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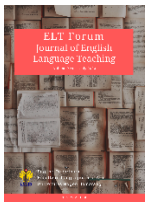

Using Edpuzzle interactive video to enhance listening skills

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Abstract

Listening comprehension is one of the most essential yet challenging skills in learning English as a Foreign Language (EFL). Despite its importance as a foundation for developing other language skills, listening often receives less instructional emphasis than grammar or vocabulary. Traditional listening instruction tends to be passive and lacks real-time feedback or learner control. This study reviews and explores the potential of Edpuzzle, an interactive video platform, to address these issues by offering pedagogical features aligned with multimedia learning principles. Grounded in Mayer's (2009) Cognitive Theory of Multimedia Learning, this study employs an integrative literature review method to synthesize relevant research published between 2015 and 2025. Findings from previous studies show that Edpuzzle enhances students' engagement, listening comprehension, and learning autonomy through features like embedded quizzes, self-paced playback, and immediate feedback. However, challenges remain, including limited infrastructure, teacher readiness, and familiarity with digital tools. The study concludes that Edpuzzle holds significant promise for transforming conventional listening instruction into a more interactive, reflective, and learner-centered process. This article contributes theoretically by reviewing and exploring how Edpuzzle aligns with current educational paradigms and suggests future empirical research and classroom application directions.

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INTRODUCTION

Listening is a foundational skill in English as a Foreign Language (EFL) learning, crucial for supporting other language abilities such as speaking and writing. It serves as the primary channel for language input (Bingol, 2017) and demands simultaneous processing at multiple linguistic levels, making it one of the most cognitively taxing skills (Brown, 2007), and listening precedes speaking, as learners require sufficient exposure before producing verbal output (Shago et al., 2024). Rost (2024) emphasizes its cognitive processing of meaning, context, and speaker intention (Shago et al., 2024)

Listening instruction in EFL contexts often remains traditional and passive. Students are commonly presented with audio materials that involve minimal interaction, failing to meet the listening process's cognitive demands and dynamic nature. As a result, learners frequently struggle with comprehension and motivation. According to Gilakjani & Sabouri (2016), many educational institutions place greater emphasis on grammar, reading, and vocabulary, leaving listening skills underdeveloped. These conventional methods do not promote feedback, active engagement, or learner autonomy, essential components of modern pedagogy. Students often struggle with listening comprehension due to multiple factors, including limited grammatical understanding, difficulty following natural speech, low self-confidence, and poor concentration (Asmawati, 2017). These challenges are worsened by the use of audio-only materials, which lack visual support and make it harder to follow fast speech or unfamiliar accents, ultimately reducing engagement and comprehension (Fitria et al., 2022; Otair & Abd Aziz, 2017; Rakhman et al., 2019). Moreover, the minimal use of English outside the classroom, as Marcellino (2015) noted, along with limited access to supportive technological tools (Rintaningrum, 2023), further hinders learners' development of practical listening skills. Most classroom activities are teacher-centered, and learners lack control over the pace and content of learning materials. To address these shortcomings, integrating digital tools into listening instruction is essential. One up-and-coming platform is Edpuzzle, an interactive video-based learning tool that empowers educators to embed questions, comments, and audio notes into videos. This transforms passive listening into a rich, interactive experience, aligned with student-centered and multimedia learning principles (Graham, 2016). Edpuzzle supports autonomy, engagement, and feedback by allowing students to control playback, revisit difficult sections, and answer real-time comprehension questions (Hamid, 2024). As such, Edpuzzle serves as a tool to enhance listening comprehension and as a medium that promotes key aspects of effective learning, namely engagement, learner autonomy, formative feedback, and multimodal processing, making it a compelling pedagogical alternative to conventional approaches. Its integration into listening instruction marks a significant shift from traditional, passive methods to a more interactive, student-centered learning experience. Conventional listening activities frequently lack student engagement, immediate feedback, and meaningful interaction with content (Kholid, 2024; Mawaddah et al., 2022). Edpuzzle addresses these gaps by enabling teachers to embed questions, audio notes, and comments directly into video materials (Graham, 2016), encouraging active participation and deeper comprehension. In line with this, Egilistiani and Prayuana (2021) emphasize that such videos can be customized to meet specific instructional goals; they may be trimmed, re-voiced, or supplemented with additional questions to support targeted classroom activities.

Studies show that such interactivity improves students' focus and motivation (Margawidjaya et al., 2024) and strengthens retention by engaging students cognitively and emotionally (Rozak, 2024). Based on Aula (2020), the students can be enthusiastic and enjoy the teaching and learning activities while using Edpuzzle. Moreover, Edpuzzle facilitates independent learning by enabling students to replay segments, control their learning pace, and receive immediate feedback, key features that support learners with diverse abilities and preferences (Alvarez, 2024; Hamid, 2024). These affordances directly enhance learner autonomy, comprehension monitoring, and cognitive engagement, aligning with the principles of personalized learning. Beyond its benefits for learners, Edpuzzle presents practical advantages for educators. Its assessment tools allow educators to track progress, analyze responses, and tailor instruction to individual student needs (Amaliah, 2020; Cesare, 2021). Features such as real-time analytics and "Prevent Skipping" options promote accountability and ensure students fully engage with the material. These capabilities help teachers implement differentiated instruction and formative assessment strategies, making learning more adaptive and data-driven. Furthermore, such functionalities enhance the quality of teacher feedback and student reflection, two elements often absent in traditional EFL classrooms.

Edpuzzle also aligns closely with Mayer's (2009) Cognitive Theory of Multimedia Learning, which emphasizes the integration of words and visuals to facilitate more profound understanding.

By engaging auditory and visual channels simultaneously, Edpuzzle promotes cognitive retention and encourages active learning. However, theoretical exploration of Edpuzzle's pedagogical value remains limited. Most studies center on short-term outcomes like test scores or perception rather than long-term behavioral or instructional change. As such, there remains a conceptual gap in understanding how Edpuzzle, as a digital instructional tool, can be aligned systematically with pedagogical theories and learning variables to transform listening comprehension in the Indonesian EFL context.

Moreover, implementation challenges persist. Access to devices and stable internet remains a barrier, especially in under-resourced schools. Teachers may feel overwhelmed by the need to design engaging content consistently, and students can become fatigued if assigned too many video tasks. Rahayu and Bhaskoro (2022) point out limitations in Edpuzzle's feedback mechanism, which sometimes restricts detailed teacher responses. Alvarez (2024) reported issues such as student distraction, mobile device audio quality, and difficulties integrating Edpuzzle with popular LMS platforms like Moodle. These challenges highlight the need for pedagogical innovation and institutional and technical support systems. To overcome these issues, strategic planning is essential. Educational institutions must provide ongoing professional development for teachers, equipping them with skills to design interactive content and interpret student analytics effectively. Practice-sharing sessions among educators can foster collaboration and highlight best practices. Furthermore, technical support such as user guides, IT help, and discussion forums can mitigate operational hurdles and sustain long-term use. Supplementing Edpuzzle with live online interaction, such as Zoom discussions, helps address the potential lack of peer collaboration.

Edpuzzle offers substantial potential for enhancing listening instruction and broader educational innovation by focusing on autonomy, engagement, assessment, and multimodal learning. It supports 21st-century competencies and represents a shift toward interactive, student-centered EFL instruction, despite requiring thoughtful integration and support to address existing challenges. This study explores how Edpuzzle's interactive features, engagement, autonomy, feedback, and multimedia processing can overcome traditional listening instruction challenges and foster a more effective, inclusive, and engaging EFL learning environment in Indonesia.

METHODS

This study employed a conceptual review approach within the Systematic Literature Review (SLR) to examine the pedagogical potential of Edpuzzle as an interactive video platform in enhancing listening instruction in English as a Foreign Language (EFL) contexts. The conceptual nature of this study is especially suited for identifying gaps in current listening instruction, evaluating the integration of digital tools such as Edpuzzle, and proposing pedagogical innovations based on established theoretical frameworks. The central objective of this review was to explore how Edpuzzle's interactive features, namely engagement, learner autonomy, feedback, and multimedia processing, can address persistent challenges in conventional EFL listening instruction. To achieve this, the researcher first identified a guiding question: How does Edpuzzle contribute to a more effective and student-centered approach to EFL listening comprehension?

The source selection process was based on clearly defined inclusion and exclusion criteria. Articles were included if published between 2015 and 2025, peer-reviewed, written in English or Bahasa Indonesia, and addressed one or more themes: Edpuzzle in language education, interactive video learning, listening comprehension in EFL contexts, and multimedia-based instruction. Articles that were not peer-reviewed, opinion-based, outside the publication range, or unrelated to the core themes were excluded. Databases used to obtain relevant literature included Scopus, DOAJ, Google Scholar, ERIC, and SINTA. Boolean logic was used to search for pertinent studies, and keyword pruning techniques were employed to ensure comprehensive coverage of relevant literature. The researcher selected 18 relevant articles from the search results that demonstrated clear connections between Edpuzzle features and key pedagogical variables in EFL instruction. These articles included theoretical papers and empirical studies that provided evidence for the effectiveness or limitations of Edpuzzle in educational contexts.

The analysis procedure followed a thematic synthesis approach. All selected literature was reviewed and coded according to recurring themes aligned with the study's focus: (1) engagement, referring to increased student motivation and attentiveness when using Edpuzzle (2) autonomy, highlighting how students gain control over playback, pacing, and repetition (3) feedback, particularly through immediate responses built into video tasks, though some studies pointed out its

limited personalization, and (4) multimedia learning, which supports dual-channel information processing. The study also analyzed existing problems in traditional EFL listening instruction, which tends to be passive, teacher-centered, and lacking in interactivity or visual support. These insights provided a conceptual basis for comparing conventional approaches with Edpuzzle-enhanced instruction. All sources used were publicly accessible and cited adequately by academic standards. The instruments used in this study were literature coding sheets and thematic categorization matrices, which helped organize the data during synthesis. No statistical analysis or formula was applied, as the study was purely qualitative and conceptual. This study provides a structured understanding of how Edpuzzle supports cognitive and pedagogical processes in listening comprehension by using a systematic and theory-informed approach to literature review. The findings derived from this method serve as a foundation for future empirical research and pedagogical development in technology-enhanced EFL education.

FINDINGS AND DISCUSSION

The systematic review reveals that integrating Edpuzzle into EFL listening instruction has a multifaceted impact on student learning. As an interactive video platform, Edpuzzle significantly enhances students' engagement and focus by directly embedding questions, comments, and audio notes into video content, transforming passive listening into an active, student-centered experience. Its multimodal features combine visual, auditory, and textual elements. Learners demonstrate greater autonomy by controlling playback, revisiting difficult segments, and setting personal listening goals. Furthermore, real-time feedback through embedded quizzes and prompts allows students to monitor their understanding, although some studies note that personalized feedback remains limited. Edpuzzle also encourages reflective and independent learning, with students actively processing content at their own pace. Despite these benefits, several challenges were identified, including technical issues such as unstable internet, device limitations, and the need for teachers to design engaging content continuously. The effectiveness of Edpuzzle-enhanced instruction depends mainly on how well educators scaffold the learning process, integrate content purposefully, and provide support before, during, and after the listening tasks. The reviewed articles are presented using codes (A1, A2, and so forth) in sequential order, starting from the first journal listed at the top of the table.

Table 1. Findings on the reviewed articles

Theme	Relevant Studies	Findings
Engagement	(Margawidjaya et al., 2024; Putra, 2024; Ramasany et al., 2022; Setiawati, 2025)	Edpuzzle increases students' motivation, focus, and learning engagement.
Autonomy	(Alvarez-Alvarez, 2024; Hamid, 2024; Pulukuri, 2020; Wati et al., 2024)	The playback control feature helps students learn at their own pace.
Feedback	(Cesare, 2021; Kholid, 2024; Mawaddah et al., 2022; Rahayu & Bhaskoro, 2022)	Provides immediate feedback but is not yet flexible for teacher intervention.
Multimedia Processing	Graham (2016), Mayer (2009),	Audio and visual integration supports efficient information processing.
Listening Instruction Issues	(Fitria et al., 2022; Gilakjani & Sabouri, 2016; Kholid, 2024; Zain-Alabdeen, 2023)	Challenges or difficulties during the implementation of Edpuzzle.

The Role of Edpuzzle in EFL Listening Learning

Enhance Student Engagement and Motivation

The use of Edpuzzle as an interactive video medium has consistently demonstrated its effectiveness in enhancing student engagement across various learning contexts, particularly in listening instruction. Research by Putra (2024) revealed a significant increase in student participation, from 45% to 94%, along with improved listening scores, highlighting the impact of interactive features

such as embedded questions and video controls in fostering active involvement. Similarly, Sari Setiawati et al. (2025) found that Edpuzzle implementation led to notable improvements in all dimensions of student engagement by creating a stimulating and enjoyable learning environment. This aligns with findings from Ramasany et al., (2022), who reported heightened student interest and participation in science learning through Edpuzzle, as students frequently revisited video content to deepen their understanding. Margawidjaya et al. (2024) further emphasized that integrating Edpuzzle with YouTube videos significantly boosted listening skills, as its interactive and visually rich format enhanced student attention, motivation, and enthusiasm, key elements of effective and meaningful learning engagement. Several pieces of evidence support this:

> *A2: "states that the use of Edpuzzle interactive video in distance learning is proven to increase student participation in distance learning activities."*
> *A4: "Edpuzzle proved effective in enhancing engagement and comprehension, but the reliance on technological tools requires adequate infrastructure and digital literacy."*
> *A3: "Found that interactive videos can help engage students to pay full attention to learning materials through active interaction between students and instructional videos."*
> *A1: "That Edpuzzle is an application that helps teachers invite students to have fun and makes the students more engaged."*

Autonomy: Encouraging Self-Paced and Reflective Learning

The use of Edpuzzle as an interactive learning medium has been proven to support student independence and self-directed learning at various levels of education, from elementary school to college. This platform allows students to learn independently, access materials flexibly, and watch learning videos whenever needed. This strengthens students' ability to manage their learning process independently, without relying entirely on the presence of a teacher (Alvarez & Mischel, 2024). Furthermore, Edpuzzle's "prevent skipping" feature encourages student accountability by ensuring they fully comprehend the content before continuing and providing immediate feedback on their answers (Pulukuri & Abrams, 2020). In the context of elementary education, the language in the interactive video is tailored to young learners' needs, making the material easier to understand. (Wati et al., 2024). Furthermore, students' perceptions of Edpuzzle's use are also very positive; 90% of the respondents agreed that the test difficulty matched their level of language proficiency, allowing them to progress confidently at their own pace. (Hamid, 2022). Overall, Edpuzzle's integration into learning supports a more flexible, reflective, and self-control-based learning process for students over their learning experiences. Several pieces of evidence support this:

> *A5: "The use of Edpuzzle also allows students to pace their learning."*
> *A7: "It can be effective for cases when an instructor wants to enable the 'prevent skipping' feature but also wants to give students who already know the material the flexibility to skip the video."*
> *A8: "The use of language in this interactive learning video is adjusted to the characteristics of elementary school students, which makes it easier for students to understand." wati*
> *A6: "The fact that 90% of the respondents agreed the test difficulty matched their language … allowing them to progress confidently at their speed."*

Immediate Feedback

The immediate feedback feature in Edpuzzle has significantly enhanced student learning outcomes, especially in listening comprehension. As Mawaddah et al. (2022) demonstrated, the automatic question prompts in Edpuzzle provide direct feedback that improves students' concentration and motivation. Similarly, Rahayu & Bhaskoro (2022) highlighted that even without constant teacher involvement, Edpuzzle's automated correction allows learners to identify and learn from their mistakes independently. Nugraha Kholid (2024) emphasized Edpuzzle's real-time scoring and result reporting, supporting formative assessment practices. In addition, Cesare (2024) noted that the quizzes featured in Edpuzzle promote quick responses and active student engagement throughout the learning process. These are based on:

> *A11: "Some students also like this automatic feedback … motivates them to answer the following question."*
> *A12: "Through EdPuzzle interactive media, students can immediately see the results of their answers."*

A10: "The application provides immediate feedback, further enhances its effectiveness as a teaching and learning tool."
A9: "Providing immediate affirmative and corrective feedback, and monitoring student performance.

Multimedia Processing: Improving Cognitive Load Management

Listening comprehension in a foreign language is a cognitively demanding process that involves decoding, parsing, and interpreting spoken input in real time. Mayer's Cognitive Theory of Multimedia Learning (2009), supported by Graham (2016), emphasizes that learning is more effective when information is processed through auditory and visual channels. Edpuzzle leverages this theory by presenting input in a multimedia format, integrating video, spoken language, text, and visuals. This multimodal presentation helps students grasp meaning more effectively. For example, observing facial expressions or contextual cues in a video helps understand intonation or slang, while on-screen text supports vocabulary recognition. As a result, learners experience reduced cognitive load and increased comprehension. Compared to audio-only materials, Edpuzzle's design is more aligned with how the brain processes complex information, thereby improving retention and interpretive abilities. Several pieces of evidence support this:

A14: "Effective size of working memory can be increased by presenting information in a mixed (auditory and visual mode) rather than single mode."
A13: "Students learn better from words and pictures than from words alone."

Challenges in Listening Instruction

Traditional listening instruction often relies solely on audio, making it passive and lacking visual support, which limits student comprehension. Fitria et al. (2022) reported that students struggle with audio-only materials, especially when faced with fast speech or unfamiliar accents, as the absence of visual cues hampers focus and understanding. Gilakjani and Sabouri (2016) noted that listening is frequently overlooked in classrooms, leading to underdeveloped listening strategies and weak comprehension. Similarly, Nugraha Kholid et al. (2024) emphasized that traditional methods, such as post-audio quizzes, fail to promote deep learning without interactivity or feedback. Zain Alabdeen et al. (2022) also found that Inadequate internet infrastructure hinders smooth playback and interaction, which is crucial in listening-based digital platforms like Edpuzzle. Several pieces of evidence support this:

A15: "In terms of improving students' critical listening ability, video as interactive multimedia was more effective than audio media."
A16: "Learners struggle with listening comprehension because universities prioritize grammar, reading, and vocabulary, while listening and speaking are often overlooked in textbooks and classroom instruction."
A17: "The limitations of traditional methods, such as the inability to provide immediate feedback and the lack of engaging content."
A18: "60% agreed or strongly agreed that the Internet connection was not smooth and caused some difficulty..."

DISCUSSION

A systematic literature review on the use of Edpuzzle to enhance EFL learners' listening comprehension reveals key insights into its pedagogical value. The findings highlight how interactive video tools support learner autonomy, increase engagement, provide immediate feedback, support multimedia processing, and pose challenges in listening instruction. This discussion interprets these findings about previous studies and explores their implications for future research and classroom implementation.

Listening instruction currently implemented in many English as a Foreign Language (EFL) classrooms, including in Indonesia, tends to be passive and teacher-centered, with students primarily listening to audio recordings without actively engaging in the learning process. This lack of interactivity and visual support often leads to difficulties in comprehending spoken texts, particularly when students are faced with unfamiliar accents, fast speaking rates, or minimal contextual cues (Fitria et al., 2022; Gilakjani & Sabouri, 2016). In line with this, Rakhman (201) emphasized that learners often struggle with unfamiliar vocabulary, topics, language registers, and accents, while

external factors such as environmental noise can further hinder comprehension during listening activities. These challenges are further exacerbated in contexts where students have limited exposure to authentic English input outside the classroom, making it harder for them to connect learning materials with real-life language use. Asmawati (2017) also found that many learners experience difficulty following natural speech due to a limited understanding of grammar, low self-confidence, and an inability to concentrate. Compounding these issues, Rintaningrum and R (2018) highlighted that inadequate access to supportive technological tools restricts students' opportunities to engage with diverse and multimodal learning resources that could otherwise scaffold their listening development.

In response to these pedagogical shortcomings, Edpuzzle offers a more robust and student-centered alternative to traditional listening instruction. By using interactive video, Edpuzzle enables teachers to embed quizzes, comments, and audio notes directly into the video content, turning passive listening into an active, engaging process. Several studies, such as those by Putra (2024) and Setiawati et al. (2025), demonstrate that implementing Edpuzzle in listening lessons significantly enhances student participation and learning outcomes. Students become more engaged and motivated because they feel actively involved in their learning process. Edpuzzle's key features also support learner autonomy. Playback controls allow students to pause, rewind, and adjust video speed according to their needs, offering flexibility and promoting self-paced learning. This aligns with Mayer's segmentation principle in multimedia learning, which emphasizes presenting information in manageable chunks to reduce cognitive overload. Research by Hamid (2022), Pulukuri and Abrams (2020), and Alvarez and Mischel (2024) confirms that students felt more confident and in control of their learning when using Edpuzzle. They could study without time pressure, reflect on their comprehension, and develop independent learning strategies. Supporting these findings, Aula (2020) observed that students became more enthusiastic and enjoyed the learning activities when Edpuzzle was integrated into the classroom. In addition, learners showed increased confidence in expressing their ideas and opinions during class discussions, indicating the platform's positive impact on engagement, motivation, and self-directed learning.

Edpuzzle has also been shown to increase student engagement. The combination of video content and interactive tasks, such as quizzes, encourages students to focus and be active during listening. According to Mayer (2009), learning that combines visual and auditory channels improves retention and comprehension because information is processed through two different cognitive pathways. Margawidjaya et al. (2024) support this statement with findings that using Edpuzzle in listening lessons can significantly improve students' attention, motivation, and listening skills. Learning is no longer monotonous but has become an engaging and meaningful experience for students. One of Edpuzzle's key contributions is its ability to provide immediate feedback to students. When students answer quizzes embedded within videos, they immediately know whether their answers are correct. This feature supports formative assessment and allows students to refine their understanding independently. Although Rahayu & Bhaskoro (2022) noted that personalized feedback in Edpuzzle is still limited, the presence of automated feedback still has a positive impact on student motivation and metacognitive awareness (Mawaddah et al., 2022; Cesare et al., 2021). In addition to students receiving feedback, teachers can provide additional feedback to students to track their progress (Egilistiani & Prayuana, 2021), which helps monitor understanding and provide timely support. This way, students can quickly learn from their mistakes and adjust their learning strategies for the next session, thus promoting a more responsive and effective learning process.

However, despite Edpuzzle's many advantagmmmes, it also faces challenges in its implementation. Several technical constraints, such as limited internet access, lack of integration with LMS platforms, and the need for additional time for teachers to design interactive content, are significant obstacles (Álvarez & Mischel, 2024; Rahayu & Bhaskoro, 2022). Furthermore, students can experience burnout if they have to complete too many interactive videos in a short period. Therefore, institutional support is essential to ensure the continued use of Edpuzzle. Professional training, technical assistance, and adequate infrastructure are key to successfully integrating this technology into the curriculum. On the other hand, video learning approaches like Edpuzzle can reduce social interaction between students. Because most activities are conducted individually, opportunities for discussion or collaboration with peers are limited. A hybrid approach that combines asynchronous activities (such as Edpuzzle assignments) with synchronous talks (e.g., via Zoom or face-to-face) is highly recommended to address this. This approach aligns with constructivist learning principles, where understanding is built through social interaction and

collaboration. Heliawaty & Rubini (2020) demonstrated that this hybrid model can improve students' critical thinking and communication skills. It can be concluded that Edpuzzle significantly contributes to creating a more effective, interactive, and student-centered listening learning experience. Through increased engagement, independent learning, immediate feedback, and multimedia presentation, Edpuzzle can address key challenges in teaching listening in EFL contexts. These findings align with multimedia learning theory and support a new direction in more modern, reflective, and personalized language pedagogy.

However, the full effectiveness of Edpuzzle depends not only on the technology itself, but also on its integration strategies into learning. Teachers must be able to design content tailored to student needs, utilize analytical features to evaluate progress, and create collaborative spaces that complement independent learning processes. Furthermore, support from educational institutions, such as regular training and digital infrastructure, is crucial for optimal and sustainable adoption of this technology. Thus, answering the research questions posed, Edpuzzle significantly contributes to supporting a more effective and student-centered approach to learning by increasing interactivity, autonomy, formative feedback, and students' cognitive and affective engagement in the learning process.

Challenges and Strategies for Implementing Edpuzzle

Although Edpuzzle offers various advantages in increasing learning effectiveness, its implementation in the field is not without several obstacles that require serious attention. Some primary challenges include limited access to devices and internet networks, a lack of technical understanding among teachers and students, and integrating Edpuzzle with commonly used Learning Management System (LMS) platforms in schools. Furthermore, the additional workload for teachers in consistently designing interactive content, as well as the potential for student burnout due to excessive video assignments in a short period, are factors that can hinder the effectiveness of Edpuzzle-based learning. Therefore, the success of Edpuzzle integration depends heavily on implementing a well-thought-out strategy, adequate teacher training, and ongoing technical support from educational institutions. Rahayu and Bhaskoro (2022) highlight the limitations of Edpuzzle's feedback feature. Although the platform allows for automated feedback, teachers cannot directly pinpoint which parts of students' answers are correct or incorrect within the system. This limits students' potential for reflection on their errors. To address this limitation, complementary strategies are needed, such as follow-up discussions outside the platform or clarification through additional communication channels. In the context of courageous learning that demands reflection and compels understanding, in-depth feedback is crucial to supporting meaningful learning.

A study by Álvarez and Mischel (2024) also highlighted several technical and pedagogical challenges in using Edpuzzle. They found that students' concentration tended to decrease when they had to watch several videos consecutively while answering questions, resulting in divided focus and reduced learning effectiveness. Furthermore, technical challenges when accessing Edpuzzle via mobile devices, such as audio glitches and login difficulties, also posed a barrier. Edpuzzle's incompatibility with popular LMSs like Moodle also added to the administrative burden for teachers and students, who had to manage the platforms separately. Concerns about plagiarism or dishonest collaboration, where students share answers without actually watching the videos, also posed challenges. Therefore, a comprehensive approach that includes intensive training, adaptive activity design, and monitoring features is needed to ensure optimal learning objectives are achieved.

Furthermore, Heliawaty and Rubin (2020) demonstrated that Edpuzzle's learning approach can reduce students' opportunities for direct interaction and communication. This lack of collaboration can impact the effectiveness of the flipped learning model, which relies on collective discussion and evaluation of solutions. They integrated face-to-face sessions via Zoom to address this challenge and enhance interaction. In these sessions, students were encouraged to engage in group discussions and brainstorming, with the teacher acting as a facilitator. This hybrid approach demonstrated that while Edpuzzle emphasizes independence, collaborative aspects can still be facilitated collaboratively as a complement. To support Edpuzzle's long-term effectiveness in learning, educational institutions need to provide regular professional training. This training should include mastery of key features such as interactive quizzes, video segmentation, and learning data analysis. Live simulations and independent practice are also crucial for building teacher confidence in integrating this technology into the learning process. Furthermore, a forum for sharing practices among teachers can provide a platform for exchanging experiences and strategies that have proven

effective. Responsive technical support is also essential in IT assistance, user guides, or bold discussion forums so technical problems can be handled immediately and do not disrupt the learning process.

CONCLUSION

This conceptual review has explored how Edpuzzle, as an interactive video-based learning platform, addresses key challenges in traditional EFL listening instruction. Anchored in Mayer's (2009) Cognitive Theory of Multimedia Learning and guided by the research question in what ways does Edpuzzle contribute to a more effective and student-centered approach to EFL listening comprehension? the review synthesizes evidence from 18 studies to demonstrate that Edpuzzle fosters a learning environment that is more engaging, autonomous, responsive, and cognitively supportive. The findings confirm that Edpuzzle enhances listening comprehension by promoting active participation, enabling learners to control their learning pace, providing immediate feedback, and integrating multimodal input. These features transform passive listening tasks into dynamic learning experiences that support motivation, attention, and self-regulated learning. In addition, the platform benefits teachers by offering tools for formative assessment, real-time analytics, and personalized instruction. Despite its potential, however, successful implementation depends on appropriate pedagogical design, teacher readiness, digital infrastructure, and institutional support. In light of these findings, educators are encouraged to integrate Edpuzzle into listening instruction strategically, combining it with collaborative discussions to balance autonomy with social learning. Institutions should invest in ongoing professional development and technical support to ensure sustainability and effectiveness. For future research, empirical classroom-based studies are needed to examine Edpuzzle's long-term impact on learner autonomy, comprehension outcomes, and teaching practices. Investigations that consider diverse learner profiles, cross-platform integration (e.g., LMS systems), and teacher workload will help refine Edpuzzle's role in the broader ecosystem of digital language learning. Ultimately, this study reaffirms Edpuzzle's pedagogical promise as a student-centered tool capable of transforming the way listening is taught in EFL contexts.

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