

**LATAM Revista Latinoamericana de Ciencias Sociales y
Humanidades, Asunción, Paraguay.**

ISSN en línea: 2789-3855, 2025, Volumen VI

Implementation of the digital platform Edpuzzle for the improvement of the listening skill in bachelor students of third "d"

Implementación de la plataforma digital Edpuzzle para el
desarrollo de la comprensión auditiva en estudiantes de
bachillerato de tercer grado

Mayra Cristina Tamayo Palacios

ct51141@gmail.com

<https://orcid.org/0009-0003-0626-0735>

Ministerio de Educación

Ambato – Ecuador

Diana Vanesa Lacera Crespo

dianalacerasb@gmail.com

<https://orcid.org/0009-0009-2103-2494>

Unidad Educativa Thomas More

Guayaquil – Ecuador

Adriana del Rocío Ramos Chavez

adryrramos@gmail.com

<https://orcid.org/0009-0009-0441-7827>

Unidad Educativa Juan León Mera La Salle

Ambato – Ecuador

Edwin Giovanni Sánchez de la Cruz

edwinsan@hotmail.com.ar

<https://orcid.org/0009-0008-1193-3160>

PCEI Juan Francisco Montalvo

Ambato – Ecuador

Pamela Carolina Soría Pacheco

pamelacarolinatoriasia@hotmail.com

<https://orcid.org/0000-0002-3399-2398>

Ministerio de Educación

Manta – Ecuador

DOI: <https://doi.org/10.56712/latam.v6i3.3962>

Artículo recibido: 02 de mayo de 2025

Aceptado para publicación: 21 de mayo de 2025.

Conflictos de Interés: Ninguno que declarar.


Redilat
Red de Investigadores
Latinoamericanos

NÚMERO

DOI: <https://doi.org/10.56712/latam.v6i3.3962>

Implementation of the digital platform Edpuzzle for the improvement of the listening skill in bachelor students of third "d"

Implementación de la plataforma digital Edpuzzle para el desarrollo de la comprensión auditiva en estudiantes de bachillerato de tercer grado.

Mayra Cristina Tamayo Palacios

ct51141@gmail.com

<https://orcid.org/0009-0003-0626-0735>

Ministerio de Educación

Ambato – Ecuador

Adriana del Rocío Ramos Chavez

adryrramos@gmail.com

<https://orcid.org/0009-0009-0441-7827>

Unidad Educativa Juan León Mera La Salle

Ambato – Ecuador

Pamela Carolina Soria Pacheco

pamelacarolinatoria@hotmail.com

<https://orcid.org/0000-0002-3399-2398>

Ministerio de Educación

Manta – Ecuador

Diana Vanesa Lacera Crespo

dianalacerasb@gmail.com

<https://orcid.org/0009-0009-2103-2494>

Unidad Educativa Thomas More

Guayaquil – Ecuador

Edwin Giovanni Sánchez de la Cruz

edwinsan@hotmail.com.ar

<https://orcid.org/0009-0008-1193-3160>

PCEI Juan Francisco Montalvo

Ambato – Ecuador

Artículo recibido: 02 de mayo de 2025. Aceptado para publicación: 21 de mayo de 2025.

Conflictos de Interés: Ninguno que declarar.

Abstract

This article studies the use of modern digital platforms for the improvement of what would be considered by most students as the toughest competence skill in language learning: listening. The focus of this competence comes from a detected common need students have been showing over the years. A selected group of bachelor students have been the object of this project where they will be given an excellent virtual platform to improve listening language skills. To analyze their opinion and the difficulties they have met during their learning process, surveys, interviews, questionnaires, and other research elements will be applied to gather relevant information for the implementation of this design. These research tools will provide logical numeric statistics, as well as objective and subjective opinions on the matter to create some balance. The paper presents the impact and benefits that the platform Edpuzzle has provided to education in general. It has helped and will continue to do so, not only for students but also for teachers' practice. Although the implementation of the project has brought up noticeable inadequate usage of teaching material resources, the lack of interest from both


teachers and students to improve this important skill, the project resurfaced all of the hurdles and created such a great impact for the practice of teachers and the development of students. Finally, the questionnaires allowed the project to take a look at all the failing branches involved in the learning and teaching process.

Keywords: edpuzzle, surveys, listening skills, research

Resumen

Este artículo estudia el uso de plataformas digitales modernas para mejorar lo que sería considerado por la mayoría de los estudiantes como la habilidad competencial más difícil en el aprendizaje de idiomas: la escucha. El enfoque de esta competencia surge de una necesidad común detectada que los estudiantes han ido mostrando a lo largo de los años. Un grupo seleccionado de estudiantes de bachillerato ha sido objeto de este proyecto donde se les brindará una excelente plataforma virtual para mejorar las habilidades lingüísticas auditivas. Para analizar su opinión y las dificultades que han encontrado durante su proceso de aprendizaje, se aplicarán encuestas, entrevistas, cuestionarios y otros elementos de investigación para recopilar información relevante para la implementación de este diseño. Estas herramientas de investigación proporcionarán estadísticas numéricas lógicas, así como opiniones objetivas y subjetivas sobre el tema para crear cierto equilibrio. El artículo presenta el impacto y beneficios que la plataforma Edpuzzle ha brindado a la educación en general. Ha ayudado y seguirá haciéndolo, no sólo para los estudiantes sino también para la práctica de los profesores. Aunque la implementación del proyecto ha mostrado un uso notablemente inadecuado de los recursos materiales didácticos, la falta de interés tanto de profesores como de estudiantes para mejorar esta importante habilidad, el proyecto resurgió todos los obstáculos y creó un gran impacto para la práctica docente y el desarrollo de los estudiantes. Finalmente, los cuestionarios permitieron que el proyecto echara un vistazo a todas las áreas fallidas involucradas en el proceso de enseñanza y aprendizaje.

Palabras clave: edpuzzle, encuestas, habilidad auditiva, investigación.

Todo el contenido de LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades, publicado en este sitio está disponibles bajo Licencia Creative Commons. 

Cómo citar: Tamayo Palacios, M. C., Ramos Chavez, A. del R., Soria Pacheco, P. C., Lacera Crespo, D. V., & Sánchez de la Cruz, E. G. (2025). Implementation of the digital platform Edpuzzle for the improvement of the listening skill in bachelor students of third "d". *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades* 6 (3), 493 – 511. <https://doi.org/10.56712/latam.v6i3.3962>

INTRODUCTION

This project explores the implementation of the digital platform Edpuzzle to improve listening skills in third-year Bachelor students at "Juan León Mera - La Salle" School. English is one of the most widely spoken languages worldwide and is considered essential for education, work, travel, and entertainment. As the number of English learners continues to grow, mastering all four language skills—reading, writing, speaking, and listening—is crucial. However, listening is often the most challenging skill to develop, as traditional teaching methods focus primarily on grammar and vocabulary. Many students struggle with understanding spoken English, which affects their ability to complete listening-based activities successfully.

Listening is a fundamental skill for communication, allowing learners to understand and respond effectively in conversations. It also supports the development of other language skills. However, in many EFL classrooms, listening activities are often superficial, preventing students from developing their comprehension abilities. At "Juan León Mera - La Salle" School, students in Third BGU "D" face significant difficulties in listening exercises, as seen in their grades and performance. Many struggle to understand audio materials and fail to complete listening tasks as expected.

The increasing use of digital resources in education has provided new opportunities to enhance language learning. Digital platforms, such as Edpuzzle, offer interactive tools that engage students and promote independent learning. Edpuzzle is designed specifically to improve listening comprehension by integrating videos with exercises, allowing students to practice and reinforce their skills in a dynamic way. The use of such platforms can help bridge the gap in listening instruction by making practice more engaging and effective.

This research aims to determine the impact of Edpuzzle on students' listening skills, investigating the reasons behind their difficulties and analyzing how the platform can support their improvement. The study aligns with both methodological and technological research lines, focusing on designing a structured system of activities that address students' weaknesses and needs. By integrating technology into the learning process, teachers can provide more meaningful activities, making language acquisition more effective and relevant to students' realities.

METHODOLOGY

In order to comply with the research problem, the objectives are delimited, the type of data required is indicated and the different methods and techniques to investigate this important aspect inherent in any research process in which the methodological framework within the research project should be developed. This study possesses several strengths. It employs a quantitative research design, enabling statistical analysis of the collected data. Additionally, data is obtained through a survey questionnaire administered to a sample of students. The study offers valuable insights into the efficacy of utilizing Edpuzzle for listening assessment, which can be advantageous for educators seeking innovative approaches to evaluate their students' listening skills.

The methodological framework refers to the group of logical, techno-operational implicit courses in any research process, to highlight and systematize them: in order to allow to discovery and analysis of the conventionally operationalized assumptions. The essential purpose of this is to place in the language of research, the methods and instruments that will be put into action. Its universe or population, its samples, the instruments and techniques of data collection, measurement, analysis, and presentation of data. In this way, the reader will be informed in detail about the development of the same (Balestrini, 2000). The Mixed Method Approach has been chosen in order to have a more detailed overview of the project.

This research project has taken an approach towards quasi-experiments because they “involve the manipulation of one or more independent variables and the measurement of a dependent variable” (Dawson, 1997, p. 19). Said quote, means that the project is more reliable and predictable. It gives the researchers the freedom to look at different perspectives, points of views and data analysis in order to obtain desired results accurately.

Mixed Method Approach

Mixed methods research is a methodology that combines the collection of both statistics to identify numeric results of the issue in question and their opinion on it, integrating these two types of data within a research study. It employs different patterns that may be based on philosophical suppositions and theoretical frameworks. The fundamental belief underlying this approach is that the integration of qualitative and quantitative data offers unique insights that go beyond what can be gleaned from either type of data in isolation (Creswell, 2018). The mixed methods approach will involve the following steps:

Quantitative research

Is a methodology used to validate objective theories by exploring the connections between variables. These variables can be measured and quantified, usually using instruments, allowing for the scrutiny of numerical data using statistical methods. The resulting written report follows a structured arrangement, including parts like the introduction, literature review and theoretical framework, methodology, results, and debate. Similar to qualitative researchers, those who employ this approach have underlying assumptions that involve deductively testing theories, implementing safeguards against bias, considering alternative explanations or counterfactuals, and aiming for general conclusions and replication of newfound knowledge. (Creswell, 2018). In our study, the quantitative research method will be utilized to get numerical data related to the students' listening skills. Pre- and post-tests will be conducted to measure the students' listening proficiency before and after the implementation of Edpuzzle. Statistical analyses will be performed to determine the significance of any observed changes.

Qualitative research

Is a methodology used to identify and comprehend the meaning that individuals or groups provide to a social or human problem. The research procedure entails fostering questions and methods, gathering details typically within the natural environment of the participants, analyzing the data by acquiring general themes from specific observations, and the researcher defining the meaning of the data. The resulting written report exhibits a flexible structure. Researchers who adopt this approach value an inductive style of inquiry, prioritize understanding individual perspectives, and emphasize the necessity of portraying the complexity of a given situation (Creswell, 2018). Regarding our research proposal, we are using tools like interviews and observations, which will be employed to gather rich narrative and visual data. These methods will provide insights into students' experiences, perceptions, and attitudes toward using Edpuzzle as a listening skill enhancement tool. The qualitative data will be analyzed using thematic analysis or other appropriate qualitative analysis techniques.

The authors Aguinis, Hill and Bailey (2019) state that it causes great damage to the study if certain data is not presented, since it might be seen as a lack of confidence and validation of the results. The data in this research shows the congruency of all the information collected being backed up by the subjects' opinion and the statistics shown in their tests applied prior and after launching the project.

Integration of findings

The quantitative and qualitative data will be integrated during the interpretation phase, allowing for a comprehensive understanding of the impact of Edpuzzle on the listening skills of Bachelor students. The triangulation of data will enhance the legitimacy and accuracy of the study's findings.

The proposed research on the implementation of the Edpuzzle digital platform for the improvement of listening skills will utilize action research and a mixed methods approach. Action research will facilitate the interactive and collaborative process of planning, implementing, evaluating, and refining the intervention.

Data Collection Techniques and Instruments

The researchers worked with the following techniques for the efficiency of this proposal: surveys, interviews, diagnostic tests, entrance tests, and exit tests to measure the sampling development regarding the nature of the study.

Survey

A survey questionnaire of 11 questions (Annex 1) will be designed to obtain prior information about bachelor students from Third "D" in "Unidad Educativa Juan León Mera La Salle". The survey is structured because the questionnaire has been established to obtain the perception of the students about their knowledge and withdrawal referring to listening skills and the practice of virtual platforms in the class.

Interview

An interview questionnaire of 5 questions (Annex 2) will be designed to obtain prior information about an EFL teacher at "Unidad Educativa Juan León Mera La Salle". The purpose of the interview is to obtain the opinion of the teacher regarding her knowledge in reference to listening skills and the use of digital platforms in the class.

Diagnostic Test

The diagnostic test (Annex 3) was designed to measure students' development of listening skills. This test was applied to the sampling group at the beginning of the interference process. The researchers used the Unit 5 Test from the RLP Platform in the listening section as the information was easy for the students to understand. It contained 4 tasks. Each one of the tasks measured a sub-skill regarding listening. The questions are multiple-choice, identification, completion, and listening for the gist. The purpose was to control listening comprehension based on vocabulary identification, listening for gist, and listening for precise information. Some graphics were used to guide students in their understanding.

Entrance Test

The entrance test (Annex 4) was designed to measure the dependent variable. This test was applied to the sampling group meanwhile the intervention process was happening. The researchers used the Sample Entrance Test from the RLP Platform in the listening part, which will be applied as a pre-test. It displayed 3 tasks. In each, there were 5 questions multiple choice and identification to measure listening comprehension based on vocabulary identification, listening for gist, and listening for specific information.

Exit Test

The exit test (Annex 5) was designed to measure the dependent variable. This test was applied to the sampling group at the end of the intervention process. The researchers used the Sample Exit Test from the RLP Platform in the listening section which will be applied as a post-test. The format of the test is similar to the Entrance Test applied.

Data Collection Techniques

Population and Sample

Population: Regarding the study to be performed the population considered for the development of this proposal are 146 Third Bachelor Students from Unidad Educativa Juan León Mera "La Salle" and one EFL teacher who has experience in the use of technology in the classes.

Sample: The sample to be considered is 37 bachelor students from Third "D" and one EFL teacher, who accomplished the characteristics needed by the researchers.

Sampling Method

Convenience Sampling method has been selected. In this case, the researchers surveyed the students in that course simply because they are easily reachable and part of their immediate population of interest. The EFL teacher has been selected because of the noticeable use that she has regarding the use of technology in her classes. Convenience sampling is commonly used in situations where practicality and ease of access to participants are prioritized over achieving a representative sample.

Needs of Participating Contexts

Strengths

Diverse Student Population: The school has a diverse student body, which can enhance the learning environment by promoting a range of perspectives and experiences, potentially benefiting cooperative learning strategies.

Committed Teaching Staff: The teaching staff is dedicated to improving student outcomes and is open to implementing new strategies, aligning well with the goals of the research.

Supportive School Leadership: The leadership at the school supports research initiatives and provides necessary resources, which can facilitate the successful implementation of cooperative learning strategies.

Weaknesses

Resource Constraints: The school faces limitations in instructional materials, which could hinder the implementation of cooperative learning strategies that rely on various resources.

Class Size: High student-to-teacher ratios may limit individualized attention and reduce the effectiveness of collaborative learning, as larger class sizes can affect the level of student interaction and engagement.

Limited Teacher Training: Not all teachers may have formal training in cooperative learning strategies, which could impact the effective implementation of these methods. Additional professional development may be needed.

Implications for Research

Leveraging Strengths: The research should capitalize on the committed staff and supportive leadership to successfully implement and evaluate cooperative learning strategies. Collaboration with these stakeholders can enhance the effectiveness of the strategies used.

Addressing Resource Constraints: To overcome limitations in resources, the research should consider strategies that are adaptable and do not rely heavily on materials. Additionally, seeking external funding or grants to provide necessary resources can help mitigate these constraints.

Teacher Training: Incorporating professional development workshops or training sessions for teachers can improve the implementation of cooperative learning strategies. This investment will enhance instructional quality and, consequently, the impact on students' reading comprehension.

Class Size Consideration: The research should select cooperative learning strategies that are effective in larger classes. Techniques that promote peer teaching and group accountability may be particularly useful in managing high student-to-teacher ratios and ensuring effective collaborative learning experiences.

DEVELOPMENT

Background and Context

The theories and articles referenced in this research paper have played a crucial role in shaping its objectives and expected outcomes. The insights gathered on the topic have significantly contributed to anticipating the potential results of the study titled "Implementation of the Edpuzzle Platform for Developing Listening Skills in Third-Year Bachelor Students from Third 'D' at Juan León Mera - La Salle School."

Several studies have investigated the relationship between Edpuzzle and its influence on listening skill acquisition, emphasizing the benefits of using this interactive video platform in English language learning. One such study is "Improving Students' Listening Ability Using Edpuzzle Interactive Video" by Mawaddah, Mustofa, and Putra (2022). The primary objective of their research was to enhance students' listening skills using Edpuzzle interactive videos.

The study employed a quasi-experimental design with a pretest-posttest control group methodology. The data collected was analyzed using both descriptive and inferential statistical methods. Additionally, inductive analysis was utilized to examine students' motivation and feedback regarding their learning experience.

This research is highly relevant to our study due to its quasi-experimental approach, which, as Price et al. (2015) state, is often conducted to evaluate the effectiveness of a treatment. The use of pretests and posttests was essential in determining whether Edpuzzle contributed to measurable improvements in students' listening skills. Given that our study also seeks to assess the effectiveness of Edpuzzle in a similar setting, Mawaddah et al.'s research serves as a strong foundation for our investigation.

For reference and citation management, the study utilized Mendeley, an offline desktop tool. The findings revealed a notable improvement in students' listening skills following the implementation of Edpuzzle. A significant increase in students' listening scores was observed, and over 85% of the participants met the minimum passing grade (KKM) of 75. Furthermore, students reported positive motivation and favorable feedback regarding the platform.

The strengths of this research include its robust design, which integrates both quantitative and qualitative data to assess Edpuzzle's effectiveness. The study not only relied on statistical analysis but

also incorporated subjective feedback from the students, adding depth to the results. The findings confirm that interactive videos, when properly integrated into the curriculum, can positively impact students' listening skills and overall engagement in language learning.

Mawaddah et al. (2022) conclude that Edpuzzle interactive videos significantly enhance students' listening abilities by meeting predetermined success criteria, increasing motivation, and eliciting positive feedback. Their study has both theoretical and practical implications. Theoretically, it supports the use of Mobile-Assisted Language Learning (MALL) as an alternative approach to teaching listening skills. Practically, it provides English teachers with insights into how Edpuzzle can be effectively integrated into listening classes. The authors suggest that further research could explore Edpuzzle's impact on other language competencies, teacher perceptions, and classroom action research.

Additionally, Hamid's study, "Students' Perception of Using Edpuzzle in Listening Assessment" (2022), contributes valuable insights into students' perspectives on using Edpuzzle for listening assessments. The research aimed to analyze students' opinions on Edpuzzle's listening materials, activities, and embedded questions.

The study employed a survey research design and collected data through questionnaires distributed via Google Forms. Participants consisted of 12th-grade students from SMK Diponegoro 1 Jakarta, all of whom had prior experience using Edpuzzle for listening assessments. A total of 10 students were randomly selected from each class or program. The collected data was analyzed using statistical tools such as Microsoft Excel 2013.

The findings revealed that students generally had a positive perception of Edpuzzle. Approximately 60% agreed that the video content in Edpuzzle listening tests was modern and engaging. Furthermore, the study highlighted Edpuzzle's advantage of allowing students to complete assessments while simultaneously watching videos, aligning with the listening activities recommended by Wei (2007) (Hamid, 2022).

The study's strengths lie in its use of a quantitative research design, enabling a statistical analysis of student responses. The survey questionnaire provided direct insights into students' experiences, helping educators understand the effectiveness of Edpuzzle in listening assessments. However, the study also had limitations. The sample size was relatively small, consisting of only 10 students per class, which restricts the generalizability of the findings. Additionally, the study focused solely on students' perceptions without incorporating objective measures of Edpuzzle's effectiveness.

Despite these limitations, Hamid's research underscores the importance of considering student feedback when integrating new learning tools. As Blanco and Perez (2007) suggest, including student perspectives in research helps create a holistic understanding of the learning experience. While personal opinions may introduce bias, they also provide valuable insights into student engagement, motivation, and learning preferences. When combined with statistical data, subjective feedback can strengthen the validity of research findings.

Another significant contribution to this research is Erkerk and Batur's (2019) study, which emphasizes that listening skills have been historically undervalued in language learning. Their research suggests that effective listening instruction should combine visual aids with spoken content, followed by targeted comprehension questions. This approach ensures that students have a clear purpose when engaging with listening activities.

Edpuzzle aligns with this instructional model by integrating visuals with interactive questions, helping students improve their listening skills in a structured and engaging manner. By incorporating these

research findings into our study, we aim to further explore the benefits of using Edpuzzle as a tool for enhancing listening comprehension among Bachelor students at Juan León Mera - La Salle School.

In conclusion, the studies reviewed provide substantial support for the use of Edpuzzle in developing students' listening skills. Mawaddah et al. (2022) demonstrated its effectiveness in improving listening comprehension through a quasi-experimental design, while Hamid (2022) provided valuable insights into students' perceptions of the platform. Erkerk and Batur (2019) reinforced the importance of integrating visuals with audio content in listening instruction. Together, these studies serve as a strong theoretical foundation for our research, guiding our methodology and expected outcomes. By implementing Edpuzzle, we anticipate that students will not only enhance their listening skills but also develop greater motivation and engagement in their English learning journey.

This research examines research on the use of Edpuzzle as a tool for developing listening skills in English learners. It provides an overview of studies that have investigated the relationship between Edpuzzle and listening skill acquisition, focusing on both the effectiveness of the platform and students' perceptions of its use. The research aims to assess how Edpuzzle, an interactive video platform, can influence listening comprehension, student motivation, and engagement in English language learning.

One of the primary studies referenced is "Improving Students' Listening Ability Using Edpuzzle Interactive Video" by Mawaddah, Mustofa, and Putra (2022). This study employed a quasi-experimental design with pretests and posttests to evaluate Edpuzzle's impact on students' listening skills. The independent variable in this study was the use of Edpuzzle interactive videos, while the dependent variable was students' listening skill development. The findings showed a significant improvement in students' listening comprehension, with over 85% of participants achieving the minimum passing grade. Additionally, students reported increased motivation and positive feedback regarding Edpuzzle's role in their learning process. The study's design incorporated both quantitative and qualitative data, allowing for a comprehensive analysis of Edpuzzle's effectiveness.

Another study cited is Hamid's (2022) research on students' perceptions of using Edpuzzle in listening assessments. This study employed a survey research design, using questionnaires to collect data from 12th-grade students who had experience using Edpuzzle for listening tests. The independent variable in this study was the Edpuzzle-based listening assessment, while the dependent variable was students' perceptions of the platform's effectiveness. The findings indicated that approximately 60% of students found the video content engaging and modern, reinforcing the idea that Edpuzzle enhances listening experiences by integrating visual and auditory elements. However, the study was limited by a small sample size and a focus solely on students' perceptions rather than objective learning outcomes.

Additionally, the research references Erkerk and Batur (2019), who emphasized the undervaluation of listening skills in language learning. Their study highlighted the importance of combining visuals with spoken content and comprehension questions, aligning with Edpuzzle's design. The independent variable in this context is the integration of visuals with listening exercises, while the dependent variable is the improvement in students' listening comprehension. Their findings suggest that structured listening activities with interactive elements help students engage with the material more effectively.

In conclusion, the document synthesizes multiple studies that support the use of Edpuzzle in enhancing listening skills. Mawaddah et al. (2022) demonstrated measurable improvements in listening comprehension, Hamid (2022) provided insights into students' positive perceptions of Edpuzzle, and Erkerk and Batur (2019) reinforced the effectiveness of combining visual and auditory learning elements. Together, these studies establish a strong theoretical foundation for further research, highlighting Edpuzzle's potential to improve both listening skills and student engagement in English learning.

Problem Statement

The lack of improvement of listening skills in Bachelor Students of Third "D" through the implementation of digital platforms like Edpuzzle.

Research Objectives

General Objective: To improve the development of the listening skills of bachelor students of Third "D" through the digital platform Edpuzzle with a series of monitored video activities.

Specific Objectives

To determine the proficiency level concerning the listening skill in bachelor students of Third "D".

To evaluate the impact of the Edpuzzle platform as a tool to improve listening skills in students.

To propose a series of pre-designed activities on Edpuzzle to upgrade the listening skills of students.

Significance of the Study

The significance of this study lies in its potential to enhance listening skill development through the integration of Edpuzzle, an interactive video platform, in English language learning. Based on the reviewed literature, the study contributes to the field in several keyways:

Advancing Listening Skill Instruction – Listening is often an undervalued skill in language learning. This study aligns with research (e.g., Erkerk & Batur, 2019) that emphasizes the importance of combining visual and auditory input for better comprehension. By implementing Edpuzzle, the study explores an innovative approach to making listening instruction more engaging and effective.

Evaluating Edpuzzle's Effectiveness – The study builds on Mawaddah et al.'s (2022) quasi-experimental research by examining whether Edpuzzle leads to measurable improvements in students' listening skills. Using pretests and posttests, it assesses whether the platform contributes to better comprehension and retention of spoken English.

Incorporating Student Perceptions – Hamid's (2022) study highlights the importance of considering students' views when implementing educational technology. This research extends that perspective by not only assessing learning outcomes but also analyzing student motivation and engagement with Edpuzzle-based listening tasks.

Bridging Theory and Practice – The study provides practical insights for educators, showing how Edpuzzle can be effectively integrated into the English curriculum. It supports Mobile-Assisted Language Learning (MALL) as a modern method for improving listening comprehension.

Encouraging Further Research – By reviewing prior studies, this research identifies gaps in the current understanding of Edpuzzle's role in language learning. It suggests further exploration of its impact on other skills, teacher perceptions, and broader educational contexts.

RESULTS AND DISCUSSION

The research employs a diverse set of instruments for data collection. Surveys, standardized tests, observation checklists, interviews, and focus group discussions are the primary tools used to gather data. These instruments have been carefully selected to ensure clarity, reliability, and validity in measuring the variables of interest. The sample considered for the survey is 13 students from 10th grade.

The statistical analysis is presented, evaluating the effectiveness of collaborative learning strategies in enhancing reading comprehension skills among tenth-grade students. The analysis encompasses both descriptive statistics and inferential statistics.

Descriptive Statistics

Descriptive statistics provide a summary of the key characteristics of the data collected during the research, including:

Minimum: The minimum score on the reading comprehension pre-test and post-test.

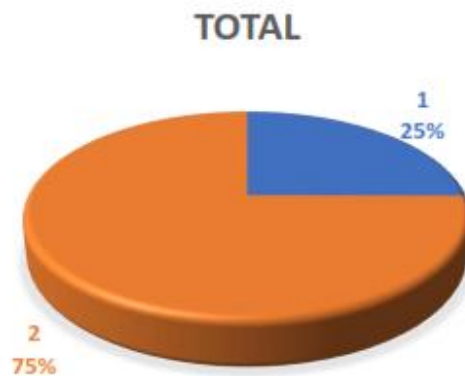
Maximum: The maximum score on the reading comprehension pre-test and post-test.

Mean: The average score on the reading comprehension pre-test and post-test.

Standard Deviation: A measure of the variability or dispersion of scores on the reading comprehension pre-test and post-test.

Graphic 1

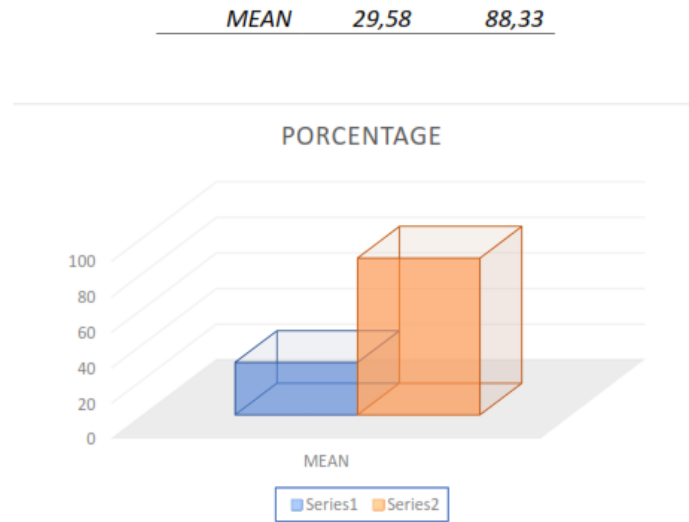
Pre-test and Post- test results



This graph displays the pre-test and post-test scores for each student, along with a total for both tests. It's clear that many students have shown improvements from the pre-test to the post-test, resulting in a significant overall increase in total scores from 355 to 1060 (25% to 75%).

Graphic 2

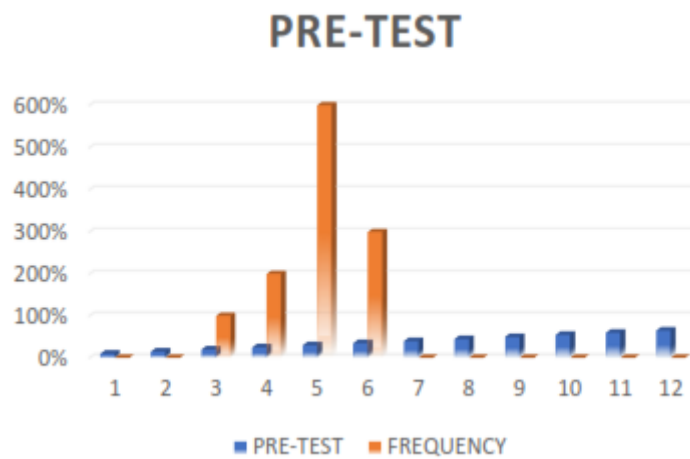
Values for the pre-test and post- test scores



The graph now includes the mean values for the pre-test and post-test scores, which are approximately 29.58 and 88.33, respectively.

Graphic 3

Frequency distribution of pre-test scores for a given dataset



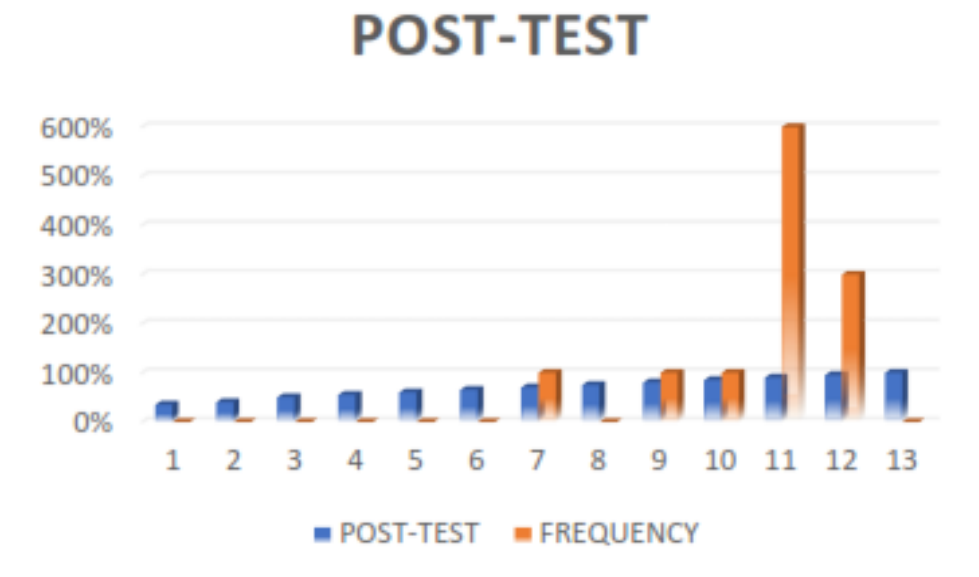
This graph represent the frequency distribution of pre-test scores for a given dataset. The pre-test scores are divided into percentage intervals, and the frequency of students falling within each interval is recorded. Here's what the table and graph show:

Pre-Test (%): This column lists the percentage intervals for the pre-test scores

Frequency: The "Frequency" column indicates how many students fall within each pre-test score range. For example, there is one student who scored 20%, two students who scored 25%, six students who scored 30%, and two students who scored 35%.

Graphic 4

Dataset's post-test score distribution



The dataset's post-test score distribution is shown in the frequency distribution table and accompanying bar graph. In addition, the results show a positive trend, with most students earning scores of 90% or more, indicating a significant increase over their pre-test results. The findings highlight the significance of continuous evaluation and improvement in education and provide vital information for teachers to modify their instructional strategies for improved student assistance and improved overall learning outcomes.

Results

This section presents the results obtained from the implementation of the research proposal, organized according to the research questions. Descriptive statistics provide an overview of quantitative data, while quotes from students' responses illustrate qualitative findings. The results are also compared with data from previous investigations for a broader perspective.

Research Question 1: Effectiveness of Collaborative Learning Strategies

Table 1

Pre-Test and Post-Test Scores with Difference for Research Question 1

STUDENT	PRE-TEST	POST-TEST	DIFFERENCE
A	25	90	+ 65
B	30	85	+55
C	25	80	+55
D	30	95	+65
E	30	95	+65
F	30	90	+60
G	30	95	+65
H	35	90	+55
I	35	90	+55
J	35	90	+55
K	30	90	+60
L	20	70	+50
TOTAL	355	1060	+705
PARTICIPANTS	12	12	

Graph 5

Pre-test and post-test scores for each student

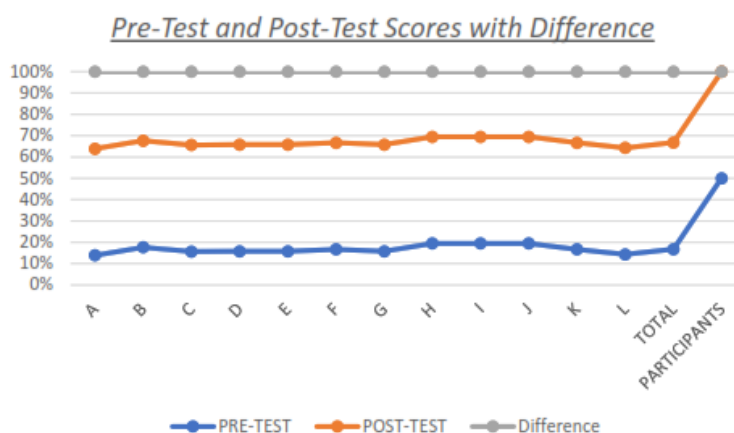


Table 1 displays the pre-test and post-test scores for each student, along with the difference between the two scores. The positive differences indicate an improvement in reading comprehension after the implementation of collaborative learning strategies.

Qualitative Findings

Student A remarked, "Working together in groups helped me understand complex texts better."

Student G noted, "Discussing with classmates improved my ability to analyze texts thoroughly."

Research Question 2: Student Satisfaction and Motivation

Table 2

Paired Sample t-Test Results for Research Question 2

Aspect	Pre-Implementation Mean	Post-Implementation Mean	p-value	Effect Size
Satisfaction with Group Work	3.2	4.5	< 0.001	~2.00
Motivation to Read	2.9	4.2	< 0.001	~2.50
Engagement in Discussions	3.5	4.3	< 0.01	~2.25

Table 2 presents the results of paired sample t-tests for aspects related to student satisfaction and motivation. The statistically significant p-values and effect sizes indicate a substantial improvement in these areas after the implementation of collaborative learning strategies.

Qualitative Findings

Student D expressed, *"I used to find reading boring, but group discussions made it more interesting."*

Student K stated, *"I feel more motivated to participate and learn when I work with my peers."*

Themes Emerging from Student Interviews

Table 3

Themes Emerging from Student Interviews

Theme	Example Quote
<i>Improved Comprehension</i>	"Group discussions helped me grasp complex ideas."
<i>Increased Engagement</i>	"I participate more actively in class now."
<i>Enhanced Motivation</i>	"I look forward to reading and discussing texts."

Table 3 highlights the recurring themes emerging from student interviews. These themes illustrate how collaborative learning positively impacted students' comprehension, engagement, and motivation.

Student Suggestions for Improvements

Table 4

Student Suggestions for Improvements

<i>Suggestions</i>	<i>Example Quote</i>
<i>More Group Activities</i>	"We would like more group projects in the future."
<i>Diverse Reading Materials</i>	"Having a variety of texts would be great."
<i>Clearer Instructions</i>	"Sometimes, the instructions for tasks were unclear."

Table 4 presents the suggestions provided by students for further improvements. These suggestions offer valuable insights for refining the collaborative learning strategies in future implementations.

CONCLUSIONS

This research paper based on observations and analysis has helped to find a necessity and construct an achievement purpose. The main recommendation is for teachers to never give up on improving their knowledge and to keep updated on new and trending tools for teaching. This is not just going to create a great impact for students but also would make teachers' jobs easier.

It's a great personal decision to keep learning something new every day to help your scholars. But it is also negligent acts from the institutions to not provide what is needed for the improvement of the teaching practice and at the same time, is something that would bring good results to the school. Schools usually offer this type of training to new and old teachers, but it does not look like a priority in this case. Hence, the best advice is to keep working on your self-development until this type of research reaches the correct group of people.

The results of this paper mirrored our expectations. Now educators from all over the world can take this as a base to continue with the implementation of this virtual platform or something like this one. Nowadays, because of students' age and era, this is the most suitable type of platform for them.

REFERENCES

Akhdiyati, F. (2018,02,26). Researchgate. Galuh University: JALL (Journal of Applied Linguistics and Literacy). IMPROVING ENGLISH LISTENING SKILL THROUGH LANGUAGE LABORATORY MEDIA. Retrieved from: https://www.researchgate.net/publication/346255651_IMPROVING_ENGLISH_LISTENING_SKILL_THROUGH_LANGUAGE_LABORATORY_MEDIA

(www.teachingenglish.org.uk), B. C. (n.d). Receptive Skills. Retrieved from <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/qs/receptive-skills>

Aguinis, H., Bailey, J. R., & Hill, S. N. (2021). Best Practices in Data Collection and Preparation: Recommendations for Reviewers, Editors, and Authors. SAGE Journals, Pp. 678-693.

Akhdiyati, F. (2018, 02 26). Researchgate. doi:10.25157/jall.v2i1.2186

Alber, R. (2019, 03 18). EDUTOPIA. Retrieved from Using Video Content to Amplify Learning: <https://www.edutopia.org/article/using-video-content-amplify-learning>

Ampa, A. T. (2015). The Implementation of Interactive Multimedia Learning Materials in Teaching Listening Skills. Canadian Center of Science and Education, pp. 56 - 62.

Balestrini, M. (2000). Como se elabora un proyecto de investigación. In M. Balestrini, Como se elabora un proyecto de investigación (pp. 113- 114). Consultores Asociados. Retrieved July 9, 2023

Basantes, E., Barros, M., Caiza, C., & Cuero, O. (2022). Virtual Platforms and its Use to Teach and Learn English Online. Dialnet, PP. 713- 723.

British Council. (2020, Octubre 20). Teaching English. Retrieved from www.teachingenglish.org.uk

Campbell, L. O., & Hartshorne, R. (2017). Proceedings of the 12th International Conference on e-learning. Central Florida: University of Central Florida.

Contreras, R., Almache, G., & Feijoo, K. (2023). Uso de Edpuzzle para mejorar la comprensión auditiva en estudiantes de inglés como lengua extranjera. JOURNAL OF SCIENCE AND RESEARCH, pp. Pp. 100-114. Retrieved from [Uso de Edpuzzle para mejorar la comprensión auditiva en estudiantes de inglés como lengua extranjera.](https://www.researchgate.net/publication/368123456)

Creswell, J. W. (2018). In Research design : qualitative, quantitative, and mixed methods approaches / John W. Creswell, PhD, Department of Family Medicine, (p. 41). United States of America: SAGE Publications, Inc. Retrieved July 9, 2023

Crystal, D., & Potter, S. (2023, September 3). English language. Retrieved from Britannica: <https://www.britannica.com/topic/English-language>

Dawson, T. E. (1997). A Primer on Experimental and Quasi-experimental Design. ERIC, p. 19.

dos Santos, V. M., Cernev, A. K., Saraiva, G. M., & Bida, A. G. (2022). Faculty Experience and Digital Platforms in Education. Revista de Gest~ao, 29, 254 - 255.

Edpuzzle Inc. (2023, Agosto 26). Edpuzzle. Retrieved from Edpuzzle: <https://Edpuzzle.com/about>

Egilistiani , R., & Prayuana, R. (2021). Students' Responses through the Use of Edpuzzle as an Application in Achieving Listening Comprehension. *Linguists: Journal Of Linguistics and Language*, 7(2), 65 - 67. doi:<http://dx.doi.org/10.29300/ling.v7i2.5469>

Galajda, D. (2012). Repository of the University of Silesia in Katowi. The concept of communicative competence in language learning. University of Silesia in Katowise. Retrieved from https://core.ac.uk/display/197740871?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1

Global. (2020, February). The importance of learning English.

Goharinejad1, S., Goharinejad2, S., Hajesmaeel-Gohari, S., & Bahaadinbeigy, K. (2022, 01 04). Open Access. Retrieved from BMC Psychiatry: <https://bmcp psychiatry.biomedcentral.com/articles/10.1186/s12888-021-03632-1>

Hamid, S. F. (2022, June 12). Mobile-assisted language learning. *PRIMACY: Journal of English Education and Literacy*, 1(1), 1-10.

Indeed Editorial Team. (2022, July 21). Listening Skills: Definition, Importance and How To Practice. Retrieved from Indeed: <https://sg.indeed.com/career-advice/career-development/listening-skills>

Isma, A. (2013). Teaching Receptive Skill. *Academia.edu*, 1.

LAXMI PUBLICATIONS (P) LTD. (2013). __UG_B.Ed._Education_70141 - Educational Technology_4262.pdf. Retrieved from https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/4/__UG_B.Ed._Education_70141%20-%20Educational%20Technology_4262.pdf

Mai, T. (2022, December). Flipped Classroom by Edpuzzle in the Context of Freshmen's Learning ELF. *Humanising Language Teaching*, 6, 2.

Mawaddah, N., Mustofa, M., & Putra, I. (2022). IMPROVING STUDENTS' LISTENING ABILITY USING EDPUZZLE. *Premise: Journal of English Education and Applied Linguistics*, 11(1), 1-17. doi:e-ISSN: 2442-482x

Mawaddah, N., Mustofa, M., & Putra, I. (2022). IMPROVING STUDENTS' LISTENING ABILITY USING EDPUZZLE. *Premise: Journal of English Education and Applied Linguistics*, 1-17.

Otilia, S. M. (2015). Needs Analyysis in English For Specific Purposes. In S. M. Otilia, *Needs Analyysis in English For Specific Purposes* (Vol. 2, p. 54). Romania. Retrieved Junio 9, 2023, from https://www.utgjiu.ro/revista/ec/pdf/2015-01.Volumul%202/08_Simion.pdf

Robertson, K. (2005). Active listening: more than just paying attention. *Australian Family Physician* (Vol. 34). Retrieved september 2023, from <https://search.informit.org/doi/10.3316/informit.366629010280498>

Rosenthal, J. W. (2000). *Handbook of Undergradute Second Language Education*. New York: Lawrence Elbaurn associates, Inc.

Sarani, A., Zare, E., & Nezhad, S. M. (2014). The Effect of Video-Based Tasks in Listening Comprehension of Iranian Pre-intermediate EFL Learners. *Gist Education and Learning Research Journal*, pp. 29-47.

Taufikil, M. (2020, 07 10). IAIN Salatiga. Retrieved from <http://e-repository.perpus.uinsalatiga.ac.id/8877/>

Worth, R. (2004). *Communication Skills*. United States: Facts On File, Incorporated.

Zhen, Z. (2016, March). DAVID PUBLISHING. Retrieved from *The Use of Multimedia in English Teaching*: <https://www.davidpublisher.com/Public/uploads/Contribute/56ef6fae3626c.pdf>

Blanco, & Pérez. (2007). *Enfoque cualitativo*. Retrieved from: https://www.eumed.net/tesis-doctorales/2012/mirm/enfoque_cualitativo.html

Price, P. C., Jhangiani, R. S., & Chiang, I. C. A. (2015). Quasi-experimental research. *Research methods in psychology*.

Erkek, G., & Batur, Z. (2019). Activity Suggestions for Improving Critical Listening Skills. *Educational Research and Reviews*, 14(7). pp. 639-646

Jones, D. (2008, March). Is there any room for listening? The necessity of teaching listening skills in ESL/EFL classrooms. In *Kansai University Gaikokugo Forum* (Vol. 7, pp. 15-22).

Utomo, S., Kusmaryati, S. E., & Sulistyowati, T. (2019). The challenges and difficulties in teaching listening: An exploratory research in a junior high school in Kudus. *Language Circle: Journal of Language and Literature*, 14(1), pp. 27-38.

Demir, M. D., & Tavail, Z. M. (2021). The effect of technology-based materials on vocational high school students' listening skill. *Journal of Language and Linguistic Studies*, 17(S1), pp. 448-457.

Rodríguez, M., Lezama, V., Otero, F., & Castillo, M. (2019). Improving the English Listening Skill by Taking Advantage of the Available Technologies. *CIEX JOURNAL*, (9), pp. 19-26.

Tiven, M. B., Fuchs, E. R., Bazari, A., & MacQuarrie, A. (2018). *Evaluating global digital education: Student outcomes framework*. New York, NY: Bloomberg Philanthropies and the Organisation for Economic Co-operation and Development, 114.

Todo el contenido de **LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades**, publicados en este sitio está disponibles bajo Licencia [Creative Commons](https://creativecommons.org/licenses/by/4.0/) 