

Evaluating the Effectiveness of Interactive Video Platforms on EFL Students' Listening Comprehension: A Comparative Study of Edpuzzle and TED-Ed

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ABSTRACT: The aim of the present study was to evaluate the effectiveness of two interactive video platforms (Edpuzzle and TED-Ed) on English as a foreign language (EFL) learners' listening comprehension and performance, and to compare the students' results to identify the most effective platform. The researcher adopted a quantitative research design to collect data from a sample of 42 female Saudi EFL learners who were split into two experimental groups. The first group was assigned to the Edpuzzle platform and the second to the TED-Ed platform. The former used authentic videos, and the latter used animated videos. Both groups watched videos on the platforms and completed comprehension tests with five multiple-choice questions per video. The results showed that students who used the TED-Ed platform achieved higher scores than students who used the Edpuzzle platform. The study indicates a difference between the two platforms that use different video formats. This study also highlights the importance of using interactive online platforms, such as Edpuzzle and TED-Ed. In addition, animated videos are better than authentic videos for improving listening performance and comprehension. Thus, it makes a valuable contribution to EFL learning and to the transformation of digital learning.

Keywords: interactive; video platforms; Edpuzzle and TED-Ed; EFL context; listening comprehension

تقييم فعالية منصات الفيديو التفاعلية في الفهم الاستماعي لطلاب اللغة الإنجليزية كلغة أجنبية: دراسة

مقارنة بين ايدبازل وتيد التعليمية

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أستاذ التطبيقات اللغوية المساعد - كلية الآداب والعلوم الإنسانية
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المستخلص: الهدف من هذه الدراسة هو تقييم فعالية منصتي الفيديو التفاعليتين ايدبازل وتيد التعليمية في استيعاب وأداء متعلمي اللغة الإنجليزية كلغة أجنبية، ومقارنة نتائج الطلاب لتحديد أكثر منصة فعالة. اعتمد الباحث تصميم البحث الكمي لجمع البيانات من عينة مكونة من ٤٢ متعلمة سعودية للغة الإنجليزية كلغة أجنبية تم تقسيمهن إلى مجموعتين تجريبيتين. تم تخصيص المجموعة الأولى لمنصة ايدبازل والثانية لمنصة تيد التعليمية. استخدم الأول مقاطع فيديو أصلية واستخدم الأخير مقاطع فيديو متحركة. شاهدت كلتا المجموعتين مقاطع فيديو على المنصات وأكملتا اختبارات الفهم التي تضمنت خمسة أسئلة متعددة الاختيارات لكل فيديو. وأظهرت النتائج أن الطلاب الذين استخدموا منصة تيد التعليمية حققوا درجات أعلى من الطلاب الذين استخدموا منصة ايدبازل. وتشير الدراسة إلى وجود اختلاف بين المنصتين اللتين تستخدمان تنسيقات فيديو مختلفة. تسلط هذه الدراسة الضوء أيضاً على أهمية استخدام المنصات التفاعلية عبر الإنترنت، مثل ايدبازل وتيد التعليمية. بالإضافة إلى ذلك، يعد استخدام مقاطع الفيديو المتحركة أفضل من مقاطع الفيديو الأصلية للحصول على درجات أعلى في أداء الاستماع والفهم. وبالتالي، فهو يقدم مساهمة قيمة في تعلم اللغة الإنجليزية كلغة أجنبية وفي تحويل التعلم الرقمي.

الكلمات المفتاحية: تفاعلية؛ منصات الفيديو؛ ايدبازل وتيد التعليمية؛ سياق اللغة الإنجليزية كلغة أجنبية؛ الفهم السمعي

Introduction

Learning English as a foreign language (EFL) depends on four linguistic skills—listening, speaking, reading, and writing—among which there is a substantial interplay (Zhang, 2009). A primary EFL pedagogical goal is to encourage the digital transformation of education, especially in the wake of the COVID-19 pandemic. Thus, EFL learners need to adapt to this transformation and use online platforms to develop diverse language skills, including listening. In EFL contexts, learners in higher education must study English as a core module. However, listening skills are overlooked in EFL teaching, learning, and research (Metruk, 2018).

Listening skills are regarded as receptive skills because people receive information through listening. Oxford (1993) defines listening comprehension as the 'perception of sounds [and] comprehension of meaning-bearing words, phrases, clauses, sentences, and connected discourses' (p. 206). Ahmadi (2016) and Atiyah and Izzah (2019) noted that understanding spoken language plays a significant role in second language learning and use. Thus, the process of comprehending and being aware of video/audio content is known as listening comprehension, and it plays a key role in learners' acquisition of a target language.

EFL learners are assessed on their use of the four previously mentioned language skills that are important for acquiring the English language, including listening. However, according to Humeniuk et al. (2021), students consider listening to be a complex task, and listening skills are difficult to develop. Hence, integrating digital (audio-visual) technologies into teaching and learning is fundamentally important for enhancing EFL learners' listening comprehension and improving their listening skills.

Technology has become an essential component of foreign language learning and teaching. EFL instructors must use interactive online platforms alongside traditional classroom materials to provide learners with additional resources to enhance their learning experiences and outcomes. Using different interactive video platforms may motivate EFL students to listen and evaluate their listening comprehension by posing related questions. Thus, platforms such as Edpuzzle and TED-Ed provide extensive listening activities accompanied by video content to engage and motivate EFL students (Cong-Lem, 2018).

Despite the importance of listening comprehension for learning and communicating in English, little attention has been paid to improving EFL learners' listening skills, with most teaching and research focusing on writing, speaking, reading, grammar, and vocabulary. However, Newton and Nation (2020) argued that language instructors should prioritize listening instruction and use diverse strategies to help students enhance their listening skills. Furthermore, traditional teaching methods often fail to provide adequate practice, restricting students' ability to participate in meaningful listening experiences. Even though platforms like Edpuzzle and TED-Ed offer interactive video-based learning and play a key role in fostering autonomous learning, there is a relatively small body of literature examining their effectiveness in improving listening skills. Hence, many Saudi EFL students struggle with listening comprehension due to a lack of interactive and autonomous learning opportunities. This study aims to bridge this gap by examining the impact of two different interactive tools on EFL learners' listening comprehension in the Saudi EFL context.

Significance of the Study

The online platform revolution in EFL teaching is attractive to many EFL scholars. However, few researchers have considered using interactive platforms to evaluate, assess, and improve EFL learners' listening comprehension and performance. Previous researchers have examined learners' perceptions of using digital platforms by comparing experimental and control groups. Thus, the researcher aimed to evaluate the effectiveness of two interactive video platforms—Edpuzzle and TED-Ed—in improving EFL learners' listening comprehension skills by comparing learners' scores on listening comprehension tests. Another aim of the current study was to contribute to the field of teaching and learning English as a foreign language and to provide valuable insights into the application of interactive video platforms and their potential impact on learners' language skills.

Research Questions (RQs)

This study aims to provide answers to the following research questions:

RQ1: What is the effectiveness of Edpuzzle and TED-Ed on the students' performance in the listening test?

RQ2: Which platform (Edpuzzle or TED-Ed) most influences students' scores?

RQ3: Are there any significant differences between the two experimental groups that were exposed to different video formats: authentic (Edpuzzle) or animated (TED-Ed)?

Literature Review

Theoretical Background of Interactive Platform Use

Over the last three decades, there has been an increasing emphasis on technology in education, with the adoption of computer-assisted language learning (CALL) applications triggering a revolution in language education (Namaziandost et al., 2019). Budiana (2021) and Maulana (2020) provided support for the use of CALL in foreign language learning. A theory underpinning the use of online platforms to improve learners' listening comprehension is the cognitive theory of multimedia learning (CTML) proposed by Mayer (2005), which is highly relevant to digital platforms.

According to CTML, students learn more effectively from multimedia materials tailored to complement their cognitive processes (Mayer, 2005). Maroukas et al. (2023) noted that students learn more effectively when words and images are presented together to convey information, rather than when they are presented separately. Thus, interactive video platforms such as Edpuzzle and TED-Ed are beneficial for learning English. CTML is useful for evaluating the use of interactive video platforms to improve listening comprehension skills since it connects in many ways to the use of digital platforms for language learning. For instance, active learning engages students in the learning process through tests and quizzes, and digital tools enable EFL learners to actively and meaningfully engage with multimedia resources to enhance their listening skills.

Previous studies on online platforms and listening skills

The rapid growth of technology and web-based language learning has made it a popular and effective tool for language learning (Nguyen & Manegre, 2023). Hossain and Al Hasan (2023) argued that it is important to use technology when teaching English to improve students' results and align with global expectations. In recent years,

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there has been widespread acceptance of the use of educational technology to teach/learn EFL, and to improve learning experiences and outcomes, especially in listening skills. Nunan (2005) argued that using technology to deliver listening materials can help improve EFL learners' listening comprehension. Moreover, Sejdiu (2017) noted that using videos, audios, and podcasts to teach listening skills is an effective way to build and improve these skills. Beatty (2022) also emphasised the significance of online platforms for improving learners' listening skills. Furthermore, Arrahma et al. (2024) noted that online learning platforms that incorporate audio-visual resources provide opportunities for skill improvement, arguing that audio-visual aids have a substantial impact on listening comprehension and are an essential part of modern language acquisition.

A huge body of research has supported the integration of technology into foreign language teaching and learning (Albiladi, 2019; Alsageer & Alshehri, 2021; Beatty, 2022). However, few studies have explored the effects of online platform integration on undergraduate EFL learners' listening achievements. Most researchers have focused on different factors, such as learners' and teachers' perceptions or behaviours. For example, Hamid (2022), who investigated learners' views on using Edpuzzle to improve listening skills, found that students had a positive attitude towards using the platform for assessing their listening skills and considered it useful. Rahayu and Bhaskoro (2022) conducted another study to explore how Edpuzzle can be used to teach vocabulary, finding that students were highly satisfied with Edpuzzle because it enhanced their engagement in classes while allowing them to have fun and improve their vocabulary learning.

Lestari et al. (2023) explored and assessed students' satisfaction with English learning in a virtual class using Edpuzzle and found that most students responded positively to virtual listening instruction. Mawaddah et al. (2022) conducted a study using Edpuzzle tests and questionnaires to improve listening skills and to observe the teaching/learning process; learners were highly satisfied with Edpuzzle and had positive attitudes towards it, as it helped them achieve higher test scores. Saleh (2019) conducted an experimental study on Grade 11 listening competence, comparing an experimental group with a control group, and found that using Edpuzzle was highly beneficial for boosting students' listening comprehension and fostering learning autonomy. In summary, most previous studies have focused on learners'/teachers' perceptions, vocabulary learning, and young learners.

Several researchers investigate the use of the TED-Ed platform and its effects on learners' listening skills. However, they largely explore English as a second language (ESL) learners' perceptions, vocabulary gains, and spoken language, and compared video with audio groups. For instance, Bhurt et al. (2023) explored the impact of using TED-Ed videos on improving ESL listening skills, focusing on teachers' and learners' perceptions, and found that both teachers and learners believed that TED-Ed videos were beneficial for teaching and learning language skills. In addition, there was a significant improvement in the experimental group's scores, who were exposed to TED-Ed videos, compared with the control group, which was exposed to audio only. The researchers emphasised that using the TED-Ed platform can help students improve their listening skills. Moreover, in a Korean EFL context, Gagen-Lanning (2015) explored EFL students' perceptions of using TED videos for English learning and concluded that students had positive attitudes towards them. Izzah et al. (2020) explored EFL students' perceptions of using TED Talks to enhance their listening skills. The

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researchers used a questionnaire to evaluate learners' perceptions and discovered that students had positive attitudes towards and were highly satisfied with the TED talks.

Kirana (2023) conducted a study to examine the effects of using the TED-Ed platform on Grade 8 Indonesian vocabulary knowledge and found that it improved EFL learners' vocabulary gains from pre-test to post-test. Merdianti et al. (2023) also employed an experimental group and a control group to investigate the impact of using TED-Ed videos on EFL students' listening skills. The first group learned with TED-Ed videos, and the latter learned with audio only. The post-test results showed that students in the experimental group performed better than students in the control group. Alghmadi (2024) investigated whether exposing Saudi EFL undergraduate students to TED talks would successfully increase their spoken language proficiency. He discovered that exposing students to TED Talks improved participants' oral skills, notably fluency, vocabulary, grammar, and pronunciation.

In summary, researchers considering the TED-Ed platform have focused on learners' and instructors' perceptions, compared the use of TED-Ed videos with audio-only instruction, and evaluated vocabulary gains and improvements in speaking skills. However, in this study, the researcher focused primarily on listening skills and compared two interactive online video platforms with different video formats, authentic (Edpuzzle) and animated (TED-Ed).

Within EFL contexts, few researchers have explored the effects of using different online platforms on learners' listening comprehension. An exception was Alsagheer and Alshehri (2021), who conducted a study on the effects of using the ELLLO platform on Saudi high school learners' listening skills. Their results showed significant differences in scores between the control group (who were taught using traditional methods) and the experimental group (who used the ELLLO platform), and they concluded that using digital platforms improved learners' listening comprehension. Chien et al. (2020) conducted further research to investigate the impact of using additional YouTube videos on the development of EFL college students' listening comprehension and discovered that learners performed better on a test after using YouTube videos, that it developed their listening comprehension, and that students considered it a useful tool for learning. The researchers concluded that integrating YouTube videos with traditional methods may be beneficial.

Edpuzzle platform

Edpuzzle, launched in 2013 (Edpuzzle, 2024), is an online platform that uses video lessons to engage students. It is generally used by teachers in the classroom, but students can also use it for online learning (Hasan & Habibie, 2024). Teachers can create classes, add students, create/add videos, and embed videos and questions into the platform. Ware (2021) highlighted the benefits of Edpuzzle, including its user-friendliness for teachers and students, thorough analytics on student success and participation, its free use, and its promotion of students' engagement in learning. Lestari et al. (2023) advised educators to use Edpuzzle to create educational activities that make use of audio-visual resources.

TED-Ed platform

The TED-Ed platform was founded in 2012 as an educational online platform to serve both teachers and learners. TED-Ed stands for technology, entertainment, design, and education. It enables teachers to create their own interactive animated videos and questions, use them on websites, and tailor them to their students' needs.

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Teachers can amend questions by adding, deleting, or editing text, and share links with their students without registering on a website, ensuring learners' anonymity. Park and Cha (2013) identified four benefits of using TED videos: 1) engaging material, 2) unique interactive transcripts, 3) quick download, and 4) easy access. According to Gavinela et al. (2021), one of the best strategies for developing listening skills is to engage learners in listening to/watching authentic materials, and TED videos are an excellent source of such materials. Kirana (2023) argued that the TED-Ed platform has gained popularity due to its visually appealing interface and educational materials, making it an invaluable resource for educators. She also added that animated videos have proven more engaging than textbooks. Mustikanthi (2014) also noted that using animated videos with English subtitles helped learners listen to narrative stories more effectively.

Using two different video formats (authentic vs. animated) is beneficial for assessing their effectiveness on learners' listening skills. Authentic videos expose learners to real language use and are unscripted, while animated videos use animation to clarify complex ideas and are scripted. The combination of both formats to promote listening comprehension is fundamental for evaluating their effectiveness in learners' comprehension test results.

Both TED-Ed and Edpuzzle are examples of CALL because they are accessed via computers. They benefit EFL learners by providing additional materials to support autonomous learning and enhance listening skills and comprehension.

Methodology

Research Design

The researcher employed a quantitative research design to collect and analyse numerical data. Comprehension tests were used to assess learners' comprehension of the video's content and their performance.

Participants

The participants in this study were 42 female EFL learners selected through purposive sampling because they had the same language proficiency level. Hence, the participants were at the B2 level of the Common European Framework of Reference for Languages (CEFR) who were studying English for academic purposes on an 8-week summer course. Participants were divided into two experimental groups. The first group was assigned to watch five authentic videos and answer comprehension test questions on the Edpuzzle platform, and the second was assigned to watch five animated videos and answer comprehension test questions on the TED-Ed platform. Students watched and answered the tests at their own pace. The Edpuzzle group watched five videos on the platform and answered five multiple-choice questions for each video. All Edpuzzle videos were taken from the learners' coursebook, uploaded to Edpuzzle, and introduced to learners for the first time through the platform (See Appendix 1). The TED-Ed group watched five interactive animated videos on the TED-Ed platform related to topics from their coursebook (Unlock 2, listening and speaking, second edition) and answered five multiple-choice questions for each video (See Appendix 2). Heredia (2018) emphasized the significance of pre-listening activities to promote comprehension and to help learners become successful listeners. One of these activities is familiarizing learners with what they will hear and giving them background information. In this study, students were familiarized with the main ideas of each topic and the key vocabulary.

Research instrument

The current study used comprehension tests to measure learners' comprehension of the video's content and their performance. Five multiple-choice questions were used for each video. Furthermore, a comprehension test was used as a post-test following watching the video on both platforms (Edpuzzle and TED-Ed). On the Edpuzzle platform, the researcher used questions from Unlock 2: Listening and Speaking, Second Edition, to assess their understanding of the main ideas and details. Regarding questions on the TED-Ed platform, the researcher used embedded questions within videos and selected those that measured understanding of main ideas and details.

Data Collection and Analysis

The researcher collected data through the Edpuzzle and TED-Ed platforms, then analyzed the data quantitatively to compare EFL learners' scores across the two platforms and to evaluate the effects of using these platforms on their listening comprehension and performance. The researcher downloaded multiple-choice answers from both Edpuzzle and TED-Ed and used them to analyze learners' results quantitatively, calculating multiple-choice comprehension test scores as follows: 20 points were awarded for each correct question, yielding a total possible score of 100 per test. Only the students' first attempts were counted. The researcher then analyzed the participants' performance using JASP software for conducting statistical analysis. In addition, the researcher calculated the mean scores for each group and then conducted an independent-samples t-test to compare the two experimental groups' performance.

Validity and Reliability

To ensure the validity of the research tool, the comprehension tests were presented to two colleagues: one is a professor of applied linguistics, and the second is an associate professor, to review the tests, ensure that all questions measured students' comprehension of the videos' content, and make amendments based on their observations. To ensure the test's reliability, the researcher piloted it with a sample of 10 students: five per platform. To assess the internal consistency of the questions, Cronbach's Alpha was used to ensure that all multiple-choice questions measured comprehension, and the calculation was performed in Microsoft Excel. The results indicated good reliability (0.85).

Ethical Considerations

Participants were informed about the objectives of the current study and assured that participation was voluntary and would not affect their course grades. In addition, they were asked to watch the videos and then answer the comprehension test questions, but to ensure their anonymity, they were not required to give their names or email addresses.

Results

The results of this research are based on the three previously mentioned RQs. The first RQ was designed to identify the effectiveness of Edpuzzle and TED-Ed on the students' performance in the listening test, the second question was designed to determine which online platform influenced students' scores the most, and the last was designed to identify whether there were any significant differences between the two experimental groups who exposed to different videos formats: authentic (Edpuzzle) or animated (TED-Ed).

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Regarding the effectiveness of Edpuzzle and TED-Ed on the students' performance in the listening test, and which platforms had the most impact on learners' scores, Table 1 clearly indicates the students' performance (total mean scores) when answering the multiple-choice questions for each video on the Edpuzzle platform. For example, the total mean scores for videos 1, 2, 3, 4, and 5 were 70.476, 83.810, 88.571, 80.000, and 80.000, respectively. Furthermore, the total mean score for all videos and all students was 402.857.

Table 1

Students' Scores (Edpuzzle), N = number of students

Edpuzzle	Video 1	Video 2	Video 3	Video 4	Video 5	Total Score
N	21	21	21	21	21	21
Mean	70.476	83.810	88.571	80.000	80.000	402.857
Std. Deviation	29.407	23.340	21.514	25.298	23.664	80.569
Minimum	20.000	20.000	40.000	20.000	40.000	240.000
Maximum	100.000	100.000	100.000	100.000	100.000	500.000

Table 2 shows students' performance (total mean scores) on the multiple-choice questions for each video on the TED-Ed platform. For example, the total mean scores for videos 1, 2, 3, 4, and 5 were 81.905, 83.810, 97.143, 98.095, and 96.190, respectively. Furthermore, the total mean score for all videos and all students was 457.143.

Table 2

Students' Scores (TED-Ed), N = number of students

TED-Ed	Video 1	Video 2	Video 3	Video 4	Video 5	Total Score
N	21	21	21	21	21	21
Mean	81.905	83.810	97.143	98.095	96.190	457.143
Std. Deviation	15.368	17.457	9.562	6.016	8.047	24.727
Minimum	60.000	60.000	60.000	80.000	80.000	420.000
Maximum	100.000	100.000	100.000	100.000	100.000	500.000

The mean scores for the Edpuzzle and TED-Ed groups, as indicated in Table 3, were 457.143 and 402.857, respectively. Thus, the TED-Ed group performed slightly better than the Edpuzzle group.

Table 3

Mean Scores for the Two Experimental Groups (Edpuzzle and TED-Ed), N = number of students.

95% CI for Mean Difference									
Total Scores	t	df	p	Mean Difference	SE Difference	Lower	Upper	Cohen's d	SE Cohen's d
	2.952	40	0.005 ^a	54.286	18.391	17.116	91.455	0.911	0.339

Regarding the third research question, the researcher conducted an independent-samples t-test to determine whether there were statistically significant differences between the two experimental groups. If the *p*-value was less than or equal to 0.05, the results were statistically significant; if the *p*-value was greater than 0.05, the results were not statistically significant.

Table 4

Independent Samples T-test.

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Group	N	Mean	SD	SE	Coefficient of variation
TED-Ed Group	21	457.143	24.727	5.396	.054
Edpuzzle Group	21	402.857	80.569	17.582	.200

Table 4 shows the results of the independent samples t-test, which indicate that the mean total scores for the two groups were significantly different, with a p -value of .005. Based on the t-test results, there was a statistically significant difference between the mean scores of the two groups.

It was evident that learners on both platforms gained high scores. However, according to the JASP results, the TED-Ed group performed better on the comprehension tests than the Edpuzzle group.

Discussion

Despite the great body of research exploring the development of EFL learners' listening skills, few studies have investigated the effects of integrating online platforms on learners' listening comprehension, especially in EFL contexts. Most researchers have focused on learners' and instructors' perceptions of using digital media, and only some have compared experimental and control groups.

Overall, the findings of this research revealed that the scores were higher for TED-Ed than Edpuzzle on the comprehension tests. Furthermore, using two different platforms, one employing authentic videos (Edpuzzle) and the other using animated videos (TED-Ed), suggested that animated videos were more effective than authentic videos, which was clear from their high scores on the comprehension tests.

Higher results obtained by EFL learners using the TED-Ed platform may be related to the utilization of animated videos. As mentioned in the literature review, animated videos have been shown to be more engaging and interesting to the students. It also enhances comprehension. Another factor that may contribute to higher scores is the availability of subtitles in TED-Ed videos. Several studies demonstrate that English subtitles enhance listening comprehension by improving word recognition and vocabulary learning. Mustikanthi (2014), for instance, argued that using animation with English subtitles is useful for clarifying ideas and for listening effectively. Pérez et al. (2014) and Mayer (2021) confirmed that subtitles help EFL learners understand and retain information by bridging the gap between auditory and textual material. Park and Cha (2013) identified four benefits of using TED-Ed, including interactive and unique subtitles. Thus, integrating subtitles into TED-Ed may allow students to process spoken English more effectively than in Edpuzzle.

These findings align with those of Wu et al. (2023), who highlighted the importance of integrating interactive activities to enhance learning performance. Using online platforms undoubtedly encourages learners to learn and practice the language. Moreover, the combination of both formats to promote listening comprehension is fundamental for evaluating their effectiveness in learners' comprehension test results. Hence, integrating digital tools into the teaching and learning of listening skills may greatly enhance EFL listening skills, which are vital for acquiring a language, developing learners' linguistic skills, and expanding their vocabulary.

The findings also align with other studies highlighting the fundamental role of digital platforms, particularly TED-Ed, in improving EFL learners' listening comprehension and competence (Bhurt et al., 2023; Merdianti et al., 2023). In general, integrating videos and digital resources into language learning is a positive

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endeavor that can improve EFL learners' linguistic skills, as indicated by many scholars who have explored learners' perceptions of using online tools to improve their listening skills (Famarzi et al., 2019; Maziriri et al., 2020; Metruk, 2018). Celce-Murcia (2002) emphasized that utilizing digital tools is vital for motivating learners, exposing them to authentic materials, providing additional input, and helping them use their prior knowledge in the learning process. Hence, using videos for language teaching and learning can help improve EFL learners' listening skills and allow EFL teachers to track learners' progress.

Participants' high scores aligned with the findings of several studies (Famarzi et al., 2019; Maziriri et al., 2020; Metruk, 2018; Tham, 2020), noting that EFL learners believe that watching videos to practice listening skills outside the classroom enhances their listening abilities and substantially improves their learning progress. The findings also supported CTML and the assertion that using multimedia platforms allows learners to practice a language in a low-pressure environment at their own pace.

Conclusion

In this research, the author evaluated the impact of two interactive video platforms (Edpuzzle and TED-Ed) on EFL learners' listening comprehension and performance. This study emphasized the value of integrating digital platforms into EFL teaching and learning, showing that using TED-Ed had a greater impact on learners' comprehension test scores than using Edpuzzle. The differences in the two groups' scores may be due to the platforms' content, language, and video formats (authentic vs. animated), which may have affected learners' scores and performance.

Further explanations for the students' high scores included the fact that the learners completed the tests in a low-pressure environment at their own pace. Another reason for the high scores might be that young learners are considered digital learners in the digital age, as they use technology daily and rely heavily on online tools and resources in their studies.

Thus, the main findings prove that using technology facilitates EFL learners' listening comprehension. Language instructors should consider the effectiveness of digital tools as resources, apply them according to their students' needs, follow up on their students' progress, and assign appropriate materials based on their achievements.

It can be concluded that listening to digital audiovisual materials, such as videos, can foster positive attitudes and interests, enabling learners to pursue advanced language acquisition. The researcher also recommends using TED-Ed and Edpuzzle to measure EFL learners' learning comprehension. By providing EFL learners with opportunities to practice their listening skills using digital tools, language instructors can foster learning environments that facilitate the EFL learning process and help learners become effective listeners.

This research focused on the impact of using Edpuzzle and TED-Ed on learners' listening skills. However, further investigation is needed into how EFL instructors benefit from using digital platforms to improve learners' linguistic skills, tailored to their needs. EFL researchers could also consider measuring and comparing the effectiveness of different digital platforms across all learners' language skills (not just listening). Researchers could also build on this research's findings and use qualitative data to reveal learners' attitudes towards each platform, providing a clearer understanding of their preferences for authentic or animated videos.

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In summary, digital tools, websites, and resources should be an integral part of EFL teaching, as they are readily available and accessible, most are free, and they provide numerous helpful resources for educational purposes. In addition to traditional teaching/learning methods, animated TED-Ed and Edpuzzle videos should be compulsory in EFL education to develop linguistic skills, as they motivate learners to improve their language skills outside the classroom in engaging ways.

Recommendations

This study could also be replicated with other groups of students, such as young learners or major students. Also, researchers could assess learners' comprehension by asking open-ended questions about the video content or by asking them to write reflections, so their responses can be analyzed thoroughly.

Limitations of the study

The current research has some limitations. The first limitation was the absence of a pre-test to evaluate learners' pre-test-to-post-test progress. Using a pre-test would have provided a basis for comparing learners' scores before and after the intervention. Another limitation is that the study lacked male participants due to the short duration of the course, and the researcher only had access to female students in the Saudi Arabian context. Comparing results for male and female students would yield more robust findings on gender differences.

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Appendices

Appendix 1 (Sample screenshot of videos and questions – Edpuzzle)

edpuzzle Add search terms or a YouTube link here Add new

← Video Assignment Edit assigned video View as a student Settings

Video 1 Unit 1 The mental skills of chimpanzees
By Budoor Alraddadi
Start date: July 16th, 12:00am Due date: Aug, 4th, 11:59pm
Prevent skipping 1 Attempt

Share assignment Live mode

Students Questions

00:00 Multiple-choice question 29 out of 49 right

The scientists wanted to find out if chimpanzees could

- ✗ look for food
- ✓ plan ahead
- ✗ protect themselves

edpuzzle Add search terms or a YouTube link here Add new

← Video Assignment Edit assigned video View as a student Settings

Unit 6 China's manmade river
By Budoor Alraddadi
Start date: July 23rd, 12:00am Due date: Aug, 4th, 11:59pm
Prevent skipping 1 Attempt

Share assignment Live mode

Students Questions

00:00 Multiple-choice question 35 out of 49 right

Where do most of the people in China live ?

- ✓ North
- ✗ South

Evaluating the Effectiveness of Interactive Video Platforms on EFL Students' Listening Comprehension: A Comparative Study of Edpuzzle and TED-Ed

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Appendix 2 (Sample screenshot of videos and questions – TED-Ed)

The screenshot shows the TED-Ed interface for a lesson titled "How humanity got hooked on coffee - Jonathan Morris". The lesson was created by Budoor Alraddadi using TED-Ed's Lesson Creator. The video is from the TED-Ed YouTube channel. The lesson content includes a short text introduction and a multiple-choice question: "Which African country is considered the birthplace of coffee?" with options A (Ethiopia), B (Kenya), C (Nigeria), and D (Zambia). A video player on the right shows a thumbnail for "A BRIEF HISTORY OF COFFEE" with a "Watch" button and a "Think" button below it.

The screenshot shows the TED-Ed interface for a lesson titled "Climate change: Earth's giant game of Tetris - Joss Fong". The lesson was created by Budoor Alraddadi using TED-Ed's Lesson Creator. The video is from the TED-Ed YouTube channel. The lesson content includes a short text introduction and a multiple-choice question: "How does the greenhouse effect influence the climate on Earth?" with options A (It prevents Earth from getting too cold), B (It prevents Earth from getting too hot), C (It traps heat from the sun), and D (A and C). A video player on the right shows a thumbnail for "CLIMATE CHANGE: EARTH'S GIANT GAME OF TETRIS" with a "Watch" button below it.

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Appendix 2 (Sample screenshot of videos and questions – TED-Ed)

The screenshot shows the TED-Ed interface for a lesson titled "How humanity got hooked on coffee - Jonathan Morris". The lesson was created by Budoor Alraddadi using TED-Ed's Lesson Creator. Below the title, there is a "Let's Begin..." section with a short paragraph about the history of coffee. To the right, there is a video player showing a thumbnail for "A BRIEF HISTORY OF COFFEE" with a play button. Below the video player, there are two buttons: "Watch" and "Think".

Which African country is considered the birthplace of coffee?

- A Ethiopia
- B Kenya
- C Nigeria
- D Zambia

The screenshot shows the TED-Ed interface for a lesson titled "Climate change: Earth's giant game of Tetris - Joss Fong". The lesson was created by Budoor Alraddadi using TED-Ed's Lesson Creator. Below the title, there is a "Let's Begin..." section with a short paragraph about the greenhouse effect. To the right, there is a video player showing a thumbnail for "CLIMATE CHANGE: EARTH'S GIANT GAME OF TETRIS" with a play button. Below the video player, there is a "Watch" button.

How does the greenhouse effect influence the climate on Earth?

- A It prevents Earth from getting too cold
- B It prevents Earth from getting too hot
- C It traps heat from the sun
- D A and C