instructional resources, and language proficiency and issue expertise. The absence of proper teacher preparation is another significant issue that educators have identified. Many educators stressed that their lack of experience with CLIL makes its implementation especially challenging (CARRIÓN, 2022). This difficulty arises from the challenge educators face in maintaining a clear balance between language and content instruction.

Conclusion

In conclusion, the evidence presented in this study demonstrates how digital tools help students become improved at learning English. The study's objective was to identify strategies for en-

couraging students who are occasionally unmotivated to learn to use technology in a constructive way to overcome obstacles to learning English and developing their hearing and writing abilities as a foreign language. The findings suggest that studying English as a second language through the use of technology, websites, social media online resources for audio and video (such as MP3 players, Skype, and YouTube), and applications for smartphones and tablets shows a high approval rate from students, which helps both teachers and learners in enhancing their language acquisition. According to the study, the students support to use technology to improve their speaking and writing, mostly because they view technology as an essential instrument for fostering their creativity. Additionally, technology gives pupils a variety of resources and choices for learning English. In conclusion, students' competency levels in English as a foreign language can undoubtedly be improved by using technology (Chacon- Zhanay, 2024)

Technology's influence on EFL instruction has demonstrated great promise in enhancing writing and listening comprehension, two crucial abilities to successful academic performance and efficient communication. However, these difficulties highlight how critical it is to integrate technology into language learning in a way that is well-balanced and supported, making sure that it enhances rather than replaces conventional teaching techniques.

The rationale behind this work is its methodical and thorough approach to evaluating previous research using a rigorous research methodology. This study offers evidence-based suggestions for teachers and students to ensure they can effectively utilize technology and gives insight into the role of technology in EFL education. The results contribute to the increasing amount of research on language enhanced by technology.

Technology should be carefully incorporated into the classroom so that students can improve their capacity for self-directed learning, creativity, and critical thinking, while enhancing conventional teaching techniques. To help students become better writers and listeners, teachers must employ a variety of resources. In conclusion, the technology has the ability to greatly enhance the writing and listening abilities of EFL learners, its effective application necessitates resolving current issues and guaranteeing fair access and assistance.

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